In the twelfth year of his reign as King of England, William the Conqueror commanded a minute and searching inquiry into his land and how it was peopled and with what sort of men (Anglo-Saxon Chronicle). So impressive was the thoroughness of this inquiry that his subjects deemed it comparable to the day of their final judgement, the "Domesday." Thus came the survey's public record to be known as "Domesday Book," since 1908, a modern day version of this chronicle, "Ye Domesday Booke," has related the deeds and details not of a kingdom's populace, but of a university's.

Presenting

Ye Domesday Booke

Of the year 1979

Georgetown University

Washington

District of Columbia

Volume LXV
faculty ~ administration 34

sports 78

features 126

organizations ~ student life 178

seniors 242
George town is a vibrant, dynamic place where men and women gather to learn what it truly means to be human. Our growth takes many forms and yet, its aim is always to go beyond the multiple and to strive to bring about a unity - a unity in thought, in action, and in love. This unity requires a certain fortitude and a dedication to make growth a reality.

This book is an examination of that dedication - of our faculty to teaching and research, of students in their academic pursuits, of athletes in giving their level best, and of friends in making the Hilltop much more than a diet of facts and figures.

We owe special thanks to those who have made our years here fulfilling. To those Jesuits who founded and nurture Georgetown's growth. To those students and faculty members who continually build upon the noble foundation set before them. To those parents who have sacrificed for, understood, and supported our development.

With youth's characteristic undervaluation of what is really worthwhile, we do not now comprehend the tremendous influence of Georgetown and its ideals upon us. We can not now appreciate the true value of our fellow students, those who are leaving us and those which will remain. We do not realize how deeply our college days have been embedded in our hearts.

Someday, when we have come to an understanding of, or a greater appreciation of, what we call = Life = when we have learned to think for ourselves; in a word, when we have found ourselves; then only shall we realize; then shall we appreciate; then will our memory place in its proper niche, our years at Georgetown.

If this Booke is useful in keeping alive these memories, it will have successfully accomplished its purpose.
human greatness is, largely, clarity of vision. We raise monuments to men and women who could distinguish, amid many factors, the one or two that were essential from those that were not. They had the gift of piercing directly to the heart of a problem, the instinct for the main target, as a hound moves straight for the jugular.

This was the quality found in George Washington when he perceived that he could win the war against the British not by victories but by simply keeping his army in the field. The trait was displayed by Jefferson when he saw that what the nation needed in 1791 was another political party, and by John Marshall a decade later when he realized the government's primary need was the strengthening of the Supreme Court.

John Carroll, first Archbishop of Baltimore, possessed the same ability to get at a problem's core. He understood that for the security of the Catholic Church in the United States there were required two conditions: that she should have a large degree of autonomy even in respect to Rome, and that her people should be, in the broadest sense, literate. The first of these priorities could be met by a respectful but firm series of demands made to the Holy See by the American clergy, and the second by the founding of schools. He estimated the situation correctly because, cutting through the undergrowth of lesser issues he kept his eye on the few things that were most important.

He was born in Upper Marlboro, Maryland, in 1735, his father being a native of Ireland and his mother, Elizabeth Darnall, the daughter of a wealthy Maryland landowner. The story of the boy's education reveals much about political conditions in eighteenth century Maryland. The law of the Colony forbade Catholics to operate schools. So, esteeming at a high price the education of their children in the Faith, the Catholic parents of Maryland sent them to the Catholic academies in what was then called French Flanders. The sacrifice was not small. When they said goodbye to their little boys and girls at the Maryland wharf these mothers and fathers knew that they would not see them again for three or four years. Given the conditions of ocean travel in those days, there was no coming home for the Christmas or summer holidays. The case of John Carroll was extreme. He left for Europe as a boy of 12. When his mother next embraced him he was 46 years of age.

In 1753 he became a Jesuit novice at Watten, and in 1769 was ordained to the priesthood. He had already taught philosophy at the Society's colleges of Liege and Bruges. During part of 1771-1772 he made the Grand Tour of Europe as tutor to the son of an English nobleman. When he returned to America in 1774, his training in Europe had made him a cultivated man of the world as well as a dedicated priest.

Finally settled in his native land in 1776 he first performed a duty of patriotism. He was the fourth member of a diplomatic mission sent to Canada by the Continental Congress with the aim of winning for the American Revolution the support of the French Catholics. His partners were his cousin Charles Carroll of Carrollton, Samuel Chase, and Benjamin Franklin. The enterprise failed, but was the occasion of the formation of a warm and enduring friendship between Carroll and Franklin.

It was now time to address himself to the problems of the Catholic Church in (Continued on page 14)
To all liberally inclined to promote the Education of YOUTH.

BE it known by these presents, that I, the underwritten, have

as far as in a certain printed paper, entitled,

Proposals for establishing an Academy, at George-Town,
Patowmack-River, Maryland;

for which they will give receipts to the benefactors, and remit the monies received by them to me
the aforesaid underwritten, one of the directors of this undertaking.

Convinced also of the respectful confidence placed in the aforesaid

I moreover authorize them to appoint any other person or persons to execute the same liberal office, as

Maryland, this 30th day of March 1787.

Signed and sealed

J. Carroll

Left: Request for contributions for the founding of Georgetown College. Below: Entry in account book of Bohemia Academy, Maryland, showing John Carroll's enrollment in the school.
Portrait of Archbishop Carroll by Gilbert Stuart. Donated to the University in 1865; it now hangs in the President's office.
America. He was at the moment the Pope's chief representative in this country, no bishop having as yet been appointed.

He perceived at once that two actions must be taken. First, the Church, without in any way lessening its loyalty to the Holy See, must become distinctively American. And, as an indispensable means to this end, the American clergy must be allowed by Rome to choose their bishop from among themselves.

Conditions in the new country, Carroll saw, imperatively demanded this. The American and Protestant ultra-sensitivity to anything remotely resembling "foreign interference" would be outraged by a Roman appointment of a leader for American Catholics. Nor could a relative outsider understand and deal effectively with the special kind of administrative and moral issues that faced the American Catholic clergy.

Hence Carroll's insistence on the granting by Rome of a generous amount of self-government to the Church in America while, concurrently, the latter would reaffirm, in the strongest terms, her obedience and loyalty to the Pope and to Catholic doctrine.

Under Carroll's leadership, the following request was addressed to the Holy See: "...that the election of the bishop for the first time be permitted to the priests who now duly exercise the ministry here." Much to the credit of Rome, the plea was received favorably. Carroll was subsequently nominated by his colleagues and endorsed by the Pope in 1789 as bishop of the Catholic Church in America.

Equally imperative in Carroll's view was the establishment of a Catholic college in what was soon to be officially the United States of America. He went so far as to declare, in a well known statement, that the security and prosperity of the Catholic religion in the nation depended on such an institution. Deservedly his statue stands on our campus since he, more than any other, brought her into existence.

The lineage of the University goes back, in a real sense, to 1640. In that year Father Ferdinand Poulton, superior of the Jesuits
in America, had expressed to the Father General the missionaries' desire to establish a college. The General's response had been enthusiastic: "The hope held out of a college I am happy to entertain, and when it shall have matured, I shall not be backward in extending my approbation." In 1653 one Edward Cotton bequeathed a horse and mule, "the stock and all its increase to be preserved, and the profit to be made use of for the use of a school... My desire is, if they shall think convenient, that the school should be kept at Newtowne." The Annual Letter of the missionaries to the Father General reported in 1681:

Four years ago there was opened here (at Newtown, Charles County, Maryland) by ours in primitive circumstances a school of humane letters, which two (persons) direct and where native youth, extraordinarily devoted to study, make progress. That... school sent two students to St. Omer's (in French Flanders) and they are second to few Europeans in ability since they strive for distinction with the foremost of their class. Shortly afterward a law prohibited the establishment of schools by Catholics. The continuity between these early plans and their partial realizations and Carroll's academy on the Potomac is admittedly tenuous. What we call the "realizations" were no more than elementary schools. But the idea of a college was there from the beginning and, as history has taught us, there is nothing more real than ideas.

Be it noted, then, that four years after the founding of the first American college, Harvard, the Maryland Jesuits were thinking along the same general lines. And sixteen years before the birth of the College of William and Mary, the nation's second oldest institution of higher learning, they laid some very modest but appropriate foundations for a future college. Georgetown, when it finally came, was a culmination, not precisely a beginning.

John Carroll would have approved of the dedication theme of this "Domesday Books.

He would have realized, with his sense of priorities, that in our time this is one of the virtues most needed. To believe in all that merits belief, to be loyal to all that deserves loyalty - this we must do in a world that is often skeptical and morally lax.

Nor would John Carroll be disappointed at the state of Georgetown today. It is a Catholic university, dedicated to the characteristic Catholic spirit of intellectual openness, wedded to a pious acceptance of Christ's Revealed Truth. It is an American university, dedicated to the American principles of the freedom, equality, and dignity of man. It is a true family of students, alumni, alumnae, and faculty, dedicated, with respect and affection, to each other.
Books are for the scholar's idle times.

— Emerson
In this we have one great consolation: that the more difficult the conflict, the more glorious the triumph.

— Thomas Paine
They come to see,
they come to be seen.
— Ovid
When the sun shineth make hay; which is to say
Take time when time cometh, lest time steal away.
— Heywood
Gather ye rosebuds while ye may
Old time is still a-flying;
And this same flower that smiles today,
To-morrow will be dying.
— Herrick
It was the best of times, it was the worst of times,
it was the age of wisdom, it was the age of foolishness,
it was the epoch of incredulity, it was the season of Light,
it was the season of Darkness, it was the spring of hope,
it was the winter of despair...

— Dickens
He who dares not, fail he must!

Only let the cause be just.

Then have courage, those shall win —

Let thy task at once begin.

— Cartwright
Leisure is the best of all possessions.

- Socrates
A ROSE FOR YOU

The cheerful, unhappy man gave me a rose
From the many in a big vase on his desk,
When I admired them,
And he gave me the largest and reddest
As perhaps more mine than his.
When, after putting it in a slender white vase,
I carried it to you
Across the wide lawns in our life,
Many people spoke to me about the rose:
One said – I had stopped to read a note on a door –
Are you practicing calling on someone?
Another said, you’re almost Oscar Wilde with that thing.
Another: I should have taken your picture like that.
Another just said, nice flower.
A young man, an athlete,
When I waved to him with the rose,
Yelled across the green, is that for me?
All these people, even the one who said,
I hope it’s not like the priest in your poem.
Holding flowers instead of girls?
All these strangers and friends could see clearly,
And knew, the parade and pageant of the rose
I brought to you.
They wanted a little to be me or share the rose,
Find they wanted to greet and join a man
Who could carry a rose like this
Across the lawns to you.

– Roland Flint
My opinion has ever been that when any body of men publicly profess to undertake the education of youth, they are bound in justice to provide suitable teachers.

~ John Carroll
24 September 1813
timothy s. healy, s.j.
President of the University

daniel j. altobello
Vice President for Administrative Services

virginia m. keeler
Secretary of the University

j. donald freeze, s.j.
Assistant Vice President for Academic Planning

aloysius p. kelley, s.j.
Executive Vice President for Academic Affairs
clockwise from upper right:

**James P. Reed**
Executive Director Of
The Alumni Association

**William R. Scott**
Dean of Student Affairs

**William A. Miller**
Vice President for Planning and
Physical Plant

**William C. Schuerman**
Associate Dean of Students

**Debbie Jo Gottfried**
Director of Student Activities

**Thomas T. Ritz**
Associate Dean of Students
for Residence Life
Ronald L. Smith
Dean of the School of Business Administration

Royden B. Davis, S.J.
Dean of the College of Arts and Sciences

Rose A. McGarrity
Dean of the School of Nursing

Peter F. Krogh
Dean of the School of Foreign Service

James E. Alatis
Dean of the School of Language and Linguistics
clockwise from above:

MARGARET WOOD
Director, Information Center

JOHN V. QUINN
University Registrar

RICHARD W. BLACK
Director of Financial Aid
members of

the Jesuit community

A hard task is set by the faculty editors of Ye Donumday Book when they ask if education is “working,” and especially when they tie this question to something called “the needs of society.” Often there is a fundamental tension between the proper works of a university and the expressed needs of the larger society. We may agree with Newman that one function of a university is to give principle to the popular enthusiasm, but we must go farther and insist that the popular enthusiasm always needs weighing and often needs opposing. A great university is devoted to something far less seasonal than public whim.

To those beyond the perimeter of a university’s proper mission, the commitment to disinterested inquiry often takes on the appearance of aloofness and thereby conduces to the prevalent belief that such inquiry is “irrelevant.” Sensitive to this charge, contemporary universities have struggled to become more “relevant” in the mundane sense of the term. In the process, they have better prepared their students for labor, but have prepared them less for life. Even at Georgetown, where the echo of tradition should remind us of the difference between a university and a trade school, the attention paid to “pre-professional” education has, for all too many, so corrupted the means of instruction as to render the ends ambiguous. Our campus is littered with the flotsam of bureaucracy, as the nervous silence, as the nervous tiro迄今can be secured more quickly, becomes a substitute for personal growth. Professors, after battling the morning traffic, serving on the unneeded committees, and replying to the fifth of seven daily memoranda, take deep breaths and attempt to refine mere talk to the point at which it might safely be called teaching.

What is remarkable, of course, is not that so many are thus lost to the forces of thoughtlessness, but that so many are not. Even under the burdens of modern academic life, there is still the student who will take a chance, who will attend the “irrelevant” course which holds forth nothing more than “an appointment with reason.” A university with such a student has a reason for being. Georgetown has many dozens. With an improved climate, it would have hundreds. And to improve this climate nothing by way of additional funds is necessary: nothing by way of additional committees, memoranda, press-releases, or new titles is needed. All we must do — and do daily and with conviction — is come to grips with the essential mission of a university: the preservation, creation, and criticism of knowledge. On such a mission, there must be masters as this noun identifies those who have mastered a subject. And there must be students who are willing and able to follow the arc of thought, the analyses, the organization of ideas, the criticisms assembled by these masters for the purpose of understanding issues of consequence.

Who is to be the captain on this mission? Are not the trustees the legal officers, and are not the president and his assistants the first in command? After all, if the claim continues, the faculty are many and they do not all agree. Someone must have the last word. Indeed, were the premise sound, the conclusions would follow. But the metaphor of ships and armies are not aptly assigned to universities. Those who would instruct the best young minds of an age are not soldiers to be ordered about or crewmen to be given assignments. They are themselves the best of the instructed minds that the age has produced, and are the only men and women with the education, achievement, commitment, and competence needed to direct the energies of an institution of learning. To the extent that a university is a corporation — and it is only incidentally a corporation, never essentially — it is a legal entity and it requires a board for its purely legal transactions. It is wise and proper for such a board to appoint administrators who will preserve the properties, shepherd the finances, and otherwise protect the institution’s capacity to fulfill its historical obligations. But it is only the faculty that can define these obligations with clarity; only the faculty that can assess the institution’s performance at any given time; only the faculty that can, in the last analysis, defend the institution against the pressures and seductions awaiting all noble enterprises when tradition comes face to face with urgency.

Georgetown has many excellent teachers and recognized scholars, but in important respects it does not have a faculty. Her professors cannot afford to live near her. The campus offers no acceptable place to meet in any numbers; no place conducive to those informal sharings of experience and concern which ultimately lead to sounder courses, better programs, greater comprehension. A great university is more than a congeries of departments, chairmen, laboratories, and parking lots. It is a center of thought and rational persuasion; a center of intellectual agility and moral vigor; a sanctuary from boredom and the pathologies spawned by it; a place in which the resolve of youth is fortified by the examples of history and the lessons handed down by our betters. But it can be a “center” only when its scholars are welded together in sequence. A great university is more than the institution’s performance at any given time; only the faculty that can assess the institution’s capacity to fulfill its historical obligations. But it is only the faculty that can, in the last analysis, defend the institution against the pressures and seductions awaiting all noble enterprises when tradition comes face to face with urgency.

How little of this there is at Georgetown! How little it would take to create it! How great the loss in its absence!

Dean Robinson has received degrees from Colgate University, Hofstra University, and the City University of New York. Presently, he is a professor of psychology in the College of Arts and Sciences.
Arthur Burns is a distinguished professor with Georgetown's School of Business who began his career in education when he was 20 years of age. In those 54 years of teaching, Dr. Burns has lectured at colleges and universities throughout America. His efforts as scholar, advisor to four presidents, and Chairman of the Federal Reserve Board have been rewarded by some 39 honorary degrees. He has 10 books and many dozens of papers to his credit in the fields of economics and monetary management. At present Burns is writing a book dealing with world-wide inflation in addition to a volume of memoirs. He intends to teach at G. U. through 1981.
Harvey J. Iglarsh arrived on the Hilltop in 1976 from a teaching post at the Georgia Institute of Technology. As an assistant professor in the School of Business Administration, his published works and continuing research concern such matters as the structure and operations of small and medium-sized firms, the development of quantitative models for marketing, econometrics, and exploratory data analysis. Running, hiking, and white-water canoeing fill some of Dr. Iglarsh's spare time.

Patrick T. Butler is a native Washingtonian who joined the faculty of the School of Business Administration three years ago. His current academic projects include research of multinational corporations and international business policy. A graduate of St. Bonaventure College and American University, Dr. Butler enjoys sailing and sozing when away from school.
James A. M. Elliott

has taught economics at G.U. since 1976 and is currently studying the economic history of Cameroon and wage and employment policies in underdeveloped countries. Graduated summa cum laude by Yale University in 1966, he later received his M.S. in economics at the London School of Economics and his Ph.D. at Yale. His postgraduate career took him to the University of Michigan's Center for Research on Economics Development as a research associate and then to the University of Yaounde in Cameroon. Dr. Elliott has published papers which include "Model of a Labor Surplus Economy with Government and a Price System" and "Raising Wages in the Controlled Sector - A General Equilibrium Analysis." He escapes from academia with fishing trips and outside reading.

József Zrínyi, S.J.

was born and educated in Hungary. After he received his B.A. from Pius H College, he went to Holland to attend the Con stanum Maastricht; he later earned advanced degrees at the University of Montreal and at Georgetown. An associate professor of economics in the School of Foreign Service since 1961, Father Zrínyi once taught at the Statu-Nare in Romania. Among his academic interests are East-West trade, union income policies, and the limits of the welfare state. He is also Director of Admissions for the Georgetown summer session program in Trier, Germany.
George R. Houston is one of our teaching administrators, serving on the Executive Board as Vice President and Treasurer of the University and as a professor of business administration. Since joining the staff of Georgetown seventeen years ago, he has held various administrative and faculty positions. Houston, however, has not always graced the upper echelons of the Georgetown community for he first came to the Hilltop as a student who graduated with a B.S.B.A.

James B. Horigan, S.J. is an associate professor in the Department of Government. He has earned a total of five degrees from Woodstock College, St. Louis University, and Harvard University.
Government and Us

By Jeane J. Kirkpatrick

I was asked to address two questions in this essay: What should citizens expect from government, and especially, how moral should citizens expect their government to be? These are, of course, perennial concerns of political philosophy. In more stable times people think they know the answers to these questions, and professors are not asked to address them in college yearbooks. But in an age like ours—when the authority and legitimacy of government are challenged and questioned—the concerns of political philosophy become the private dilemmas of ordinary citizens who must find their way among competing claims, clashing interpretations and conflicting demands to a reasonable understanding of their relationship to government. In the comments that follow, I shall not deal with the relation of citizens and governments in the abstract, but with our relationship to our government.

Because the chief purpose of the nation's founders was to limit government's power and protect liberty, it makes sense to approach the first question negatively, asking what we should not expect from government. High among these are virtue and happiness. It is not the obligation or even the right of government to prescribe our goals, to provide meaning to our lives, to guarantee us self-fulfillment. These are our own responsibility. Government should not try to make us happy but to provide a framework in which we may pursue happiness. The whole American tradition—in religion, politics, science, art, and everyday life—is based on the conviction that societies are more creative, religions more believable, civilizations more interesting and persons more fully developed when individuals are left free to develop their interests and talents, express their views and visions. An unfortunate verbal convention has developed according to which the liberty to order our lives, seek our own goals, express ourselves, organize ourselves is called "negative" liberty, and freedom from arbitrary arrest, imprisonment, execution and other manifestations of tyranny is called "negative" freedom—as if these had no positive value. We should note, however, that the people who regard these individual liberties as trivial also frequently believe that ordinary people are not really to be trusted with managing their own lives and need to be directed toward the achievement of some "higher" or "more worthy" goal selected by others. In truth, the most important demand we should make of government is that it leave us free to choose our jobs, raise our children, cultivate our friendships, write our books, seek our salvation, criticize our government, and vote it out of office when that seems desirable.

These freedoms are prerequisite to democracy, which is, of course, the political system that protects liberty by insisting that government seek the consent of ordinary people before it makes laws binding on them. The second most important demand we should make on government is that it serve the common purposes of the society as these are expressed through the institutions of popular rule. As liberty is a prerequisite to democracy, law is a prerequisite to liberty. It is respect for law that is requisite to democracy, law is a prerequisite to liberty. In truth, it is also unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to assume that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. It is true that the moral quality of rulers sets the tone for the political class and seeps downward into the political culture and it is also not unreasonable to assume that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out. But it is also not unreasonable to suppose that the values and pre-dispositions present in leaders' private lives affect their behavior in office as well as out.
hypocrisy and venality and their personal moral failings should be treated in about the same way as the comparable failings of others in the society. There is no good reason, for example, to judge a Congressman who is unfaithful to his wife more (or less) harshly than a private citizen guilty of the same offense — providing that the Congressman has not used the powers of office to expedite his pursuit of pleasure. But if we may not expect our leaders to be more virtuous than the rest of us we should demand that they be more scrupulous, and more meticulous than anyone in their observance of the law, because they have unique obligations to uphold and enforce it. Most governments in the world testify that the happy condition in which rulers are subject to law is not easily come by or widely enjoyed.

Once liberty, democracy and law are secure we can discuss and debate the nature of the good life and move toward its achievement, leaving it to successive majorities to determine how best to protect the public tranquility, provide for the common defense, promote the general welfare and secure equal opportunity and a minimum of well being to all. These problems can be dealt with — if not finally solved — providing that those very positive, substantive demands of government — for liberty, popular rule and law — are successfully made and enforced.

Jeane Kirkpatrick, educated at both Barnard College and Columbia University, is currently Professor of Government and the Thomas and Dorothy Leavey Professor of the Foundations of American Freedom.
W. Richard Walsh

served on the faculties of the College of Charleston and the Universities of Southern California and Maryland before he came to Georgetown in 1954. His specialty as Professor of History is early American history and his published writings include Mind and Spirit of Early America, Sons of Liberty, and Writings of Christopher Gadsden. Dr. Walsh recently completed a paper concerning the role of the free Negro in the American Revolution. Outside of classroom and office he enjoys “swimming, coaching baseball, and loafing hard.”

David M. Goldfrank

completed his ninth year with Georgetown's Department of History in 1979. His specific interest in Russian affairs led to his appointment as Director of the Russian Area Studies Program three years ago. Last spring, Dr. Goldfrank was selected by fellow historians to go to Moscow to research the material culture of Upper Volga in the twelfth and thirteenth centuries. He is an alumnus of Harvard, Oberlin, and the University of Washington in Seattle who finds spare time pleasure in camping, music, and children.
Ronald M. Johnson

is an associate professor in the Department of History and a native of Mt. Vernon, Missouri. A member of the Georgetown faculty since 1972, Johnson has contributed to numerous historical periodicals including *Journal of American Studies* and *Journal of Negro History*. He co-authored *Propaganda and Aesthetics*, his first book and a summer release of the University of Massachusetts Press. Currently his main academic project is a study of the social and topographic history of black Washington, 1890-1930.

James M. Hunter

came to Georgetown as a professor of geography in 1945. He also served as visiting professor at Howard University in 1948 and at Boston University in 1965-66. Dr. Hunter earned his degrees at Indiana University of Pennsylvania and the Universities of Pittsburgh and Santa Domingo. His articles and reviews have appeared in *Professional Geographer*, *Annals of the Association of American Geographers*, and *International Studies Quarterly*. Hunter's non-academic interests include golf, horticulture, and furniture refinishing.
Louis C. W. Baker is the chairman of the Department of Chemistry. He is also chairman of the National Academy of Sciences' Committee on Recommendations to the U.S. Army on Basic Research in the Physical and Life Sciences. He was the plenary lecturer at the fifteenth International Conference on Coordination Chemistry, held in Moscow. Dr. Baker received the Tchugaev Medal in inorganic chemistry from the U.S.S.R. Academy of Sciences. A fellow of the Washington Academy of Sciences and a member of the National Council of the American Chemical Society, he has published over 50 papers in research journals. When free time becomes available, Baker sails, plays tennis, or plays piano.

George B. Chapman is a Georgetown professor of biology of 16 years. He has published more than 75 papers on subjects which range from the structure of viruses to the structure of his own gall bladder (Dr. Chapman thinks this "is one way of knowing myself"). His current projects in electron microscope studies involve bacterial viruses, bacteria, protists, ciliates, the catfish pancreas, catfish skin, beetle testes, and octopus tentacles. Two of his hobbies are fishing and photography.
Jan Karski
received his education in both Poland and the United States. In Poland he earned master's degrees in law and diplomatic science; he took his doctorate at Georgetown. Since 1952 he has been a professor of government in the School of Foreign Service. He published one book, *Story of a Secret State,* and currently has another one in progress to be entitled *The Great Powers and Poland, 1919-1945.* For relaxation he enjoys gardening and art collecting.

Allen E. Goodman
is a graduate of Northwestern and Harvard Universities. He is currently a professorial lecturer of international affairs in the School of Foreign Service.
The Georgetown Student
by John B. Brough

I have been asked to write about the Georgetown student of the Seventies, no doubt because philosophy professors are renowned for their ability to generalize off the tops of their heads. But even the most confident purveyor of the sweeping opinion should hesitate in the face of this subject, if only because decades are such porous containers for the way people behave and think and feel. Surely the first few years of the Sixties, the final sweet threes of the "American Graffiti" generation when I was an undergraduate at Georgetown, differed markedly from the closing years of the Sixties, full of confrontation and rumble. And the early Seventies were really an extension of the late Sixties. So I will restrict myself to generalizing about the students of Georgetown who are here now, and who are now graduating, and I will not say anything about the decade to which they belong, confident that the date on the cover of this book will take care of that.

The first thing I must say is that I try not to become too sentimental about youth. Most of the failings of adulthood—vanity, sloth, self-indulgence—are after all, the vices of youth never overcome. What makes the young person, the young adult, attractive, is not his or her youth as such—but the qualities that make any person of any age attractive. I think the students now at Georgetown, and we are grateful, are blessed with that student quality in abundance. Let me illustrate this in a few ways, and begin by remarking on those redoubtable figures, the professors.

University professors are strange beasts. They are, in the main, quick to anger, slow to cool, loath to reason, and ready to talk. When they talk, they tend to criticize. They are, in the main, quick to anger, slow to cool, loath to reason, and ready to talk. On those redoubtable figures, the professors. They are, in the main, quick to anger, slow to cool, loath to reason, and ready to talk. Even those of the faculty most blessed with equanimity now and then release mighty blasts at the administration. The majority of faculty members, less benevolent, eat imaginary administrators with their toast every morning. But the faculty is also cannibalistic, regularly chewing-out and on itself. In some departments, the only exciting events in years have been vicious faculty feuds. In the eye of this academic indolence, however, is a place of calm from which the faculty announces its appreciation for one entity on this campus, and does so with astonishing regularity: the Georgetown student. Now the student might not find this amazing, but faculty members who have taught at other institutions, or who talk to those teaching elsewhere, do. For in many a school, the student ranks right along with administrators and colleagues as targets of faculty wrath. Yet not at Georgetown. No, here the refrain heard most frequently in hallways, at cocktail parties, at small dinner gatherings in damp basement apartments, is something on the order of "Thank God, though I may live in an office with no windows, though I may teach in a classroom which is vermin-free because all of the vermin have succumbed to the heat, though I may be woefully underpaid and overworked and beset by bureaucrats, at least my students are good, and my hours in class make up for the rest."

But what does the faculty have in mind when it praises its students, those of you who will be here a year or two more, those of you who will soon graduate?

One thing praised touches the institution's very soul: its intellectual life. Contemporary university existence is so cluttered with the fruits of elaborate non-teaching and non-academic support organizations that we sometimes scarcely glimpse the outlines of our mission as a university. As I understand it, that mission is first of all the cultivation of the life of the mind. Despite the troubles we have all had in finding our way and despite the bureaucratic encrustations which have attended Georgetown's growth in recent years, we can still claim that this place has an intellectual vitality, and that the main thing we seek to do is to foster it in its richest and fullest and best sense. Now a faculty could never manage that alone, despite frequent professional assertions that the ideal university would have no students, only scholars. Georgetown is not an ideal university, but it is better than it would otherwise be precisely because it has students, and students of a particular kind. Our students will listen, will entertain ideas, will work. Time and again I have found that they expect to be challenged, and are rightly angered when they are not. They regularly and willingly take the strongest potions of difficult material and actively respond to them. The Georgetown students are a joy to the faculty because they are intellectually alive and keep the faculty that way. The student needs the teacher to come to know himself or herself and to become clear about the subject; but the teacher also needs the student, the willing and quick and intelligent student, for the very same reasons. Far more often than not, we are blessed with that student at Georgetown, and we are grateful.

