Ye Domesday Booke
Georgetown University
1980
Volume LXVI
This book just missed being dedicated
to Charlie Leonhardt, Peter Coffin, Jamie
Gudino and Peter Motavalli. Editors
Emeriti, who stuck us all with this mess,
but such is life.
A yearbook's first function is to attempt to depict the year just past. But when a particular yearbook marks the close of one decade and the beginning of another, as this one does, it is sometimes relevant to take some account of what has occurred over those ten years. For Georgetown University, this inventory-taking seemed especially important since the seventies meant sweeping changes for the school and its members. The Georgetown of 1970 and current Georgetown differ greatly. Secondly, the modern Georgetown student who lacks an awareness, much less any understanding of these changes, cannot completely comprehend his current surroundings. This dislocation from one's past is a defining element in the modern conception of alienation. It contributes immeasurably to some students' perceptions of an "impersonal" Georgetown.

To reconnect this school with its past and comprehend the currents which have marked the seventies we studied the theme of change from four separate vantage points selected by four different authors. The accounts turned out to be as much chronicles of those years as interpretations of them simply because there was so much to be learned and explained that was not common knowledge already. We aimed primarily to establish new definitions of a vastly changed Georgetown. The reader will hopefully discover the articles' focus as unique in helping adjust the common view of the university. All the better, we feel, to help us accurately depict Georgetown as it is in 1980.
Remembering the Gentlemen Days-1

It was a good time. They could turn on GTB to hear an away game, a play, the weekly student council meeting or the two senior crazies, Joe and Lou. The spirit of fraternity and pride in school involvement inspired the campus newspaper to feature "sketches" of seniors, student council members and others that "worked tirelessly and silently" for both their class and university. The number of Georgetown students appearing in Who's Who in American Colleges was always front page news. They were fanatical about sports but when they were tired of their boyishness, there were grand social events every weekend with neighborhood women's schools. Everything was positive, almost rosy. In the fifties even a Cold War could not dampen spirits. "The peaceful conversion" of Russia could be guaranteed by the power of the Blessed Virgin's Intercession, sanctioned by the church, of course. Extending the students' desire for an in loco parentis, the student newspaper admonished them at length that new prayerbooks were not to be taken out of Dahlgren Chapel.

To these students, nothing short of war seemed to threaten their secure future. By virtue of their education alone, they were truly part of the nation's elite and it was only a matter of time before they assumed their professional roles.

Thirty years later, a new Georgetown student is evident: one much less secure about the future. Impatient to begin competing for professional jobs that he is uncertain of attaining, his time is divided between classroom concerns and efforts to develop career prospects.

Such a change in student attitudes was dramatic for Georgetown. The Middle States Evaluation of 1968, referring to Georgetown as "pony-league," indicated that Georgetowniana had not yet emerged from its parochial naivete. It was slow to recognize and identify with the realities that concerned the decision-makers downtown. While the "yippies" were smashing windows on Wisconsin Avenue, Georgetown students were bargaining with the administration for the elimination of parietals. Seven years following the nation's first significant civil rights legislation, Georgetown's black enrollment was still under two percent. At a time in the mid-sixties when the nation was beginning to criticize the actions of its government, criticism of the Georgetown system was
quashed. An English professor was fired for publishing statements about the “timidity and fear” found in students and the “inferiority” of lay teachers at Catholic institutions.

The opening of the seventies, however, exposed Georgetown’s complacency to national and secular controversies and it was forced to respond. Al-

“Collectively, students were questioning the pertinence of their environment and what they were being taught in comparison to the issues raging outside Healy gates.”

though few students participated in the many anti-war campaigns that rocked the capital, the campus did house participants of the May Day march in dorms during the spring of 1971 and classes were cancelled. Thus, they could not help but be exposed to the moral issues of the war as well as the new sense of youth that had the confidence to question the ethics and priorities of its elders. Dean Davis referred to this period as a time of “aging” for Georgetown. Collectively, students were questioning the pertinence of their environ-

ment and what they were being taught in compari-
son to the issues raging outside Healy gates.

Indeed, a former professor who taught in the Foreign Service School from 1966 thru 1970 claimed that the program was “irrelevant” for the highly motivated students Georgetown had re-
cruited. He described the education as uniform and “solid” but unimaginative. Students were complacent yet frustrated and often bitter.

The seventies than began a decade of “catch-up” as Georgetown strove to combat what President Henle labeled an “inferiority complex.” Adminis-
trative bulwarks like Henle and the new Foreign Service Dean, Peter Krogh, spoke in terms of the great potential the university possessed for leadership in education, international affairs and Catholicism. The School of Foreign Service took the lead in the hasty modernization which ensued by implementing curriculum changes and plans to hire new faculty and to attract other professionals to the school. The maturation of the SFS was held up as an example to the rest of the university.

Georgetown aimed to shed its “parochial”, “pony-league” image, and bring itself more into the educational mainstream. In order to appeal to a diverse nation as a leading educational institution, Georgetown has to become more diverse itself, by altering its predominantly
white upper middle class male population. Healy gates had to open wider to students from different parts of the country, to non-Catholics, minorities and women. Increasing financial aid was a key to changing the make-up of the student body; even in 1971 seventy-five percent of the high school students accepted did not attend Georgetown because it could not help them adequately with expenses.

Growing pains that survived such changes continue to linger today. The alumni, worried already by the “radicalism” of the early seventies, were disturbed by the potential influences of a more secular student body. The male population was sobered in 1970 by fears that the presence of women might fetter the existing athletic fervour exemplified by the “Animal Cheering Section.” Women in classes and dorms inspired new competition and inhibitions. Dean Davis feared that expansion in general would threaten “the kind of reasonable, personal informality between faculty and student” that he considered a unique characteristic of Georgetown’s past. It is clear that the change in Georgetown’s personality, once introverted, now extroverted, has been accompanied by a sense of vulnerability.

Changes in the economy during the seventies intensified anxieties and played a major role in the evolution of student demands upon the university and upon themselves. A student in 1972 explained the new implication of the “decade of scarcity”: “We must work much harder for what we get and be satisfied with less.” Although students had accepted an education that had prepared them to go to grad school or just enabled them to “cope with people,” inflation and escalating tuition triggered demands for a degree that guaranteed sufficient economic return. Students felt the pressure to have more to show for four years besides a simple degree. It is this competition to appear unequivocally qualified that has sapped present student energies.

Because of prevailing desires to gain pre-professional experience to enhance degrees, and the proliferation of programs designed to expose students to the bureaucratic, professional workings of Washington, Georgetown students have become increasingly occupied with activities and issues unrelated to student organizations. As Georgetown has gained by increased sophistication and worldliness, it has lost in terms of fraternity and commitment to university life. The student body is apathetic toward campus culture because it is distracted by national culture representing “bigger,” more important things.
Students today remain oblivious to Georgetown’s heritage of dedicated student involvement and high level of knowledge of campus affairs. The present lack of awareness concerning campus issues has left students unable to participate even if they wanted to. Student government continues to be meaningless because it is no longer representative. Student organizations which were popular and renowned thirty years ago have dropped out of sight such as the once popular Philodemic Society, or have died as unceremoniously as WGTB did last spring. Other new and underdeveloped organizations such as the Women’s Caucus and various fine arts activities could strengthen diversity at Georgetown but continue to founder from lack of attention. Pleas for volunteers by many students activities have become increasingly pitiful as pre-bureaucrats, pre-lawyers, and pre-meds continue to turn a deaf ear.

Some questions appear pertinent. If the thesis still holds that undergraduate school is and should be considered a crucial period for social growth, should students at Georgetown spurn their college environment? Given there are more opportunities for individual leadership and innovation at the level of student organizations, why are these foregone for pre-professional experiences; the majority of which require spectators, not actors? Is it because future employers value less the campus experience, or because students do?

It seems that whatever forces have conspired to cause student “apathy,” one irony is explicit. Ambitious, talented Georgetown students have put themselves “on hold” for four years, limiting themselves to activities which will increase their marketability — which includes a substantial amount of time spent in the library. Placing a moratorium on their critical judgement, they accept the educational standards of a future employer — making its ambitions their own.

Georgetown has traded one extreme for another. Accused by its past critics of innocence bordering on ignorance of realities beyond its high-rent district, its efforts to become more outward-looking have produced students and programs which have accommodated professional values and left little room for students to pursue what is of value to them individually, free from existing professional norms. The eighties must be a decade of balance if Georgetown ever is to preserve some of the liberal thinking traditions that are part of its past.

— Nancy Walser SFS ’81
Fr. Malcolm Carron, S.J. was Chairman of the Board of Directors at Georgetown at the tail end of the sixties. Today he observes, "I think all the money for scholarships added up to $10,000. You could pay that much out of a shoe box if you wanted."