Since we have confirmed, happily, that our students are intellectually alive, this might be the appropriate place to present them with a double challenge. A fairly new and rather disturbing phenomenon among our undergraduates is a general vagueness about classical history and literature, and about the content and nature of the religious faith in which they were raised, even if they no longer subscribe to it. Perhaps Georgetown has failed its students in this regard, but take my word for it that your education will remain incomplete until that vagueness has become clarity. Settle only for knowledge that is both deep and broad.
I have managed to generalize at some length about our students' intellectual virtues. They have other virtues, equally real. Who of my generation, recalling how socially awkward we were for so long, could fail to be amazed by the charm, the poise, the grace of our students, and by their friendliness and ease and naturalness in relating to those older than themselves. On a more substantial level, these social virtues work themselves out, quietly, in a very real concern that our society may become better, more sensible, more just. University communities often mistake a great volume of noise pouring from a faculty or student group as a sign of real activity. Our students are less concerned with rhetoric and more interested in getting on with the job. They are good and sensible people.

I want to close by remarking on another quiet, even hidden virtue of our students. They are creative, or can be creative, and often enormously so. By creativity I do not mean the rising of half-baked ideas in overheated minds. I mean that so many of our students, usually without anyone much knowing about it, are superb musicians or actors or dancers or artists. Georgetown has never really tapped that resource. But the talent is there in you, and I hope that you will cultivate it so that it may enrich your lives and those of others.

The only thing left to say is that the Georgetown student of today is a fine and remarkable person. If I may speak for the faculty, we wish you well.

John Brough received both his bachelor’s degree and doctorate from Georgetown University. Currently, he is chairman of the Department of Philosophy.
Daniel B. Dato
came to Georgetown in 1966 after teaching at the University of Madrid. He specializes in the speech patterns of children and has published "The American Child's Acquisition of Spanish Syntax," "The Recovery of Neuro-Motor Speech Processes in a Dysarthric Patient," and several articles on bilingual children. Currently he is investigating linguistics which relate to speech and hearing pathologies. Dr. Dato uses his spare time to participate in an Italian-American study group, play guitar, and listen to music.

allen B. Tucker, Jr.
directs Georgetown's Computer Science Program and hails from Worcester, Mass. In his eighth year at G.U., he has authored a textbook, *Programming Language*, and is now writing another. Dr. Tucker is presently sponsored by the Pan American Health Organization in his development of a computer system for Spanish-English translation. He golfes, gardens, jogs, and takes his family camping in his leisure time. He is also an active advocate of the adoption of special needs children.
is a native of Erie, Pennsylvania who completed her second year at Georgetown in 1979. Apart from teaching, she is pursuing her doctorate and conducting research on human sexuality education. When not working Ms. Hay Byrne enjoys racquetball, sewing, and travel.
**Edward Finn**
is a local talent from Chevy Chase, Maryland. He has taught physics at G-town for more than 25 years — in 1951-54, and from 1956 to the present. He spent 1954-55 at St. Vincent College. In addition to several papers, Finn co-authored two texts, *Physics and Fundamental University Physics*; the latter has been translated into 11 different languages and is now being revised for its second edition. He is presently developing advanced computer techniques, a model of population dynamics, and a course in medical electronics. Dr. Finn serves in the Faculty Senate and enjoys moped riding, cribbage, computer backgammon, and the theatre.

**Regina Wintermoyer**
has taught nursing at G. U. for two years. She previously taught nursing administration and staff development at the Veterans' Administration and served as the clinical director of Washington's Mental Retardation Program. Two of her current projects are courses in nursing design and alcoholism. In her free time Ms. Wintermoyer does volunteer work with the developmentally disabled and alcoholics and also enjoys travel, swimming, and boating. At Georgetown she is a member of the Fiscal Affairs and Human Relations Committee.
Otto Hentz, S.J.
is a native of Jenkintown, Pennsylvania who entered the Society of Jesus in 1955. After completing undergraduate work in the classics and a master's degree in philosophy at Fordham University, he taught philosophy at Georgetown for three years in the early 1960s. He then studied theology at the Jesuits' Woodstock College in Maryland and was ordained in 1968. Hentz also pursued doctoral study in historical theology at the University of Chicago. His special interest is contemporary theological interpretation of Jesus Christ. He is now in his sixth year with the Department of Theology.

Terry Pinkard
has been an assistant professor of philosophy at Georgetown for four years. He earned his B.A. and M.A. degrees at the University of Texas at Austin, and his doctorate at the State University of New York. Dr. Pinkard has published many essays on Hegelian logic and related topics and co-edited Ethics and Public Policy. He is currently completing two books—one on Hegel and another which is tentatively entitled Explanation and Understanding.
Less than ten years ago final exams were cancelled; tear gas whiffled through Walsh and Nevils; troops were on campus. This was Georgetown and Washington during the anti-war movement era. Leftist groups were active at Georgetown and on campuses across the country. The SDS, Weathermen, and similar groups wanted to do away with our existing society and all the evils of our capitalist system. (There is a great deal of good in wishing to correct the ills of society but what bothered me at the time, and still bothers me now, was that the radicals of the Sixties wanted to tear down, to destroy, but had no plans as to what they were going to rebuild from the ruins. Would it have been any better? Would it have been worse?)

The cry of the time was relevancy. Courses had to be relevant. Life had to be relevant. Students were dropping out and turning on. (An escape. Was this a cop out for individuals who were unable or afraid to deal with the complexity and pressure of modern day life?) Students were learning in the streets. In fact, you had your choice of study carrels in the library up until two weeks before finals. (In years when finals were held, that is.)

Today the war is gone, the student marchers are gone, the radical groups are gone. The draft card burners have been replaced by the farmers. (Indeed, there is talk of reinstating the draft.) Empty study carrels are impossible to find after the second week of classes. The economy has replaced the war as our major concern. Students are preoccupied, not with destroying society, but with finding a job and career within our society. (This is not to say that students are no longer interested in social change but that they will work from within to change the system.) The cry of relevancy has been replaced with the cry of "teach me a skill so I can make a living."

The country is at peace; the campus is at peace. The period between the beginning and the end of the Seventies seems like an aeon, not a decade. The students of the late Seventies are very diligent and show a sincere interest in learning the material which is presented to them. In one respect these students are a teachers' dream. They absorb knowledge like sponges, eagerly attend lectures, and are fiercely competitive for grades. I delight in the enthusiasm and drive of my students.

However, I do miss the stimulating dialogue which took place in the classroom ten years ago. I wish that today's students would accept less and challenge more. Questioning, probing, asking why and how new concepts and approaches are developed and stale ideas are disregarded. We can only grow through challenges: intellectual, physical, and emotional.

The attitude of students and the tone of the classroom has changed during the Seventies. However, despite all outward differences the most important aspects of a college education - and the aspects which students will carry with them for their lifetime - remain unchanged. What follows is a subjective analysis of what I consider to be the most important lessons learned during four years (or five or six, in some cases) at Georgetown.

Georgetown students learn how to think. This is part of the Jesuit influence on our school. In the business world I have been told many times that you can always tell a person with a Jesuit education because that person knows how to think. (This is why I wish today's students would challenge more - it develops the thought process.)

During their time at Georgetown, students form and probably solidify their value system. In part this personal development also can be attributed to the Jesuit influence. (You do not see old priests wandering the halls late at night with rosaries dangling between their hands, but their influence is unmistakably present.) However, much of this personal growth is due to students being away from home, sometimes for the first time; for long periods of time and thus being thrust into an entirely new social environment. Suddenly students are forced to deal with a wide variety of people in the dorm, classroom, social settings, and outside the University. There is no escaping at the end of the school day as there was in high school. There are no parental figures to provide council and to support or reinforce the students' existing value system.

Students learn that there are many different types of people in the world - not all of whom are good or looking out for the
students' best interests. These inevitable interpersonal experiences force students to learn how to cope with others, an absolute prerequisite for success in life. (Those who do not assimilate this skill in college will attempt to do so later in life in encounter groups or on the psychiatrist's couch!)

From their arrival on campus as freshmen, Georgetown students are exposed to new ideas, forced to make their own decisions, and to bear the consequences of those decisions. Students gain independence but also learn that independence means not only freedom, but responsibility as well. Students leave Georgetown with a much better understanding of themselves and the world around them.

Last and least, students gain a small bit of academic knowledge. (Remember, Georgetown is one of the top rated universities in the country.) They leave with some general concepts in a few subject areas. (How many of you can remember the derivation of various economic theories, yet you all know the practical implications of those theories?) This knowledge is least important because anyone at anytime can open the appropriate book and read. It is the non-classroom experiences and skills which cannot be learned from any book that are the most important part of a college education. These are the true lessons to be learned from a good educational experience. Although they learned these lessons in somewhat different ways, all Georgetown students of the Seventies learned these lessons well.

William Byrnes is a professor of finance in the School of Business Administration. He attended both Georgetown University and the University of Michigan.
sr^o^-pollen
is a professor of the School of Business Administration. Raised in Iowa, he received his B.S. from Iowa State, his masters from Cornell, and his M.B.A and doctorate from the University of Chicago. After a teaching post at the University of Illinois, Dr. Nollen came to Georgetown in 1972. He is the author of a recent book, Permanent Part-time Employment: The Manager's Perspective. He is presently researching the employment and earnings prospects for college graduates and alternative work schedules. Nollen enjoys squash, bicycling, music, and home remodeling.

stanley d. nollen

thomas a. o'keefe

has been a member of the Department of Biology at Georgetown since 1953. His courses involve the study of comparative anatomy, microbiology, mammalian physiology, general parasitology, and neuroanatomy. He has published three works entitled "The Laboratory Dissection of the Dogfish," "Manual of Diagnostic Bacteriology and Laboratory Manual on the Dissection of the Cat." Aside from teaching, Dr. O'Keefe is active in sports as a Little League coach of soccer and baseball.
Ann R. Higgins

joined the staff of the School of Business Administration three years ago after teaching at Dartmouth College for ten years. Among her courses are Business Communications and Introduction to Business. Mrs. Higgins occasionally meets with a few of her students for bridge games and reminds others that a fourth player is always needed. Anyone for bridge?

Norman J. Finkel

has taught at Georgetown for eight years. He has published Mental Illness and Health and will soon complete two other books entitled Therapeutic Ethics and History of Psychotherapy. A native of Brooklyn, Dr. Finkel enjoys painting, acting, tennis, and dancing.

Gunther H. Ruff

is an economics professor associated with the School of Foreign Service. Born in Europe, he earned his A.B. degree at Juniata College and his M.A. and Ph.D. degrees at Harvard University. After serving on the faculties of Harvard, the University of Pennsylvania, and M.I.T., Dr. Ruff came to G.U. in 1956. He regularly conducts research for the Economic Development Agency and contributes to academic journals. Currently he is researching the new international economic order. Ruff devotes spare time to attending the opera and theater and serving on his local neighborhood planning council.
Christopher
Johnson, O.P.

is an instructor of Sociology. In addition to teaching Introduction to Sociology, he teaches courses which focus on current social problems, such as death and dying, and social disorganization. Fr. Johnson received his A.B. from Providence College (where he later served as Dean of Students), his S.T.B. and S.T.L. from the House of Studies, and his M.A. from Boston College.
Valentina Brougher

is in her third year as Chairman of the Department of Russian. Leaving her hometown of McLean, Virginia to teach at Colby College, Washington University in St. Louis, and the University of Kansas, she returned to this area in 1971. In the past, Dr. Brougher’s academic projects included articles on Soviet literature of the 1920’s and the translation of contemporary Soviet literature. Current projects include encyclopedia entries on Soviet Russian history and literature. She is fond of Slavic cuisine (“the more calories the better”) and growing dill, tomatoes, and cucumbers.

Donald Reilly, S.J.

came to Georgetown nine-and-a-half years ago as a professor of Classics and Theology. Previously he was Dean of Admissions at the University of Scranton, Rector of the Jesuit Community at St. Joseph’s Prep in Philadelphia, and the founder of a home for Jesuit graduate students at the University of Pennsylvania. On the Hilltop, Fr. Reilly organizes retreats for religious and lay persons, and serves as a residence hall corridor minister. Swimming and bridge are favorite diversions.
Perhaps the most pleasurable and rewarding aspects of having a college yearbook come many years later when we accidentally find it packed away in that old cardboard box stored in an attic or closet. In browsing through those pages, we can again recall people, places, and events of yesterday while perhaps amusing ourselves with present day comparisons.

When I occasionally make those comparisons with respect to scientific progress, I never fail to be amazed by its rapidity and the degree to which science has affected all our lives. This is true because increases in our understanding of nature are, today, very quickly followed by dramatic advances in new technology which have profound effects on society. Even within the last few years, advances in physics, space exploration, computer applications, biology, and medicine have been astounding in their magnitude. Indeed we might even characterize it as a "revolutionary" phenomenon.

Benefits to society have been obvious. In the past, such benefits were at first admired and then, like most things which seem to come so quickly and easily, taken for granted by subsequent generations. Today, however, the impact of new technology comes not only from its benefits but from an increasing awareness of its risks and consequences. Not that there have not always been consequences, but some of these have gone beyond local concern and have global implications. Recent concerns over energy, ozone depletion in our atmosphere, and the control of environmental pollution. While it certainly cannot be argued that money can buy good ideas, money can attract good minds. Many good scientists often gravitate to challenging fields for which there is substantial support.

A second trend, and perhaps a potentially dangerous one, is the increased pressure to limit or control the type of research that can be conducted by scientists. Perhaps a recent example will best illustrate the point. Biologists, through our understanding of the mechanisms involved in the expression of the genetic information contained in the deoxyribonucleic acid (DNA) of cells, have utilized such information to change or regulate that expression in a wide variety of organisms. Indeed, a portion of the genetic information contained in the DNA of one species can be successfully incorporated into the DNA of another, thereby changing its gene pool. Such work is referred to as recombinant DNA research. Recently the gene which codes for the hormone insulin was transferred to a bacterium which then went on to synthesize that hormone. The benefits of such research could result in more effective and cheaper pharmaceuticals, provide insights into the study of cancer, or result in more vigorous or abundant food crops. Consequences, however, may also be perceived such as epidemics caused by newly created pathogens, catastrophic ecological imbalances, as well as new weapons for terrorists. It is this potential for harm that has led to recently-imposed restrictions on the type of experiments which can be conducted in this field.

We are today living in a world where man has become increasingly capable of intervening in the automatic operation of natural processes and redirecting them toward areas of human purpose and concern. The challenge of fateful decision-making will be based on our ability to intelligently operate within our present institutions and social structure through a concerned and well-informed citizenry. If the trends mentioned here continue, the direction that science will take in the future will depend more and more on decisions made by the non-scientific community. The future depends on all of us.

Richard Blanquet is a graduate of the City University of New York and Duke University. He is presently an associate professor of biology.
Frederick N. Olson is originally from the state of Wisconsin, where he earned a B.S. in Social Work from the University of Wisconsin in 1959. He was commissioned as an Infantry Officer in the Regular Army and has served on active duty since. A dual-rated Army Aviator, Lt. Colonel Olson served two combat tours in Vietnam as well as nearly six years in the Federal Republic of Germany. He returned to the University of Wisconsin in 1969 to earn a M.A. in Public Policy Administration. He has been the Director of the Army ROTC Program at Georgetown since August, 1977.
B. Bowen left his hometown of Arlington, Va., studied in Paris, and returned to Washington where he has taught at G.U. for 12 years. His wife and he are both members of the Division of Interpretation and Translation. Currently, Bowen is conducting an in-depth study of entrance examinations to interpreter training programs. He has published various translations, including a recent one of the Yearbook of the Federal Chamber of Commerce of Austria. Bowen's hobbies include interior decorating, renovating houses, and gardening ("as long as someone else weeds and digs"). He is also "an avid collector of office supplies!"

J. Viksnins was born in Riga, Latvia, and came to this country as a teenager in 1950. He received his B.A. from Temple University, M.A. from the University of Pennsylvania, and Ph.D. from Georgetown University in 1964. A member of Georgetown's Department of Economics, Dr. Viksnins previously worked as a program economist in the U.S. aid mission to Thailand and spent three summers with the Board of Governors of the Federal Reserve System. He has also been involved with the House Republican Conference, the Stanford Research Institute, the American Enterprise Institute, and the University of Hawaii's Pacific Management Program. His publications appear in Interconomics, Asian Survey, the Journal of Bank Research, and the National Review. His hobbies include tennis, bridge, and poker.

George J. Viksnins

David Bowen

left his hometown of Arlington, Va., studied in Paris, and returned to Washington where he has taught at G.U. for 12 years. His wife and he are both members of the Division of Interpretation and Translation. Currently, Bowen is conducting an in-depth study of entrance examinations to interpreter training programs. He has published various translations, including a recent one of the Yearbook of the Federal Chamber of Commerce of Austria. Bowen's hobbies include interior decorating, renovating houses, and gardening ("as long as someone else weeds and digs"). He is also "an avid collector of office supplies!"

Margareta Bowen

is head of the Division of Interpretation and Translation. Born in Vienna, Austria, she has taught at Georgetown for seven years. Working as a freelance interpreter in Vienna, Brussels, and D.C., her former employers include the Austrian government and the United Nations Industrial Development Organization. Although she and her husband, David Bowen, believe that the actual exercise of their profession at conferences and the like affords them more relevant learning than publishing, Dr. Bowen is currently writing a source book on translation terminology. She enjoys needlework and interior decoration in her spare time.
Paul A. Treado

is chairman of the Department of Physics. Born in Ironwood, Michigan, he taught at the University of Michigan before arriving at Georgetown in 1962. In addition to teaching, he has been a respected consultant to a number of colleges and agencies; presently he advises the Naval Research Laboratory on nuclear physics. Dr. Treado is the author or co-author of three books and more than forty journal articles and research papers. He has traveled to Austria, India, Canada, West Germany, and elsewhere to present many of these scholarly papers. He turns to family activities, sports, camping, and youth counseling work for relaxation.
R. Bruce Douglass

is a native of Hamilton, Ohio who joined the Department of Government at Georgetown in 1973. His published works reflect an academic career of diverse interests and include China and Ourselves, a book which he co-edited, and articles in Political Theory, Journal of Politics, and The Christian Century. His current concern is a critical study of the idea of democracy in the development of the Marxist tradition. Away from school, Dr. Douglass enjoys basketball, tennis, and an occasional dabble in local politics.

John C. Pfordresher

is a member of the English Department faculty who earned his B.A. from Georgetown University and his Ph.D. from the University of Minnesota. He taught at the University of New Hampshire before 1973, when he came to G.U. Dr. Pfordresher’s publication credits include several contributions to high school literature texts and two scholarly works entitled A Variorum Edition of Tennyson’s Idylls of the King and Matthew Arnold, Prose Writings: The Critical Heritage. He is currently studying obscure avant-garde fiction writers of the nineteenth century. He avidly enjoys music and films, and has two children, ages eight and five.
You need not be alarmed for my safety. I have nothing to fear from the Jesuits: they can teach the youth of the country, and they are better able to do that than anyone else. It is true that they were on the other side, during the war, but, as a philosopher, you ought not to reproach me for being kind and humane to every one of the human species. No matter what religion or society he belongs to. Try to be more of a philosopher and less of a metaphysician. — Frederick II of Prussia to d'Alembert, 1773.

Of Voltaire, Maurice Baring once observed that he "worshipped the goddess of reason, but he created her in his own image." And where did this pleasantly wicked 18th Century Frenchman acquire his quaint ideas? Well, of course, he was educated by the Jesuits who taught him how to think, and instructed him in the principles of taste. As Anatole France says, however, "the only weapons which the Church fears are those she has forged herself." To have had "a Georgetown education" will, hopefully, have given us these dangerous weapons — reason and taste. Yet, if we only succeed during our formative years in making them in our own image, we shall not at all have "chosen" Georgetown, since reason and taste know standards of truth and excellence and discretion which are not strictly of our own construction. We are discoveries before we are done in the intellectual life. And though not a little modern — and not so modern — thought would tell us otherwise, we ought to be glad to leave Georgetown as our day to do so comes, as it must, with some inkling of the wonder that the world is not exclusively of our own creation — even though we do and ought to create some wonderful things in it. "Far be it from us, I say," the great Augustine wrote in one of his Letters, to suppose that God abhors in us that by virtue of which He has made us superior to other animals. Far be it, I say, that we believe in such a way as to exclude the necessity of either accepting or requiring reason, since we would not even believe unless we possessed rational souls. The Christian tradition out of which Georgetown arises is one that believes the major effect of revelation among men ought precisely to incite them to think better and about more wonders than they ever suspected to exist.

A university is both a vision and a reality. Perhaps the most important part of attending it will be its vision of what is beyond ourselves, not just the noisy dining halls in New South or Darnall, nor the pianos over New North, the Healy Towers in the rain, nor the flowers about White-Gravenor in the early Spring. But place is always and only place. T. S. Eliot told us in "Ash Wednesday" — and it is in these familiar places that our memories are now planted.

Yet, visions are only visions, and they can sometimes drive us mad. So must we know from whence we have come, what men and women before us have thought, believed, achieved. The university is one place that cannot afford to discriminate against our ancestors. We only arrive here through them. And so the first thing to recall about Georgetown is "the statue of the man sitting in front of the Healy Building, in the circle. This is John Carroll, the first Catholic Bishop of the United States, the founder of Georgetown. His brother Daniel signed the Constitution, his cousin Charles the Declaration of Independence. As a boy, John Carroll was educated in the Jesuit College at St. Omer's in Belgium. It was an English college because English Catholics were not allowed schools in the British Isles from the Reformation until, paradoxically, the French Revolution drove this same school from St. Omer's to Ghent, thence to Stonyhurst in England. These European places still, I believe, have shields on the walls of Gaston Hall.

So young John Carroll became a Jesuit, only to find the Order suppressed by the Bourbons and the Pope. Carroll returned to the Colonies to become the Bishop of Baltimore. As such, he realized a college was something both the faith and the country needed. Thus, Georgetown comes almost directly from a past much older than this city or even this country. Dom David Knowles wrote:

If we define a university as an organized and articulated body of masters and students, in which higher instruction is given by a body of masters who follow a structured syllabus and test their pupils by a long and exacting examination before admitting them to a degree which is a fair certificate of learning, then we may say that this is an entirely medieval creation, which has survived intact, in all its essentials, to the present day.

By virtue of its direct Jesuit connection with this living tradition, Georgetown is, in a way, the oldest university in this country, certainly the one that ought to be most open to the universal heritage which was ultimately based, as Christopher Dawson remarked, on "an integration of the religious doctrine of the Christian Church with the intellectual tradition of ancient culture."

Georgetown, therefore, is a place wherein this tradition is to be kept — in the only way a tradition can be kept, by thinking about it and within it. The story is told of a student who boasted of never having taken a course whose subject matter was invented before 1900. The purpose of a university, thus, is not so much to "prepare us for life?" — the university is much too narrow a place for that, life much too large — but a place that allows us to realize that not everything of importance was discovered in our own time by our own peers. It is a place where, on reading Aristotle, Seneca, or Aquinas, we suddenly realize that ancient men have often thought more profoundly than we.

A university, then, is too a place for humility — we will learn how much we do not know — and a place of pride — a place tempted to believe it can explain all there is. To have learned — really learned — at least something, many things well, is the mark of a good university student. To learn, on the other hand, that we must be modest, that the university cannot explain it all either, this is the mark of that Christian realism out of which Georgetown grew.

On the TWA flight from San Francisco I took a couple of years ago to come to join the government faculty here at Georgetown, I idly noticed in the airline magazine...
a poll listing the Ten Best "Party" schools in the United States, the principle measurement of which seemed to have been calculated by the amount of per capita beer consumption on Campus. As Nick in A Thousand Clowns said, "Imagine my surprise" to discover that Georgetown was somewhere among the top ten. As I am not adverse to admitting excellence in any human category, I hoped this fleeting criterion of excellence might be duplicated in other areas, like the knowledge of Plato or Browning or even Innocent III.

Plato, indeed, in one of the first books I assigned at Georgetown – The Laws – suggested with some seriousness that young men should participate in drinking bouts in order to discover their real characters, their true limits. Not being that optimistic by nature, I doubted if there was much relation between the guided drinking of The Laws and the Party Poll of the TWA magazine. Yet, I am Chestertonian enough to acknowledge that many of our most profound conversations are with friends over a beer or a glass of Niehsteiner Domtal, so that if a university is worth anything at all – if ideas are alive, truth really a concern – its students will discover probably in their pubs something of what Plato was driving at, that moderation and speech are what lock us together.

Thus, I can excuse the young freshman who comes here drinking too much, shouting every sort of mad opinion. What I find more difficult to tolerate is, on graduation, to find this same student lacking personal control and intellectual insight. Georgetown falls within that Catholic tradition that expects men to fail and fall, that same tradition that expects them also to learn by their mistakes, but learn mostly because of the wonder – as Aristotle said at the beginning of the Metaphysics – the very wonder of things in themselves, in ourselves.

John Paul I left us such a brief papacy. But he did leave us a book of marvelous Letters called Illustrissimi. In one of these, addressed to the great French poet Charles Peguy, he called each of us, "the amazement of God." Years ago, when I was here at Georgetown, perhaps the thing that struck me most about the place was a kind – I called it at the time – "graciousness," Southern, it seemed to my Lowan and Western eyes. That was the very characteristic of its then President, Father Edward Bunn, S. J., whose bust is just inside the main hall of the Lauinger Library. It was a place, as Russell Kirk recently wrote to me, which "possessed dignity."

Georgetown is much larger now. Yet, I should hope the graduates who have been here, in any generation, bear not just reason and taste, not just moderation in pubs and measured opinions, not even only humility and a healthy sense of the dangers of pride, but also graciousness and dignity. These are the ultimate products of the long tradition out of which Georgetown arose as a vision. But, as Scripture says, it is by "their fruits that you shall know them."

"The only weapons the Church fears are those she has forged herself." Philosophers and Metaphysicians. Why John Carroll wanted Georgetown to exist in the first place, I suspect, was that these forged weapons be also used for faith and human dignity, for the "amazement of God" we each are in our ultimate stance before the world. If we read Augustine while we are at Georgetown, as we should, we will know that these forged weapons – reason and taste, philosophy and metaphysics, moderation and even graciousness – need not be so used. The truth, the wise, still remain something to be chosen. And so Georgetown also exists with its long tradition going back to the Jesuits, the medievals, Scripture, the Romans and the Greeks, in order that we may choose wisely how we shall use those now forged intellectual and moral weapons we, hopefully, begin to possess because we were here at Georgetown for a few short years, above the Potomac.


'Augustine, Ep. 120, 3, ad Consentium.


Donn Brian Murphy

is a professor of theater in the Department of Fine Arts who came to Georgetown from Leavenworth, Kansas, in 1954. As Director of Mask and Bauble he staged more than fifty campus productions. Dr. Murphy has directed for The American Light Opera Society, Wolf Trap, and Chestnut Lodge (a psychiatric hospital), and served as technical liaison for Mrs. John F. Kennedy's White House theatre and opera performances. He is presently Vice-President of the Board of the National Theater. He has written environmental theater pieces and plays such as Papers of Fire; Concentration Camp; A Siena Salon; Creation of the World; Happy Landings! and Tyger/Tyger.

William J. Sneck, S.J.

came to Georgetown in 1976. Here he is a psychology professor, but he previously taught theology and philosophy at other universities. Father Sneck's most recent published works are "Happy Birthday Psychology!" in America and "Neo-Pentecostals and Healing" in The Way. He is presently preparing a bibliography of works on religion and mental health for the National Institute of Mental Health and conducting research on "Values, Life Styles and the College." He enjoys running, Kennedy Center performances, keeping in touch with old friends, and student counseling.
Wayne A. Knoll

is a native of Kansas who has proven to be versatile both as student and educator. Not only has he earned six degrees for studies in classical literature, theology, philosophy, and English, but he has taught these same subjects at Georgetown Prep, Villa Julie, and Harvard University. He has been at Georgetown since 1972 as an assistant professor in the Department of English. Reflecting this diverse academic background, Dr. Knoll is active in a wide range of scholarly projects. Currently, he has two books in progress — one a discourse on the aesthetics of John Crowe Ransom and the other an anthology of poetry relating to the medical profession. He also enjoys skiing, hiking, weight lifting, and bird watching.

Joan M. Holmer

was appointed to the Department of English in 1973. She received her B.A. and B.S. degrees from the University of Minnesota and her M.A. and Ph.D. from Princeton University. Dr. Holmer, an expert on William Shakespeare, has essays in Milton Quarterly and The Papers of the Bibliographical Society of America to her credit, and she is nearing completion of a critical commentary on Romeo and Juliet for International Shakespeare. Her outside activities include participation in professional societies, cooking, swimming, and tennis.
Due care will be taken of the health of the students' bodies, and wholesome physical exercise will not be neglected.

~ Prospectus of Georgetown College, 1798
g.u. fight song

It's been so long since last we met
Lie down forever, lie down,
Or have you any money to bet,
Lie down forever, lie down.

There goes old Georgetown
Straight for touchdown
See how they gain ground
Lie down forever, lie down.

Rah, rah, rah! Hurray for Georgetown!
Cheer for victory today!
Ere the sun has sunk to rest,
In the cradle of the West.
In the clouds we'll proudly float the Blue and Gray.

We've heard those loyal fellows up at Yale
Brag and boast about their Boola-boola.
We've heard the Navy yell;
We've listened to Cornell;
We've heard the sons of Harvard tell
How Crimson Lines can hold them.

Choo-choo, rah-rah, dear old Holy Cross,
The proud old Princeton Tiger is never at a loss,
But the yell of all the yells,
The yell that saves the day,
Is the "HOYA-HOY A SAXA"
For the dear old Blue and Gray.
1978-79 was a very successful year for Georgetown University's athletic programs. While virtually every team helped prolong G.U.'s steady trend of year-by-year improvement, some teams delivered exceptional or unexpected performances. In spite of playing conditions such as temporary fields and the dust and noise of construction projects, Hoyas athletes set many new school records and gained recognition on many levels. Georgetown's Athletic Department, under the direction of Francis X. Rienzo, is slowly shaking-off the school's mediocre athletic reputation and reestablishing G.U. as an athletically significant university.

As the Class of 1979 left the Hilltop for good, the construction of Hayes Field House was finally winding down to a halt. Its August, 1979 opening was finally a year later than expected by the main campus students who overwhelmingly voted for it in 1976. Construction delays were caused by strikes, snow, rain, and the influence of the environmentally-concerned local citizens' groups. For a $7.5 million price, Georgetown now has a long-needed recreation complex which features indoor tennis, squash, racquetball, handball, swimming, diving, basketball, badminton, jogging track, saunas, lounges, and exercise rooms. The Hayes "Rec-Plex" provides intramural and individual recreation with a tremendous boon, in fact, the swimming team is the only varsity team allowed to use it.

Located above the complex is another campus athletic improvement: the new Kehoe Field. Equipped with astro-turf and an all-weather track, the field is a fitting reward for the excellent performance of the 1978 G.U. football squad (see pp. 100-101).

The provisions of Title IX continued to improve the quality of women's athletic programs at G.U. in 1978-79. With the number of women's full athletic scholarships rising to 15, many talented women athletes came to G.U. One team which benefited from Title IX was women's basketball. In his fifth season as coach, Francis Carr guided his girls to a 15-9 season that included games against Goucher, Colgate, and Navy. The team wasn't without problems, however, as the team slumped from a 14-4 record on February 13 to a final tally of 15-9 in late March. One problem was alleged favoritism on the part of Carr and his failure to quell internal rivalries. Another problem was the sheer length and difficulty of the team's schedule, which began to wear-out the team's younger members. Losing only one player to graduation in 1979 (Kathy Leebron), the Hoyettes will continue strong in 1979-80 to face a schedule tougher than ever before.

Fielding more experienced and talented players, the golf team improved upon its record from the year before. The team finished fourth in the ECAC qualifying round held in October at Bucknell University, and senior standout Mike Brittain later placed 37th in the ECAC championships in Massachusetts. The spring record of five wins and two losses was highlighted by victories over Catholic and Mt. St. Mary's. The seventh-year coach of the fall team was former G.U. track star Steve Stageberg - currently a doctoral candidate in economics at G.U. Upon Stageberg's insistence, Rienzo hired Washingtonian County Club golf pro Steve Miller to coach the spring team. In addition to Brittain, talented golfers Greg Tanwe, Bob Tarnows, and Mike Lenkiewicz graduated in 1979. However, the team's solid core of underclassmen made continued progress likely for "the swinging Hoyas."

Women's tennis posted a strong fall showing and repeated its success in the spring. Losing only to Towson State and their traditional powerhouse foe, the University of Maryland, Sue Liebenow coached her girls to an 11-2 record in the fall. This record, made possible by an expanded schedule, was the best ever in the history of women's tennis at Georgetown. In the spring season, women's tennis breezed to a 7-1 record in spite of the loss of several fall players. Senior Nancy Ghormley, Georgetown's Extramural Champion and a former University of Maryland player, gained the #4 spot on the team and posted a 6-1 record at singles. Julie Kuhlman, in her third year as the team's premier singles player, upset the top-seeded player in the Tennis Life Intercollegiate Classic in October. Liebenow looks to Julie's sister Suzanne and University of Colorado transfer Stacy Siegen to add strength to a team which lost three seniors to graduation.

Less successful than its female counterpart was the men's tennis team under the direction of Assistant Athletic Director Jeff Bogelson. Playing to a 4-4 record in the fall, the team slumped to a 4-5-1 spring season with eight of 17 matches rained-out. Junior
Glenn Oztemel of Greenwich, Connecticut edged-out sophomore Pete Henderson as top singles player. Although four of its members graduated in 1979, including captain Pete Lizotte, the team hopes to improve in 1979-80 with the help of Oztemel, Henderson, and sophomore Juan Gelats of Palm Beach, Florida. Fogelson, like other G.U. coaches, expects Yates Field House to enable his players to stay in shape during the off-seasons.

Facing a schedule that included six teams ranked in the top-twenty of the South, the soccer team posted only two wins while dropping twelve matches. Co-captains Mark Jones, a 1979 graduate, and junior Bill Cobett led the hooters into battle with three teams of national caliber: Howard, Loyola of Baltimore, and George Washington. Although G.U. soccer is not allotted any scholarships for its players, the team has several outstanding men such as Pat Avers, Chuck Pepe, and Etienne deLongvilliers. DeLongvilliers, who was only a sophomore in 1978, is one of the area's top players and Georgetown's "most talented, most explosive player," according to coach Tim Cooney. The Hilltop's 1974 soccer MVP, Cooney expects to have an improved offense in 1979 that may easily bring G.U. soccer out of its slump of recent years.

Behind the leadership of senior co-captains Kim Frorer and Jane Burke, G.U.'s field hockey team played to a 5-3-4 winning season. Displaced by campus construction, the team was forced to practice at Mt. Vernon Junior College - cutting down on practice time and discouraging participation by students with tight schedules. Playing at halfback, sophomore Marilyn Dods earned the MVP award. With Frorer and Burke the only seniors on the 1978 squad, Coach Sandy Sprinkle will field an experienced team in 1979.

One of Georgetown's most successful athletic ventures of recent years is its Rugby Football Club. Although it is not sponsored by the university, the ruggers furthered their reputation as one of the region's premier clubs with an 8-1-1 record in the fall. Rich Horrigan, Phil Shaheen, and Tom Zambito were leaders among a bevy of skilled seniors whose places will be filled by ambitious underclassmen. The Athletic Department was pleasantly surprised by the large amount of interest generated by the idea of hockey at G.U., and it's possible that the team may one day become a varsity sport again.

Ten years after the sport vanished from the Hilltop, former Canadian Olympic Team member Dave Hackett organized an enthusiastic hockey team. Skating in the Chesapeake Bay Hockey League, the team's home base was the Ft. Dupont rink - about 30 minutes from Georgetown. The Athletic Department was pleasantly surprised by the large amount of interest generated by the idea of hockey at G.U., and it's possible that the team may one day become a varsity sport again.

The women's gymnastics team endured a turbulent but growth-oriented year in 1978-79. Owing to an expanded schedule, the team faced Longwood, Furman, Radford, and Navy for the first times. Assisted by Suzanna Santag, Coach Pat (Thomas) Patrick led her girls to many outstanding individual performances. The strongest competitors in the all-around exercises were co-captain Susan Voorhis and very talented freshman Audrey Obernauer. Co-captain Fig Horton was the team's standout in floor exercises and balance beam routines. Alice Cassidy rounded-out the team's presentation with risky but smooth uneven parallel bar work. Contrary to unsubstantiated rumors about a dismal future for gymnastics at Georgetown, the season ended on a favorable note with the arrival of a new set of uneven bars and an excellent performance at the Essex Open Meet.

Bouncing off a poor showing of 1-19 in the fall, the Hoya baseball team posted an improved 8-35 record in the spring. Starting five or six freshmen regularly, the team was a young one that will carry a core of seasoned players into the years to come. Although pitching aces Blair Cordes -- the team co-captain -- and Tom Williams graduated in 1979, the pitching staff will remain strong by virtue of Tim Brosnan, Bob Fredericks, and Tim Emisch. Third baseman and co-captain Mike Messenger will also return to Coach Ken Kelley's Hoya Nine. Outstanding ball in 1978-79 was played by leading hitter Joe Nicolai, first baseman Larry Diicle, and designated hitter Rocky "Slugger" Spagna.

82
In 1978-79 G.U. volleyball emerged as a major contender in the East. In taking his team from obscurity to its regional powerhouse status, Coach Joe McClure, a G.U. physics professor, holds an incredible 123-41 five-year record. Undefeated during the regular season, the spikers captured the Capital Area Title and won a berth in the EAAW regional playoffs. It was G.U.'s nemesis Rutgers that stalled the team in the regionals, placing it in the fifth position it was seeded. Marie Crew earned the team's MVP award and Mary Jean Ryan served as captain. With tougher competition ahead, G.U.'s reputation for volleyball is expected to grow in 1979-80.

Short on wins but strong in spirit was the women's lacrosse team, led by rookie coach Jill Roody. A graduate of the University of Maryland, Roody emphasizes the difficulties of coaching at "an academically-oriented school." Nonetheless, women's lacrosse, as junior player Ciretchei Dickinson described it, is somewhat of a phenomenon: "You may have heard that women's lacrosse is a game of grace, speed, and finesse, but behind every streamlined gazelle lurks a terrorizing tiger. The women on the lacrosse team are tough, mean, and play dirty. They eat raw meat for breakfast, have spurs on their cleats, and tape razor blades to their sticks. After watching roller derby every Friday night they wander through alleys knocking over trash cans and growling. Don't look to women's rugby if you want to see real feminine brutality. Women's lacrosse players are no paisies. Every player may look sweet and demure, but there is a frustrated Amazon in everyone of them." Nonetheless, women's lacrosse had to settle for a 1-7 season in 1979.

Men's lacrosse's disappointing 1-6 season was tempered by the tremendous growth in interest in the sport on campus. Coach Greg Swanson's lax men played an expanded nine-game schedule which included Bowdoin and Loyola of Baltimore. Four juniors served as team captains: George Lodge, Steve Scheule, Jim Solomon, and Tim Rice. Lacrosse plays in the very competitive Division I with few funds and no scholarshiped players. The team's 29-man roster included only one senior - a fact which bodes well for the future of lacrosse at Georgetown.

Fueled by the spark of several outstanding individual performances, the women's cross-country and track teams gained a great deal of recognition in 1978-79. Freshman Chris Shea of Port Washington, New York captured G.U.'s first world's record in 17 years by breaking seven minutes in the women's mile walk in late February. Track team captain and MVP Christine Mullen set a new meet and school record in the 800 at 2:06.5 at the Lady Terapin Invitational. Georgetown's other outstanding event was the women's mile relay, cross-country captain and MVP Katie Solomon ran on the two-mile relay and helped set a new school record at the Lady Terapin. In total, the G.U. women set 18 new school records in 1978-79 and even more success is expected for next year. Coach Natalie Parmakas won the praise of her runners by her concern for the team and her individual attention.

As has become tradition, the G.U. men's track and cross-country teams had another outstanding year. Coach by Joe Ling and Dennis Karach, the men set seven new school records. Phil Beatty, a freshman, won the G.U. Spiked Shoe Club's MVP award for cross-country while senior Keith Royster followed suit with the track award. Paul Kinyon (and Katie Solomon for the girls) won the Club's senior student-athlete award. Outstanding races were turned-in by the 1978-79 relay teams, with G.U. setting a new college record in the 4X880 meter race in the Dogwood Relays. At the Penn Relays, G.U. joined Tennessee and Villanova as the only teams to qualify in all three distance relays since Georgetown did it before in 1966.

Finally, the team which faced more hardships than any Hilltop team of 1978-79 was the swimming team. But it is also the team with the most to look forward to. Coached again by former Hoyas swimmer Joe Nora, the team lacked enough members to compete in standard 12-event meets. But the opening of the Yates Field House should arouse the interest necessary for a successful swimming program (including among G.U.'s administrators who love sports that are inexpensive to fund). Moreover, Nora's crew already features several talented underclass swimmers like diver Karen Anderson and freestyler Mary Peot. Two teams will replace the coed one of 1978-79 and available practice time will increase manifold from the single hour allotted G.U. at American University's pool. The result will undoubtedly be a great turnaround in Georgetown's swimming program.

- Peter Coffin

83
Women's sports are played at Georgetown University. Female athletes, both with and without scholarships, dedicate themselves to these sports. In the spring of 1979, many of Georgetown's women athletes joined a national effort designed to prevent the weakening of Title IX legislation. Title IX prohibits discrimination on the basis of sex in any federally-funded education program. Passed in 1972, the law provides a major impetus to the development of women's athletics.

The women of Georgetown benefit from a very cooperative Athletic Department. Women's programs have vastly improved and expanded in G.U.'s recent history. An upgraded level of coaching expertise and the introduction of women's athletic scholarships in 1976 markedly advanced Georgetown's competitiveness in women's sports. This pattern of growth and improvement at G.U. is most encouraging, but further efforts are necessary in order to assure Georgetown women opportunities for high-level competition and achievement.

Each of Georgetown's women's teams possess a unique character. Due to the competitive structure which underlies all G.U. athletics, significant differences in the level at which each team competes exist. In the Fall of 1978, the Athletic Advisory Board voted to promote women's basketball to the national level of competition. Basketball thus joined track as the Hilltop's other nationally-competitive women's team. The volleyball squad, a strong power in the east, competes regionally only, the team's national aspirations, however, should soon be realized as most every starting player in 1979-80 will have at least a partial scholarship. Crew is also regionally-competitive, as opposed to G.U.'s other women's teams, such as tennis and gymnastics, which compete on the local level and are funded accordingly.

Just as the levels of competition vary amongst Georgetown's women's teams, so too does the extent of impact of Title IX. One obvious measure of the progress wrought by Title IX is the annual increase in the number of athletic scholarships available to women. A scholarshiped women's track and cross-country team has existed at G.U. for only two years, but outstanding performances have already resulted. In 1978-79, Chris Shea captured the world record in the women's mile walk and Christine Mulliken set several new meet records and won the EAIAW championship in the 880. The volleyball team is an example of a team success built by scholarships. Since the awarding of the first volleyball scholarships in the Fall of 1976, the team has improved dramatically with each season. Women's basketball will also benefit from increased funding in 1979-80 with twelve players receiving partial or full scholarships.

Moreover, Georgetown's scholarshipped women athletes do not simply walk through Healy gates. The recruiting of women for collegiate sports is now the competitive and selective enterprise that it is in the realm of men's sports. In secondary schools throughout the country, Title IX's improvement in women's athletic programs provides a large number of recruitable, highly-trained female athletes each year.

Finally, dedicated women athletes need opportunities to develop their skills, and allowing women such chances is what Title IX is all about. As Georgetown's athletic programs for women develop and improve, interest and participation will also grow. One day the Georgetown community will realize that its women athletes are a valuable and often overlooked university asset.

Mary Jean Ryan, CAS 1980, served as the captain of the volleyball team in 1978.
**TEAM ROSTERS**

**FIELD HOCKEY**
- Karin Ewen
- Jada Anne McCracken
- Nicole Hathaway
- Marilyn Dods
- Nancy Dods
- Maureen Fid
- Chad Pepe
- Fred Grello
- Tom Ryan
- Charles McAteer
- Brad Smith
- Tom Miller
- Dave Lee
- Janie Piastro
- Dave Fierer
- Dave Agramante
- Connie Breen
- Angie deGoytine
- Dave Giglio
- Dan Mackall
- Tom Matthews
- Jim Maroney
- Bob Short
- John Stack
- Richard Stahl

**FOOTBALL**
- Bob Carroll
- Pete Maca
- Bill Lee
- Bob Sitz
- Kim Roberts
- Jon Caremou
- Bob Gereaux
- Matt Fitzmaurice
- Brian Strum
- John Davis
- Mark Greando-
- Smith
- John Kapples
- Bryan McDownell
- Timothy Talley
- Tony Spence
- Steve Schenker
- John Boland
- John Frederick
- Mike Desabato-
- rian
- Carlos Barrientos
- Andy Murray
- Andy Blood
- Kevin Donovan
- Mac Boyd
- Bill Dab
- John Kudlacek
- John Coste
- Bruce Still
- Joe Gaul
- Steve Kiewiet
- Tom Carroll
- Vince Zenga
- Dave Williams
- Conrad Everard
- Tom Barr
- Paul Zimmerman
- Dave Ellett
- Keith McCormick
- Marc Gottstein
- Doug Jordan
- Rick Trusler
- Mark Foster
- Mark Stantos
- Joe Randalls
- Leigh Dugger
- Bill Murphy
- Carson Wagner
- Mark Gutau-
- folas
- Andy Dindal
- Mike McGuigan
- Tom Riggs
- John Kirkpatrick
- Lloyd Campbell
- Ed Ecker
- Mark Nagle
- Bob Brown

**TRACK & CROSS-COUNTRY**
- Paul Bernard
- Patrick Brit
- Kevin Byrne
- Kevin Cram
- Jim DeRoues
- David Dobro-
- zynski
- Steve Berry
- Steve Greath
- John Cogro-
- rek
- Tom Groins
- Mark Harnett
- Dave King
- Paul Kray
- Bill Leader
- Patrick Masani
- Sean McCarthy
- Brian McGonigle
- Bill Mor-
- ton
- Fred Macal
- Paul Kelly
- Therese Reynolds
- Jim Riley
- Keith Roster
- Roman Satik
- Ron Stafford

**WOMEN'S TRACK & CROSS-COUNTRY**
- Lotte Calahrese
- Terry DeRoherts
- Mar
- Jane Demagetes
- Carly Pessner
- Alhun Hart
- Adronis Hubbard
- Demi Reuland
- Monica Joyce
- Marianne Kekes
- Nancy Mulhane
- Audry McKean
- Florence Muton
- Dana Miller
- Jameen Tranuchela
- Marian Moflyak
- Christiana Mullin
- Chris See
- Katie Sloan
- Nancy Walde
- Marcella Wiewiara

**SOCCER**
- Mitch Heffernan
- Rob Welsh
- John Saglietti
- Kevin Murphy
- Greg Stader
- Jane Maked
- End
- Tom Harry
- Jack Jones
- Pat Ayers
- Bill Corbett
- Etienne deLangerville
- Chuck Pepe

**WOMEN'S VOLLEYBALL**
- Greg Devore
- Ignatius DeNardo
- John Ger-
- ats
- Peter Koster
- Alakeeannona
- Nancy Corcoran
- Jill Longfellow
- Jill Ludvik
- Pete Lazette
- Mike Pauloski
- Doug Prince
- Robert Schmidt
- Will Smith

**BASEBALL**
- T.J. Medals
- Larry Dubbe
- Brian O'Hair
- Matt Schulte-
- bier
- James Henders
- Rocky Spanghi
- Chris Troadie
- Bob Friedricks
- Tim Ennis
- Nicholas Berry
- Ken Koln
- Dave Young
- Richard Safata
- Bob Sherry
- Pete Kresse
- Bill Klassen
- Timothy Brown
- Joe Nicoletta
- Mike Nemics
- Bernie Donnelly
- Tom Williams
- Bill Gerard
- Linda Corner
- Jeff Janniski
- Byron Lambert

**GOLF**
- Mike Blumen
- Ethan Gormley
- Peter Jacobs
- Greg Jerolaman
- Alan Leachey
- Mike Leu-
- kitters
- Greg Marshall
- Jeff Mitchell
- Todd Rowe
- Greg Tanno
- Bob Tonnan

**CREW**
- J. Alex Chapman
- James Carello
- Dan Donahue
- John Pedone
- Thomas Herrara
- Richard
- Jayanta
- J. Stephen Kiefer
- Martin Matra-
- ccos
- David Amor
- Tom McCarty
- James McPall
- Greg Moffett
- Dan Nemecky
- Peter Radell
- Bill Scannell
- Tom Seedsker
- David Shremouil
- Ford Smith
- Tim Smith
- Sacha Vuicic
- Chris Walsh
- Mark Wess
- Robert Angelone
- James Badley
- Al del Cas-
- illo
- Tom Fairfeld
- Myke Harrington
- Leonardo Hild
- Glenn Leavitt
- Gary Mattaro
- Bill Messer
- Jim Mooney
- Peter Mooney
- Art Pe
gn
- Carmen Peters
- Mike Recker
- Frank Sauer
- Peter Ziza
- Tim Robinson
- John Salli-
- nathan
- Kathleen Gallow
- Sue Music
- Timothy Garry
- Lucy Sherry
- Carol Stovall
- Richard Kelly
- Lee Mirand

**WOMEN'S CREW**
- Janet Ambrosone
- Joanna Barnes
- Chris Brown
- Jennifer Camp
- Kate Dulan
- Elizabeth Doyle
- Kerry Daisy
- Claudette Duncan
- Michelle Fuenzi
- JoAnn Granger
- Amy Kuhner
- Clare Lichtenfeld
- Lisa Loza
- Jude Musleh
- Todd Sall
- Nora Schenk
- Sandy Shipeder

**BASKETBALL**
- John Irsay
- Steve Martin
- Eric Floyd
- Louise Durren
- Ron Basyuk
- Eric Smith
- Craig Sheele
- Terry Forlenza
- Mike Harbuck
- Jeff Baldho
- John Durren
- Ed Sprigge
- Tom Santos

**GYNASTICS**
- Susan Vorob
- Erin Horton
- Alice Cassidy
- Jane Ehrman
- Winnie Pelman
- Audrey Bernau
- Tamara Ehrman

**VOLLEYBALL**
- Catherine Connolly
- Darrel Cox
- Marie Creswell
- Maria DelVita
- Teresa Evans
- Mary Kate
- Molly Murphy
- Karen Olson
- Mary Jean Ryan
- Kristen Standley
- Maggie Ulrich
- Martha Veeh

**WOMEN'S BASKETBALL**
- Abby Diller
- Erin Rahl
- Maria DelVita
- Kerry Keefe
- G. Zimmernann
- Susan Kelly
- Kathy Ledenkov
- Patricia McKenna
- Jamie Conover
- Jill Will
- Anne Szczepski
- Martin Cec

**LACROSSE**
- John Beck
- Chris Cook
- Michael Cartman
- John DeVir
- Conrad Everford
- Michael Farrell
- Peter Fedorov
- Chris Ferraro
- Kevin Garman
- Tom Hiller
- Mario Ippolito
- Henry Kern
- Tom Koutz
- Nick Kruch
- George Lodge
- Kevin McGovern
- Kevin Mraz
- Mark Nicholson
- George Ohrany
- George Phe-
- lan
- Tom Reu
- Dana Rose
- Steve Schenkel
- Franz Siebel
- Jim Solomon
- Peter Tucker
- James Vangh
- Scottie Waddington

**WOMEN'S LACROSSE**
- Caroline Bees
- Marianne Buler
- Rosemary Connolly
- Cathy Conners
- Alice Dalton
- Grisben Dickinson
- Elizabeth Keel
- Bonnie
- Kramar
- Lillian Marinar
- Mary Esther Mitro
- Maureen Moar
- Jenny Murphy
- Sheila Murphy
- Herb Sehnek
- Lynne Olson
- Peggy Peters
- Chris Piazza
- Cory Rosmar
- Robin Roome
- Sharon Smith
- Charlotte Swift
- Laura Tate
- Ann Watson
- Susan Yasbar
Field Hockey
TRACK & CROSS-COUNTRY
men's crew
Crew
Women's
volleyball
Gymnastics
Rugby
The main thought running through Head Coach Scotry Glacken's mind as he opened the first practice way back in dusty August was the hope that the 1978 Georgetown Football Club would avenge the previous year's losses to teams that crunched, bumped, and dumped his team in the mud.

Memories of the heyday of G.U. football - when the Hoyas ran up 22 consecutive wins in the 1938-40 seasons - echo upon the gridiron each autumn. And every year since, the question is raised as to whether or not THIS year's squad could match the "Saxa" defense which kept opponents scoreless five times in each of three seasons preceding Georgetown's trip to the Orange Bowl in 1940.

Therefore, the 7-1 record of 1978 seemed to turn back the hands of time as the sounds and cheers of a winning season cured the moans and yawns of other recent seasons. Glacken credited the aura of success that arose from the turf to the coming of age of the team. "What was once a team of freshmen and sophomores became one of juniors and seniors who had matured and were ready to reach their potential; as a result, they became one of the best," commented Glacken.

The 1978 squad boasted fifteen seniors who had been hungry for a true winning season since their initiation into the G.U. program. As Tri-captain Dave Elliot put it, "We've been around for a long time - it seems that this year was a culmination of experience, a strong confidence and a seasoned attitude."

Elliot began his college football career as a runningback, but moved into the offensive line during his sophomore year. Along with fellow seniors Joe Gray, Marc Christen, and Keith McCornick, Elliot helped to solidify a front line that powered the way for an awesome 3,200 yard offensive showing in 1978.

The offensive leadership, however, was in the hands of quarterback Bobby Sitz, who, contended Glacken, "developed into the finest all around quarterback in Division III." Sitz surpassed the team career records he had already broken during the previous season: nearly 3,000 yards passing, 25 touchdown strikes, and some 400 yards of QB rushing. Another astounding statistic - 101 passes thrown without an interception - further supports Sitz's standing as one of the finest G.U. quarterbacks of all time. At the end of his four year stint at G.U., Sitz commented that, "Playing at Georgetown under the present coaching staff and with the guys on the squad was an unsurmountably gratifying experience." After a contemplative pause, he added, "I must admit, I'll really miss it."

Moreover, the 1979 club's offense will lack five other explosive elements of 1978: Andy Murray, Ottoway Talley, and Andy Blood, and receivers Clayton Wagner and Lloyd Campbell. Murray led Division III in scoring throughout the season, finishing with a 10.8 points-per-game average. In his college career, he bumped, bounced, and broke for more than 2,300 yards. The blocking and running of "Breakaway" Talley and Blood also proved invaluable, and Talley...
found a place in the Hoyas record books late in the season with an 89-yard kickoff return.

Campbell and Wagner, who served as Sitz's principle back-up men, will be remembered as two of the tougher Hoyas to defend against. "Sticky-Fingers" Wagner was the premiere G.U. pass receiver in 1978, and he amassed club career records for receptions (102), receiving yards (1,646), and TD's caught (12). Sitz and he, who spent their high school days together, culminated their seven years as a team in a string of successful passes during the final minutes of the 1978 season's last match.

However, the team's excellent offense in 1978 was complemented by a well-groomed defense. The senior stalwarts of this defense were Bob Gorence, John Davis and Tri-captain Paul Zimmerman. Davis played at halfback and quarterback before he settled-down to his role in tightening up the defensive secondary; he led the team in pass interceptions in its past two seasons. Davis commented that, "Working as a team, getting our timing down and executing the proper play at the proper time was an achievement our ballclub can be proud of.

Being part of that was a great experience." Zimmerman was the standout stop-gap on defense who helped in keeping the end zone free of trespassers. He is credited with more tackles, recovered fumbles, and interceptions than any Hoyas linebacker in nearly 40 years.

Thus will the 1979 squad have a difficult task in filling the cleats of 1978's talented senior players. And leaving those cleats behind was not easy for the departing players either. But, as center Joe Gaul said, "Sure, it's hard to part with our sweats, but after thirteen years of playing football, my aching bones need a rest."

Therefore, the reigns of leadership in 1979 will fall into younger hands, and those of tri-captains John Mulcahy, David Williams, and Steve Scheuerle in particular. Scheuerle will attempt to remain healthy, as in 1978, after being sidelined with injuries for the first two seasons at G.U.

Furthermore, several other players stand ready to assume important team responsibilities in 1979. Bob Gerard will be a sophomore taking charge at the quarterback helm. Coach Glacken feels that he possesses the ability to consistently move the Hoyas to the end zone. He and his brother, Billy Gerard, are expected to create a "Gerard Connection" on par with the 1978 spectacles of Sitz and Wagner. Another standout undergraduate will be Jimmy Corcoran. "Diamond Jim" proved to be an ace of all trades during the 1978 season by returning punts, foiling opposing passers on defense and even winning two games for G.U. with last-second field goals. In addition, John Federico should continue to pound-out yards as a fullback - a position he earned his first day on Hoyas turf.

Finally, Coach Glacken's concept of a wishbone offense that "bend but not break" was effective in fielding a team that restored glory and success to G.U. football. But offenses alone cannot assure a team's final success - the problem of the 1977 season. In 1978, a vastly improved defense and a strong team spirit proved to be the decisive element in a successful campaign. For the Hoyas gridironers, the 1978 season is history that will be recorded with a great deal of praise.
women's tennis
men's tennis
swimming
Baseball
women's basketball
1978-79 was a curious season for Georgetown basketball. It began with little fanfare and no catchy slogans like "The Sky's the Limit" of the previous year - just an unranked team with only three returning starters, several unknown quantities, and huge unfilled gaps at center and guard. The Hoyas' previously steady, year-to-year improvement had evidently paked. Many people felt it was to be a rebuilding year for John Thompson's team.

On the contrary, the Hoyas set new G.U. records for games won (24) and winning percentage (.828). For the first time ever, Georgetown found itself, for a while at least, ranked in the Top Ten of both the AP and UPI basketball polls. For the first time, G.U. swept its division of the ECAC and earned a NCAA playoff berth in the East. All this success rendered Georgetown nationally-prominent in basketball - again for the first time.

In short, it was the most successful season in Hoyas basketball history. Strange­ly, however, when the last klaxon sounded, marking defeat in the last game of the season, it was as though an entire season of progress had vanished. But that impression was merely an illusion, a misperception resulting from the peculiar nature of the season.

But back to the Hoyas' real season began on November 28 at the Capital Center against pre-season Top Twenty-ranked Maryland. Trailing 37-36 at halftime, G.U. took charge in the second half with an aggressive full-court press; Craig Shelton covered the Terapeins' big man, Albert King, like a blanket. But the most encouraging performance of the game was that of Eric "Sleepy" Floyd. This unheralded freshman from Gastonia, North Carolina, broke into the headlines by scoring 28 points from his outside guard position and leading George­town to its 68-65 win.