And most probably that's what they did.

In 1979-80, however, financial aid monies total in the millions. Georgetown also enrolls twice the students it did a decade ago and has attained a national and international reputation, with a competitive admissions ranking among the top two dozen schools in the nation to boot. Naturally, to handle such prosperity slightly more sophisticated machinery is needed than a kindly group of semi-retired Jesuits and government bureaucrats were once able to provide. In those helter-skelter administrative days, a $100,000 budget slip-up or several thousand dollar embezzlement incident was to be avoided if possible, but happened nonetheless.

But in the late sixties something changed. Georgetown began expanding its horizons considerably. In 1971, the university initiated a capital fund-raising campaign aiming for a previously unimaginable sum ($51.3 million) for the liberal arts school. Beginning in 1973, Georgetown undertook major improvements in its Office of Admissions which successfully improved the quality and quantity of students accepted to the school. More students meant more tuition dollars. The university started dealing more closely with Capitol Hill (represented by lobbyists Fr. Collins and Fr. George) to attract government funds for ambitious building projects (e.g. Village A apartments, the fluidized bed coal burner and Henleville). However, it took the rupture of Fr. Edmund G. Ryan's dismissal by then president Robert Henle, S.J. in 1974 to impel the administrative changes necessary to handle Georgetown's substantial growth. Students, faculty and administrators were thrown into an uproar of opposition to Henle's firing of the popular Ryan. A year later Henle was gone, at the behest of the Board of Directors, which embarked upon creating a more professionalized, efficient chain of command.
within the administration.

Finally, this past year Georgetown strengthened its public relations and development offices, sought to more strictly coordinate all three campuses and, for the first time ever, created a vice-presidency for long-range planning. A crack corps of managers now handle the university's affairs, leaving those days of petty cash scholarships and periodic mismanagement just distant memories. If you ask them up on second and third Healy they will assure you Georgetown is the most efficiently managed educational bureaucracy anywhere. Part of that claim is mere braggadocio. But part of it is true, owing to Georgetown's necessarily conservative fiscal outlook and the avid dedication of some key administrators. One of today's administrators' description of Georgetown's administration of ten years ago: "a three ring circus."

Georgetown's corporate growth has been largely a response to the financial demands of the times. These came sharply into focus when the university realized a series of fiscal deficits in the sixties. Fr. Henle's first task, and indeed the purpose of the 1971 capital campaign, was to ameliorate the deficits. Improvements were made through tighter budgetary control, a successful investment program, and by expanding tuition coffers with greater enrollment.

A crucial element in the corporate thrust of Georgetown's organization has been the role of the Board of Directors. The seventies saw the Board strengthen its role considerably, making themselves, as much as the University President, a primary force in policy and administrative decisions. It has led Development office fund-raising campaigns; it was the impetus behind the Doremus report and the effort to promote the University's "image". And it has transformed President Healy's primary function into that of chief University spokesman/fundraiser.

How can the average student measure Georgetown's corporate nature in his everyday life? By contrast. Two personalities, those of our present and preceding presidents, are a good example of this. President Henle evinced a kind of ol' buddy/father-figure image to his students, in the same kind of way a small, private college administrator did. Fr. Healy, on the other hand, is the globe-
trottingest president Georgetown has ever known, fundraising and drawing attention to himself and the school, while remaining an unfamiliar character to the men and women of Georgetown's student body. Another contrast might be found at the registrar's office: the "I am here" card. Non-existent six years ago, today students are presumably non-existent until they key-punch into the bureaucracy. Indeed, the panoply of purchase requisitions, registration slips, diploma order forms, add-drop slips with their myriad copies, and other assorted scraps of Georgetown's red tape remind us constantly of the increasing corporate sway. And last but not least, the now infamous Doremus report has insured that Georgetown will be a better packaged advertising product than ever before. Today students can learn as much about their school in the national and local press and on T.V. as from their own experiences.

But while Georgetown today has become considerably 'corporatized' over the past decade, it still has a long way to catch up with the monolithic, depersonalized systems which characterize a Columbia University or a Harvard. In some ways, Georgetown strives against the times and its own inertia to retain a smallish outlook. The president's and deans' offices, while more crowded than before, are still remarkably free and open to students. And because we have no immense graduate school burdening us (though this may alter in the future), classes are still taught by professors and not their assistants. Furthermore, a student might expect to be familiar with most everyone in his or her graduating class upon graduation.

Unfortunately, small does not automatically translate into personalized. Fr. Freeze emphasizes that a university is an attitude; the corporate line that has been drawn and the administrative changes that have been made have been bolstered by student attitudes. Students attend colleges and universities these days with an eye more specifically trained to catering to the job market than they did ten or fifteen years ago. They do not care much for the university and might best be described as "contracting" with the school for a four year certificate. Students seem to have abandoned any idea of a university as a place to experiment and test ideas. As Charles Deacon, Director of Undergraduate Admissions, commented, "students come solely to take and then leave without giving anything in return."

Can Georgetown mitigate this shift? Should it? Georgetown's unique traditions as a Jesuit liberal arts college would seem to indicate that it will attempt to at least temper the corporate with the educational. But any shift in emphasis, if it is to come at all and if it is to last, will have to include some necessary changes in the students themselves.

- Kevin Greene CAS '81
Remembering the Gentlemen Days - II

Why is it, I wonder, that any place we have known and loved, that any institution which has affected our lives is seldom allowed in our imagination to change and put on the trappings of today. We change. Oh, so often! Oh, so constantly! We know we are not exactly what we once were. Any mirror will tell us even if our best friend won't. But in the face of our change we often see the college where we went as somehow unchanging — frozen in a time capsule and fixed outside time by our nostalgic memories.

Georgetown has changed during the past forty years. I am sure it changed in the forty years before that. Perhaps the last forty years have seen more rapid changes but then, one hears, all things seem to move more rapidly these days than they once did.

"How then has Georgetown changed?" one asks, "How are its students different now than then?" The questioner may be an alumnus, crusty with the wisdom of the world, who is sure that things (the reading, the discipline and the curriculum) and students have changed or, if they haven't, should or if things have, students should not or, better, things should not, because after all "my" generation had an education which "I" now "appreciate." The questioner may be a nostalgia buff, who revels in the old days which are no longer around and therefore may be safely — and selectively — cherished. The questioner may be a student of today hunting roots, seeking to understand himself through knowing a kind of kinship with his young predecessors who are no longer young. "Did I come from somewhere or was it always like this?"

Well, it wasn't always like this. It was not better then nor was it necessarily worse. It was different, that's all. To illustrate, let's try to span the forty years 1940-1980 by considering three items present to Georgetown then and still present to Georgetown today and see if the consideration casts light on change and difference.

There is the Wall.
There is the Coat-and-Tie.
There is the Required Curriculum.
In 1941, when I first came to Georgetown, the campus on 37th street was real visible. In the center, the two stretches of it were clamped together at night by closed iron gates. At the far end toward the river where the library now stands the wall crumbled and weeds and wild trees formed a corner where the wall itself was lacking. Nonetheless the wall was a barrier against the stranger, a protection for the campus, a boundary beyond which the student did not venture except at appropriate hours or at inappropriate hours, with appropriate permission. At later hours it was there to be scaled or circumnavigated through the bushes at the far end — still a climb — by delinquent students returning from town and seeking to avoid sharp-eyed Prefects of Discipline who in their night-hiding black robes were not unknown to patrol the boundary between town and campus.

Today the wall still stands but neither as barrier against nor boundary for. The crumbled end and the wild trees are gone from the river-end. Stairs always open rise from 37th Street past the library and on to the campus. The center gate is gone. The wall still standing has become invisible. Students live on both sides of the wall. There is a steady flow of traffic. It is as if the university feels itself open to all comings and goings. It is more open to discussion and dissent than it was in 1941. Now the stranger enters more easily, more readily. He speaks more frequently in different tongues. His message need not be a recognizable or even an acceptable one.

The coat-and-tie, the dress code, symbolized a certain clear order. There was a time to study and one was checked in one's room periodically to see that this time was fulfilled. There was a time to rise, checked by the corridor Prefect, and a time to retire, checked by the same individual. Class attendance and mass attendance were expected, indeed clearly encouraged and specifically checked. It was an ordered world or at least one in which order was visibly imposed even as the wall made a barrier and a boundary.

Georgetown students then entered the sixties as always in coat-and-tie. They left them in blue jeans and T-shirts, male and female, as God created them, to the sounds of protest songs and noise.