This Hoyas victory over Maryland was a harbinger of things to come. Senior Tom "Mount" Sates and a 22-year-old ex-postal worker named Ed Spriggs split the duties at center in an un-repeated scenario. The "Big Four" of Shelton, Floyd, John Duren, and team captain Steve Martin were all in double figures - a feat repeated when St. Bonaventure fell to G.U., 71-59, and once again as they accounted for all but one of the 60 points that the Hoyas scored in their upset of later NIT champion Indiana, 60-51.

In the last game before Christmas break, the basketball squad headed to Jamaica, New York to face St. Johns. After a sluggish first half, the Hoyas found an opening under the hoop which Craig Shelton ex­ploded to the tune of 22 points. The final score in this defeat of the Redmen was 77-71.

Georgetown, then suddenly sporting a record of five wins and no losses, including four consecutive victories over highly ranked squads, was attracting attention. The team was playing smoothly and with a well-balanced attack. Martin had led the scoring in two games, Floyd in two others, and Shelton in the fifth. Meanwhile, John Duren had become the chief playmaker, leading the team in assists in every game. Spriggs and Sates, although not spectacular, provided steady centering and helped the team click as a whole. The only problem was the threat of a junior for the Hoyas had yet to demonstrate any bench strength - any depth.

However, after trouncing St. Mary's at home, and letting Shelton all but single-handedly shat Fresno State in the Wolf Pack Classic, Georgetown finally ran into some trouble. The surprising Hoyas were themselves surprised as Nevada-Reno out-run them in the finals of the Wolf Pack, 87-77. During the remainder of the Christ­mas break, Georgetown was at home to lick Southern, U.D.C., Saint, North Carolina Central, and Manhattan. But the Hill­toppers were again shocked by a 37-36 loss to St. Joseph's.
As students returned to campus for the spring semester, Georgetown sported a healthy 12-2 record, a 15th-place ranking in the national polls, and no signs of easing-up. Martin, Shelton, Floyd, and Duren each had between 16-10 points as G.U. avenged its defeat by Fordham a year before. On January 20, Georgetown invaded Penn's Palestrina and handed the Ivy League champion a 78-76 loss. At that game, Tom Scates joined the other four Hoyas starters in double-figured scoring and, more importantly, he blocked nine Penn shots; he was, to say the least, very intimidating.

John Duren's 18 points were enough to lead an easy win over St. Francis on January 23, and 23 more led G.U. over its next rival, American University. But each of the "Big Four" had at least 20 points in that 88-80 victory over A.U. at Ft. Myer, and Scates blocked another nine shots. This impressive showing helped to land G.U. in the Top Ten of both national polls.

However, the Hoyas did not long remain in the Top Ten. For a mediocre Oral Roberts squad entered McDonough the next day and whereas Floyd couldn't buy a bucket, somebody named Garrett tossed in 23 points — most of them from downtown. GU played sloppily, and when Martin's desperation heave at the buzzer went wide, the Titans had defeated Georgetown, 79-74.

Also, on February 3, the University of Detroit also defeated the Hoyas, this time in a blow-out. Floyd again shot poorly, Martin was in early foul trouble, the bench was too Nancy to be of help, and the NCAA-bound Motowners easily triumphed, 91-71. The Hoyas did not shake-off their lethargy until the second half of the St. Peter's game on February 7. The score seesawed until Floyd found the hot hand and helped to eke out a 62-60 win for the blue-gray. In early February, the Hoyas were near the bottom of the Top Twenty, and none too sure of getting an NCAA bid.

However, some doubts were put to rest as Georgetown vanquished Seton Hall, Stoniehill, and Boston College with relative ease. Always-tough George Washington fell 75-71, as a final effort shot by the Colonials hit inside the rim, rolled around, and fell out. The G.W. victory was marked by a fight between the normally mild-mannered Scares and the Colonials' Bob Lindsay; both were ejected. But G.U.'s luck held. In the final pre-playoff game of the season, on February 26, the Hoyas played without the services of injured captain Steve Martin and beat the Holy Cross Crusaders in double overtime.

The Hoyas entered the playoffs with an excellent record behind them and strong team confidence shaken only by the threat of further injuries. Georgetown easily rolled by Old Dominion, 73-52 in the first playoff game. But a knee injury to center Scates overshadowed the win and future playoff hopes, especially because Georgetown's next opponent was 5th-ranked Syracuse who were led by All-America center Roosevelt Bowie. The contest, held at Cole Field House in Maryland, carried a guaranteed NCAA playoff slot as its prize. With Ed Spurgs and Jeff Bullis making critical assists, and John Duren hitting field goals from all-over, G.U. toppled Sracuse, 66-58.

It was "on to Providence" for the March 10 match with Rutgers on the court of John Thompson's college days. G.U., seeded #3 in the East in the NCAA, saw its season end as Rutgers dominated the inside and the Hoyas' outside shooting went cold. Duren was Georgetown's highest scorer, with a mere 13 points in the 64-58 loss to the Scarlet Knights.

Thus were extinguished the flaming dreams and hopes of an entire season by a mere six points. The Hoyas had lost their chance to advance in the NCAA playoffs and had to settle for the ECAC Upstate N.Y.-Southern Division championship. But this title placed Georgetown further than it had ever before stood in the final results ledger, thereby continuing the process of steady improvement with each basketball season. Problems such as replacing Martin and Scates — lurk on the horizon, but Hoya basketball in 1979-80 promises to be as exciting as ever.
women's lacrosse
men's lacrosse
sailing
golf
intramurals
news notes ... 1978-79 ... georgetown university ... compiled by alan fogg ... claire eatwell ... kathy brown ..............................................

8/25 ... class of 1982 arrives on the hilltop ... classes of '79, '80 and '81 return to find their campus radio station still broadcasting but in perilous state, and the new south ... tennis courts replaced by metallic caterpillars and mountains of dirt .................................................................

8/28, 29 ... registration for all classes in mcdonough gym ........................................

9/2 ... administration announces the possibility of constructing a new student center between white gravenor and copley ... expected cost $10 million plus ..................................................

9/8 ... holy trinity conflict continues as parish council members call for a review of the church's proposed renovation ... four members of the community for creative nonviolence head into the seventh week of fasting to protest the plans .................................................................

9/18 ... hoya reports a series of burglaries plaguing new south ... gups announces a tightening of security in all dorms ........................................

9/19 ... voice carries a story in which harbin rd and diocesan priest robert hummel announces his homosexuality ........................................

9/20 ... howard jarvis ... proponent of proposition 13 speaks in gaston hall ... jarvis' salty language insults many students ... some of whom walk out in protest ..................................................

9/24 ... gretchen carroll and her study abroad office come under fire from returning exchange students ... a petition is circulated demanding that the office be reviewed ..................................................

10/18 ... israeli ambassador to the us ... simcha dinitz ... receives an honorary degree from georgetown ... in his acceptance speech the ambassador declares the willingness of his country to negotiate a lasting peace with egypt ..................................................

10/20 ... residence life announces that the opening of village a will be delayed until september or october 1979 ... declined to comment about the fate of the students if the housing was not ready in september 1979 ..................................................

10/21 ... gu football team's success surprises many ... especially their crushing victory of johns hopkins ... 42-12 ........................................

10/31 ... halloween ........................................

11/1 ... student senate announces plans to study the feasibility of an honor code at gu ........................................

11/3 ... district action committee in consultation with president healy announces a plan to allow senior citizens to take classes at georgetown ..................................................
11/4 social event of the semester homecoming football team scores an overwhelming victory 49-0 over st francis happy hours and alumni dance to the sound of the "blue meanies"

11/8 dean of the school of nursing rita marie bergeron announces her resignation effective december 1978

11/10 senior joe gaul is voted the ugliest person on campus in an annual contest sponsored by alpha phi omega gu's national service fraternity

12/1 gu's officer is arrested after an attempt to run over a fellow worker with his car both officers were later discharged from their positions

12/2 hoyas basketball team beats st bonaventure 71-59 their third victory without a defeat

12/9 georgetown university sponsored special olympic event held in george washington's smith center many sports celebrities and television personalities turn out to make the event a success

12/25 christmas posted on a bulletin board twelve days of finals one last carrel two full libraries three hours to study four minutes to cram five bitchy roommates six papers to type seven cups of coffee eight trips to vittles nine bluebooks filled ten students flunked eleven empty kegs twelve taxis home

1/18 thirty-six exchange students from the people's republic of china arrive at gu although not housed on campus they sample american culinary delights at new south cafeteria

1/20 egads vital vittles hikes soda to 30c a can

1/25 former envoy to china and cia director george bush speaks before a crowded gaston hall he declines to formally announce his candidacy for the presidency but indicates interest on the job

1/30 two interrelated protests one against the cia the other opposing alleged us involvement in iran converge on healy circle csp receives a bomb threat

1/31 with 400 chanting demonstrators outside the cia building goes off the air for good university administrators claim the station had depleted its budget continued operation deemed impossible demonstrators then march to the tc on m street in a show of support

1/31 prc's vice premier cong xiao peng meets with pres carter and congress on the first stop on a national tour of the us
Huge Snowfall Shuts Down D.C. Area

2/5... caravan of farmers move into D.C., riding their tractors and presenting their grievances. 100% parity... yetwithin days their strategy is confounded... by police lines and metro buses.

2/7... amid the heaviest snowfall in five years... university administration decides to deny official recognition to gay people of Georgetown. recognition would not be consistent with Catholic doctrine... snowfall averted one controversy... mark lane... people's temple lawyer... stranded in Boston... unable to make scheduled appearance in Gaston Hall.

2/9... Washington's birthday... 24 inches of snow in D.C., largest to hit the city in recent years... gu shut down... gu hospital makes urgent plea for help... hoyas volunteer.

2/10... vice president for academic affairs... aloysius kellysj... announces his resignation from gu and his acceptance of the position of president of... fairfield u... in connecticut... effective this summer.

2/12... hoyas basketball team fights off tough George Washington team... at the smith center... the 73-71 victory for the hoyas boost the team to 16th in the up... coaches poll.

2/13... california governor... possible presidential... candidate... jerry brown appears before an overflowing... gaston hall... speech's main drift..."america is now paying for the mistakes it made in the sixties..."

3/2... signing of the mid-east peace treaty on the white house lawn by carter, begin, and sadat... this monumental event... ushers in what all hope will be a true... peace... in the mid-east.

3/5... baron rd and diocesan priest robert hummel is... suspended from the priesthood... by home diocese of Richmond... only two days after a profile of hummel appears... in the district section of the Washington star.

3/10... hoyas having advanced into the ncaa tournament... following victories over old dominion and syracuse... lose to rangers... at providence... 58-64... hoyas finish among the top twenty teams in the nation with an impressive 24-5 record.

3/12... senior auction... up on the block... slaves for the day... tennis dates... dinner with the notables... much coveted housing.

3/18... 138 pair of hoyas feet dance for 24 continuous hours... in c.c.'s dance marathon... president bentsy and d.c.'s mayor... mason... barry visit... new south to cheer on the dancers... over $10,000 raised for the banncker scholarship fund.
4/6 athletic dept announces opening of the rec/plex will be delayed until mid-july. officials blame dc's rough weather earlier in the year for the delay. the rec/plex was originally scheduled to open sept 1978.

4/18 during a campus appearance consumerist ralph nader criticizes carter's nuclear program calls for washington area students to lead an effort to change the existent policy.

4/19 actress caroll burnett feminist betty friedan discuss the importance of er amendment at an appearance in gaston.

4/26, 27, 28 fourth annual cabaret hoyas talent emerges to the full held in ga's night club hall of nations champagne flows hoyas dance on tables as much talent off stage as on.

5/3 final day of classes for the 1978/9 academic year hoyas crowd laugher for their last minute cramming.

5/6 anti-nuke demonstration may 6th coalition begins with march at the white house continuing to the capitol ends in a mass rally and concert on the ellipse.

5/17 exams end on the main campus more and more evacuate the hilltop to leave only the seniors.

5/20 senior week a cruise on the potomac kicks off the last week of partying for the graduating class two boats dancing drinking less.

5/21 monday's main event is the crawl three legged couples undertake a soggy course and are forced to threaten life and limb on the waterslide on reiss hill.

5/23 the 1979 senior follies are a tremendous success yet again hoyas talent is on display as the class of 1979 searches for job the chimes offer alternatives in their skit "get a job".

5/23 senior ball under a colorful canopy on the lower field dancing to the sounds of the duke ellington orchestra the senior class enjoys the penultimate event of their undergraduate career.

5/27 graduation of the class of 1979 3:00pm clear skies and popping champagne corks art buchwald addresses the senior class.

6/27 rev. donald freeze sj appointed executive vice president for academic affairs and provost of gu effective july 1.
Some people call the 1970's the "me" decade when narcissism usurped the energized idealism of the sixties, while others hailed a so-called "return to normalcy". In any event, assessing the seventies to a large extent depends upon one's personal perception of the times.

Well-known conservative columnist George Will praised GW's Class of 1978 for not resembling the Class of 1968, but anyone who knows Gametown realizes that the Hilltop was no Columbia University in 1968. In fact, a small band of students called the Georgetown Radical Union chastised the university — in a letter sent to the incoming freshman of the Class of '74 — for shielding its students with a wall of "intellectualism and meaningless degrees" while "the Vietnamese continue to die, the blacks still suffer under a white supremacist society, and our countrymen are rapidly dying."

Georgetown's administrators worked diligently to contain open confrontations with students, but the pressures of the outside world often made such a policy extremely difficult to implement. The invitation of the seventies' first freshman class to a Labor Day "free drug picnic" on Kehoe Field, coinciding with a university barbecue at the same location, was a sign of the times. Leaflets appearing on Wisconsin Avenue advertised free drugs and contained a statement — attributed by the picnic's organizers to University President Robert J. Henle, S.J. — that "even University Presidents take drugs." The statement also offered drugs to anyone who attended. When one hundred members of the drug culture descended upon the barbecue, university officials quickly moved their party to the New South cafeteria. Nonetheless, marijuana was smoked at both sites.

Georgetown's true taste of "the era of anarchy" was relatively brief in duration. In May of 1970, the atmosphere on almost every American campus was extremely volatile in wake of the Cambodian invasion and the Kent State killings. Students across the country organized strikes, and Georgetown's participation brought the first and only student strike in the school's one hundred and eighty-year history.

Georgetown's Graduate Student Organization voted for the strike in support of the "New Haven demands." The demands included the release of all US political prisoners (in particular, several Black Panther leaders), the withdrawal of all American troops from Indo-China, and the cessation of all university ties with the military. The undergraduate Student Senate supported only the second of these demands, but it also demanded seven university-related reforms.

On Wednesday, May 6, the first day of the strike, about 60% of the student body heeded the call to boycott classes. The next day, with few options available, Father Henle shut down the campus for the remainder of the semester. Students had the option of either hanging around for finals or taking the marks that they had earned previously and starting the summer break early.

A year later, in May of 1971, the campus became even more involved with student activism when 4,300 students invaded Washington with the aim of shutting-down the U.S. government for a day. Georgetown attracted over 3,000 protesters — more than any other area school. The May Day visitors congregated in university buildings and pitched tents on Kehoe Field. A $5,000 wood running track was broken up into poles to support canvas tents. University officials tolerated the invasion but made it clear that the protestors would not be welcome to return after that night. The following day, May 5, police threw tear gas and twice swarmed onto campus in an attempt to drive protestors away. Later that week, a small band of students protested the university's inhospitality by occupying President Henle's office. When they refused to leave, Henle suspended them. But when he discovered that the suspensions could lead to a lengthy appeals process he rescinded his order. One of the protestors later became Student Government president.

However, in spite of all this commotion, Georgetown students were themselves not much a part of the revolutionary clique. Perhaps this was due to selfish individualism or perhaps to an educated aversion to "a politics of the horde" mentality. Whatever the reasons, more students were in the library than ever before — not to stage sit-ins, but to study. Georgetown's brief excursion into radicalism thus came to an end long before the upheavals nationwide finally diminished. Indeed, an attempt to create a Georgetown contingent of the "New Congress" — a national effort to fill the halls of Congress with doves — faded into oblivion due to lack of student support. And GU's social action committees, which boasted...
combined memberships of well over 500 in 1969, dwindled to scarcely a hundred members by early 1972.

Georgetown had gone back to basics. Many students had resented the disruption wrought by often-destructive protestors. Education was acceptable again. Georgetown seemed to be involved in an effort to deny the existence of "the generation gap." But not only were students not inclined to join activist groups – they shunned the more traditional clubs as well. As if that were not bad enough, many organized parties on campus lost money because an inordinate number of students chose to spend their weekends book ing it.

Perhaps Georgetown had overreacted. Early in the decade, that noted conscience of conservatism, William F. Buckley, Jr. wrote that "Universities have the greatest concentration of alarmists, cranks, and extremists this side of the pogo house." But when he came to Georgetown in October of '72, he was surprised to find Georgetown students "bright, curious, and courteous." In an age of intemperance, Buckley's appraisal of Georgetown as "truly temperate" shows that in the early seventies Georgetown University was, for the most part, a shining anachronism.

For Georgetown, the changes of the seventies were more superficial than deeply philosophical. One such change was the relaxation of restrictions on student life in an effort to appeal to a wider variety of students. In the mid-sixties students were required to wear a jacket and tie to class and they were forbidden to take girlfriends into the dorms. Eventually the administration allowed designated visiting hours, punishable by a $40 fine if violated. Georgetown students of the dorms regarded paternalism as a great privilege, but a few years later they were seen as an oppressive restriction. In April, 1972, Henle ended parietals for upperclassmen and in 1974 freshmen dorm floors were allowed to establish their own visiting rules for the second semester.

In the sixties, the administration ruled the Hilltop's campus publications with an iron fist. On one occasion, for example, the College Journal (a forerunner of Three Sisters) was forced to replace the word "contraceptive" with Astertisks. But by the mid-seventies the student newspapers ran ads for abortion clinics, WGGH programmed gay forums, and four-letter words in campus publications raised few eyebrows. However, the abortion ad issue was a difficult and confusing one for the campus papers. During Father Henle's term as President, the Hoya Weekly consistently ran such ads. But in 1974 university administrators were livid when their own student directory contained an advertisement for a local abortion clinic. Henle used moral suasion to convince editors to not run such ads, and he was largely successful. However, when the Hoya ran an ad for the Hillcrest clinic in April of 1977, Henle's successor, the Reverend Timothy S. Healy, S.J. – who is not known for mincing words – threatened to close it down. (A student government leader recalls a conversation he had with Healy at the time in which the irascible President blurted out something to the effect that he wasn't going to be responsible for any Georgetown coed having an abortion.)

Healy's threatening gestures shocked the Hoya's editors since a few months earlier he had blasted American Catholic leaders for overemphasizing the abortion issue in the face of other pressing concerns. He had cautioned against emotion and anger displacing reasonable discourse. Yet when the Hoya editors went to discuss the abortion imbroglio with Healy he was clearly in no mood for rational discourse.

On a few rare occasions, the university took a somewhat liberal stance. During a request by Washington's Patrick Cardinal O'Brodle, the university refused to suspend the distribution of a human sexuality pamphlet prepared by GU medical students. The rationale behind this defiance was that negative action would interfere with academic freedom.

However, GU's students of the early seventies were, obviously, more liberal than the students of today. A poll taken in March of 1973 by students of Assistant Professor of Government Robert Flaxin revealed that 62.8% of the student body had supported the McGovern campaign. In fact, students bucked at the Honorary Degree Committee's proposal to invite then-Presi dent Nixon to Commencement.

However, in spite of somewhat liberal leanings, Georgetown's undergraduates took a long time to even formally support the idea of homosexual rights. In February, 1973, a group of gay students petitioned the Student Activities Commission for a charter, but university officials quickly nixed the attempt. But the students didn't mind the university's action; for Healy's poll showed that 60.2% of the student body was opposed to the gay group becoming a university sanctioned organization. In 1978, when gays mobilized again, the SAC and the Student Senate supported a charter for them. But once again the administration derailed the move.

However, many things did change on campus in the seventies. Campus Ministries, under the direction of Lawrence Madden, S.J., decided in 1975 to give Dalilgucn
Chapel a new face lift. The plans called for a new altar on a raised platform, central heating and air conditioning, wooden upholstered chairs, the removal of the main and side altars and other changes. The proposal aroused immediate objections from the Reverend Thomas M. King, S.J. and his supporters. Over 700 students and faculty members signed petitions to bar the new "multi-media look" renovations that they felt would result in a chapel that appeared more like a study lounge than a place for private meditation and public worship. Madden, however, contended that the reconstruction would contribute to a "sense of community" in keeping with the changes proposed at Vatican II. After a bitter two year struggle, the traditionalists lost, and in January, 1976, the "new Dalgren" opened to generally favorable reviews.

Perhaps the single greatest break with tradition was the admission of women to the College of Arts and Sciences in 1969. In 1970, the College admitted 55 freshman girls and 27 transfer co-eds. By 1975, 51% of the incoming freshman class was female. By 1973, Homecoming's traditional Queen, pep rallies, and parades had vanished.

The demise of the Homecoming Queen paralleled the comeback of sports on the Hilltop. In 1972, the Georgetown basketball team had its worst season since 1954, but at the close of the season Fr. Henle made a bold move to lift GU's basketball program out of its depths. Henle signed former Celtic player and local high school basketball coach John Thompson to be the new head coach of the Hoyas. Thompson held two things in his favor besides his excellent coaching and recruiting abilities. First, he was black, and, second, he is a favorite son of the District of Columbia which was hostile to the time at the university. Thus Thompson's presence at GU pleased angry city leaders who viewed the university as white, racist, and elitist. Moreover, he eventually gave GLI a winning ball club that finished twelfth in the nation in 1973, the Student Government sponsored a Lemon Day. Students purchased lemons and placed them outside the Hall of Cardinals, where a Board of directors meeting was in progress, as a sign of dissatisfaction. Over 600 lemons found their way to second Holy that day. Although no one knows what became of the lemons, Henle managed to steer clear of disaster.

The athletics controversy came to a head in 1977 when a student member of the Main Campus Finance Committee (MCFC), Ken Kniely, went public with a plan to redistribute allocations within the Athletic Department. But the proposal quickly died when the House inaccurately suggested Kniely to be prejudiced. People have speculated that the report in the story did so under pressure from a former Voice editor who is a close personal friend of Frank Rievero, the Director of Athletics.

However, Kniely's proposal had little chance of passage. His idea was to sacrifice big-time athletics in favor of intramurals and personal recreation. Father Henle's response was to make it clear that if the MCFC continued to entertain such a notion it would jeopardize its position as the major power in campus budgetary matters.

Ken Kniely's proposals died an unceremonious death.

* * *

The first half of the seventies were very much the Henle years. When he arrived, in 1969, to take the helm of Georgetown, the university was barely treading water financially. University planners were prepared to scrap the Nursing School and initiate Saturday classes in an effort to decrease a yearly deficit in excess of $3.5 million. But with the help of his chief financial officer, Treasurer George Houston, Henle managed to steer clear of disaster. Houston later received the President's Medal for his efforts. But it was soon clear that increased enrollment, class sizes, and tuition were the optates of the financial planners.

Consequently, students and faculty members were soon up in arms over the changes they viewed as serious threats to Georgetown's academic standards. In February of 1973, the Student Government sponsored a unique protest called "Lemon Day." Students purchased lemons and placed them outside the Hall of Cardinals, where a Board of directors meeting was in progress, as a sign of dissatisfaction. Over 600 lemons found their way to second Holy that day. Although no one knows what became of the lemons, Henle managed to steer clear of disaster. As a sign of dissatisfaction. Over 600 lemons found their way to second Holy that day. Although no one knows what became of the lemons, Henle managed to steer clear of disaster.

Although President Henle is praised for his handling of GU's financial crisis, his bungling of another matter remains more vivid in campus memories. On Holy Thursday in 1974, Father Henle fired the popular Executive Vice President for Educational Affairs, Father Edmund G. Ryan, S.J., due to "irreconcilable differences" and "administrative immaturity." In fact, however, the reasons for Ryan's dismissal were far more deep-rooted.

After his arrival at Georgetown in 1972, Ryan garnered a national reputation with numerous scholarship proposals. One such plan called for educational aid for middle-income students in return for one year of public service. Ryan became a formidable force on campus when he assumed the duties of the Reverend Thomas Fitzgerald, S.J., then Vice President for Academic Af
Jesuits held a candlelight vigil to voice their discontent upon their President's dismissal. The pro-Ryan forces, bolstered by Father Edward Glynn, S.J., fought to reinstate Ryan. However, Georgetown's Board of Directors has historically lacked the courage to publicly overrule its President. When Father Hecale became President in January, 1979, offering to sell the station to CBS for one dollar, Healy couldn't have cared less about the protests, and the station was closed again after a series of conflicts with the city. It was closed after a series of conflicts with the city. It was closed after a series of conflicts with the city. It was closed after a series of conflicts with the city.

The Ryan Affair left scars on the university which Georgetown University has yet to resolve. The belief - imagined or real - held by many students and Jesuits is that Georgetown's administration is less concerned with the overall welfare of the community than with some sort of empire-building game.

When Father Healy became President in 1976, many believed that the outspoken Jesuit from the City University of New York would reaffirm Georgetown's educational mission as a Jesuit institution. However, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - including a proficiency requirement in a third language, Healy's academic proposals - 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forced into legend.

Although some people called Healy's action fascistic, he really had no other choice. WGTB was as suicidal as the Boston Red Sox — doing just about everything possible to aggravate university officials. Its fatal mistake was in not garnering student support and interest. Most GU students who wanted to retain WGTB also wanted to change its "alternative" format to something more appealing to them. The fact was that few Georgetown students listened to WGTB.

As indicated by the WGTB situation, Healy's major problem is his brusque style. He is not unlike another New York personality, Yankee owner George Steinbrenner; both have a knack for acquiring success and disdain.

In his brief tenure as Georgetown's boss, Healy has had some significant victories. In the main, these consist of campus construction projects like the Yates Field House, the Village A townhouse complex, and the Intercultural Center. He also pledges to build a new student center.

* * * *

For Georgetown University, the seventies were years filled with ups and downs. In 1974, the Student Government began a small food co-op in New South that would later become the thriving Vital Vittles. That same year, a road ran for Student Government President and almost won. The Pub also opened in 1974 featuring a 75c Happy Hour. Four years later it was discovered that mismanagement had cost the pub $100,000 per year. A student in Healy Hall found a boa constrictor in his room, a resident of New South was bitten by bed bugs on over 40% of his body. One of the most ironic of these two-pronged tales concerns Robert Dixon, the Director of Student Activities in the early seventies. Dixon was a very popular man on campus (except when he forced the two campus yearbooks to merge into one, which really caused a stir). Dixon was so popular on campus that the *Hoya* regularly wished him a happy birthday in one of their April issues. Little did those *Hoya* editors know that their beloved Mr. Dixon was bilking university coffers to the tune of $83,000! Twenty-five counts of embezzlement and nineteen counts of mail fraud later, Dixon pleaded guilty and received a five-year suspended sentence.

It is hard to say what the future holds for Georgetown. Some point to our ascension to Barron's List of Most Competitive Schools as an indication of GU's increasing commitment to academic excellence. But most administrators concede that severe financial restraints and the expected decline in the college applicant pool will prove to be the major stumbling block for the 80's. Already there is talk of pooling Georgetown's limited resources into potential areas of strength (likely to be hardest hit by such measures is the founding graduate school).

Much of what goes on at Georgetown will depend on the state of the American economy. Judging from current trends, huge tuition hikes and major cutbacks will be more and more inevitable. The 80's could be crisis years just as were the late sixties. For much of its 190 year history, Georgetown has successfully faced the many challenges facing it. However, even greater challenges lie ahead and only time will tell if Georgetown will be capable of weathering the ongoing storms of the 1980's as well as did those of the 1970's.

Mark McAdam served as Editor-in-Chief of the *Hoya* in 1977 and was graduated from the College of Arts and Sciences in 1979.
Today was Friday, October 13th, and for everyone it was the last day of what had been a very trying week. The week was one of tests and papers—the mid-semester retribution for previous weeks of school-work neglect. As a result, almost every student was exhausted and numb from worry and late-night study. Even teachers seemed whipped. For example, at the beginning of a lecture, a physics professor said that, “October is one of those unfortunate months when the thirteenth falls on a Friday”. He was aiming at saying, I think, that everyone had experienced a rough week of work, coupled with the irony of the legend of bad luck of Friday the 13th, and his statement epitomized the overall inability to concentrate. I don’t believe in superstition or bad luck regarding Friday the 13th. My little brother was born on Friday, December 13th, and he gets along alright. But Friday during mid-semester is different. Somehow, I arrived Friday morning outside my classroom inexplicably ten minutes early for a European History discussion, and I overheard two persons talking as they left the room. One fellow, thrilled suddenly with an idea after a week’s instruction and assay, decisively postulated, “the rule of the monarchy was much stronger in France—not in German!” His companion seemed tuckered with learning in general: “yeah,” he said. The other’s sudden burst of excitement was stifled. The secret to the Universe of History was going to have to wait until Monday morning.

My classmates likewise were in no shape for any serious thought. “I have a question about this St. Bartholemew’s Day massacre thing”, one girl abruptly asked. Another person pondered, “I don’t know. Maybe I just don’t know what’s going on. Ha.” The teaching assistant who was conducting class never did arouse dormant curiosities, or prompt any real discussion. Towards the end of class, things really went downhill, and a dumb, awkward silence ensued after a student’s meaningless answer; everyone was too weary to even sit upright in a desk. At last the professor said after the final and most acute silence, “Have a nice weekend”. She seemed a bit depressed—and relieved that our burdensome class had ended. Somebody groaned “yeah” as he struggled to leave himself out of a desk.

Outside, the weather was having its troubles. It was fall, but nature acted pretty nonchalant as if having difficulty pulling herself together and looking like fall rather than one of the first warm days in spring. It was sunny but lazy and humid, warm for October—temperature in the 70’s. Trees still had a lot of green foliage remaining, although some leaves already littered the ground. It seemed like April in the way that nature upsets all of her rooted subjects with her various acts of housecleaning—leaves falling, pollen floating, and new, colorful buds appearing and dropping. The crickets jamming together in a lark-back way like tired, old, black jazz musicians singing a fitting song.

After my classes ended in late afternoon I attended a poetry reading on the second floor of a one hundred year-old building inside a high-ceilinged room, its windows open to the breeze. Listening to poetry here, the people of a university could retreat from the urgent pace of intellectual pursuits—here, here at last was a solution! The grey-bearded professors sponsoring this poetry reading had chipped in a few dollars to buy a six-pack of cold beer for themselves. One of these men introduced the poets in a dignified manner, lending a simple sincerity to this gathering of harried people looking for tranquility. Most persons had brought in a small bottle or cup full of wine for themselves, or a pitcher of beer, and cups, to be split amongst a few friends. Many of those present, however, came and went alone; this informal atmosphere allowed one to enter and leave as he pleased. With the weekend approaching, every person listened, serene, firmly conscious of his weary self, and the tingling of semi-inebriation, while a soft breeze carried in the slight murmur of people outside talking and laughing, and dogs playfully barking.
Our Appalachia: Issues, No Answers

by David M. Friedland

Mary E. Rumowicz

Dear Sisters and Brothers,

we urge all of you
not to stop living,
to be a part of the rebirth
of Appalachia,
to recover and defend
the struggling dream
of Appalachia itself.
For it is the weak things
of this world.
which seem like folly.
that the spirit takes up
and makes its own.
The dream of the
mountain's struggle.
the dream of simplicity
and of justice
like so many repressed visions.
IS, we believe.
the voice of the Lord among us.

In taking them up,
hopefully the Church
might once again
be known as
- a center of the spirit;
- a place where poetry
dare to speak;
- where the song
regain undaunted;
- where art flourishes;
- where nature is welcome;
- where little people and
little needs come first;
- where justice speaks loudly;
- where in a wilderness
of laborious distinction
the great voice of God
still cries out for life.

From: This Land is Home to Me.
By The Catholic Committee of Appalachia
possible while at the same time reducing costs to a minimum.

One of the popular misconceptions about the Appalachian region is that it is peopled with abject, poor, and ignorant hillbillies living in shacks. Yes, there are poor, and in our travels we encountered ramshackle housing, inadequate sewage facilities, and litter-choked streams. However, these are not the conditions in all of Appalachia. On the bus ride down to Virginia, Kentucky, West Virginia and North Carolina we heard such statements as: 'Where are all the poor people? Where is the coal? Where are the outhouses?'

On the way home some of these questions proved irrelevant—"we had learned the diversity of Appalachia.

So, you see, Appalachia is not a simple place. There are rich and poor, big and little, new and old, and lots in between.

But, somehow, no matter how confusing it seems, it's all tied together by the mountain chain and by the coal in the center, producing energy within it.

Of course, there is more than coal in the region.

There is:
- gas
- timber
- oil
- steel mills
- cheap labor,

but coal is central.

Coal is central. The implications of that simple statement are enormous. Many years ago, Appalachian coal fueled the growth of our national economy and provided jobs for the mountain people. But there was also a price to pay. Precious resources were drained, the land ravaged, and profits siphoned off to absentee landlords. While the coal boom brought unparalleled wealth to most sections of the country, those living in the heart of coal country were denied the chance to better their standard of living.

Moreover, conditions did not improve over the years. In the 1960's the Johnson and Kennedy Administrations launched great federal efforts to aid the Appalachian poor. Money was poured into the region,
new programs initiated, and legislation passed. But, were there significant changes? Many felt that there were not. Why? When we asked this question, from the hollows of Kentucky to the farmlands of North Carolina, the overwhelming answer was political corruption. "You can pass all the laws you want," we were informed, "but none of them mean anything as the money is channelled through corrupt local officials." "Are there not laws prohibiting certain kinds of strip mining?" we asked. "Yes, but the rich are always the powerful. Coal companies buy local politicians who in tum report to the state legislators who are consulted by Governors, Congressmen, and Presidents."" We do no purport to have the answer to the questions of economic justice. We only wish to state that our eyes have been opened to many inequities which were rendered personal beyond the capacity of the classroom situation.

Although the economic picture may be dim, there are many rich cultural and social traditions in Appalachia. Mountain people seem genuinely to enjoy the simpler things in life: the mountains, a square dance, and each other. Monetary success is not viewed as the measure of a man's worth. The non-ambitious are not denigrated as under-achievers. Perfect strangers are greeted with friendliness and warmth. While the physical labor we performed was sorely needed, most students felt that they had received much more than they had given.

This community experience is a trait sorely lacking at the university, where competition is enshrined. Ideally, the role of the university should be to teach the student to think, analyze, criticize, question. Does Georgetown fulfill this role? To some degree, yes, but to a large degree, no. How many times have we merely had to regurgitate facts which will not be remembered one hour later? How many times have we received superior marks for coming to someone else's conclusions? In too few classes is creative, original thought encouraged.

Therefore, we feel that the learning experience of the Appalachia program has a great deal to offer to the learning process within the university as a whole. Spring Break in Appalachia is an ideal educational opportunity. Before the trip students are presented with a rudimentary sketch of the culture and mores of Appalachian life. From then on, what each individual student gains is what he or she chooses to absorb. There is no absolute compulsion to learn, yet the learning offered can be the most intense of four years at Georgetown.
Now that my days as a student nurse at Georgetown are over, I realize the many times I tried to describe what nursing is. But I could only give a nebulous description of what I do, mainly I groused about having another design due, or what hospital I was at that semester.

Georgetown's philosophy of nursing as I see it, focuses on the "holistic" person and his inherent capacity to take deliberate action by himself. Indeed, Nursing is concerned with the total individual, not just one's physical or mental condition. Great emphasis is also placed on helping the person to recognize his feelings and concerns regarding his own health so as to increase his ability to take care of himself.

Nursing is an applied science which comes into play when the nurse and the patient together identify a valid need for nursing assistance. This process is a deliberate one which demands critical thought and decision-making. The nurse's assistance may take the form of teaching, guiding, or supporting the patient and his family. In the course of this assistance the nurse, physician, family and patient himself incorporate their perspectives on the patient's condition into one evaluation. A subsequent evaluation of the patient's progress reveals what can be done to efficiently meet the mutual goals of patient and nurse.

Nursing is a positive science because it focuses on one's strengths and abilities. It facilitates the development of his self-responsibility in health care. In other words, nurses work with people, they do not take care of them.

Personally, I went into nursing after a taste of pre-med left me uncertain as to whether I could devote so much time and energy to a career throughout my entire life. Although nursing interested me less than doctoring at the time, I felt the similarity of the two professions would leave me satisfied. To my surprise, I discovered the two professions are not alike at all; nursing's holistic approach makes it truly unique.

G.U. nursing has taught me to communicate more effectively with others, whether they be patients or friends. I have also become more "other-focused" by incorporating the nursing process and its way of thinking into myself. Because of this, I feel that I grow as a person and as a professional through each person with whom I deal. More important, however, is the sense of satisfaction I get by helping someone to realize his potential; I see myself as an active participant in helping a sick person to achieve a sense of wellness and integrity. Because I had a similar attitude four short years ago, I can understand why people in general do not value nursing as much as other majors. There is, perhaps, a two-fold reason: the nurse's vague and unclear descriptions of what nursing is, and the public's hold on a traditional image of the nurse. I hope that I have pointed up some of the differences between that image and what nursing is in fact.

The approach to nursing fostered by G.U. has a certain future, especially in my own life. But I learned that no matter what professional career one chooses, a willingness to give time and energy is required. That is what the nursing requires, and what G.U. nursing students learn to give after four years at St. Mary's Hall.
How Much A Hoya Are You?

Take the YDB quiz and find out!

1. Someone asks you where you are from. You reply:
   a) NY/NJ
   b) DC/Manland
   c) West Coast
   d) None of the above

2. You're at a classy bar with your date. The waiter asks you what you'd like from the bar. You request:
   a) Dewars and water
   b) Gin and tonic
   c) Beer
   d) Pina Colada
   e) Martini
   f) Boilermaker

3. The weatherman says it's 68 degrees out and may rain. You're going to class and decide to wear:
   a) 3 layers of shirts, a thin belt, and pressed slacks with a golf umbrella
   b) a lacoste shirt, designer jeans, and a London Fog
   c) a pair of Levis, a yellow slicker, and any shirt will do
   d) army pants, T-shirt, sneakers, and a windbreaker with an old issue of "The Voice" to hold over your head

4. You just got a date with the best looking guy/girl in your "Problem of God" class. You decide to go out and take him/her to:
   a) The Third/Tombs
   b) The Pier
   c) A punk rock concert
   d) Frat House/Lost and Found
   e) The Pub

5. Your midterm in Professor ___'s class has been returned with a red F on the front cover (the didn't even spare you by putting it on the inside cover). You immediately:
   a) check the syllabus, find out where his office is, go see him and plead.... "death in the family", "graduating senior" "temporary insanity", "yearbook editor", and etc.
   b) throw the test in your notebook and head for the pub
   c) compute the grade that you must make on your next midterm to pass the course and promise yourself that you'll stay in for the next three weekends and study
   d) begin verbal and physical abuse of the professor

6. You're hosting a party - scanning your record collection for a record to play, your eye falls on and you select:
   a) Donna Summer or The Bee Gees
   b) Sex Pistols or The Grateful Dead
   c) Bruce Springsteen or Frank Sinatra
   d) Billy Joel or Boz Scaggs
   e) Dan Fogelberg or Jackson Browne

7. It's spring break once again. You pack your bags and head off to:
   a) Home ... NY, NJ ...
   b) Appalachia
   c) The reference room in Lauinger
   d) Bahamas
   e) Ft. Lauderdale or environs

8. At a campus party you meet the person that you'd been hoping to meet since orientation freshman year. You glide over and say:
   a) "Didn't I see you in F. Scott's the other night?"
   b) "Weren't we once married? / You've got to see the view from my single in Loyola."
   c) "Isn't Washington weather strange? / "What school are you in this year?"
   d) "So what do you think of Kant .... I mean your general impressions?"

9. The ominous letter in your mailbox from Riggs says you bounced a $50.00 check. Your reaction:
   a) This must be a mistake - there's no reason to believe your checks would ever bounce. You enclose the letter in another envelope and address it to your parents.
   b) You immediately check your records to see if you made a boo-boo.
   c) You decide to change your name and avoid the bank as long as possible.
   d) You start cursing-out Riggs while you mentally compute the value of your textbooks.
10. Someone asks what you'll be doing once you leave G-Town. You reply:
   a) "I've been accepted at Harvard law / med / business/grad."
   b) "Well, (pause) I've had offers from blah, blah, blah."
   c) "I'm hoping to be employed somewhere on the east coast."
   d) "I haven't really thought about it. But after I get out to California I'll be able to get my head together in the right environment and really find myself, you know?"

11. You're more than opinionated. You've got a firm hold on life and are comfortable with your philosophical and moral convictions. You are:
   a) pro-life/anti-gay/and only if he/she is a member of the same socio-economic background
   b) pro-choice/pro-gay/and not before marriage
   c) pro-life/tolerant of gays/and yet to be tested
   d) pro-choice/pro-gay/and committed to the realization of the fullest human potential in an unstressed environment.

12. Pursuant to the Drug Policy (viz. possession of controlled substances) enumerated on page 58 of the G.U. Handbook, your R.A. is presently beating down your door. You quickly race to your closet, grab your cache and dump the remainder of your:
   a) Cocaine
   b) You don't have anything to hide.
   c) PCP/LSD
   d) Marijuana
   e) Valium/Quaaludes.

13. On August 28th, you pulled up in front of your dorm and confronted the orientation staff with:
   a) a trunk and a garment bag
   b) a napsack
   c) a U-haul
d) two suitcases

Now, give yourself:
   1 - 5 points per basketball game you've attended this year, and ten points if you wore blue & gray or a Hoya Saxa button
   2 - 5 points per N grade you've asked for and 10 points if you got it after the deadline.
   3 - 20 points if you can sing the "alma mater"
   4 - 5 points for each of these notables that know you by name:
      a) Father Healy
      b) Dr. Baker
      c) Dean Krogh
      d) Your floor's housekeeping staff
      e) Pebbles
   5 - 1 point per Healy lawn dog that you know by name.
Score Interpretations

0-50) Well, you who have the lowest scores on the "Hoya Test" fall into the peripheral Hoya group. Are you surprised? You are definitely not a part of the mainstream. Are you really a G.U. student? You probably use drugs or maybe you're gay, but you're definitely a non-conformist. Either you're a throwback to the radical sixties or you're way ahead of us. The closing of W.G.T.B. was probably your afternoon. Anyway, it's a wonder you're still here. It's anyone's guess what you do with your spare time, but in those rare moments when you're on campus you can probably be found in the coffeehouse or playing frisbee with the dogs on Healy lawn. You're probably not worried about the future because even though you don't fit into the Georgetown conception of it, you'll be able to create a unique place for yourself.

50-100) You're generally a good Hoya, but you may have done some questionable things - maybe you've gone to a demonstration, or you're heavily into disco. Basically, you're an average student but there's the undertone of the frustrated radical in you. In theory, you may be the all-American type. But in practice, you'd probably do drugs, get loaded, or have sex Saturday night and go to Father Freeze's mass the next day. You're certainly diplomatic, with a foot in both camps, and fluid enough to change between the two. This attribute may also be your Achilles heel, especially in view of those less elastic than yourself. To these people your life may seem a mass of contradictions, but it suits you well. If you can hold onto this quality of controlled wishy-washiness, you'll go far - in fact, Washington could be your home for at least four years.

100-175) You're one of the many - in fact, a clone. If we could pick your face out of the pub crowd, you'd be the one wearing the neat jeans and sport shirt, leaning against the wall and talking about classes or the basketball game. You probably spend your free time in just this way - but this time is undoubtedly limited by your job (probably at the Cafe, or Vittles, or driving a GUTS bus), or your floor intramural team, or the need to socialize at the library. You're always in the majority - you'll probably vote for the winner in every presidential election for the next fifty years. Philosophically, you're open minded (when you take the time to think about things); you haven't used up your three free visits to the psych center yet. You certainly own a pair of topsiders and a rugby shirt, but you've never played rugby and you don't sail. However, you probably did read "Thornbirds" this summer, and "All The President's Men" the summer before. After all, what's wrong with the popular culture - the majority rules.

175-250) You've probably been elected to hold some office in student senate or student activities. Maybe you're president of the sailing team or French club. You always make an effort and your image is important - you'd actually buy a matching tie instead of grabbing it off your father's rack. You've been invited to every Copley semi-formal - people need to have you around. Members of the opposite sex gravitate toward you because even in your Hoya uniform you exude a unique aura. You see and are seen through your rose-colored contact lenses. You're definitely going places - to a home in the suburbs and most probably a top level executive position at a major corporation.

250+) You're the one in mind when John Carroll had you in mind when he founded this University. You are pick of the litter, creme de la creme, leader of the pack, the best and the brightest. What more can we say to you. You're probably wearing a Lacoste shirt taking this quiz. You have a gold American Express and are perfectly at ease in any situation. You don't think in terms of "if I" - it's "when I" for you. So allow us to mention that you'll have a lovely home, a beautiful husband or wife, and an accomplished paramour. You'll be a patron of something and have your name in large type on someone's program. In short, we'll be reading about you in the years to come.

Quiz developed by Xerxes Typesheet (42) and Khaki Le Brun (120).

Scoring

1. a) 20 points; b) 10; c) 5; d) -2; e) 0
2. a) 20; b) 25; c) 10; d) 5; e) 0; f) -10
3. a) 20; b) 10; c) 5; d) -5
4. a) 20; b) 15; c) -10; d) 10; e) 0
5. a) 20; b) 15; c) 10; d) -5
6. a) 0; b) -10; c) 20; d) 10; e) 15
7. a) 10; b) -5; c) 0; d) 20; c) 15
8. a) 20; b) -10; c) 10; d) 5
9. a) 20; b) 10; c) -5; d) 5
10. a) 20; b) 10; c) 5; d) -10
11. a) 20; b) -1; c) 10; d) -5
12. a) 20; b) 15; c) -15; d) 0; e) -5
13. a) 10; b) -5; c) 20; d) 5

Now, for homework, match the pictures to the left with the categories.
Commuter Life: A Sobering Experience
by Maureen Mann

Did you ever think of what it would be like to return home at 3 a.m. from a night at the Pub and be greeted by Mom and Dad at the door? Have you forgotten what it's like to hold your breath long enough to say goodnight and walk casually to your room? And what about the drive home from the Pub? Sometimes you should not be walking to Harbin much less driving to Rockville. Do you remember what it was like to share a room with a younger brother or sister? And who can forget those great Saturday nights when you needed the car to meet your friends or go to a party and Mom, Dad or big brother also wanted the car to go their separate way?

Most of us left experiences such as the above behind us in high school. I didn't. Nor did about 300 other students at Georgetown. For us, the experiences we have at Georgetown are, shall we say, sobered by the experiences of family life. We are called Commuters. Every class day, we must take into account all the things that other students do, plus a few more. Not only do we have to have the assignments done, the papers typed, the clothes cleaned and ironed, and the free time planned, but we must also pack a lunch, drop little sister off at school, take everything we will need for an entire day, and reserve the car or get to the bus stop.

Furthermore, when the commuter student leaves home in the morning he or she won't be back until the day is over. That means he must bring lunch, money for dinner, all books for that day's classes, books to study for the next day's classes, clothes to change into for that party later on — in short, everything. I often felt more ridiculous arriving in Healy Circle with two bulging bookbags. There is no dorm room or townhouse where we can drop all this junk off or relax between classes.

Therefore, the commuter student follows two schedules every day. For example, when a paper has to be typed, it must be done before the household goes to sleep. When a car is needed, it has to be reserved days in advance. When a late night is planned, parents must be informed. It's easy to forget these things as you go through your school day.

Consequently, it's difficult to keep responsibilities to family, friends, and school satisfied at the same time. For instance, when I really wanted to spend an evening on campus with a friend, I was shadowed by the thought that Mom and Dad would want up for me or that my brother needed the car that was sitting in Lot 5. In fact, my brother once got so fed up that he rode his bike to school and took the car, leaving me stranded. Being convinced that it was stolen, I called the police!

Similarly hard to fulfill are commuters' responsibilities to resident friends. What must they have thought when I had failed to meet them in the library or at a party as we had planned because I couldn't get
there? Many misunderstandings arise between residents and commuters for similar reasons; indeed, several of my own friendships of freshman year disintegrated due to family duties.

There is a small segment of students who are the children of faculty members as well as being commuters. Since faculty members live in the Washington area, any of their children who attend Georgetown University are commuters. I was one of these "faculty brats". Although it can be nice to talk to Mom or Dad in the middle of the day, it is not so nice to pass them in the hall when they know you are supposed to be in class.

My father, Jesse Mann, teaches philosophy at G.U. Typing a paper on philosophy with him reading over my shoulder was a very humbling experience. How embarrassing to interpret incorrectly a philosopher on whom your own father is an expert! But, being a wise man, he always let me make my own mistakes.

Communication with parents is something that is important to all commuter students, for problems usually arise only when they don't know where you are or what you are doing. This constant contact with parents and family is a major difference between residents and commuters and basic fairness requires it to be so.

But what of this type of college experience? Did I learn to function as an independent adult in society, when I was still being told to make my bed and clean my room? Did I graduate ahead or behind? There are good arguments on both sides.

At this point I am reminded of my first semester at G.U. When a resident student told me how lucky I was to get home-cooked meals, I laughed and told her that by the time I get home after my night class, dinner is long gone! I also told her that I thought she was the lucky one because she had her friends living with her in her dorm. I also envied her ability to get up twenty minutes before her first class in the morning and still make it on time.

Transportation, of course, is the commuters' key concern. If one drives a car and has a lousy schedule, then he must face the morning and evening rush hours. On the other hand, commuting by bus requires even more time - about forty-five minutes. Even with careful planning one is usually either thirty minutes early or thirty minutes late for classes. G.U.T.S. helps some commuters, but only those who live no farther than Alban Towers or Ward Circle.

Finally, those commuters who are lucky enough to have access to a car face an additional hassle: parking. Lot #3, a chaotic jam of cars, dazzles the traffic-frazzled drivers with construction sites and various regulations. Moreover, the lot is usually filled by ten-thirty each morning, which means a long uphill walk from the overflow lot. And the dangers of parking on the street can be summarized in one word: the BOOT.

In my four years at Georgetown, I had a steady, reliable friend in the Washington Club. Located in the basement of New North, the Washington Club meets some of the needs of Georgetown's commuters. It provides a lounge for relaxing and meeting other students between classes, a T.V., a stereo, and a refrigerator. Coffee is provided in the morning and cots are available for overnight stays.

Moreover, the Washington Club defends the rights of the commuter student. The Club appoints representatives to the University Parking Committee. Collective commuter pressure on Residence Life resulted in the opening of the housing lottery to commuter freshmen. Commuters hope to be soon eligible for campus housing all four years. The Club also works to encourage car-pooling among its members.

In short, the Washington Club is a valuable key to life at Georgetown for commuters, and one that I think all commuter students should use.
Photos by Mark Wenner:

How Not to Live Off-Campus

Scrambling for the bathroom: two down and three to go

Washing machines less reliable than Harbin's

Sour milk in a stinky fridge

"Can anyone cover me for this $25 call to Waco, Texas?"
How could she miss these great burgers?

Playing Billy Joel for the millionth time

Samie old manners

Going to bed alone
Photos by Mark Wenner:

More Scenes Off-Campus

Early American rummage ideas

A quiet moment

Tinkering with the plumbing

No plates to clean
A staff portrait. "The Russian Embassy"
The water, lapping gently on the banks of the island, reflects the sun gradually rising behind Pere Lachaise. The tips of Notre Dame's towers catch the first ribbon of light; the statues discard the gray of centuries to confront this latest day in their eternity. Paris stirs, awakens, makes noises as the streets begin to stretch and sleepy bakers open their shutters. I am on the Cité, here where Paris began, to watch the new day. To the west the Eiffel Tower and the Louvre disengage themselves from the darkness to stare once more across the Seine. Down the street a dull roar under the pavement marks the passing of the Metro as thousands of faceless Parisians roll on with their daily lives.

The sun is now high in the sky, and the prism of disconnected activities that is this City flashes with the temptations that only the capital of the world can offer . . . Come with me up the Boulevard St. Michel, just across the bridge that Napoleon III built. Cars move along in the organized frenzy that the French call traffic; people scurry in and out of the shops and cafes, disappear in the winding lanes of the Latin Quarter, and re-emerge laden with books and bags to continue up the street. Along the sidewalk street hawkers sell scarves and watches, bracelets and toys, and of course, the familiar chestnuts. A glance to the left or right at the corner of St. Germain reveals another pounding artery: cafes, traffic, stores, people, theaters, restaurants — all can be described by one simple French word: chic. Continuing up the Boulevard you encounter to the left the Sorbonne, that continuing dialectic of French thought wrought in stone — inflexible, timeless.

Farther up, to the right, are the Luxembourg Gardens, spectacular in the spring freshness. Their fountain is alive with flocks of toy sailboats as legions of little boys run about, their noise adding strangely to the tranquility of the place. Wandering among the trees, treading carefully to avoid the grass, I make an inventory of the statues as pigeons follow me, wishing I had some crumbs. There, in a rounded clearing is a symbol of what I am here: a copy of the Statue of Liberty, the real one a French gift, which here in the heart of Paris, is at once so alien and so at home.

Allen Forte
May, 1978
Dear Bernie and Lynnie,

Here we are, the wild and crazy American foxes, back for another fulfilled installment of our lives here in the paradise of Campinas, Brazil! It's a small town in the south of bananaland and we're now staying in the boarding house run by nuns. (Georgetown, how could you do this to us?)

The nuns are quite a trip. They drive you wild - them and the bars they keep on the windows. It's a wonder we're not stir crazy already! The Mother Superior goes around singing like a little girl. Her sidekick, Sister Cecilia, is blind but actually navigates pretty well. Then, of course, there's our personal favorite - a 5-foot-10 man who could play for the Green Bay Packers and who wears this high bun on the top of her head. We call her "Attilla the Bun." (See how witty living in paradise can make you?) Then there's little Sister Anita who's 105 if she's a day. About 4-foot-6, gray hair cut in a bowl shape, and "cat" glasses. She walks around just mumbling except for an occasional mad cackle that appears to be laughing.

This place is filled with enough religious icons to drive you insane. In the sitting room is a 4-foot statue of the Virgin Mary and also a 2' by 2' photograph of a certain bishop from 1942, but our favorite is the statue of Christ in the TV room, which has a candle to each side and four ashtrays at his feet.

Never eat Brazilian lasagna. We went out to dinner Friday night and four hours and eight trips to the bathroom later we were still feeling the effects. Guess our stomachs haven't completely adjusted as we had thought. We are still cooking for ourselves and each night we delve deeper into the world of culinary delights, discovering yet another way to prepare tuna fish or hamburgers. We used to eat lunch at school but gave that up. Our favorite lunch there was spaghetti, rice, empanadas and potato salad, served with a slice of Italian bread on the side. Hmmm - have a little starch with your starch!

Sometimes we wonder if these Brazilians are ever going to make it. They have so much potential but at times they don't seem to be going anywhere. It is hard to imagine a country that can't master workable plumbing as a world power. They are backward in a lot of ways - milk is still sold in little one-liter plastic bags, stamps don't come with glue on them, and fire hydrants are non-existent all the water is brought on a truck.

So far we really haven't met too many Brazilian kids, except for the people in our classes and other girls who live with us here. The latter are really a riot - they're so helpless because they've been waited upon hand and foot since birth. You should have seen the big production the other night when we taught one of them how to fry a piece of beef (and you know us in the kitchen). Doing laundry is another biggie. Most of them bring theirs home every weekend for the maids to do. But for us, alas and alack, it's out to the back yard to...
beat our jeans against the big stone wash tub. Besides character, you should see the arm muscles we are getting.

The foxes are off to Brasilia - the scenic capital. We left Campinas on Thursday and arrived in Brasilia only fourteen short hours later. It's so strange though - two hours out of Campinas and there's nothing, then you go for hours and hours and see only an occasional house or bus rest stop until the city just seems to rise out of the dust like the Emerald City of Oz.

Brasilia itself is something which really must be seen. It is so futuristic and so completely uncharacteristic of the rest of Brazil in that it's so organized and planned. Actually, it's rather like being in the USSR; instead of for example, having names, all the streets are lettered and numbered according to the sector, such as commercial or banking sector. Although the architecture is beautiful, especially the government buildings, the city totally lacks personality — not that it's cold but rather that it doesn't give any feeling at all. The whole idea of the place is rather mind-boggling when you consider that Brazil is the fifth largest nation in the world and supposedly very important for the future and yet the only land access to the capital is via a two-lane highway.

We go to see the houses of the ministers which are almost palaces. One of these is situated at the end of a long road which is lined with trees and is very beautiful. In front of the place is a huge lawn that has, of all things, real ostriches prancing around! The ostriches have a small oblong pool of water around which they gather and this is as close as you can get to the palace. Here one takes a coin, throws it backward over his shoulder into the pool, and makes a wish — the Brazilians are getting very capitalistic! Actually, the palace paints a picture of a beautiful, tranquil country: no barbed wire, no high fences — only guards with machine guns perched strategically in the yard.

Sunday night, back home and another interesting chapter in the continuing saga of the Campinas crew. We're invited to dinner at the apartment of a girl from one of our classes who, having been to the US, wants to practice her English. Before dinner she served us drinks made with cachaca, which, like rum, is a liquor made from sugar cane but is much stronger. Her father distills the stuff — it's like moonshine; with a grain alcohol effect. After only two drinks we are all pretty plowed, and Liz has five! Needless to say we never make it through dinner. Well, we must be quite a sight padding through the streets of Campinas with our arms wrapped around each other for support, for we draw quite a number of strange stares and comments. A carload of young guys passes and calls us — guess what? We think this is really ironic — two of the most liberated girls in all of Brazil being called lesbians! To top it off we're accosted by a mad Argentine who follows us for five blocks and won't leave us alone even after Adi socks him and we threaten to call the police. (Actually we are lucky they aren't around as Liz is a rather unique shade of green by this time. And who says that Campinas isn't exciting?)

It is travel time again! Armed with lornad and sleeping pills in order to bear the long trip, we board a bus in Sao Paulo for the 19 hour ride to the town of Foz de Iguacu. We have seats 1 and 1/2 which gave the Pluma Bus Company drivers a perfect view of the Foxes, which they use to their advantage by taking every opportunity to stare, wave, and wink at us. Anyway, a mere five hours behind schedule we arrived, hot and dusty, in Foz de Iguacu. How to describe this place? It is a town where all the roads are dirt and it hasn't rained for six months. As we step off the bus we enter this giant dust cloud, we frantically fumble through our worn copy of Fodor's Guide to South America, in search of the name of a hotel. We finally settle in a small hotel, in a room with four beds that looked like they'd been designed for the seven dwarfs.