Whenever the dramatic demise of the coat-and-tie occurred (I believe that in 1966 or 1967 the faculty senate laboriously debated the teachers' role in the enforcement of the regulations, and saw it as not their role to play), the disappearance of the coat-and-tie was certainly not a cause in the change in the order but rather, I think, a companion piece. Georgetown, as most institutions of its time, was undergoing change. Its students were not like those of the forties and fifties although they were the children of the students of the forties and perhaps fifties. They stood in their tattered jeans, protested for peace, gave out wilting daisies and used the language of the day. Not all did this but even those who did not were touched by those who did.

Styles and attitudes have changed since then. Two years ago — perhaps three — coats-and-ties, dresses and skirts came back, seemingly risen from a presumed
grave. It was freshman week 1978, I think, when I first noticed the change. The women on my corridor appeared in skirts — pastel, summer light — for a freshman orientation dance. The freshmen meeting with the Dean and his staff was marked by coat-and-tie and skirts. The old order passes and the new passes too! The newest order is invisible like the wall but is more present.

The third item present at Georgetown then and still today is requirements in the curriculum. How few there are in any of the schools compared to those faced in 1941 by eager short-haired students! Still there is English — half as much, Philosophy and Theology — quarter as much of each, math/science — half as much. Gone are general requirements in History, in modern language. Apparent are requirements in the social sciences. Choice is there where there was little before. Majors and areas of concentration seem to fracture what was once a very unified educational pattern and structure. The counter-balance to early specialization and to the limiting of one's horizons is not so evident, not so clearly marked. And yet choice is not always used creatively. The generation of the late seventies and of these eighties has new pressures. Students limit their own choices to more and more of what they already know or what they feel the world after college expects rather than risk the new or the unexpected. Too often its members seem to work neither for the education nor even for the degree but for achievement indicated by grades, for admission to the next educational institution and for the job. The self seems to loom large and the windows of the soul are all mirrors. A new wall is built, a new order imposed.

And yet one hopes — and knows it to be true at Georgetown — many scale the new wall as others did the old. Many wear the coat-and-tie or skirt freely as needed clothing not as uniform and badge of servitude. And yet one hopes — and knows it to be true at Georgetown — many scale the new wall.

Across the years from 1940 to 1980, there have always been moments of change, times of difference at Georgetown — for it is an institution dedicated to the young by the work and study of those who are older.

Consider the Wall.
Consider the Coat-and-Tie.
Consider the Requirements.
There is always change.

— Fr. Royden B. Davis, S.J.
The Hilltop's Ongoing Facelift

Take a close look at the urban campus within which you are working, laughing, and living. Try to capture in your mind's eye the way Georgetown appears now, because it's not going to look like this much longer. As it has been doing for the past ten years, the University will undergo a considerable amount of construction in the next decade, reconfiguring the campus and "greening" rather than "graying" it.

During the '70's Georgetown witnessed more changes than perhaps in any comparable time-span in its history. In addition to a rising academic reputation, the improvement of the basketball team, two new apartment complexes, and an expansive new field house have re-oriented student life increasingly towards on-campus activities. But the greatest change has occurred in the school's student body: twice the number of students that attended Georgetown in 1970 attend in 1980. Furthermore, these students chose Georgetown not only from among competing catholic schools, but from among the very best academic institutions in the nation.

In order for Georgetown to compete with these better schools in terms of facilities, the physical make-up of the University needed (and needs!) commensurate change and improvement. Emotional lobbying and court challenges from the local Citizens Association of Georgetown insured that University Architect Dean Price, Fr. Fitzgerald, President Henle and their committee would have to work within the existing confines of campus property. What is the definition for expanding physical resources on a fixed slice of land? — reconfiguration. The University could not expand, explains architect Price, so it has merely been reconfigured. In concrete terms, reconfiguration has meant that a student dorm (Village A) squats where tennis courts and an open view once were, and a multi-level Rec-plex lies mostly underground with a football field and quarter mile track for a roof. Innovations for the future also include underground parking and a partially-buried Intercultural Center.

Second, funding for construction is limited for our private university. Along with a successful capital...
fundraising campaign, Georgetown's administration has made ends meet by procuring federal funds. These have paid for housing in Henleville and Village A, an innovative coal-burning plant and the Intercultural Center. The changes thus far have made impressive additions, and the University's Master Plan calls for more.

Slowly but surely, the reconfiguration is being implemented around us. Even as serious-minded, almost grim undergraduates step around construction holes and close their windows and their ears to the insistent drilling in their backyards, it is doubtful that the present Georgetown students fully appreciate what is going on around them. The construction of necessary physical improvements is, of course, a hindrance to many of us. On as small a campus as this, workmen can hardly proceed unnoticed or avoid the normal ebb and flow of everyday student life. Because of this, when conversation turns to the recent improvements, attitudes are surprisingly negative. Why, concerning Village A, do so many students bemoan the loss of tennis courts rather than cheer the prospect of 504 more of their classmates living on campus? Many are complaining that our campus is becoming an urban jungle of concrete. Long-term plans, however, actually envision more open green space than we have at present—approximately five more acres, in fact.

The school will not buy these five acres. Rather, the New South parking lot will be moved underground with the asphalt covered by a green athletic field. The primary access to the University will be from Canal Road, while Healy gates will be used only as a VIP and "horse and buggy" entrance. The cold facade of Village A will be softened by climbing wisteria and extensive landscaping around and within the apartment complex.

For those who were quite comfortable with Georgetown "the way it was," these changes are happening all too quickly and at the expense, it is feared, of the school itself. Amazingly, however, few Hoyas of the Class of '83 seem to perceive Georgetown any differently than do most recent alumni from the Class of '79—despite such obvious changes as Yates and Village A. Perhaps it is the eclectic nature of the University community itself, reflected in its buildings, that permits the smooth introduction of new currents while retaining the Georgetown of old.
While the older and charming Copley, White-Gravenor and Healy buildings do connote "Georgetown" to many people, the newer additions may represent the school for a more recent generation. Although singularly unique, Village A, Heneville and the forthcoming Intercultural Center (which will boast a roof of solar panels) are all linked by similar red brick construction material. Together they connote the '70's and the physical changes brought to the school in this era.

What does the future hold? Those who are threatening to pull out their hair if they are awakened by one more crane may want to buy a wig, because it looks as though construction will become as much a part of this campus as Healy lawn. What the Master Plan provides for the next decade and beyond is a continuation of the physical upgrading. The next item on the agenda, scheduled to be started during the summer, is the Intercultural Center. After that, plans are hazy since the building projects are determined by the availability of money for construction. Before long, however, Georgetown University will probably boast one more student dorm (Village B, to be built on the lot outside Healy gates), a Student Center (tentatively slated for the current site of the O'Gara building), and the previously mentioned underground parking. The Metro may serve the University at the new Canal Road entrance. There are also plans to reconstruct Nevils "from the inside" to provide new dorm space, and the athletic department is trying to drum up support for a new convocation center to host basketball games and other teams and events currently confined to decaying McDonough Arena.

As hard as it may be for the current undergrads to think that far in the future — or think at all because of the construction noise! — the Georgetown of tomorrow will be a far cry from the one in which we are working, laughing and living now. We are witnessing one of the most crucial periods of growth for our school. In fact, this period may be crucial to its very survival. Perhaps the changes may be easier to appreciate if considered in that sense. Come back in ten years and see what happened!

-Michelle McCarthy CAS '81
And let's be red with mirth.
- Shakespeare
Stop and consider! Life is but a day.

- Keats
How bravely Autumn paints upon the sky
The gorgeous fame of Summer which is fled!
— Hood
Books cannot always please, however good; 
Minds are too ever craving for there food 
- Crabbe
Laughter is not at all a bad beginning for a friendship
- Oscar Wilde
Friendship is a sheltering tree.

- Coleridge
Being dry.
Sit, idly sipping here
My beer.
— George Arnold
President's Cabinet

Standing left to right:

Wesley J. Christenson
Burton Sonenstein
William A. Miller

Seated left to right:

James P. Reed
Lawrence J. MacDden, S.J.
J. Donald Freeze, S.J.

Director of Public Relations
Vice President for Planning
Vice President for Administration and Facilities
Executive Director of the Alumni Association
Director of Campus Ministries
Provost
Jesuit Community

Royden B. Davis, S.J.
Dean of the College of Arts and Sciences
Ronald L. Smith  
Dean of the School of Business Administration

James E. Alatis  
Dean of the School of Languages and Linguistics
Rose A. McGarrity
Acting Dean of the School of Nursing

Peter F. Krogh
Dean of the School of Foreign Service
What do you feel is unique about Georgetown?

Two things are unique about GUNS: the students and the curriculum.