The next day we begin a tour of the Argentine side of the magnificent Iguacu water falls. But, the Brazilian guard at the border won't let us out! This leaves us with an option, however; yup, you guessed it: scenic Paraguay. (Wouldn't you love to have your honeymoon there?)
cloak of darkness and the excuse of going to the casino in Paraguay, we leave Brazil about 9 pm. We arrive in Paraguay and have to pay off the border guard in order for him to stamp our passports. It's like *The Spy Who Came in from The Cold* all over again. We go to the dusty town of Puerto Stroessner and to a casino where we find a forgotten dollar bill in the recesses of Adrianne's pocketbook. The bill now changed into Paraguayan currency, buys us a coke which washes away some of the red dust on our teeth. Upon returning to the Brazilian border, the guard refuses to stamp our passports! He finally relents, and for better or for worse, we can stay in this country for three more months. We feel like fugitives from justice. We had really sweated out those hours in the casino, thinking we may not be allowed back into Brazil! My God, we could have lived our lives out in Puerto Stroessner, Paraguay! Goodness, that's almost as bad as being married to an insurance salesman and settling in a town situated somewhere along the New Jersey Turnpike.

***

Life continues on in Campinas and as we get more and more used to it, the time passes more and more quickly. Our classes are pretty easy — big, noisy and with very little required reading to do.

Well, loves, that's all for now. We miss you and love you lots.

Kisses,

Adrianne and Liz

P.S. Please, please we're so desperate sometimes! Send some more Sophie Tucker jokes. [X]
Trier Album

The party Keller was the site of many a spontaneous celebration in honor of German-American friendships. Here it was easy to break up "code" culture, especially with Trier Lowenbrau, a local tradition. And in this room, our German vocabulary became recklessly complex.

Basilica, built in the 4th century AD, by Constantine the Great, the main responsible for Trier, something of great historical importance happened here, but I can't remember what.

Courtyard of Trier's Cathedral, begun in 326 AD by Emperor Constantine. Even then, they tell us, Trier was a booming metropolis — but they again, they tell me that today...
Guatemala Album

"Anyone interested in spending senior practicum in Guatemala please meet next Wednesday..." That was November of 1977 -- the first time that the junior class of the nursing school heard Jeanne Parker's ambitious idea that a group of senior students should earn credit by nursing in rural Guatemala.

Ten months later, eight of us, with Jeanne as assistant professor, unloaded in Guatemala City amidst the lively marimba band and flashy display of native attire. We hurried ourselves over to the slowest talking taxi-drivers we could find and plunged ahead.

Well, for the next three months we stoked up on black beans and corn tortillas, learned to bargain in the marketplaces, gawked at women carrying loads on their heads that two men had to lift off the ground, played with barefoot children in the streets, visited them when they were sick in their turkey-overrun houses, and watched their siblings be born by candlelight onto dirt floors. We gave them vitamins for their anemia and penicillin for their infections, later joining them in their national festivities and dancing at their private celebrations. Between us all we contracted every form of stomach and intestinal ailment that the country had to offer. For each of us, nursing will never be quite the same...

Kathy Miller
LONDON WIRE: 9-77: arrive Gatwick on Laker for $127. Dr. Pollard and the Polytechnic orientation... Managerial Econ with Duncan Reekie... 45-minute tube rides to Moorgate... Pub grub... 10-77: two Rosary Gardens... Mama’s “toasties” every morning... financial crises and letters home... Hyde Park in the fall... living on $50 a week?... lost passports... identification cards... Hot Pot dinners... seeing Scotland in two days by British Rail... backpacking for the first time... 11-77: Guy Fawkes Day... the Queen opens Parliament... Paris in two days... Stratford in one day... Cambridge in six hours... cooking Thanksgiving dinner... devouring it... 12-77: papers due... Christmas trees with waste cans for stands... television sets that run on gas... buying Inter-Rail passes... Christmas without family... 15 countries in 16 days... 1-78: New Year... arrival back in London... stories to tell... will there be an election?... the dog’s adoption... 2-78: Poly exams... no books... no reading... shopping and tea at Harrod’s... rugby... the Queen’s telephone booths... new arrivals... Laker raises prices... off to Poland... 

—Kathy Barclay, ’79
Images of Warsaw

A Pan in her kerchief selling flowers on the corner. 
Dining halls smelling of cabbage and turnips. 
Month old letters from home in plastic encasings. 
And the crinkling of noses entering the bathroom each morning.

One penny bus rides we were too cheap to pay. 
Jeans drying on hangers over shoe polished floors. 
East German border guards and M.O.'s checking papers. 
And the long search for items no one would have.

May Day parades and strong Polish vodka. 
Pani unlocking dorm doors in the night. 
Kielbasa and fritki and lectures on Marxism. 
And finding a favorable rate for your dollar.

Duck in the Old Town and Chopin in the park. 
Vietnamese parties and Trade Seminars. 
Backpacks, trains, beer barrels and rain. 
And opera, Voice of America and embassy lunches.

Golf carts and Fiats and accordion buses. 
War memorials, the Russians and long grapefruit lines. 
Warm smiles from natives ignoring your accent. 
Friends.

-Jaleen Moroney, ’79
Reflections on Studying in the U.S.A.
by Clare Eatwell

The first time that I put pen to paper in an attempt to recapture my thoughts on studying abroad, I hardly knew where to start. The good times came with the bad, the happy with the sad; the problem was which to emphasize as representative of a "Special Student's" experience. The more I thought about it, the more it became apparent that each one of us who fell into the category "SP" had had a very unique and entirely personal experience.

However, all of us shared probably the most trying experience: Registration. Here we were on a hot August day being herded into a sweaty "zoo" to do battle with the animal keepers whose only reward was the information that we had come to the wrong station for a course card for a class we would more than likely "drop" the next week. Registration à la Georgetown was something none of us had ever faced before. Yet in the midst of all this frenzy, it was possible to see the funny side of a seemingly runaway bureaucracy; indeed the redeeming feature was that many of the indigenous were as bewildered as we were.

It was when I received my first letter from home that the feelings of distance and separation were fully instilled in me. Suddenly everything I had known for twenty years was 3,000 miles away - and unreachable. Although I never had the desire to pack up and go home, thoughts of my family, friends, and (dare I say it) the University of Sussex were always foremost during those early weeks. After being transplanted to a different culture, with its different norms and traditions, it is very easy in making comparisons to conclude that the new culture is completely chaotic and beyond understanding; such a conclusion, although mistaken, is an easy escape in the early days of what is conveniently termed "culture shock."

Fortunately, this period of uncertainty is usually of short duration (although for some people it can last a whole semester and indeed, for others, the whole year). It is with the acceptance that things this side of the Atlantic are necessarily different that the acculturation process becomes so much easier.

Inevitably there are many grounds for comparison between the British and American education systems. This year's "British contingent" were from three different universities - Kent, Sussex, and Warwick. All three are "modern" universities which were built in the 1960's and are termed "new wave" in that, to different degrees, they are removed from the more traditional institutions such as Oxford, Cambridge, Manchester, and Bristol. Any comparisons I make can only be applicable to Georgetown and Sussex.

One tremendous shock was to sit in classes and often be surrounded by sixty or seventy other students. I had previously been used to a tutorial system, featuring up to three students and a tutor, and a seminar system, with eight to ten students and two tutors. It is difficult to ascertain whether a lecture-based system or the Sussex alternative produce more profitable learning experiences; no doubt it depends upon the individual student and his response to each situation. However, I found that at Georgetown there was little opportunity to air
opinions. Large classrooms filled with a great number of students are not conducive to in-depth discussions.

Moreover, the Sussex system of examinations has no equivalent to the "blue book syndrome" of mad cramming for what is a mere regurgitation of notes and text material. Sussex exams are in a variety of modes: 21-day "take-aways," seven-day take-aways, three-day take-aways, extended essays and dissertations; for "Arts" majors there is only one "unseen" paper, four hours in duration, but taken with full use of notes. All this means that nothing ever has to be committed to memory.

It is also interesting to note the differences in grading scores. Scores in the 80's and 90's are totally unheard of and obtaining 65-75% is equivalent to a 4.0 average! Often, though, professors do not decide on a grade or score for a piece of work, but instead make comments, constructive criticism, and points on improvement. The Sussex system is dedicated to self-motivation, and consequently, criticism is essential to the development of the student, both academically and personally.

The absence of active politicos on the G.U. campus is also noticeable. All students in England belong to a "closed shop" union – the National Union of Students – which has a branch on every campus. Sussex has an extensive Union Building, containing Union offices, common rooms, bars, and etc. – a sort of elaborate Healy Basement. The Union's officials – the president and the various vice-presidents – are extremely prestigious, and what's more they are totally politically-minded. Elections are conducted once a year and each candidate has a definite platform which relates not only to campus life, but also to broader national and even international issues. Politics is a very obvious reality on the Sussex campus; it is not necessarily handled more responsibly than at Georgetown, but it is far more evident.

Anyway, enough of these comparisons, for they could fill a whole book and yet neglect the benefits that I have gleaned from my year at Georgetown. I was very fortunate in that I was able to settle down comparatively fast in my new surroundings. Georgetown has a lot to offer, both academically and by its location in a very unique city.

I know that my happiest memories will always be of the people I met at Georgetown and the very special friendships I made. Studying abroad at GU in 1978-79 was an incredible experience and one that will remain in my thoughts forever. I will return to my native England with the spirit of Georgetown in my heart.
Progress and Potential:

The State of the Arts at Georgetown

by Chris Losee

Academic year 1978-79 was a critical one for the arts at Georgetown University. Some people saw their long-anticipated plans spring-up into reality like new dorms in the shadow of Healy Tower. For others, the year saw the demolition of dreams. Protests, posters, and other forms of "p.r." all indicated that the arts were visible and alive, but mainly so for those with the time and the inclination to seek them out. Indeed, time, inclination, and potential are the key words in considering the state of the arts at Georgetown. But what are "the arts," and where are they to be found? Are they bought at Vital Vittles or pulled from a drawer once a desire for them arises? Are they found lurking in a dark corridor somewhere under our hallowed halls? Should Georgetown be bothered to think about them in the first place?

Yes. The arts have been an essential part of university education since universities have existed. The Jesuit educational tradition, which serves as a model for Georgetown, holds the arts to be an integral part of the development of the mind, body, and soul of a person. But Georgetown has a long way to go before it can avow that the arts are truly integrated into its conception of the process of "education."

In 1978-79, the state of the arts was a state of flux. While several new arts groups were created, at least one established and notorious organization was destroyed. Such changes, however, did little to effect the everyday lives of most G.U. students. Everyone knew about the closing of the campus radio station, WGTB-FM, in January and some still protest against the university's action in cutting off the station's budget. But for too large a segment of the Georgetown community, "pulling the GTB plug" simply meant removing an unwanted and purposeless annoyance (like toenail clipping). Too few took an active part in the effort to save GTB; ironically, most of those who did were people not affiliated with the university except through "Art Radio 90.1."

However, the WGTB apathy was not an isolated case. For even fewer people than protested the closing of WGTB attended, for example, the Mid-Day Arts Series, which featured opera, instrument recitals, poetry readings, and other arts. Theater provides another example of "arts apathy" at Georgetown. Whereas theater performances sometimes drew capacity crowds, only a relatively small number of people gave time and energy to their production.

Ideally, according to Dr. Carr Ferguson O'Meara, Chairman of the Fine Arts Department, every college student should receive instruction in the arts. Those students who are exposed to the arts often find that their interest in them is more than superficial. Some find that the arts are, in fact, of major importance to them and their later lives. "That doesn't happen here," says Dr. O'Meara. "Students don't have enough time or inclination." The university, while it cannot— or will not— make the fine arts a general academic requirement, neither can it open its arts courses to every tuition-paying student who would like to take them. For example, of 125 students who preregistered for an introductory course in art history to be taught in the Fall of 1979, 75 were rejected! But every introductory art class at G.U. is characterized by such statistics.

"Students who take our courses work hard," continues Dr. O'Meara, "they become involved, even passionately involved."
over-demand for arts courses is to give preference in registration to seniors; a person's interest in the arts is thus often discovered at the end of his college years instead of the beginning.

However, the situation is slowly improving for the Fine Arts Department. "The university has recognized the need to build the arts," Dr. O'Meara observes. "They're doing this." A recent evaluation of the departments in the College of Arts and Sciences discovered a strong interest in theater. As a result, in 1980 Georgetown will offer a new major, theater, and hire a new faculty member to teach acting, directing, and stage movement. Dr. O'Meara hopes that, "We'll be able to offer a theater major which will be the best in Washington, and that's saying something."

Therefore, although they be the arts of its own choosing, the university is somewhat increasing its support of the arts. The fact remains, though, that a great number of students are excluded from the offerings of the Fine Arts Department. Where can these interested students "find the arts?" Several established groups, like the G.U. Symphony and Chorus, and the Mask and Bauble theater group, are administered and funded through the Dean of Students and the Student Activities Commission (SAC). Dance programs are often sponsored by the Athletic Department and the Office of Campus Ministries. Student Affairs pro-

grams, such as the Arts Hall Project, the Mid-Day Arts Series, and the Georgetown University Artist Series, bring musicians, performers of all types, and students of the arts to campus. The coordination and evaluation of these programs and organizations are the responsibilities of Georgetown's Resident Coordinator for the Arts — a position created in mid-1978.

However, in spite of the various programs in the arts which exist on campus, the average G.U. student is uninvolved and unaware. "It's probably an overstatement, but he doesn't know they're happening," comments Walt Cramer, the first Coordinator for the Arts. He attributes the typical Hoya's apathy in regard to the arts to inadequate publicizing of arts events and to conflicts with other activities on campus. "When people do know about our programs, they tend to go, provided that going does not conflict with any other plans or..."
Valt Cramer organizes a performance of the Mid-Day Arts Series

activities." In terms of publicity, Cramer observed that the vast majority of arts-related articles in the campus newspapers are devoted to outside, non-campus events; very few concern G.U.'s own activities. The constant blitz of posters on campus also helps to dampen publicity as arts-related posters get lost amid ads for parties, lectures, stereo sales, election candidates, and etc. Cramer seeks new ways to advertise, hoping to develop "a new audience." Whether this audience will come from within the Georgetown University community - or from without like WGTB's listeners - remains to be seen.

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There appears to be a great amount of interest in the arts here at Georgetown. This is supported by the findings of the New Student Survey of 1977 (done by the Office of Admissions) and the Residence Life Dorm Survey of 1978.

This begins a section of a report to the Dean of Students which was prepared by the Office of Residence Life. The report contains some statistics which seem incredible at first glance. For example, 46% of the incoming students polled in the 1977 New Student Survey said that cultural opportu- nities had "a strong positive effect" on their decisions to attend Georgetown. "Becoming involved in a performing art" was rated "essential or very important" by 11% of those polled. "Writing original works (poems, short stories, novels, etc.) and "creating artistic work" were "essential" to 25% and 13%, respectively, of the incoming students. 2%, in fact, also responded that the arts was their chosen career field.

That latter statistic, revealing that few Georgetown students choose the arts as a career, is hardly surprising. The other stats are surprising. For example, if the 25% who said that writing was important to them did in fact write once they arrived on campus, then there would be some 1000 or more active writers at Georgetown! A quick look at G.U.'s understaffed campus publications is enough to reveal that nowhere near that number of active journalists, poets, or creative writers exist on campus. Moreover, a similar look at other campus organizations shows that performers, artists, and dancers do not number the 11% who planned to join a performing art.

Cramer poses the overwhelming question which is raised by the report to the Dean of Students as follows: "Why is it that people have an interest in the arts when they come to Georgetown, but sometime between when they enter as a freshman and leave as a senior they become disenchanted?" There is no simple answer to this question. Perhaps, as Cramer suggests, the culprit is the lack of publicity commanded by the arts, and the lack of stress placed upon the performing arts in particular (which he feels is the easiest way to get involved with arts on campus). Or perhaps the problem is due to the lack of any academic requirement for arts courses and the university's refusal to grant academic credit for extracurricular participation in the arts. Another possible explanation of "arts apathy" is that since most students do not study the arts, the burdens of academic pressures tend to shift priorities and to transform active interests in the arts to passive desires. Finally, could it be that a student's interest in the arts is somehow diminished by his experiences at Georgetown?

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However, in spite of the inertial tendencies toward the arts on the G.U. campus, a small but significant number of students do become deeply involved with the arts. Many of these students are active in the established organizations such as Mask and Bauble, Les Bataleurs, the Madrigals, Classic Theatre, and the G.U. Band, Chorus, and Symphony. Others participate in local bands, dance workshops, and theater groups. Some students even succeeded in creating and establishing their own arts groups in 1978-79. The Independent Theater of Georgetown is an example of a newly-created arts group on campus. Its founders - Peter Yaffe, Joseph Banno, Charles Groppe, Tom Kelly, and Jim Moran - petitioned the SAC for funding and received a grant. Their debut performance, Steamfath, played before a sold-out Stage III even though it ran the same three weekends as Mask and Bauble's
Calliope XIV at Trinity Theater. The Independent Theater plans to continue to provide G.U. with a viable alternative theater company in the future.

Another arts group new to Georgetown in 1978-79 was the Georgetown Film Society. This club began by screening classic movies on weeknights and soliciting donations from the audience. Society founders John Greene and Robert Latzko will seek SAC funding in the future and consider the possibility of merging with the Georgetown Film Club. The Film Club, founded by 1979 graduate Nick D'Alesandro, premiered its second film-making effort, a color remake of Frankenstein, during Spring Finals of 1979. Featuring Steve Cashin, Val Deale, Helga Stoess, and Kevin Camenates, the film was a hilarious parody of human misunderstanding.

Several ambitious members of the Arts Hall Project, including this reporter, also began a new arts project on campus. After two years of planning and paperwork, the construction of a photography darkroom in the basement of the Arts Hall was finally approved in 1979. The darkroom will be open to all G.U. students and could serve as the base for a future course offering in photography.

Taken together, these various new arts projects on campus and the observations of the report to the Dean of Students indicate that Georgetown has a vast potential for the flourishing of the arts. Realizing this potential seems to be a function, once again, of time and inclination. As the university expands its facilities for the arts, more students will join established organizations or create their own. Yet for that mythical creature known as "the average G.U. student," it is unlikely that the standing held by the arts on campus will change very much. Because those who are already involved in the arts will become more involved, and those whose main interests lie in other directions will remain as apart as ever. The founders of the Independent Theater, for example, were all active members of Mask and Bauble before founding their own group.

Will the situation truly change for the better? The answer must ultimately come from the students of Georgetown University. Although activism is no longer a popular means of effecting change, G.U. students must, in fact, react actively to the question of the place of the arts on campus. "It's got to start somewhere. Otherwise, it'll be like 'GTB,'" Cramer believes. This threat - of dying a WGB death at the hands of an aloof and autocratic university administration - hangs over the head of each campus organization that seeks university funding and student support.

Whether the fluctuating, precarious state of the arts at Georgetown is necessary at Georgetown because of some intrinsic factor, like the climate, or whether it exists simply because the university community has become accustomed to it, is a debatable question. A quotation which comes to mind here is, "The people get the kind of government they deserve." From all outward appearances, this seems nowhere more true than here, at Georgetown University.
Carroll Carter performs at the 1979 Cabaret. Below: Gary Keams plays his last number at Georgetown, concluding the Senior Pollies. (right)

A coffeehouse regular, Mark Blankenship entertains at the pub. (left) Guitarist for Silver City, Ad Winters, plays in the Cabaret stage band. (above)
"Conimaiutt'y" Bob Perelstein and John "The Wise" Wronski open the famous Kabincon concert in Gaston Hall.

Seasoned performer April Farmer returns for a final song at the Cabaret; (above) One of Georgetown's many talented students whose dorm is his stage plays for practice and his own enjoyment. (below)
Mask and Bauble Presents:

"Dance Gallery"
"The Brig"
Farewell to a Friend: WGTB-FM
by Peter Coffin

This day shall long remain a black mark on the record of the administration of Georgetown University. It is indeed a day of infamy. Let us end on a positive note. What can we say about WGTB-FM? This was a unique forum for artistic effort and for ideas; a voice for the community; a bridge between that community and the university; a creative outlet for the people involved; and it was many other things besides - too many to enumerate here. In a few minutes, GTB will be no more. . .

But, we are going to end on a happy note. WGTB-FM was an idea whose time has come. It was a pioneer in the concept of alternative radio - that concept, that idea, that reality shall continue. Not only was the spirit of WGTB-FM live on alternative broadcasting shall survive. . . . Finally, to you, dear listeners, let us, the staff of WGTB, say in the words of one of the immortals, Duke Ellington, "We love you really."

With those painful words, WGTB program director Royal Stokes bade farewell to Georgetown University's 30-year-old campus radio station. Shortly, thereafter, at 12:34 pm on January 31, 1979, an eerie silence fell over the airwaves at 90.1 megahertz. But, in the words of Joseph Conrad in _Heart of Darkness_, "... this stillness of life did not in the least resemble a peace."

For its many thousands of listeners, the silence of WGTB-FM marked the the end of Washington's major source of alternative radio programming. In fact, for many of the listeners, WGTB is radio cannot be found on local airwaves. The station offered a myriad of musical styles, including jazz-rock fusion, blues rock, classical, progressive, acoustic piano and guitar, acid rock, foreign-language rock, jazz, and fusion. Heavy metal, experimental, avant-garde classical, electronic, bebop, boogie; and lots of plain old rock & roll.

Therefore, WGTB was an outlet for virtually every form of music. It was an outlet that, being non-commercial, presented music in the manner by which it could be most appreciated. It also presented the music of local bands and individual artists who did not have record contracts. GTB was thus a major source of support for the local music scene, as witnessed by the many bands that have thanked the station for its help.

WGTB-FM was born when WGTB-AM jumped bandwidths to fill a FM slot designated by the FCC as "education." For much of its first decade, WGTB-FM fit the university's definition of that designation by broadcasting campus news and events, G.U. sports events, student government meetings, and classical or folk music.

However, as tension rose on college campuses in the late 1960's, Georgetown students began airing liberal-minded news and rock music on WGTB. In 1969, the station's faculty sponsor recommended that the university sell WGTB before it became a device for student activism.

Nonetheless, WGTB continued to develop a definition of "educational" different than the university's. In the early '70's, WGTB-FM became a wide-open forum for new ideas and different viewpoints. Enlightened news and forums made GTB a community station - a true service to the many students who refused to be, or simply could not be, part of the political and cultural mainstream.

Therefore, WGTB developed its own unique vision of a radio station, and the essence of that vision was diversity. In the sphere of music alone, the station was an outlet for creative, ingenious musicians whose works lack the mass popularity necessary to achieve commercial viability. Yet these artists have new ideas to relate, new horizons to explore, or old and proven styles to preserve and develop. Few Georgetown students realize that their campus station offered a myriad of musical styles. Even three hours, 56 times a week, a new personality took to the air to play the type of music on which he or she was an expert.

In making these musical styles available to anyone wishing to enjoy them or try them out, WGTB fulfilled its mission to be alternative as well as its duty to be educational.

Indeed, the aim of WGTB's shows was explicitly to educate listeners in a type of music - to relate new developments, spotlight new or unrecognized artists, and to reveal all aspects of the creation, production, and preservation of music. For example, the jazz program, _I Thought I Heard Buddy Bolden Say..._ was, according to the WGTB Program Guide, "A program of classical jazz from the beginnings to the 1940's with historical commentary, interviews with musicians, scholars, collectors, and other jazz personalities. Regular feature a rundown of local jazz events." With jazz clubs and musicians surviving only marginally these days, the loss of this and other GTB jazz shows was a severe blow to the local jazz scene.

However, many other musical styles suffer from the loss of WGTB. Gone from the airwaves is Myron Breitholz's _Summer Solstice_, "Washington's only regularly scheduled program devoted to English, Irish, and Scottish folk music." Missing, too is Washington's premier 1950's and 60's oldies show, _The Disc Memory Show_, which was seven years old when GTB closed. Also unique to WGTB was the Brown Bag Series, a show of spoken and musical tales for children. Nowhere to be found on local airwaves are the likes of Xyra's _Revolt into Style_ punk and new wave format, or _Dr. Progresso's_ excursions into the unrecognized world of Europe's progressive musicians. Other musical styles featured on GTB included jazz-rock fusion, blues rock, classical, progressive, acoustic piano and guitar, acid rock, foreign-language rock, jazz, and fusion; heavy metal; experimental; avant-garde classical; electronic; bebop, boogie; and lots of plain old rock & roll.

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For its many thousands of listeners, the silence of WGTB-FM marked the the loss of Washington's major source of alternative radio programming. In fact, for many of the types of programs heard on GTB, there is no alternative. A concept, usually associated with "space music" or "left-wing philosophy," alternative radio really means providing people the opportunity to play and hear things which are unavailable elsewhere.

WGTB-FM was born when WGTB-AM jumped bandwidths to fill a FM slot designated by the FCC as "education." For much of its first decade, WGTB-FM fit the...
Moreover, WGTB's vision of its role as an educational station also fostered some of the area's most enlightened and significant public affairs programming. These programs offered information on subjects neglected elsewhere, and new angles on commercially-covered events. News director Bob Guskind, CAS '80, elaborated on WGTB's public affairs programming in his goodbye to his listeners:

'We've brought you some new ideas...some beacon of light...some information on the outer reaches of space, the depths of the ocean, new sources of energy...We've introduced the pollutants to you, we've given a forum to everybody who wanted to talk about any environmental or energy causes. We've introduced the environmentalists to you; we've talked about saving endangered species...We've presented stations of handguns, mining interests, and fishing interests to you. We've talked about saving this city and other cities...'

Furthermore, WGTB offered more public affairs shows than the FCC requires of commercial radio. The WGTB Evening News was heard nightly on weekdays and offered the basics and new and interesting viewpoints to complement them. Dr. Gilbert Jackson's Viewpoint presented experts in the fields of energy, environment, and health twice weekly. The Public Forum was a listener call-in program which attracted new opinions and angles on the news and selected topics. Cars and Consumers concerned every aspect of car ownership and vehicle problems. Radio Veritas and Speakeasy were two other topics about public affairs shows of WGTB.

Diversity, then - of news viewpoints, news subjects, musical styles, and personalized presentations - was the earmark of WGTB. The fact that our present age has forsaken the diversity of human learning is a problem in favor of specialization, technological or otherwise. WGTB at once a unique and an outstanding aspect of campus and local life. Like non-commercial television, WGTB was the choice of a minority who take care to perceive their perspective with as much new and different information as possible. WGTB's recognition as "Art Radio" made its outstanding all the more ironic and tragic.

The staff of WGTB did not consist of visionary geniuses, and even its more talented members had flaws and difficulties. But the station's approach - the nature of its vision - was right on target. As Bob Guskind notes, the staff of 'GTB was unpaid and unpressured, and there were the essential ingredients in 'GTB's programming success. For working at the station was a labor of love - something the staffers did only for themselves and anyone who cared to appreciate their efforts. The staff of WGTB was creative mainly because 'GTB gave them the chance to be so. And 'GTB as a whole was creative because Georgetown's University, in turn, gave it the opportunity to be. Thanks, Georgetown.

And no thanks. ****

Radio station WGTB-FM was one of Georgetown University's most enlightened and forward-looking educational programs, but it was also its most unappreciated and neglected asset. Always getting short-shift at budget time, WGTB received, at the most, a total allowance of $40,000 annually from the university. This money paid the salaries of the station's chief engineer and general manager, leaving little or nothing for new equipment and the production of new programs. By the mid-seventies, WGTB had become, and was to remain, the unwanted bastard child of Georgetown University.

From one perspective, it seems odd that Georgetown should neglect and shun its radio station and its diverse, open-minded format. Because Georgetown was founded on the Jesuit educational tradition which espouses the full development and diversity of mind, body, and soul which WGTB strove to emphasize, Georgetown's official seal, with its five, represents the full and harmonious development of the total person. Perhaps WGTB did not offer information and programs on every possible aspect of human existence, but let it be agreed that it offered many things unavailable elsewhere on radio. Even the president of Georgetown, the Rev. Timothy Healy, S.J., professes faith in a "free academic environment" and in the Renaissance concept of diversified education.

In truth, however, Georgetown is not the proponent of a truly liberal education that it pretends, or hopes, to be. Among universities, Georgetown is particularly professional and specialization-conscious - a fact which is underscored by its division into five separate and specialized undergraduate schools.

Moreover, Georgetown's liberal ideals are further betrayed by its conservative and often reactionary stands on political and human rights issues. For example, the university offered neither assistance nor sympathy to the members of the Center for Creative Non-Violence and some parishioners of the Holy Trinity Church, located on GU's doorstep, who lasted for seven weeks in protest of the Church's plans for unnecessary and expensive renovations while some people in the area went hungry. It hired Henry Kissinger as a professor, conferred an honorary degree upon the Empress of Iran, and maintained millions of dollars of investments in South Africa. Finally, it is also telling that the Rev. Richard McSorley, S.J., Georgetown's only professor of peace studies, should comment in the Georgetown Pilot that "I'm a freak at Georgetown University..."

Therefore, having the right-wing record that it does, it seems remarkable that the open-minded and often liberal stance maintained by WGTB was tolerated even as long as it was. But, in the early '70's, the Hilltop was virtually in a state of shock with the advent of girls in the College, a
decline of the Jesuits' influence on campus, student activism, and a threat of impending financial disaster. It was at this time that Georgetown students, such as Peter Barry Chowka, turned WGTB into what many people praised as avant-garde and what the university administration viewed as a gadfly.

However, WGTB made itself vulnerable to the disdain of its owner in many ways. A major consideration here is the station's usual lack of solid support and participation from Georgetown students. By 1972, the backlash of the previous years of student unrest had hit the nation's campuses hard. Georgetown's response to that unrest was to increase the enrollment of richer and more politically-conservative students. Moreover, any student who was once concerned and involved with campaigns against war or social injustice had to have been somewhat quelled by Kent State, John Mitchell, and Richard Nixon. As Georgetown students in particular withdrew from involvement of any type, WGTB became staffed largely with "outsiders," i.e. non-university personnel.

Today, our society is indeed farcical that not everyone retreated from the ideals of the late '60s — ideals of peace, justice, and brotherhood — once it became clear that the battle for human awareness could not be won in a few years or even decades. The "outsiders" who broadcast from WGTB in the early '70s contributed to the awareness of the perils of Richard Nixon's presidency. At this time, however, was the station's weakening. The G.U. campus was soon thereafter swarmed with angry protestors, spray-painted "SAVE WGTB" slogans were seen on campus for a year afterward. At this time was formed the Committee to Save Alternative Radio (CSAR), which sought to return the same WGTB is before to the air.

But the WGTB which did return, in June, 1976, was indeed a watered-down version of the original. This was partially due to the migration of some "GTB staffers to other stations, and partially to the fact that WGTB reopened under the control and funding of the Office of the President. The new WGTB featured fewer controversial news shows and forums; consequently, CSAR filed a contention with the FCC to deny Georgetown the FM license. In spite of the brief, G.U.'s license was renewed in November, 1977, retroactive to October 1, 1975, after WGTB had operated for two years without it.

In the meantime, however, the university had acquired a new President, Healy, who, though influenced by a record of opposition to the campus radio stations of his two previous assignments, Fordham and CUNY. Healy's ruthless and authoritarian manners in other areas, such as the hiring of professors and the extension of contracts, were poorly for the future of WGTB. WGTB's format and existence had become increasingly unpopular with Georgetown's students, thus placing the station's fate crucially in the hands of Healy and his WGTB Management Board. It seemed inevitable that the Board and "Le Grande Tim," as Healy had come to be called, would act against the one bastion of liberal and potentially-explosive sentiment within the campus gates: WGTB-FM.

At this critical juncture, in the Fall of 1977, WGTB was brought with internal discord and tension. One problem was the staff's failure to compromise with the university and broadcast Hoyas basketball games and a "Mass for курс" program, but that was really a secondary issue. According to GTB staffer Ted White (Dr. Progress),...
He did not regard himself as the staff's leader, nor did he make any attempt to identify with the station. Instead, he presented himself as the university's employee and an adversary of the staff and the station... be arbitrarily cancelled elections for staff positions... and needlessly alienated the staff with condescending and covert behavior.

However, although WGTB's internal problems certainly did not help its imperiled status, it is safe to say that Tim Healy had already cast the 'GTB die. His first intimation of his plans to close G.U.'s radio station was at an April, 1978 cocktail party, where his comment was overheard by a Washington Post reporter who then threatened to publish the story. In light of Healy's enormous pride, his decision, once known, could only be irreversible.

With the revelation that "WGTB is a great animal that doesn't belong in this zoo," zookeeper Tim announced that he would seek a transfer of the station's license to the University of the District of Columbia or another District school, the Duke Ellington School. Within a week, Healy's hatchet man, Presidential Assistant Charles Meng, termed the decision irreversible in spite of the fact that at no point had Healy invited discourse with students, faculty, or anyone on the matter. Within another week, U.D.C. accepted Healy's offer to transfer the license and sell 'GTB's equipment for $1. Thus had Healy found a convenient method by which to both dispose of the WGTB albatross and to extend a token gesture to the people of Washington (who have so rightly attacked G.U. for elitism and a minuscule percentage of black students).

Therefore, WGTB was strictly a lame-duck station by this time, mid-1978. Staffers who had been through 'GTB crises' before were not alarmed, but they who understood the pride of Healy certainly were. Protests, arguments, the signatures of some 24,000 listeners, a resolution of Georgetown's Faculty Senate, a petition of some 900 G.U. students, and a resolution of the Student Senate could persuade neither Healy nor the Board of Directors to reverse the fatal decision. Even they who disapproved of WGTB's format realized that if G.U. surrendered its license it would never again receive another. (The petition of 900, incidentally, was presented by Student Body President Pat Cleary only days before the plug was pulled on 'GTB yet he was given no indication that the end of the station was so close at hand.)

The rumors began to fly during the third week of January: WGTB would close on January 31, when its budget would be exhausted. On Friday the 26th, Ken Rothchild's Speakeasy call-in show amounted to a virtual post-mortem on WGTB. Everyone who cared was in a state of shock, although some people refused to accept the ugly truth - such as staffer Scott Copley, who said, "I'm not giving up... I'm still planning a series of shows of international music - Brazilian, African, Japanese..."

The announcement came down from the university's ivory tower in Healy Building on Monday, the 29th: WGTB "will cease broadcasting" on the 31st.

When Wednesday came, all too soon, anger was soothed by tears as four hundred people filled Healy Circle to protest the silencing of WGTB. Snow fell on the crowd as staffers (and G.U. alumni) John Page and Marc Farre vented the fury of GTB's thousands of supporters through their bullhorns. After burning a G.U. banner, the crowd rushed the steps of the Healy Building; ironically, Father Healy was out-of-town that week. Perhaps not-so-ironic, however, was that few Georgetown students were at the protest rally. Most of the supporters were from the burbs or the downtown area; many of the Georgetown students who were there, it's shameful to say, were there because "This is just like the '60's, man, what fun!" Some of the hypocrites even tagged-along on the march to the FCC, some 20 blocks away, where the protestors made their point known in a sane and peaceful manner.

By the summer of 1979, the WGTB issue had been virtually forgotten on campus. Supporters of the station still waited with hope for the FCC's precedent-setting-to-be ruling on the transfer request, aware of the slight chance that a transferred license could carry a stipulation that the new owner continue the format of WGTB. A few GTB staffers had found new homes at WAMU and WHFS, but the reality of alternative radio as WGTB-FM's listeners and lovers had known it had faded into oblivion.

A true, miserable tragedy.

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So I used these words
Let them flutter round like birds
Times are changed and rearranged
But something lingers on.
I still remember you.
That's why I wrote this song.

- Kevin Ayers, 1972
Treasures in the Vault

Georgetown's Neglected Collection

by Chris Losee
and Kathleen Brown

The Georgetown University art collection, like a Tiffany in the attic, is probably one of the University's least-known treasures, although it is esteemed as the finest university collection in the Washington area. But the word "collection" is somewhat misleading, for it exists primarily on paper, that is, in a catalog and on computer records. Moreover, the official catalog is not entirely accurate, since some of the printings listed are not owned by the University, others are forgeries, and many objects the collection does contain are not listed. The unlisted items include a collection of lace, which is second only to the Smithsonian's, a chalice collection, many Revolutionary and Civil War articles, neo-classical sculptures, and some early paintings of dubious value.

Georgetown's art collection was formerly housed in one of several museums on campus, making it a very important part of the University. Since 1940, with the demise of the last museum in Copley Hall, the collection has existed in a state of flux. Today, many of the finest paintings decorate the office of University President Healy and the meeting room of the University's Board of Directors. Others hang in the various dean's offices, but many of the lesser-known paintings and the bulk of the sculptures, early American articles, and other objets d'art are stored in a dank vault in Healy basement. Here the objects, some of which date back to the Revolutionary War period and before, are threatened by moisture, flooding, stagnant air, and a life of solitary confinement.

The collection might have remained in this state forever had not some members of the Georgetown University community taken an interest in preserving it. In 1970, the interest of Dr. Clifford Chieffo, a Fine Arts professor, led him to assume the position of collection curator—a non-salaried position which he still holds. Much has been done with the collection since that time. Parts of it were "repossessed" from various sources which included the main room of the 1789 Restaurant, a trash can outside the Reiss building, and several professors who had unknowingly "adopted" the paintings that had hung on their office walls. In addition, the lace collection was cataloged by the Smithsonian Institution and the entire collection was recorded on computer cards to aid scholars in historical research. Dr. Chieffo restored several paintings and sculptures and is presently refurbishing Carroll parlor located across the hall from the University Information office in the Healy Building. This parlor will feature antiquities.
and art from the collection which will recreate the style of the 1850's.

However, the Carroll Parlor project, like the rest of the collections projects, is complicated by a fluctuating budget. Actually, this "budget" consists of gifts from President Healy and the dean's grants from outside organizations, and alumni donations; the collection gets no fixed allocation of funds from the university. As a result, Dr. Chieffo and his colleagues must actively seek funds. Their exhibition of several Gaston Hall murals, painted by an early Jesuit artist, helped to raise enough money for their restoration. Similar projects are planned for the future.

Thus, for the time being the problems of funding and space keep the collection in much the same state as it was in the 1940's. As university interest in the collection increased in the early 1970's, a space to permanently display and protect the art collection was projected in the blueprints for Georgetown's future Intercultural Center. But, once the need for office space became more pressing, the plans for a museum were among the first to be deleted. The Carroll Parlor project, it is hoped, will be a showplace for a small number of the collection's pieces. But the fate of this project depends on the interest of the student body, for student volunteers will be needed in order to open the room for several hours every day. If the Parlor does open, the University community will be able to see some of the best of the G.U. collection for the first time.

***

Today, in a damp vault lit by naked electric bulbs, a rare Ming vase sits on a metal shelf. Marked by an index card which is typed with inventory numbers, it languishes alongside a piece of ceramic that may have been imported from Hong Kong in 1974. A lock of George Washington's hair is preserved under a loose glass case with assorted early American objects, while a silk flower made by Jesuits for the University's Golden Jubilee of 1889 rests uncovered on a table and awaits the passing of years which may bring it value, sentimental or otherwise. Paintings are stacked upright in wooden shelves along the far wall or rest on the floor.

Upstairs, Dr. Chieffo and some Fine Arts students rearrange furniture and statues in the Carroll Parlor. Extra hands, including those of these YDB reporters, are casually co-opted into helping move some of the particularly heavy pieces as plans and hopes for the future are discussed. A frequently expressed sentiment is that the very future of the collection depends largely on the amount of money that can be wheedled, bargained, begged, or otherwise obtained from the University.

Meanwhile, further upstairs, the best and most valuable of the university's paintings grace the alarmed and cloistered offices of President Healy and the University Board meeting room, where decisions regarding the financing of — that is to say, the very future of — every G.U. activity and undertaking are made. In the case of the Georgetown University fine arts collection, it seems extra hands are easier to come by than money.
At The Pub On The Way To Poetry Class

by Lucy Lewis

Well I just decided to stop in at the Pub.
"Stepping in" is when you want to stay
but you're not sure of your welcome.
I'm so tired, tired of disco —
Schlitz "the beer that made Milwaukee famous".
Want to drink Stoli vodka
live like Marina Tsvetayeva, a Russian poet —
Keep it cold in the refrigerator so I don't have to
add ice, furious with life.
Want to sail around the Pub, and loop crazily
on a spinnaker into the wind.
Want to cover the whole Pub with chrysanthemum petals.
Re-cover the Pub. Be Sita captured by the
death-king, saved by the monkey-king.
In love with Rama. You with your rasa (mood)
And I with my chrysanthemum petals from all the
Florists' shops in Washington, D.C.
The Potomac and the Neva are both rivers — and
who's to say which side is the Left Bank, Rive Gauche?
Caught a whiff of the mountains frosted in the morning
with smoke-webs of coffee making spiders, laughing
bathed with clear water. Red coffee mug. Lake Tahoe.
Medicated cleanser. Acne treatment, germ-fighters.
We're the pimples you have to fight.

Lamps of a saloon
and windows stained and low. Like the secret coolness of
the Kolari, with an elaborate wat-dance Pong bounces
off the wall.

Jack Carroll parted the clouds, came down and
made Georgetown University what it is.
Now he's sitting in the Front Parking Lot.
I've often wondered who the hell Pierce was,
and whether that guy Lauinger was a
nice guy, was he a Hoya? Did he wear white
turtle-necks with Shetland wool sweaters? Was
he J. Press or Brooks Brothers? Did he know the
difference? Was he sure like I am, that nothing
could happen again, like the Doppler Effect.
When your Gods become boring? You're supposed
to turn the light out now — but I'll keep it on.
I'm late to class again.
RELIGION AND RECREATION! THERE'S A LARGE DENOMINATION WHICH WORSHIPS "THE SACRED ALLIGATOR!" ITS IMAGE IS WORN ON THEIR BRIGHTLY COLORED GARDUDES.

THEY ALSO HAVE A TEMPLE CALLED "THE UNIVERSITY SHOP" WHERE THEY JOIN IN CHANTS SUCH AS "CHARGE IT TO MY FATHER!" FATHER-IMAGE GODS ARE VERY BIG ON EARTH!

AND SOME ARE REAL ZEALOTS! BELIEVING "CLEANLINESS IS NEXT TO GODLINESS," STUDENTS WILL OFTEN GRAB SOMEONE FROM THEIR FLOOR AND VIOLENTLY THROW THE STUDENT INTO THE SHOWER!!

AND WHAT ABOUT RECREATION? STUDENTS CONSUME VAST QUANTITIES OF BRAIN-SCRAMBLING LIQUIDS AND LEAVES!

THIS ALLOWS THEM TO ACT ABNORMAL IN A SOCIALLY ACCEPTABLE WAY! BUT SINCE THE UNIVERSITY IS SO EXPENSIVE, IT'S NOT UNCOMMON TO SEE SEVERAL STUDENTS SHARING THE SAME CIGARETTE!

DO BRAIN-SCRAMBLERS CAUSE ROWDINESS? FIGHTS AND VANDALISM?

SOMETIMES, BUT CAMPUS SECURITY CAN HANDLE THAT!

IN FACT, THEY THIRST FOR EXCITEMENT! WHEN THEY AREN'T TICKETING OTHER PEOPLES CARS, THEY HOP IN THEIR OWN AND TRY TO RUN EACH OTHER OVER!

IT JUST GOES TO PROVE HUMANS ARE UNPREDICTABLE, IRATIONAL, MOODY, PICKLE, AND BASICALLY WIERD.... BUT AFTER BEING WITH 'EM FOR FOUR YEARS, I THINK I'M GONNA MISS 'EM!

GOOD GRIEF! WHAT HAVE THEY DONE TO ME???
Scholars must avoid carefully all immodest conversation; the frequenting of disorderly company or houses; going to publick houses, or gaming tables; they must never go beyond the limits assigned them; play at games of hazard, or drink intemperately. These vices will be punished with the most exemplary severity.

~ John Carroll, 1791
college republicans
The main goal of the Georgetown University College Democrats is to provide an opportunity for students to become more politically educated and more involved in politics. To reach this goal, the College Democrats have an internship referral service, bring speakers to campus, attend the National College Democrats convention, and participate in D.C.'s Federation of College Democrats.
The Student Activities Commission (SAC) has the responsibility of overseeing the clubs and student organizations which receive university funding. The SAC board is appointed by students to represent and act in the best interest of the student body. Among the varied functions of the SAC are the recognition of student organizations, the disbursement of funds, and the regulation and coordination of all student groups.

**Black student alliance**

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**Student activities commission**
Spraker Rifles is GU's precision marching team. The unit acts as the university's official honor guard for visiting dignitaries and provides color guards for sporting events and commencement exercises. The Sprakers also compete in area parades and in college-level drill tournaments throughout the east coast. The team won first place at the 1978 Bethesda Christmas Parade, and they are currently the second-ranked squad of the East Coast. The group's two-person team is also second in the east. The Spraker's yearly highlight activity is the G.U. National High School Drill Tournament, held in Fort Myer gym. This event draws units from throughout the eastern U.S. and from the Canal Zone, Puerto Rico, and Texas.
the chimes
STUDENT ENTERTAINMENT COMMISSION

CUBAN STUDENTS ASSOCIATION
The Community Action Coalition (CAC) works toward building an active partnership between the G.U. campus and Washington's inner-city neighborhoods. CAC acts as a clearinghouse in that it links community needs with students who have the ability and interest to help meet them. The CAC placed more than 300 student volunteers in tutoring, nursing homes, and court programs in 1979. New programs are The District Action Project (a special-interest housing floor on 1st Copley initiated in 1978), Children's Theatre, and the District Action Coordinator—a full-time advisor to CAC. In one of the most successful campus events of the year, the CAC's Dance Marathon raised over $10,000 for the Benjamin Banneker Scholarship Fund for minority students.
The International Relations Club (IRC) takes part in a wide variety of activities. These activities include the sponsorship of, and the participation in, intercollegiate international affairs conferences; the development and sponsorship of international relations programs for high school and university students; and the maintenance of a collection of scholarly works and periodical information on international affairs for the promotion of research on contemporary issues. In 1978-79, the Club sponsored the largest and most successful high school model United Nations of 16 such programs. An expanded U.N. simulation for college students was equally as successful. In addition, the IRC sponsored the lecture at Georgetown of the Director of ACTION, Sam Brown.
Images of swirling dancers, stomping boots, clashing sabres, grinning, blurred faces, wild circle-dances, colorful line-dances, waving scarves, and clapping hands impress the spectators who see the Slavic Dance Group in action. The Group is an exciting and dynamic method of learning about the cultures of Eastern Europe through emphasis on folk dances. Now ten years old, the Group performs at many events including Russian New Year parties, SLL's "World's Fair," SLL's Christmas Carol Contest, and a Smithsonian Institute Program. The Slavic Dancers achieved their greatest accomplishment in March, 1979 with their own full length concert. The Slavic Dance Group is an alternative involvement club which provides exercise, cultural education, and friendship.
RIGHT TO LIFE COMMITTEE
The Malone Ranger Company, a Georgetown University ROTC sponsored activity with approximately 25 members, conducts adventure and military training sessions for ROTC cadets and other interested G.U. students. The Company's activities include weekly instructional meetings on military and adventure topics, Saturday morning training sessions, and physical training. The year's highlights included weekend field training exercises and Saturday rappelling clinics, the latter attracting between 100 and 200 non-ROTC students to an exciting day at the cliffs of Carderock Park, Maryland.
The Arabic Club is a vehicle for educational, cultural, and social contact for students interested in the Arab world. In addition to assisting with activities of the Center for Contemporary Arab Studies and the Arabic Department, the Arabic Club hosts receptions for students, faculty, and diplomats from Arab countries, as well as for prospective Arabic majors among high school students visiting in the fall. The Club’s upper level students conduct a tutoring program for first year students of Arabic. Last year, the Arabic Club won second prize in SLL's Annual Christmas Caroling Contest and first prize for "Best Booth" at SLL's "World's Fair." Besides visits to embassies, The Islamic Center, and Arabic restaurants, the Club holds its yearly "Hafla" in the Spring — a gala event featuring Arabic food, music, and belly dancers.
Film Club
Three Sisters

China Study Group
The Finance Club is designed to promote interest and understanding of the securities market and all areas of finance among members of the Georgetown community. The club's "Investment Seminar Series" invites bank presidents, corporate officers, security analysts, and stockbrokers to share their interest and knowledge in financial affairs. The Georgetown Growth Fund is associated with the Finance Club and is a student-managed investment portfolio. The Growth Fund provides the opportunity for students to put their investment knowledge to practical use through participation in stock market transactions.
amateur radio club

government majors association
marketing society
The Student Corp's official name is Students of Georgetown, Inc., and it's a non-profit, student-run organization which is dedicated to providing low cost services to the Georgetown University community. In 1979 – its seventh year of operation - the Corp expects to exceed $1,000,000 in sales from its concessions at athletic events, summer storage, furniture co-operative, Vital Vittles, typing service, and recycling service. The Corp has recently added a copying service and has expanded its book coop.
madrigals
AIESEC is the French acronym for the International Association of Students in Business and Economics. AIESEC seeks to promote international understanding and cooperation, to complement students' theoretical education with practical management experience, and to create interaction between students, academicians, and business people. Each year, AIESEC students on over 350 campuses in 56 countries find jobs for foreign students in the fields of business and economics which range from two to eighteen months of duration. Over 80,000 AIESEC traineeships have been exchanged through this program during the past 30 years. In its four years on campus, AIESEC – Georgetown has exchanged 18 traineeships. Other activities of the club include career seminars, an annual fruit basket sale, a bi-monthly newsletter, a seminar series on economic development, and an annual luncheon with students, professors, and businessmen. Members of AIESEC – Georgetown also attend international, national, and regional conferences every year.
The Diplomacy Club was created in the Fall of 1978 in order to bring together the many "war-gamers" around campus. Club members meet to practice and to perfect the arts of personal diplomatic negotiation (i.e. "back-stabbing") and military strategy with the use of such games as "Diplomacy," "Risk," "1776," "Feudal," and others. The club president coordinates a committee system which includes committees for publicity and special projects, a Rules Committee for the settlement of disputes over game rule interpretations, and a Research and Development Committee for the consideration and design of new games. A current project of the club is the expansion of the "Diplomacy" game from its European setting to the global arena.
jazz ensemble
pep band
The Student Admissions Committee began in 1974 for the purpose of providing prospective Georgetown students with a student's perspective on the University. The organization now has over 100 members and five subcommittees. Three of the committees are: Group Information Sessions, which allow interested high school seniors the opportunity to meet with admissions officers and students; the Housing Committee, which provides information on housing at and around Georgetown; and Regional Relations, which sponsors high school visits by committee members. The Committee also publishes Indicators, a newspaper mailed to prospective Hoyas three times per year in order to keep them informed of current events at school. Finally, three weekends a year the Committee brings high school students to Georgetown for seminars, class attendance, and receptions.
The Psychology Students Association is an organization of stu­dents who major or minor in psychology. Its principle goal is the facilitation of communication between faculty members and stu­dents. The Association encourages interaction among psychology students with evening social events and the sponsorship of its Undergraduate Research Conference which attracts students from across the United States. The P.S.A. seeks to foster a spirit of enthusiasm and pride in one's studies in all students who are interested in psychology.
Alpha Sigma Nu is the Jesuit Honor Society. Its sole purpose is to recognize and honor those students who maintain an above-average academic record while devoting themselves to extra-curricular activities which serve the university and the local community. All decisions concerning membership are made by students who have already been inducted into the society. Admission is limited to members of the junior and senior classes. In the fall, four officers are elected from among the seniors who were initiated as juniors in the previous spring. The society inducted 40 new members on April 8, 1979 in Dahlgren Chapel. Named as honorary members were University President Timothy Healy, Dean of Student Affairs and Alpha Sigma Nu moderator William Stott, Dean of Admissions Charles Deacon, and biology professor George Chapman.
The American Field Service Program (AFS) at Georgetown promotes intercultural exchanges for area high school students. AFS provides a meeting place for those returning from various study abroad programs and offers the opportunity for all interested students to participate in discussions of overseas experiences. The club's activities include reorientation programs for recent returnees, "aunt/uncle" programs for foreign students in the Washington area, and potluck dinners. Following its first year as a recognized SAC club in 1978-79, AFS looks forward to welcoming new members and new ideas.
A Bucketeer is a unique person on campus. He is the kind of person who will get up at 3:00 A.M. to do anything for a laugh. He is dedicated. The Royal Order of the Bucketeers is "a unique and prestigious organization which seeks to relieve the oppressive academic atmosphere at Georgetown. We accomplish this by engaging in various outlandish stunts and practical jokes — all done to provide a good laugh for the Georgetown community at large. Let's face it: the Bucketeers make Animal House look like an evening with the Pat Boone family. Our past endeavors have included the posting of bogus flyers announcing outlandish upcoming events, movies, and contests; putting Vaseline on the girls' toilet seats; putting grape fizzles in the showerheads; organizing water bomb attacks from the roof; posting our own Marriott menus; tossing cream pies at people (Pie Toss Enterprises); radio contest telephone calls; the latest "roof-writing" on the roof of Darnall cafeteria; the posting of degenerate artwork in the Darnall elevators; the construction of door vacuums and the construction of the Darnall community pool. In fact, anything strange or out of the ordinary that happens on campus is sure to have our trademark on it!"
The Georgetown Winetasting Society is a foreign service and business oriented organization. Many members seek careers in these fields, benefiting from the cultural enrichment gained by learning the protocol involved in the serving and tasting of wine. Some wine tastings are held in embassies which agree to sponsor the event. Other tastings are sponsored by wine importers and retailers and conducted by renowned wine connoisseurs.

The Society is highly successful in promoting an awareness of wine appreciation. In Embassy tastings, members often have the opportunity to taste foreign wines difficult or impossible to obtain on the United States market. The Society has also promoted domestic wines contributed by American distributors.
WASHINGTON CLUB

THE VOICE

[Image of group photo]
international student house
The German Club (Der Deutsche Verein) works to build an interest in German culture and the German language among Georgetown students. Working with the German Department, the club presents a series of films and a German quiz program each year. The Club's social activities include a German coffee hour, outings to German restaurants, and celebrations of Oktoberfest and Fasching. One highlight of the 1978-79 activities was the unexpected appearance of the German Choir on national television during a basketball game. Under the leadership of Joseph Ryan and Laurie Peters, membership nearly doubled in 1978-79.
The Young Americans for Freedom is the principle conservative youth organization in the country. It seeks to bring together young conservatives to develop and advocate the conservative point of view. To this end, the G.U. chapter this year sponsored several speakers, passed out conservative literature, and publicized protest marches. The organization’s members attend the Conservative Political Action Conference and YAF’s national convention. The YAF supported William F. Buckley for Georgetown Student Government President in 1979.
The Social Democrats (SD) of Georgetown educates students in the ideals of social democracy. The organization involves students in campaigns to support social justice, democracy, the American labor movement, Vietnamese refugees, and Soviet dissidents. A recent successful event was a debate on right-to-work laws, in which the SD opposed the Young Americans for Freedom. In spite of what they perceive as a prevailing conservative attitude on campus, the Social Democrats are an active force at Georgetown.

**social democrats**
Baker Scholars

Astronomy Club
Mu Alpha Chapter of the Alpha Phi Omega National Service Fraternity has provided countless hours of service both on the Georgetown campus and in the D.C. community since 1956. The only co-ed fraternity at Georgetown, its activities include the "Ugliest Person on Campus" contest and other fund-raisers which benefit the Father Daniel E. Power Memorial Endowment Fund. Ushering at SEC concerts, sponsoring a Boy Scout troop for mentally handicapped youngsters, and many other community service projects are also among Alpha Phi Omega's activities. Based in their office in Copley basement, the brothers of APO endeavor to establish and maintain the principles of friendship, leadership, and service to Georgetown University.


Pere Ubu, Devo's rhythm section, attracts hard-core punks to campus, such as the notorious Keith Haring.

Pere Ubu
Gaston Hall
Washington, D.C.
 APR 22, 1979
9:00 P.M.

$5.50
No refunds, price is exchangeable
Sec. Row Seat 1X
Rally

Pere Ubu, Devo's rhythm section, attracts hard-core punks to campus, such as the notorious Keith Haring.
New warres Roddy Iyaiitz ami the Vrhan I'erhs driiie tlh Hall «/
Nations into a Frciv-
and permitted no, photographs.

For Waybull of the Tabus prepares to get outrageous

Local warres Roddy Fronts and the Urban Verto drew the Ukl of
Nations into a Treasury in February 2 along with the Grumps.

A jaw of the Pato Smith Group at McDowagh Gym
Patti Smith and Group asked, "So You Wanna Be A Rock and Roll Star?" at McDonough Gym on October 7, 1978.

TALKING HEADS
MORE SONGS
ABOUT BUILDINGS AND FOOD

The Heads played Gaston on October 16

The Black Meters at Gaston

New York Comic Jazz Exposition: Artistry in Gaston on November 3
CIA critic and ex-agent Frank Snepp at Gaston Hall, October 10, 1978:
I was the very quintessence of a bureaucrat whose only concern is the advancement of his career.

Consumer activist Ralph Nader, April 18, 1979:
Nuclear power is producing electricity that we use now in return for leaving a legacy of deadly radioactive waste for future Americans for 250,000 years.

Ex-CIA Director and Presidential Candidate George Bush, January 26, 1978:
When the United States of America speaks it must be believed, and when it makes promises it must keep those promises.

G.U. LECTURE FUND
Clockwise, from above left:
California Governor Jerry Brown at Gaston, February 27, 1979:
We are paying for the past. Let's not continue to steal from the future.
Actress and Women's Activist Carol Burnett, April 19, 1979:
Placing a deadline on the ratification of the Equal Rights Amendment is like telling scientists they have ten years to cure cancer.
Author of California's Proposition 13 Howard Jarvis, September 20, 1978:
Government must be limited. Unless the people control the government, the government will control the people.
Help for injuries at Student Health

Dealing with the washing machines

The empty mailbox feeling

Best fruit and veg buys in town
Sophisticated Slavic Dance
Biking along the Potomac River.

The United States Capitol Building.

Leaving campus...
A view of the Potomac from Chain Bridge.

Unemployment line at the National Zoo.

Washington's new subway system, the Metro.
your particular circumstances call upon you for uncommon watchfulness over yourselves, and unusual exertions in all the exercises of a Christian life. The impressions made by your conduct will be lasting impressions.

~ John Carroll 1785
Ladies and Gentlemen:

If an annual letter to the incoming freshmen gets more difficult to write each year, this one to graduating seniors is almost impossible. The formal words we use are so ambiguous that the only comfort I can find is in applying Thomas Hardy's famous comment to Georgetown: "like the British Constitution, she owes her success in practice to her inconsistencies in principle".