The students comprise a group with diverse backgrounds, socially and culturally, who have wide varieties of experiences — some in other professions or personal life experiences, and who possess an energy for life as evidenced by the many individual and group projects which they conduct. They are a challenging group and very rewarding to work with.

The curriculum stands out as unique for its development and implementation of the Self-Care Concept of Nursing, as well as the sequence of development of the nurse generalist. The study begins with a health focus and simple nursing problems on which to build and progresses to more complex nursing problems of individuals and groups. The core curriculum is essentially the same for all students until the senior practicum semester. This is especially exciting because of the clinical placements offered. In addition to the traditional role of nurses, clinicals have been developed to include the expanding roles in such settings as Outpatient Clinics and H.M.O.s, while student initiative and interest have been responsible for the development of experiences in Appalachia and England.

If you had to choose one course at Georgetown that every student was required to take, what would it be, and why?

Life presents so many puzzling aspects, student interests are so varied and so many profitable courses are currently being offered that it is literally impossible to select the one course that every student should take. I would prefer, instead, to identify a type of course which students should be encouraged to take. These courses, although drawn from the various disciplines, have one thing in common — they lead the student to ponder the broad and perennial issues of life. In that sense we are fortunate that Georgetown offers a rich variety of that type of course.
Marian Korczowski
Nursing

What is the most important impression that you try to leave with your students? Why?

The impression I desire to leave with my students is the example of an inquiring mind; because it is through such an inquiring mind that we continually grow in wisdom and reach out to others in a positive way.

Jules Davids
History

What is the most important impression that you try to leave with your students? Why?

My foremost priority at Georgetown is teaching. What is most important to me is to stimulate and challenge students in their search for knowledge, especially as this relates to American History and Diplomacy, and Technology and American foreign policy. It is a constant joy to awaken the curiosity of students, to observe their growth from the beginning of the academic year to the end, and to cultivate their enthusiasm for the study of History in all its dimensions. The impression I try to cultivate is a love of learning, and a striving for excellence. I cannot say I always succeed in attaining these goals, but they are the ones I seek to achieve.
David Lehigh
Economics

What is the most important impression that you try to leave with your students? Why?

I hope that somewhere along the way I've impressed on my students the value of a liberal education. Economics, while it does yield significant insights to present conditions, is severely limited in many respects. Concentrating on economics, indeed, any field, to the exclusion of all others gives one a biased and incorrect view of the world. We need more competent trained minds, not mere technicians. The trick is to expand on the training received here. "Pons aut baculim, aut immensus juscit."
David Suarez-Torres
Spanish

What is the most important impression you try to leave with your students? Why?

Since my first contact with the academic community, I discovered how widespread is the "Black Legend" of Spain in the U.S.A. From that moment, I have made a point to clarify some of the more common misrepresentations of Spain and its culture. Besides that, I am firmly convinced that, in order to successfully complete a meaningful academic degree in a language, the student has to have some respect and admiration for the people and the culture he/she is studying.

David Robinson
Biology

What is the most important impression you try to leave with your students? Why?

There are no simple answers to even the most apparently simple questions, and natural science has about it a power, a beauty and a creative character that make it quite irresistible. This, in order that none of my students shall ever be like the U.S. Senator, who, on being told that the energy crisis involved fundamental problems deriving from Newron's Laws, was heard to say "No problem, we'll just repeal them."
Hubert Cloke

What is the most important impression that you try to leave with your students? Why?

Despite the various motives attributed to people who teach for a living, teaching keeps one in school long enough to learn what school is for. As a student I grew up without questioning my assumption that education was the tidy affair we associate with the solidity of university buildings, libraries, diplomas, and what seemed the effortless mastery of professors. An education was something achieved; the model was static. My years of teaching have taught me the reality of change, that I change and those changes affect the way I think, and what I think, and what and how I read. I now value less what I learned than the habit of learning. I realize my students will grow in my course only if they learn in the process to educate themselves, measuring their growth not in books read or information stored, (most of which they will forget), but in the strengthening of the habits of reading or asking and answering questions. Education is habit-forming.
Dorothy Brown
History

What do you feel is unique about Georgetown? Why?

Georgetown's strength and distinctiveness grows from many sources; the original vision of John Carroll, the continuing commitment of its Jesuits and faculty (Where else do the Provost and Deans choose to live on dormitory corridors?), diversity of its programs, the excellence and rich international character of its students, the opportunities for research and service and participation in the life of the Capital. Like all institutions, it is more than the sum of its parts. Essentially, when Georgetown is at its best, it is a community that is generous, committed and caring.

Elgia Glassman
Italian

What do you feel is unique about Georgetown? Why?

There are many things at Georgetown that are unique. The first is that it really looks like a center of learning and reflection even though it is in the heart of a large city. The second is that its atmosphere is one of respect for and encouragement of the life of the mind, and this atmosphere is independent of its campus and its architecture. The third is that, while supporting the highest traditions of inquiry and analysis, Georgetown endorses the concept of "Mens sana in corpore sano," so that the balance wheels of sports, activities, recreation, social and cultural interests keep turning in harmony with scholarship. The fourth is a sense of common purpose and good fellowship that colors relationships among members of the University community. And the fifth, which embraces all the others, is a sense of being part of a unique University, something communicated to us perhaps even more by those who observe it from outside than by our fellow students and teachers at Georgetown.
What is the most important impression that you try to leave with your students? Why?

I try (and indeed I feel I succeed in most cases) to leave the student with a thorough knowledge of the subject areas, as well as the recognition of the absolute need of combining the moral and ethical values necessary for a truly successful career — in any field.

Also, I try to persuade the student to develop and nurture an interest in the arts, literature, etc. One doesn't discuss business all the time!

What is the most important impression you try to leave with your students?

I attempt to convey the importance of: 1) recognizing that learning is the object or goal of education and not grades. We must realize that grades do not truly measure knowledge. The true measure is in its use in the future; 2) maximizing oneself — taking advantage of any and all opportunities; "be all that you can be." We must instill a desire and confidence that will aid a student as a person in life; 3) knowledge that education can take place in any arena, so be prepared. Many students close their minds to the activities and situations outside of class, and this is not taking advantage of opportunities.
Karl Cerny
Government

What direction should academics at Georgetown take?

In my thirty years at Georgetown I have been witness to the University's ever-increasing improvement as a high quality educational institution. We rightly pride ourselves on being an excellent teaching institution and we have been most fortunate in attracting dedicated teachers. Truly outstanding teachers, however, must also have the opportunity to pursue scholarship and to publish. To be sure, Georgetown has had its share of publishing scholars. But it needs more such scholars in its continuing effort to improve. And to attract such scholars and to encourage them to pursue research, the University must do its part. It must tackle the problem of reducing teaching loads, it must improve facilities and services for the preparation of manuscripts. These are the tasks for the decade of the eighties. Given the record of progress that I have been witness to, I have every reason to be confident that Georgetown will meet the challenge.

Paul Betz
English

What is the most important impression that you try to leave with your students? Why?

In the midst of the many useful but often arbitrary formulae, distinctions and categories involved in college studies, I hope that our students will hold to a clear vision of "the unity of all," unenslaved by the false secondary power, by which in weakness, we create distinctions, then deem that our puny boundaries are things which we perceive, and not which we have made.

Wordsworth, The Prelude
What is the most important impression that you try to leave with your students? Why?

In my classes, I try to provide an atmosphere that will create an environment in which creativity can develop. I strive to teach the student that the making of art is an organic, on-going life process and one of the few disciplines that requires the student to create the problem as well as the solution. The process involves the student in a subjective mode; while at the same time, remaining critically objective. This combination of creative problem solving and the development of a critical faculty is the long term lesson I would like to accomplish. The hope is that the student will eventually apply these techniques to his/her chosen profession.
George Houston
Business Administration

What do you feel is unique about Georgetown? Why?

The Georgetown student body, in my opinion, is extremely competitive and yet compassionate. I think this is one of the unique features of the Georgetown undergraduate. Our students combine the very best in an academically competitive institution and yet they are still concerned about their colleagues in a very compassionate sense. I have had the opportunity to witness, on a number of occasions, students taking the time to assist other students. This is not a common trait among academically competitive institutions. It is one that I hope Georgetown will continue to support and foster.

Henry Briefs
Economics

If you had to choose one course at Georgetown that every student was required to take, what would it be? Why?

An impossible dream, but conceptually, if one could mobilize, recruit, choose appropriate teams of professors committed to a shared vision, it would be a four-semester sequence in American History: economic, political, social, intellectual, cultural, and religious. Educated wise persons know the sources of their premises.
If you had to choose one course at Georgetown that every student was required to take, what would it be? Why?