"Commencement" is unambiguous. Georgetown, having provided the diving board, now sits back to see if her young can swim as well as splash. The ambiguity comes when we try to judge results not purposes. The University has a clear idea of how she wants to help you. The job is complex, its description isn't. Georgetown works to help you grow into citizenship of both the City of Man and the City of God. All the other goals - literacy, taste, a feel for history, understanding of science, sophistication in theology, even style - all of these are secondary. The rub is that at commencement nobody, not even you, knows how well the University has done its job. You need time and testing, as well as the luck of living. In addition, you need the winnowing of love, to shake reality loose. So "congratulations" are still ambiguous.

We who are left have hope in the fragments we can gather against the future. Some of the fragments are obvious. You all took degrees, you all experienced rational (one prays) programs leading to certification, licensure, admission to further study or a job. You had a chance to catch up with American society and its traditions, and everyone had a major to help him or her tell knowledge, even limited, from ignorance, even proclaimed.

But Georgetown has less changeable hopes. We hope your years at Georgetown gave you the ear and the attention of at least one member of the faculty as a model for integrity and rigor of mind. We hope that Georgetown helped you develop a sense of the religious as well as the civil tradition of this house and of its coeval Republic. We hope you grew into civility of discourse and a concomitant respect for diversity which is so much the style of this University. Finally, let me fall back on Evelyn Waugh's "the love of one other human being is the beginning of wisdom". Georgetown hopes that if wisdom didn't begin for you here, it was at least not hindered.

The years cannot have left you unchanged, if only by a profound troubling of the waters. There's a little poem by Ezra Pound, which seems to me to speak to what college does to people:

O God, O Venus, O Mercury, patron of thieves,
Give me in due time, I beseech you, a little tobacco-
shop,
With the little bright boxes
piled up neatly upon the shelves
And the loose fragrant cavendish
and the shag,
And the bright Virginia
loose under the bright glass cases,
And a pair of scales not too greasy,
And the whores dropping in for a word or two in passing,
For a flip word, and to tidy their hair a bit.

O God, O Venus, O Mercury, patron of thieves,
Lend me a little tobacco-shop,
or install me in any profession
Save this damn'd profession of writing,
where one needs one's brains all the time.

May your years at Georgetown, like Pound's "damn'd profession of writing" have so changed you that you will need your brains and know how to use them for all the rest of the time God has given you.

Sincerely,

Timothy S. Healy, S.J.
My dear Graduates:

I am pleased to inform you that His Holiness, Pope John Paul II, bestows his Apostolic Blessing on the members of the Georgetown University Class of 1979. The Holy Father wishes to extend his congratulations to each of the graduates on this achievement. It is his prayer that what has been assimilated over the years of study will be employed in the service of humankind by building a society that is just, peaceful and loving.

The Pope has frequently spoken of the need in our world of those values which are at the foundation of a Catholic University. May your presence in this world give evidence of your training, background and commitment. May it witness to the true development of persons -- "of the priority of ethics over technology; the primacy of the person over things; the superiority of spirit over matter." (Redemptor Hominis, #16)

Permit me to join my good wishes to those of the Holy Father. May your future be especially blessed with God's choice gifts.

Sincerely yours in Christ,

[Signature]

Archbishop Jean Jadot
Apostolic Delegate

Class of 1979
Georgetown University
Washington, D.C. 20057
Kathleen M. Bennett  
BS Biology

Helene P. Benziger  
BS Nursing

Peggy M. Benziger  
AB Economics

Pamela S. Berardinelli  
AB Theology

Susan D. Bergen  
BSFS History & Diplomacy

Margaret Bergin  
BS Nursing

Marsha A. Berkowitz  
BS Nursing

Lisa Rose Berlinger  
AB Government

Robert H. Bernstein  
BSFS Intl Politics

Mary Susan Berriman  
BS Linguistics
Ellen H. Bruno  
AB English  

Patricia Ann Buckman  
BSBA Accounting  

Rosa Maria Bunch  
BS Nursing  

Stephen T. Burdumy  
BSFS Intl Economics  

Jane Alden Burke  
BS Nursing  

Michael G. Burke  
BS Biology  

Nancy Burke  
AB French  

William James Burke, Jr.  
AB English  

Mary Joseph Burns  
BS Psychology  

Paul Burns  
AB English  

Stephen M. Burns  
BS Psychology
Paul L. Caron
AB Government

John P. Carroll
BSBA Intl Mgmt

Philip Carroll
BSBA Marketing

Richard J. Carroll II
AB Economics

Samuel P. Case
AB History

Daniel L. Casey
AB Government

Stephen D. Cashin
BSFS Hum/Intl Affairs

Alice Lodge Cassidy
AB English

Laura Lydia Cavallo
BSFS Intl Economics

Victoria E. Cazorla
BSFS Hum/Intl Affairs
Cynthia Chilton  
AB Economics

Rachel L. Chiravath  
BS Linguistics

John A. Chrescidos  
BSBA Accounting

Marc A. Chretien  
AB Philosophy

Francesca M. Ciancimino  
BS Italian

Gina Ann Cariello  
BS Russian

Richard J. Cieply  
BSBA Accounting

Stanley J. Cieslewicz  
BSFS Compar & Regional

David Civali  
BS French

Frances Clarity  
BSFS Intl Politics

Andrew J. Clark  
AB French

Ann Clark  
BS Spanish
Suzanne M. Corker
AB English

Robert A. Correa
AB English

Julie F. Cortese
BS Nursing

Julie A. Cosentino
BSBA Accounting

Mark A. Costa
BSBA Accounting

James G. Costello
AB Government

Thomas D. Costigan
BSFS Intl Politics

Lisa L. Countess
AB Classics

Cheryl L. Covino
BSFS Intl Politics

Cynthia A. Cox
BSFS Intl Politics
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<thead>
<tr>
<th>Name</th>
<th>Degree</th>
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<tr>
<td>Gina M. DeModena</td>
<td>BS Italian</td>
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<td>J. Kevin Denman</td>
<td>BSBA Marketing</td>
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<td>Beatrice DePeyrecave</td>
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<td>Suzanne A. deSeife</td>
<td>AB Interdisciplinary</td>
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<td>Robin Lisa DeSilva</td>
<td>AB English</td>
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<td>Kurt E. DeSoto</td>
<td>AB Philosophy</td>
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<td>Elisabeth Deveaud</td>
<td>BS German</td>
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<td>Renée Y. Devigne</td>
<td>BSFS Hum/Intl Affairs</td>
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<td>Beth Louise Dickerson</td>
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Margarita M. Gelats  
BSBA Marketing

Gregory I. Gellene  
AB Interdisciplinary

Mark Christopher Gelnaw  
BSBA Accounting

Jonathan M. Gerin  
AB Government

Ana Luiza Genschow  
BS Portuguese

William E. Gerardi  
AB Biology

James Edward Gerlach  
BS German

Karin A. Gelsich  
BSFS Compar & Regional

Jeffrey S. Getty  
BSBA Finance

Mary A. Giles  
BS Russian

Jeffrey S. Gillan  
AB Government

Michele D. Gilmer  
AB English

Lisa Gim  
AB English

John L. Glaser  
AB Economics

Robert Edward Glass  
BSFS History & Diplomacy

Stacie Lea Glass  
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Michelle Anne Scoville  BS Psychology

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Laurence G. Sterling
BSFS Intl Politics

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BS Nursing

Mar Rose Still
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Janissa Strabuk
AB Government

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IN MEMORIAM

Margaret C. "Meg" Stone
1957-1978

When you part from your friend, you grieve not;
For that which you love most in her may be clearer
in her absence, as the mountain to the climber
is clearer from the plain.
—Kahlil Gibran, The Prophet

Eternal Rest grant unto them, O Lord,
And let perpetual light shine upon them.

Maureen McGrath, '82
Karen Spence, '79
Martha Watts, '79
Dr. Simone Dailey
Dr. Andre Hellegers
Dr. Dagmar Horna-Perman
Rev. Clarence L. Stankiewicz, S.J.
Rev. Gerard F. Yates, S.J.
My fellow Hoyas, it is a great honor for me to be here today to address the Georgetown graduating class of 1979, consisting of 915 men and 958 persons. You couldn’t have gotten a more economical speaker. My wife is Catholic, I’m Jewish, and last week my son announced he’s an atheist. Before I begin, I don’t want to be under false pretenses— I don’t have any use for education, and I’ll explain why. When I was 16 years old, World War II started, and I was afraid it’d be over before I got in. So I ran away from high school and joined the Marine Corps. While I was in the Marines, I realized if I ever hoped to get out, I’d better go to college. I was gonna go to night school to make the credits, but I didn’t know what I needed. So I went down to the University of Southern California and I got in line with 4000 others. And it took four hours to get up to the head of the line, and when I finally got up there, I said, “I would like to—” and the woman said, “Fill this out.” I said, “Yes, ma’am.” She said, “What do you want to take?” I said, “I don’t care.” She said, “English?” I said, “That’s fine.” “French?” “Sure.” “Math?” “Why not?” She said she had it stamped over there, and I went to the next desk and the man stamped it. And I was in college. A year went by and they called me by name, and they said, “You don’t have a high school diploma.” I said, “I know.” “Then you’re not supposed to be in college.” I said “I know.” I said, “What do you want me to do now?” They said, “We’ll make you a special student.” I said, “What does that mean?” They said, you can’t work for a degree. I said, “I don’t care about that; I don’t have a high school diploma, there’s no sense havin’ a college degree.” So I went for three years and had a ball. But I had my revenge. Last year, the University of Southern California made me Alumnus of the year. So all of you have been wasting your time.

It is a great privilege to receive this honorary degree. As many of you students and faculty are aware, I have at times been critical of Georgetown. So I don’t know if by being offered this degree, I am being co-opted by the very reverend Father Healy, or am being given it for my brilliant letters to the Hoyas and Voice newspapers. But I accept this sheepskin in the spirit in which it is given. Now that I am a Doctor of Humane Letters, I consider myself a member of this school, and therefore I can now criticize Georgetown with impunity. Except of course, for the basketball team...

... I have not come here today to bring you a message of doom. I’ve been studying the situation closely, and have come to the conclusion that the Class of 1979 is the luckiest law class that ever graduated, and probably the last. A few weeks ago, President Carter told you that we are running out of oil and gas and this will require all of you to change your lifestyles. The American dream of owning the biggest car on the block has been shattered. I know many of you are better at our generation for using up all our oil reserves. But I wouldn’t like to remind you of one thing; It was our oil and our gas. And we could do anything we wanted with it. Your generation has to find its own oil. I could make it easy on you because I know where it is. But that would take all of the fun out of it for you.

You are the generation of Watergate and Three Mile Island. You were raised on Star Wars and Grateful Dead. Walter Cronkite is your godfather, and Nixon was your President. You had suede shoe shoes, and HFW says you think too much. And next month, Skylab is going to fall on you. But I don’t feel sorry for any of you. As I told President Carter the other day, after Bible class, “We never promised you a rose garden.” The tendency today in this country is to wring our hands and say everything is rotten. But I don’t feel that way. I am basically an optimist. Otherwise, I would never put mustard on my corn flakes. I don’t know if this is the best of times or the worst of times, but I can assure you of this: this is the only time you’ve got. So you can either sit on your expletive deleted, or go out and pick a daisy. We seem to be going through a period of nostalgia, and everyone thinks that yesterday was better than today. I personally don’t think it was, and I would advise you not to wait ten years from now, before admitting today was great. If you’re hung up on nostalgia, pretend today is yesterday, and just go out and have one hellava time.

I know all of you are worried about jobs. But I can assure you that out of this class, of 1874 graduates, at least 130 of you are going to find work. And they’re all in the nursing school.

I know in this class of ’79, you’re all going in different directions. Some are gonna become lawyers, which is an honorable undertaking, and the second oldest profession in the world. Some of you are gonna become scientists, and others are gonna become doctors, and those who are going out for the money are gonna become teachers. And God forbid, maybe even some of you will decide to become journalists. The media has been under attack for some time in this country. In a recent survey, people hated newspapermen even lower than garbage men in the public’s esteem. Now I think this is an unfair perception. I know many newspapermen who would make good garbage men, but I don’t know one garbage man who would make a good lawyer...

... There are a lot of people very uptight about students and where they’re going, what they’re up to. But I have a lot of faith in students because I speak on college campuses. And they get their heads together, and they’re thinking right. And I was talking to an English major this morning, and we got to discussing Hamlet. And I said to him, “Suppose you were Prince of Denmark, and you came back from school to discover your uncle had murdered your father and married your mother. And you fell in love with a beautiful girl named Ophelia and mistakenly murdered her father. And then Ophelia went crazy, and drowned in a brook, what would you do?” And he thought about it a moment and said, “I guess I’d go for my Master’s Degree.”

Now, although I live in Washington, I am not a cynic. And my final message to you today is, no matter what you read in the newspapers or see on television, I assure you, we’re all going to make it. For 202 years, this country has muddled through one crisis after another. And we have done it without changing our form of government. And it seems like centuries ago, but it was less than five years, that a President of the United States was forced to resign from office under the darkest of clouds, and he was asked to leave the office because he lied to the American people. I was at the White House that night to hear his resignation speech. And what impressed me more than anything else is that while one President was resigning, and another was taking his place, I did not see one tank or one helmeted soldier in the streets. And the only uniforms I saw that night were two motorcycle policemen on Pennsylvania Avenue directing traffic. Two hundred and twenty million people were able to change Presidents over night without one bayonet being unsheathed. And I believe that any country in the world that can still do that can’t be all bad. Now I could’ve said something very profound today, but you would have forgotten it in twenty minutes. So I chose to give this kind of speech instead, so that in twenty years from today when your children ask you what you did on graduation day, you can at least say, “I laughed.”

—Art Buchwald
May 27, 1979
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Alumni of Georgetown are invited to use the Lauinger and Science Libraries. An alumni I.D. card is necessary in order to obtain an alumni borrower's card, which must be renewed every six months. To obtain a borrower's card, alumni should present their alumni I.D. card to the Circulation Desk (3rd floor, Lauinger Library). The Library reserves the right to control the issuance of the special alumni borrower's cards.

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If you're interested in extending your education after graduation, Georgetown offers: 1) NON-CREDIT COURSES in the arts and humanities, business, communications, current issues, languages, religion, and the social sciences; 2) CONTINUING EDUCATION FOR THE PROFESSIONS; 3) LIBERAL STUDIES DEGREE PROGRAM for adults away from full-time studies for some time; 4) SUMMER SESSION courses; and 5) several OVERSEAS PROGRAMS.

For information on these and all Continuing Education programs, contact the SSCE, Georgetown University, Washington, D.C. 20057.

ATHLETIC DEPARTMENT SERVICES
The Yates Field House — an exciting addition to the Georgetown University campus — opened during the summer of 1979. The Field House contains facilities for indoor tennis, basketball, volleyball, badminton, squash, racquetball, handball, swimming and diving, dance, track and field, and many more recreational activities.

A limited number of memberships are available to Georgetown Alumni. Full membership privileges include use of all indoor and outdoor facilities connected with the Yates Field House.

For additional facility and membership information call (202) 625-3500 or write the Department of Athletics.

ALUMNI RECORDS DEPARTMENT
If you are trying to locate your old roommate (maybe he or she still owes you for the phone bill), the best way to go about it is through the Alumni House Records Department. The Records department tries to keep tabs on all alumni, one-fifth of whom move every year. The search for new alumni is particularly tough since recent graduates move about once a year during the first few years after they leave school. You are the key to keeping your address current on the schools' record system. If you have just moved or are planning to move, please fill out the form and let us know where you would like to receive University publications. You can use the attached reply cards to let us know your new address.

Come visit us! Every alumnus is encouraged to visit Alumni House, meet the staff, and to view the day-to-day operation of the Association at 36th and O Streets, Washington, D.C. (outside the main gate of the University).
WHAT'S GOING ON HERE?

The answer is: maybe more than you think!

You could be in for a big surprise, because there might be MORE of Georgetown NEARER than you think.

Your Georgetown Regional Club can bring you faculty, films, picnics, holiday and post-game receptions, coaches/athletic programs, admissions programs, continuing education seminars and new alumni friends.

Stay interested and involved; we cherish your friendship! The School needs you. We, your fellow alumni and alumnae need you and most importantly those to follow need you.

James P. Reed
Executive Director

GEORGETOWN UNIVERSITY ALUMNI ASSOCIATION

The Alumni Association, composed of graduates and former students of Georgetown, is an incorporated body which conducts its own affairs, has its own budget, and makes its own staff appointments. The first “Society of the Alumni of Georgetown University” was founded in 1881, with its objects “the perpetuation and strengthening . . . of friendships, the collection and preservation of materials for . . . history, but above all, the promotion of the interests of Georgetown.” The Association as it now exists was formed in 1938. Its members drew up a new constitution in 1939, and, by 1947, the organization had become strong enough to no longer need subsidization by the University. That year the Association was incorporated as a separate entity.

The Board of Governors is the policy-making group responsible for the Association’s program and future development and includes alumni as well as student and faculty representatives. The Board meets three times a year, which gives the various committees a chance to hold meetings, submit reports and to suggest solutions to problems in their area. The proposals acted upon by the Board of Governors are carried out by the officers, the committees, and the professional staff at the Alumni House.

Every year the Alumni Association sponsors various programs intended to heighten alumni participation in University-related activities. Here is a list of programs available in 1979:

- Regional Freshmen Get-togethers
- Traveling Alumni Phonothons
- John Carroll Awards Dinner & Weekend
- Career Counselors Program
- Alumni Admissions Interviewing Program
- Open House at Alumni House
- Homecoming Events
- Class Newsletters
- The Alumni Fund
- The Georgetown University Athletic Hall of Fame
- The Georgetown Regional Interview Program (Law Center)
- Welcoming Barbeque for Alumni Sons and Daughters
- Administrative support to Hoyas Unlimited and Gridiron Club
- The Senior Class Gift Fund
- Freshmen Shuttle Service
- Federal Relations Programs
- World-wide Alumni Tours
- Senior Week Brunch
- Medical, Dental and Nursing Student Brunches
- The Alumni Insurance Program
- Continuing Education Programs
- Class Reunions every five years
- Dental Students Casino Night
- Professional Association Receptions
- Law Students Section Reunions
- Law Student Picnic
- Law Student Housing Program
- Mock Court Law Judges Program

Interested in working on any of these? Contact Alumni House.

HOMECOMING 1979
Mark your Calendar!
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Mr. Lucas P. Valdivieso
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Dr. and Mrs. Paul J. Kingston
Tso Ann and Yung Ling Ko
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now get out of here!

The SEC

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* and win!

A startling expose

The true-life story of two Georgetown coeds who prove that the University is not above the law and students are people too. For your copy, write: P.A. Rooney, 3531 W. Belmont Ave., Phoenix, AZ 85021

Congratulations and best wishes to the class of 1979

Mr. & Mrs. Edward R. Barclay and Kathy Barclay SFS '79

The University Librarian and the entire staff of the Lauinger and Blommer Libraries wish each graduate of the class of '79 success in your chosen career.

Special congratulations and thanks go to all of you who worked as library student assistants during the past four years. Your hard work was the backbone of library services.
Congratulations class of 1979 from

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Students of Georgetown, Inc.
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Director, University Center

John G. Esswein
Director, Student Health

Anita Bollt
Director, CP&P

James E. Smith
Director, Counseling Center

Francis X. Romeo
Director, Athletics

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Ere the sun has sunk to rest,
In the cradle of the West,
In the clouds we'll proudly float the Blue and Gray.

— Georgetown Fight Song

Congratulations to the Class of '79!
We hope that you will continue to Follow the Hoyas.

The Department of Athletics
THE OFFICE OF RESIDENCE LIFE

CONGRATULATES ITS

GRADUATING RESIDENT ASSISTANTS

Good Luck and Good Health from
The Student Health Service Staff

Congratulations to all Graduates
of the Class of 1979

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Congratulations Steve W.

We all made it!
georgetown university alumni association

The Georgetown University Alumni Association, on behalf of our alumni and alumnae throughout the country and the world, wishes to extend to you, the Class of 1979, our hearty congratulations upon your graduation, and best wishes in your future endeavors.

The Association welcomes you, our newest members, as alumni and alumnae of Georgetown University.

3604 O STREET, N.W. / WASHINGTON, D.C. 20007 / 202-625-4016

Woodward & Bernstein, Art Buchwald, Dan Rather, Tom Wolfe, Zonker Harris are all some very influential people who don’t write for the Georgetown Voice. But all of them read it because the Voice covers Georgetown like no other campus mag can. On this campus you really need a Voice.

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Lives
On!!!!!!
The Director and staff of the Study Abroad Center congratulate the members of the Class of 1979 who studied on Georgetown programs abroad.
"Let the good odour of your example spread into and edify other places beyond your native land, and I can only hope that the Author of all good will continue and increase His gifts to you, so that while you advance in perfection every day the holy influence and edification that proceeds from it may also grow, without any seeking of your own."

St. Ignatius of Loyola, 1547

With Prayers and Best Wishes

The Jesuit Community
Compliments of the President
and Board of Directors of
Georgetown University
Congratulations!

And now
Welcome to
Reality

Best of luck in
Your future
Endeavors

Dixie Liquor

"Home of the Hoyas"

Compliments of a friend
MAY ALL YOUR DREAMS COME TRUE!

The 1979 Ye Domesday Booke Staff
Maureen O'Brien smiles as Anne takes some abuse.
Ye Domesday Booke is a chartered student activity of Georgetown University which is funded by the Student Activities Commission, patron contributions, advertisements, and book sales. The writing, layout, and format are the responsibility of the editor and the editorial board and do not necessarily represent the views of the administration, faculty, and/or students, unless specifically stated. The university subscribes to the principle of freedom of expression for its student editors.

Volume 63 of Ye Domesday Booke was printed by the Keller Division of the Herff Jones Company at Gettysburg, Pennsylvania. YDB's Herff Jones representative was Coy Harris of McLean, Virginia. Many thanks to Coy and to plant manager Ray Tait and service representative Joe Hughes.

All printing was done by the offset lithography process. The printing plates were prepared by Herff Jones and utilized a 150-line ellipsoidal dot screen.

The cover design features work by Lynn Cochrane and calligraphy by Marlene Sakaue. The statue of John Carroll is blind embossed with a hand-tooled die originally designed for the 1939 YDB, made by the S.K. Smith Company of Chicago, Illinois. The applied color is silkscreened HJ #23 Silver. The cover material is vibra tex antique blue and the embossed grain is levant.

The senior class portraits were taken by Mark Dante of Menn Studios, Philadelphia, Pennsylvania. Many thanks to Mark and the studio.

The color photography was shot by YDB photographers and processed by Kodak laboratories and Baza Photographic of Maryland. Color film used was Kodachrome 64 rated at ASA 80, thus underexposed by ½ f-stop. All color was reproduced by individually separated transparencies on six four-color plates.

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The basic typeface is Garamond and Garamond italics. Body copy is generally in 10 point, and captions are generally in 8 point. Headlines are either Garamond or Garamond Italic.

The back endsheet was printed in PMS260.

The cover design features work by Lynn Cochrane and calligraphy by Marlene Sakaue. The statue of John Carroll is blind embossed with a hand-tooled die originally designed for the 1939 YDB, made by the S.K. Smith Company of Chicago, Illinois. The applied color is silkscreened HJ #23 Silver. The cover material is vibra tex antique blue and the embossed grain is levant.

The basic typeface is Garamond and Garamond italics. Body copy is generally in 10 point, and captions are generally in 8 point. Headlines are either Garamond or Garamond Italic.

All the black and white photography which appears in the book was taken, developed, and printed by Georgetown students or former students. Some 16,000 frames, including color, were shot before the final selections were made, under the supervision of Bill Corbett. Black and white film used consisted of Tri-X, Plus X, and Pan-X. Prints were made on Kodak Polychrome RC-F paper, usually with polycontrast filters 2 ½, 3, and 4 ½.

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After spending a good part of my life in Nevils basement these past four years, it is hard to believe that my career as a "professional" editor, petty bureaucrat, errand boy, and unpaid janitor is over. But it is indeed all over with the publication of this book and, now that everything is once and for all time finished, it is difficult to put into words the great deal of mixed emotions that I feel. First of all, there is a deep sense of accomplishment and pride in a staff that labored tirelessly to produce this edition. Secondly, there is a strong sense of relief and release from the sometimes overwhelming tensions that come with running a college yearbook. Despite all of the hassles, dilemmas, and occasional traumas, I must admit that there are withdrawal pains, at least for me, that also come with the completion of this Ye Domesday Booke.

You really must be somewhat crazy to become involved with this yearbook. At times you simply feel that what you are doing is worthless and unimportant but I never could fight the urge to come back for more because, in the end, it meant a great deal to me. I learned some valuable lessons here that I would not have learned otherwise. I really won't miss the 5 a.m. layout sessions or garbage food, or the silly arguments over what this book should be like, or the continuous budgetary crises and all of the other various and sundry problems. There was, however, a tremendous amount of sharing that occurred during those dark, dreary nights and happy days, and in stealing every available penny of this campus. (Only kidding, Debbie). Earlier in this book, a now-defunct student activity is defined as an act of love. The definition, it seems to me, is perhaps more appropriate for that which made this book. There was a great deal of love, expressed in strange ways no doubt, involved here. Love not only for a book or a university but for each other in significant ways. And that is what I will miss about this yearbook.

This particular yearbook amazes me. It is the largest book Georgetown has seen in ten years (not to mention the most expensive to produce). It is also the most diverse book that the Hilltop has seen in quite some time. There is, I hope, something for everyone. I realize that not everything in this book will please everyone (even I do not agree with all of the sentiments expressed here) but I do think that the variety in our presentation is something to be pleased about. This diversity is clearly a reflection of a larger and more enthusiastic staff and a vastly greater showing of support from the entire university community.

Through this support we have been able not only to produce a quality yearbook but also to improve our office space and equipment for use in future years. I am also greatly pleased that we were able to initiate a fundraising drive for an endowed scholarship fund. All previous yearbook staff members are being contacted, through the Alumni Fund, to support this very worthwhile cause. The Yearbook Scholarship Fund will help to increase the university's endowment and to provide needed relief for future yearbook staffs.

Many, many people have made this book possible. To thank each one individually would be an insurmountable task. I hope then that all who have contributed in any way to this publication will realize my heartfelt appreciation for their assistance. I am extremely grateful to all of our benefactors, sponsors, patrons, and advertisers for their support, and to all of the members of the staff for their dedicated hours with camera in hand, in the darkroom, in research, in writing, in graphic design, and in doing all of the varied things which made this book happen. We have all worked hard to produce this damned thing and I sincerely hope that you enjoy it now and throughout your life in recalling days gone by.

Some special people deserve my deepest of thanks and I would like to express them here. To Debbie Gottfried, for her kindness, concern, and above all, trust. To Mark Dante, for taking very good care of me. To Father Davis, for keeping my head together and for really caring. To my roommates, Herman, Al, Steve, and Joe, for continuously providing more than friendly diversions, and for putting up with unwashed dishes, perpetual tardiness, and my apologies for their missing out on all the "gourmet" cooking that I promised to do but never quite got around to. To my parents and family, for constant encouragement and love, and for letting me be me.

Marlene Sakaie's talent as Calligrapher is readily demonstrated throughout this book and Lynn Cochrane has done an outstanding job in bringing art back into the book (and into the office as well). Sheila Spencer and Jim Horgan greatly enlarged the coverage of our faculty. Nancy Oakes and Joan McGovern have made enemies out of all of their friends with a "lively" senior section, and Maureen O'Brien and Anne Kurzenberger have done a great job in covering our teams and organizations. Kathy Brown, Chris Losee, and Clare Eatwell took on the compilation of a most difficult features section and they certainly paid for it in agony. The results are truly an accomplishment, and I especially want to thank Kathy for doing more than her share on this entire book, and for sticking it out with us when she really didn't have to.

Kathy Barclay and Jill Moroney have the unfortunate distinction of being the two staff members who unquestionably took the most abuse from this slave driver. My rather crusty editors were quite uncalled for as Kathy and Jill also have the distinction of being the best Business Managers this office has seen in a long, long time.

I remember the evening I asked Bill Cobett to be photography editor for this book. We were both unsure of whether he was up to the task and, in retrospect, he was not only up to it but he far exceeded my expectations and then some. Bill has been a great friend, a creative and extremely dedicated contributor to this book, and I know that he will do a superlative job as editor next year.

Peter Coffin is the genius who brought all of our production into play. We have spent many long hours together and I can not say enough to give due credit for many of the innovations and ideas in this book. Peter is also a great friend for which I am not sure whether he should be thanked or punched. It was he who matched into 303 Ryan four short years ago and announced, "Hey Chair, there's a yearbook meeting tonight. Do you want to go?"

Needless to say, I went.

Haya Saga.

Charlie Leonhardt
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Printed by Herff Jones Yearbooks:
Germantown, Pennsylvania

Senior Photos by Merin Studios:
Philadelphia, Pennsylvania

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Library of Congress Catalog Card #14-12331
alma mater

Sons of Georgetown, Alma Mater,
Swift Potomac's lovely daughter,
Ever watching by the water,
Smiles on us today.

Now her children gather 'round her
Lo, with garlands they have crowned her,
Reverent hands and fond enwound her
With the Blue and Gray.

chorus
Wave her colors ever,
Furl her standard never,
But raise it high,
And proudly cry,
"We're Georgetown's sons forever."

Where Potomac's tide is streaming,
From her spires and steeples beaming
See the grand old banner gleaming
Georgetown's Blue and Gray.

Throned on hills beside the river,
Georgetown sees it flow forever,
Sees the ripples shine and shiver,
Watching night and day,

And each tender breeze upspringing,
Rarest woodland perfumes bringing,
All its fold to fullness flinging,
Flaunts the Blue and Gray.