Every student should be required to take at least one of the five courses I offer in the College of Arts and Sciences otherwise a gaping hole or bar sinister (take your choice) would forever blemish their scholastic escutcheon.

Who, by the way, thought up these questions anyway? Number four is a pip — Do you really think some faculty member will reply, “No — my goals and those of the University are diametrically opposed!” Not unless they are anticipating early retirement or are suffering from a momentary lapse into insanity.

Are you and the Administration working towards the same goals?

Not too often. In recent years the administration has become too concerned with public relations, with our “prestige” image, and has stressed uncritically our geographic proximity to — and our vicarious identification with — the political power of America’s elite. Recent undergraduate catalogs seem willing to exploit youthful anxiety about “careers” and to assume that our major purpose is to produce skilled technocrats for corporate capitalism. However, many individual administrators have demonstrated their commitment to a Catholic (and Jesuit) intellectual tradition. I support their effort to submit to a critical and rigorous examination the values and ideas which have shaped our past and may influence our future. A vocational institute trains people for careers; as a university we should provide an education which will become an integral part of our students’ lives.
What is unique about Georgetown?

At Georgetown University, a Liberal Arts education is not just catalog rhetoric. Here, you find it in all courses you take, even in those in which you would not expect to encounter it. Just consider Statistics: besides Standard Deviations and Regression Coefficients, you certainly learned a lot about yourself, broadened your understanding of others, and discovered the roots through which even this technical subject draws from our Judeo-Christian foundation. In the end, not the formulas that you retain will make the difference, but the person you became in the process!

Allen Tucker
Business Administration

What do you feel is unique about Georgetown?

I think that Georgetown’s uniqueness lies in its ability to successfully mix academic quality with the development of personal and professional values. Its spiritual and intellectual traditions are unmatched in the Washington, DC area. The greatest challenge, I believe, that Georgetown faces for the 80’s will be its ability to continually refresh its academic programs in spite of the fiscal constraints that may occur from declining university-aged populations. In particular, I feel that the tenure system has become obsolete and should be replaced by a more effective method for ensuring faculty excellence, and that more incentives should be provided for the development of new interdisciplinary major programs.
In what respect do you think Georgetown should grow?

When Gertrude Stein told the young Ernest Hemingway that he and his contemporaries were a "lost generation," he responded with a passage from Ecclesiastes:

One generation passeth away, and another generation cometh; but the earth abideth forever . . . The sun also ariseth, and the sun goeth down, and hasteth to the place where he arose . . . The wind goeth toward the south, and turneth about unto the north; it whirleth about continually, and the wind returneth again according to his circuits . . . All the rivers run into the sea; yet the sea is not full; unto the place from whence the rivers come, thither they return again.

It is the dilemma of our time, a dilemma faced every day in this university, that the promise of Ecclesiastes leaves room for both hope and despair.
Thomas Helde
History
In what respect do you think Georgetown should grow?
Through its five undergraduate colleges, and its graduate and professional schools, Georgetown has over the years built an educational program of variety and quality. It is important that Georgetown continue to grow in academic strength, but for the present, at least, this growth should be qualitative more than quantitative. In the process of maintaining our present strengths, I would hope, also, that the non-academic bureaucracy could develop in efficiency and responsiveness to students and faculty needs.

Richard Bates
Chemistry
In what respect do you think Georgetown should grow?
Georgetown should grow by placing increased emphasis on graduate education so that the University can take advantage of its current momentum and take its place as a leading university in the world. This should be accomplished by encouraging sound programs in basic disciplines with scholarly achievement as the goal, not by stimulating a series of gimmicky programs designed to capitalize on the fad of the moment.
If you had to choose one course at Georgetown that every student was required to take, what would it be? Why?

Education at Georgetown should stress the analysis of structures which significantly condition our values and freedom of action. Today unemployment, inflation, and dollar depreciation are making students, faculty, administrators — and even Jesuits — more aware of their limits to pursue diverse goals. Hard decisions and conflicts are inevitable. The study of Economics helps us understand the systemic causes of inflation, unemployment, and exchange rates which so forcefully affect our lives. Economics is important not because it is intellectually enjoyable or mathematically rigorous. Economics is important because it brings us close to the fundamental problems of policy and decision-making. For this reason, Economics should have a central place in Georgetown's curriculum.

What do you feel is unique about Georgetown? Why?

Perhaps the most unique thing about Georgetown is its international character. This is clearly reflected in the makeup of the faculty, students, departments, schools, and course offerings at the University. This is the direction Georgetown has emphasized in the past — and one which will carry it through the turbulent times ahead.
What do you feel is unique about Georgetown?

Georgetown is seriously trying to become a good, Catholic university in a pluralistic society. To be a constructive part of the modern society the university must establish its identity with considerable clarity, for pluralism assumes the existence of different and lively personalities of men, women, and communities that compose the society. While being sensitive, friendly, and open to other social forces, the university must resist homogenizing tendencies, pressure groups and fads that are constantly generated by somewhat simplistic but often vociferous interpreters of pluralism. How to be true to oneself, a Catholic institution of higher learning, while being fully of the modern American society is a fascinating challenge.
Walter Giles  
Government

What is the most important impression that you try to leave with your students? Why?

While I do not purposely strive to leave any particular "impression" with my students, I would hope that it is the quality of my instruction which will be the legacy of their experience with me. In the discharge of my professional teaching responsibilities I seek consciously to set standards of academic excellence in all of my courses, and I personally work very hard to achieve those standards. If there is anything which is distinctive about undergraduate education at Georgetown surely it must be the academic reputation of the various programs. When my students express the opinion, even years after their graduation from the Hilltop, that the quality of my instruction contributed to the academic reputation of this University — a University of which they are a permanent part — then it is precisely that kind of "impression" with which I hope to be identified and remembered by them.

George Chapman  
Biology

What is the most important impression that you try to leave with your students?

The most important impression that I try to leave with my students is that the subject in which one specializes, or to which one devotes his professional life, ought to be interesting, fun and exciting to him. It is only when this is true that a person can be maximally happy with his professional life and derive the maximum benefit from it while contributing the maximum to it.
What direction should academics at Georgetown take?

My subject is the educated imagination, and education is something that effects the whole person, not bits and pieces of him. It doesn't just train the mind; it's a social and moral development too . . . No mentally healthy man wants to be a parasite, he wants to feel he has some function, something to contribute to the world, something that would make the world poorer if he weren't in it. But as soon as that notion dawns in the mind, the world we live in and the world we want to live in become different worlds. One is around us, the other is a vision inside our minds, born and fostered by the imagination, yet real enough for us to try to make the world we see conform to its shape.

Northrop Frye, *The Educated Imagination*

Georgetown inhabits two "real" worlds: the city of Washington and the federal city. Thus situated, Georgetown affords its students unique opportunities to relate their education to the pressing problems of urban life and to the international significance of our democratic institutions. I hope that we will continue our efforts to discover the responsibilities as well as the opportunities that attend a liberal arts education. We should deepen our inquiry into the goal of humanistic education in our time: to envision our contribution to society, to imagine how we will use what we learn in the service of others.
Joseph Zrinyi, S.J.
Economics

What direction should academics at Georgetown take?

Being a product of Jesuit education I believe that more attention should be given to Classics and Philosophy at Georgetown, particularly to Logic and Metaphysics. A Jesuit-educated person should acquire first and foremost a habit of clear thinking. There is no substitute for that.

Lutz Leopold
Physics

What is the most important impression that you try to leave with your students? Why?

Throughout the life of a student there are many ups and downs. It is only with enthusiasm that the downs are bearable and the ups enjoyable. The first goal of any teacher must therefore be to convey this feeling throughout any course taught. In addition, it is always worthwhile to accentuate that our knowledge of nature is quite limited and that a member of the class might well contribute greatly within the span of only a few years. Finally, it has always been important to me to impart to the students the idea that science is not just a matter of nuts, bolts, lever arms, etc. but it can, and should be, a matter of very human and humane aspirations.
If you had to choose one course at Georgetown that every student was required to take, what would it be and why?

I would strongly recommend that every student be required to take a course in statistics. We require English to insure literacy. Statistics are used in the modern world to sway people, just as good writing was used in previous times. No person is educated unless he/she understands how to evaluate whether data are real or contrived.
Pierre Maubrey
French

What do you feel is unique about Georgetown? Why?

Georgetown is unique in the fact that it is a private university which enables it to act of its own accord. Unlike state universities which are governed by various rules and regulations, private universities have freedom in choosing to run their school as they see fit.

Being a private university, Georgetown may allow its faculty much freedom in the way they educate their students. This is important for the students because it gives them a wide range of educational opportunities, and also for the faculty because it allows them creativity in their teaching.

Bruce Douglass
Government

In what respect do you think Georgetown needs or should grow?

Georgetown is in many respects an outstanding institution. I am particularly impressed by the quality of the undergraduate students.

My principle regret about the educational program here is that there are so few undergraduate opportunities for what used to be characterized as the “intensive” learning experience. By that I mean principally seminars of no more than 15 students, where students read widely, think independently, and develop their articulation skills. While I think I understand why, as a practical matter, we have so many large, lecture-oriented courses, I do not believe that a consistent diet of this kind of course results in a quality education, no matter how good the lecturing.

My proposal would be that every student should be required to take at least one advanced seminar in his or her major.
In what respect do you think Georgetown needs or should grow?

I would think that Georgetown in order to continue to be a first-rate university needs to grow more in the direction of "people-oriented" science and technology; that is, arts and sciences in the public interest, medicine and law in the public interest, etc.
Theresa Valiga
Nursing

What is the most important impression that you try to leave with your students? Why?

I think one of the most significant contributions a faculty member can make to the development of her/his students is to help them increase their awareness of themselves — their strengths and the areas in which they need help and support. Part of this process of self-awareness for nursing students includes, I think, an affirmation of their commitment to the challenge that is professional nursing practice and a clarification of their own responsibility for personal success and continued development. As a teacher, then, I try to impress upon my students that they are growing, ever-evolving individuals who can help others significantly only if they know themselves and have confidence in themselves and what they have to offer others.

Edward Finn
Physics

What is the most important impression that you try to leave with your students? Why?

Learning can be fun; but learning must be done with an open mind and a questioning attitude. Each person has a best way to learn that must be discovered early and then developed by constant exercise — because learning never stops.
Gunther Ruff
Economics

What is the most important impression that you try to leave with your students? Why?

Above all, I would like to leave with students the understanding that Economics is a highly interesting and wide-ranging field of social studies; but that is not—or should not be—a philosophy of life. To quote Wordsworth:

"Give all thou canst; high Heaven rejects the lore of nicely calculated less or more."

Carol Day
Nursing

What is the most important impression that you try to leave with your students? Why?

There are very few great truths and almost no easy answers, though knowledge-seeking should be a constant and very highly valued skill. To think critically, to question, are essential constituents of life—a process of education: acquisition of knowledge and dynamic assimilation. The University is but a step toward attainment of purposeful living.
John Gavin
English

What is the most important impression that you try to leave with your students? Why?

Trying or not, I hope that it's this: That the text always has far more, and better, to elicit from them than I do. In that light, here's Paul Ricoeur. "Consciousness is not a given but a task. What meaning can we give to this task at the present state of our knowledge about the unconscious? By posing such a question we acquire a knowledge of the unconscious which is not so much a type of knowledge which belongs to analysis as something which belongs to the layman and the philosopher. Our question is the following: What is the meaning of the unconscious for a being whose task is consciousness? This question is related to a second: What is consciousness as a task for a being who is somehow bound to those factors, such as repetition and regression, which the consciousness for the most part represents?" (Consciousness and the Unconscious). Which is to say, I suppose, with Aelred of Rievaulx: "The beginning of love is choice."

Samuel Katz
Economics

What is the most important impression that you try to leave with your students? Why?

I would hope that students would retain from the course work, long after they have forgotten what they had to learn for the final examination, the habit of trying to identify the "right" questions about the problem at hand and of reviewing the costs and benefits of alternate courses of action.
Marie Chatenay
French

What is the most important impression that you try to leave with your students? Why?

The most important impression that I try to leave with my students is that college is the time of their lives to open up as many windows as possible and find out how many fascinating and rewarding intellectual pursuits there are, aside from their chosen field — an opportunity not to miss.

Howard Penniman
Government

What is the most important impression that you try to leave with your students? Why?

I want most to leave my students with an understanding of democratic institutions and how they operate. I particularly want them to take away a sense of American politics. Georgetown students will play an important role in the future management of American affairs. It has been a great opportunity to help in a small way to prepare them for that task.
The Year In Review

JULY Yates Field House, after months of delays, finally opened in late July. AUGUST Georgetown welcomed back 5,536 undergraduate students. 320 disappointed and displaced students did not feel very welcome, however, upon discovering they were to be housed in area motels, including the Imperial 400 in Arlington, after Vice-President for Physical Plant William Miller announced delays of up to four months in the opening of the new Village A apartments. Changes in university administration accompanied changes in the campus' face: Fr. J. Donald Freeze replaced Fr. Aloysius Kelly as Vice-President for Academic Affairs. Saxa Sundries opened in the former Copley basement headquarters of WGTB, and Student Health relocated to St. Mary's. Finally, Georgetown overadmitted incoming students, a tangible sign of the school's increasing popularity and prominence. SEPTEMBER The Village A issue was once again in the spotlight as "refugees" planned a Healy Lawn "sleep-in" protest. Eventually, 125 students were able to move in (the lucky ones into apartments designed for handicapped students!), in spite of the announcement that the complex would not be completed until July, 1980 — 10 months behind schedule. Campus construction would not abate at that point, either: The ground-breaking for the Intercultural Center was scheduled for November, and; Village "B" plans were pending D.C. court approval, and the "go-ahead" from the Citizens Association of Georgetown. GU Med School tuition set new heights at $13,500, and the football team defeated Duquesne 6-0, gaining their second victory. September also saw the arrival of the Dalai Lama at Georgetown to speak in the Hall of Nations, and the passing on of the Rev. Gerard F. Yates, for whom the newly opened field house was named. OCTOBER This month began "in silence," but was ushered out by the hourly chiming of the clock tower — once again in working order! More students moved from Virginia motels to buildings marked W and V in Village A. However, Village A problems were overshadowed this month by complaints from students against G.U. Protective Services: Dr. John Esswein of Student Health criticized GUPS for not providing transportation for an injured student who was found less than 100 feet from O'Gara — GUPS headquarters. Director of GUPS Charles Lamb de-
clared that giving GUPS officers emergency medical training would be “unfeasible.” The “good news” continued as the Financial Aid Director requested budget increases to cover a $222,410 deficit, and a special study group found G.U. Hospital to have an “unacceptable” heart surgery program, characterized by a high rate of deaths in cardiac surgery. Plans for the Intercultural Center were unveiled, displaying an advanced solar energy system, a four-story glass-enclosed gallery and a multi-lingual auditorium. The recently completed coal plant was the test site of a low temperature coal firing process, using high sulfur content coal. Senator Edward Kennedy arrived at Georgetown to address a packed Gaston Hall on the crisis situation in Cambodia.

Personnel changes included the resignation of Dan Altobello, who departed for a position with Marriott, and the University hired James R. Schlesinger, former CIA Director, for a position in the GU “think-tank,” CSIS. October also saw the first practice of the swim team in the Yates Field House. Mstislav Rostropovich, noted conductor, was awarded an Honorary Degree in a Gaston Hall ceremony. The month’s highlight was the arrival of Pope John Paul II, who all of Washington welcomed. At his “Mass on the Mall” he proclaimed; “All human life — from the moment of conception and through all subsequent stages is sacred, because human life is created in the image and likeness of God.”

**NOVEMBER** While the GU Bookstore defended its huge profits, totalling $148,000 in 1979, the Main Campus Finance Committee wanted to hold increases in the Athletic Department and Physical Plant budgets to a maximum of 7% for non-salary increases in 1981. This month also saw the banding together of GU students and their peers from local schools in front of the Iranian Embassy to protest the takeover of the American Embassy in Iran and the capture of 53 American hostages. Former SFS student Sadegh Ghotzbadeh became Foreign Minister of the new revolutionary government in Iran. On campus, the Student Activities Commission unanimously approved a charter for the Gay People of Georgetown, but Associate Dean of Students Bill Schuerman declared that the University would not recognize the group in light of Georgetown’s Catholic ideals. Two weeks later, the SAC reversed its decision to endorse the charter and the Student Senate intervened to turn the matter over to a commission “for further study.”

**DECEMBER** Student Government President Scott Ozmun announced tuition increases of up to $520 for the 1980-81 school year. The long-awaited Star Trek movie opened, and to close the semester, GU bested Maryland by twelve points at the DC Starplex.

**JANUARY** The semester began under the shadow of national and international controversy. President Carter called for the reinstatement of selective service registration for both men and women, as the Soviet Union invaded Afghanistan. A *Hoja* survey concluded that the majority of GU students favored
registration: the debate continued. The MCFC endeared itself to students by endorsing a tuition increase. The Office of Student Affairs reassumed its place in the president's Cabinet as Dean William Stott became Vice-President Stott. In the SFS, Viron P. Vaky, former Assistant Secretary of State for Inter-American Relations, was appointed Associate Dean. In what turned out to be a huge publicity gambit, Senator Edward Kennedy spoke to a Gaston Hall crowd composed of press representatives and Kennedy volunteers, while hundreds of students were left outside. Only a few students managed to see Kennedy give this "major policy address" that criticized the Carter administration's domestic and foreign policies while reaffirming Kennedy's candidacy after his Iowa defeat. The talk, characterized by the media as an address before a standing room only group of "students," received national press coverage. The following day Kennedy wrote to The Hoya to apologize for the discourtesy, and offered to speak to students again at a future date. FEBRUARY General Motors Chairman Thomas Murphy also spoke on campus this month, as part of the Business Week program. Internationally, six Americans escaped from Teheran with the aid of Canadian diplomats; three of the escapees were Georgetown graduates. In sports, John Gregorek and teammates broke the world indoor mile relay record with a time of 3:56.8. The Heart-Attack Hoyas basketball squad came back to tie Boston College in regulation and overtime 97-92; they then proceeded to end Syracuse's 57 game home win streak with a convincing 87-81 triumph in condemned Manley Gymnasium. The month also saw the Winter Olympics taking place in Lake Placid, New York. The U.S. won five gold medals at the games, while spectators were stranded continually by transport snafus. Further problems began to brew for the Olympic organizers as the U.S. initiated a boycott movement of the Moscow Summer Olympics. On campus, Dave Goldwyn and Renita Dixon won a landslide victory in the Student Government elections — which was marred by the lowest voter turnout in SG history. Further, the election was wrapped in controversy when production materials belonging to The Georgetown Voice mysteriously disappeared on the eve of the election. A Student Affairs proposal to house graduate students on campus aroused criticism because it bypassed University policy committees, specifically the Student Life Policy Committee. Former Secretary of Energy James Schlesinger spoke on campus. And the Senior Auction raised an incredible $15,000 for the Senior Week Committee. February ended with the Big East Basketball tournament: Hundreds of fans flocked to Providence for showdowns with St. John's and Syracuse — and the Hoyas came out on top, taking the conference championship. MARCH Midterms kept students busy until Spring Break, when
many flocked to Florida for a temporary tan. Beforehand, the school sent the Basketball team into the NCAA Eastern Regional Semi-Finals with a huge pep rally in the Quad. The Hoyas beat the Maryland Terrapins, 84-61, in a stirring showdown, and convinced their fans that the Final Four was theirs. But a scrapping Iowa team clawed back from a large third-quarter deficit to deflate the Hoyas and their followers, 81-80. APRIL Word spread rapidly on campus when one of the Wisemiller girls, in a moment of apparent delusion, said to a customer, "Comonarounnnd, please." Speaking to a standing room only crowd in Gaston, Soviet dissident Alexander Ginsberg made this telling remark, "In the Soviet Union today, political prisons are the sole free institutions of human learning." The Athletic Department announced that their fiscal 1979 budget might run as much as $200,000 in the red. At the same time, a university committee on athletics listened to vocal "minor" sports participants decry inadequate funding. The Student Life Policy Committee approved a plan to rent University-owned townhouses to undergraduate faculty members. Applications for admission are up 7%; now only 22% of those who apply to G.U. will be offered admission. Lauinger Library celebrated its 10th anniversary by giving the G.U. community a wine and cake party. The Community Action Coalition's Dance Marathon had thirty couples dancing for the Benjamin Banneker Scholarship fund. A daring attempt by American commandos to rescue the hostages from their embassy prison ended tragically in an Iranian desert, with the deaths of seven American soldiers. MAY Metro police arrested fourteen Hoyas in a continuing investigation of Georgetown-area drug networks. The Pub, New South and Harbin were all scenes of arrests. Final Exams gripped the school, but slowly the library crowds thinned and underclassmen departed for the summer. Senior Week officially began with a Sunday-evening boat cruise on the Potomac, followed the next day by the traditional Senior Crawl. Almost 100 groups participated, with many spectators being dragged into the action in the vicinity of the Reiss Hill water slide. The Senior Ball was the highlight of the week as Seniors danced until dawn. Threatening weather relented on Graduation Day, May 25th, as Father Healy graduated the class despite "the barrage of light artillery" from champagne bottles. Alumnus William Clinton, Governor of Arkansas and the youngest state chief executive in the nation, told the Class of 1980: "You have had opportunities that others have not had. You have doors open to you that are closed to others. You have a responsibility to do better than many my age have done in maintaining a devotion to solving public problems throughout your careers."

— Sheila Spencer, Anne Kurzenberger & Chris Losee
Senator George McGovern visited Georgetown in mid-May to assess the world situation and American foreign policy. "For the rest of this century, the most influential world powers are going to be those societies which meet their national defense needs while adapting their economies and energy systems to the post-petroleum era."

Senator Frank Church spoke to a Gaston audience on November 27, 1979 about the SALT II proposals: "The powerful nuclear arsenals of 25 years ago are like corner grocery stores compared to the vast supermarkets of destruction today."
Former U.S. Secretary of Energy James Schlesinger spoke to students on energy and world politics on February 25: "If the Soviets should seize the Middle East oil fields, it would mean the end of the free world as we have known it since 1945."

Former Ambassador to the U.N. Andrew Young addressed a Hall of Nations audience on international politics on February 28: "If the hungry are to be fed, the naked clothed, the sick healed, the ultimate leadership must come from the U.N."

Presidential candidate Edward M. Kennedy came to Gaston twice in 1980. On January 28 he reaffirmed his candidacy and lashed out at President Carter: "If the Vietnam War taught us anything, it is precisely that when we do not debate our foreign policy, we may drift into deeper trouble."
The Breaking Point

Let me say at the outset that this is not an apology; what’s done is done — not that I think what I did was of major importance but I want you to know that I don’t do things like that all the time. Nervous — yes, I have been and am terribly nervous — a quality which, like many others, I have no doubt inherited from Mom, whose neuroses are well known to me. But in general, I consider myself a typical student. The incident which occurred in that classroom several days — or weeks — ago was not my ordinary behavior, and I write this short piece in the attempt to exorcise it forever from my consciousness.

That day started exactly the same as most weekdays. The bells of Healy struck eight. I awoke, prepared dazedly for the coming day, and seemed to wake up again, for real, this time, seated in the second row of my first class.

"Good Morning," said my professor, a nondescript man, clearing his throat. "I hope you have all read the book I assigned last week on the philosophy of Hegel. You may be tested on it."

I half-smiled, for I had read the whole, boring thing. I noticed that most of the other people in class were half-smiling too.

"Today’s lecture will not deal with that topic. We are going to discuss the questions of freedom and morality, and especially the right of free speech."

He lectured the full fifty minutes without a pause, and by the end of class my whole hand ached. This was all right, though, because I knew I would not have to take many notes in the next class.

"Oh," said the professor, "I almost forgot, for our next meeting please read chapters one through seven of the Le Gras textbook, and prepare a written summary of each chapter."

There were several barely audible groans from the far corners of the room, but no protests.

"And," he continued, "Don’t forget about the term paper I assigned last week that’s due in my office tomorrow. That’s all."

I had it all planned out; I was sure that if I had a quick dinner, I could write enough to make it a respectable length. I closed up my notebook, wrung my aching hand, and headed for my next class.

This was Problem of God, and Father S. was already there busily writing assignments on the board. These I copied into my notebook: three books and a short essay to read; along with, of all things, a required TV show. I didn’t really mind this work, because things like God and death and religion are subjects we should all think about. It seemed like a lot of reading, but I guess that’s why we’re here, taking required courses in Theology and Philosophy — otherwise, they might never cross our minds.

Anyway, Father S. began to talk about the reading assignments from last class. I had read them all, but he spoke in a soporific drone and soon, without realizing it, I began to "phase out" of the classroom. Suddenly, there was a tense silence, and I realized I had been called on.

"Yes, you," said the Father, glancing absently down the aisle. "Please tell us about your most embarrassing experience."

I had sworn he meant me, and I began to rack my brains for something to say, but instead his stare fell steadily upon a girl in the back row who was wearing a "Question Authority" button. She turned very red, and then, to my tremendous relief, began her tale. I lapsed back into a quiet reverie which lasted until the end of class. I had it all planned out; I would go home, start writing the paper, then when I was finished with the first draft I’d read the first three chapters of the Le Gras, writing the summaries as I went. Next, I’d start the theology readings. If I was ahead of myself at this point, I could go to Marriott, then back for the second draft. After that, the next four Le Gras chapters, type the paper and finish the theology. Then . . . collapse and sleep, blessed sleep. Even a couple of hours would be all right.

Something flipped on the volume control in my head, and my ears heard Father S. saying "And the test on Thursday will in-
clude an essay on Dr. Fausto's *The Meaning of Life*, which I expect you to know by the next class meeting."

"Good God," I thought. "I can't do it! I can't! The meaning of life by next class — that's five hundred pages, easy! What does he think I am, Evelyn Wood? Good God that's impossible!"

But then I got a grip on myself. No one else had complained, so why shouldn't I be able to do it. So much for dinner — it would probably be inedible anyway, and maybe my roommate could bring me back a sandwich. Spend a little less time with the *Le Gras*, lose a little more sleep, and I could do it.

I was even a little mad at myself for getting annoyed at the workload. After all, Georgetown is rated in Barron's top twenty, and the profs here know what they're doing. And, as my parents keep telling me, I'm getting the best education money can buy. I closed up my notebook and walked to the next class. I could hack it, even if I had to write only one draft of the paper. Upon arriving, I sat down in the middle of the classroom and opened my notebook. This was a turk — with a name like "Human Emotional Development," how could it be anything else. But the assignments could be really weird — like that essay we had to write about a significant sexual experience, real or imaginary. I had to think about that one. Then, there was the paper on our most meaningful experience. I got Bill's paper from last year to help me with that. He's from New Canaan and has had lots of experiences. I wondered what new weirdness would be in store for us today. Maybe, I thought, I should cut the class and start my homework, but this was quickly made impossible as the professor, an intense, smallish woman walked into the room and began speaking.

"Good morning class. Today we will begin a new section for the course in which we will become directly involved in the study of people and the wellsprings of their emotional expression."

"When I awoke, in a clean white bed... I had no recollection of the incident... But life goes on and I will just have to drop the Human Emotions course and get my profs to accept my papers late with the doctor's note."

"It is not sufficient merely to read this material from the literature, or to rely on recollection of past experiences. To learn about the subject properly, there is no substitute for direct observation and independent thought."

"Therefore your first assignment is to spend an hour observing your roommate in a normal situation."

"No," I thought. I did not have one more hour. "If you do not have a roommate, choose a friend, or even a total stranger."

"I won't do it," I whispered. My heart started to race and the blood rushed past my ears, amplifying the sound of its beating. It was impossible. There was no more time to ration.

"I won't do it," I said. Louder now, but barely audible to me over my heart's pounding. Someone turned to glare at me, then smiled at the girl in the next row.

"And pay attention to sounds, noises, Music, voices..."

"I WON'T DO IT. I WON'T DO IT. I WON'T I WON'T!" I screamed, in a moment of pure anguish. Thoughts raced through my head. I might have been able to get the other things done, but — a whole hour — just sitting and observing? And if she asked me about it in class? Or if I fell asleep? That was it. That made it all impossible.

"I WON'T DO IT DAMMIT!!" I ran from the classroom screaming and made it, they tell me, as far as the corridor to the exit door. When I awoke, in a clean white bed, 48 hours and 2000 milligrams of phenobarbitol later, I had no recollection of the incident, but since then the awful memories have returned. But life goes on and I will just have to drop the Human Emotions course and get my profs to accept my late papers with the doctor's note. Since there's not much to do here, I can finish my readings and catch up with the classes so when I get out of the hospital I won't be too far behind everyone else. And from now on I'm going to plan ahead and make sure I get all the assignments and readings done. After all that's what we're here for — isn't it?"
The Kinks with John Cougar
Cheap Trick
"I'm telling you, Father, TV is the only way to go. Sure, we want radio and maybe some magazine space, but our surveys show that television has the reach and the power to get to the people you want. If you give us the chance, we can make Georgetown a household word.

The old Jesuit scratched his chin, and tried to look thoughtful. From the first he had been leery of hiring an outsider to do the University's first major advertising campaign.

"We have our own Public Relations here at Georgetown, Mr. Schicktanz. Why aren't they capable of handling this kind of uh, campaign. After all, I'm paying them a lot of money to do just about what you want to do."

"I mean no disrespect, Father, but does it really make sense to go to people who've allowed you to sink to where you are today? And as for the cost factor, I agree we are an added expense. But look at it this way; we won't have to spend money every year renovating our offices."

The President looked at him for a moment, then exploded in laughter. "All right, all right, I get your point. Now — " The priest fingered the brightly colored storyboards on his desk. "Is this the finished product, then?"

"Oh, no, Father. I want to talk to representatives of every sector of the University community. Only then can we make sure we tell people about the real Georgetown."

The President leaned back in his chair, biting his lip. Then he smiled. "Mr. Schicktanz, you've got a deal. Now, as for the TV commercials — I think at least one of them should feature a Jesuit to highlight our, uh, religious heritage here at Georgetown...."

The ad man listened intently, nodding his head. He liked the President. They were both from New York, they spoke the same language. And in this business, that is vital.

"The problem, very simply, is numbers. We just aren't getting the numbers we need." Schicktanz nodded in agreement. He was impressed with the Director of Admissions. Anyone with this many charts and diagrams had to know what was going on.

"Let me show you what I mean. Ten years ago, in 1981, we experienced our first drop in applicants in a decade. We expected that. We understood it. But we were confident that the reputation this office had built for Georgetown in the Seventies would insure continued high levels of applicants.

"As you know, that didn't happen. We kept getting fewer and fewer high school seniors applying to Georgetown, until this year we had only three applications for each spot in the class of '95.

"This has got to stop! Do you realize how embarrassing this is to the whole admissions stuff, as well as to me personally? I was being looked at for that job at Harvard before these figures came out, but now, I don't know...."

Schicktanz studied the figures for a moment, then asked: "Don't you think that your extraordinarily high tuition is at least partially responsible for the dip in applications?"

"Well, I don't know too much about all that budgetary stuff. But I know we have cut back in all kinds of ways — why, we just got rid of the Theology Department, something I had been advocating for a long time. And with any luck at all Philosophy will be gone soon. Not only will it save money, but I can't help thinking Georgetown will be more attractive with all those boring subjects out of the way."

"But still we've been losing people! You've got to help us Mr. Schicktanz. We've got everything anybody could want here — location in the nation's capital, a great basketball team playing in a new arena, lots of student services, a nice quiet campus — what are we doing wrong?"

Schicktanz, furiously taking notes, finally looked up. "Don't worry sir. We'll do the best we can. Now could you give me some information on where you get your students?"

"Of course, of course .... "The Director scurried around his big office for the correct computer print-out, and thought to himself that there might be some hope for that Harvard job yet.

"Excuse me, Professor. I'm Jack Schicktanz. We talked over the phone earlier this week . . ."

"Yes, yes, come in . . . " The professor jumped up to clear off a chair for his guest. "I apologize for the mess — I share this office with a professor of economics — he's here until they finish the new Interultural Center . . ."

"Wasn't that supposed to be done — a few years ago?"

"Yes, that's what they tell us. But it's so difficult to get building materials, I guess and they say they're always running short of money .... I'm sure they'll get it done this year. It has been under construction for some time, however ... anyway, what can I do for you Mr. Sharkhead?"

"Excuse me, Mr. Schicktanz?"

"Well, I wanted to talk with you about Georgetown's . . ."

"Georgetown is a marvelous institution! Marvelous. Uh, what specifically do you want to know?"

Schicktanz tried again: "I wanted to talk to you about Georgetown's last five or ten years. Do you see anything wrong with how things have been done ...."

"Wrong? With Georgetown? Well, uh . . . they don't pay us enough, I don't think. I don't know how many of the younger faculty are able to make it.

"What about the students you teach? Are they less interested then they used to be?"

"I have a hard time telling — I hardly ever talk to them."

"Has that changed?"

"Well, now that I think about it, fewer people have been coming by — though there weren't really too many. Say ten years ago people would wander by — mostly they would ask me where my TA was so they could ask 'em the answers to my tests. Now that we don't have any TAs, I rarely see an undergraduate, except maybe on one of the committees I'm on. Sometimes it seems that's all I do."

"Now you teach philosophy, Professor."

"That's right, Mr. Shephard —"

"Schicktanz."

"Of course. We've got so many people now in the business school that I should think a little philosophy would be useful. But evidently no one cares."

"Is that bad?"

"I still get paid."

"Why do students come here?"

**********
The president of Georgetown's Student Government took a long drag on her cigarette. Schicktanz refused her offer to smoke — he had always found it dangerous to get high on the job.

"Uh, whaddja say?"

"What, for instance, brought you to Georgetown?"

"I didn't get into Harvard."

"Oh." This wasn't going well. "Isn't its location in Washington important to people?"

"Well, I know a few people who work downtown..."

"And that's very important to them?" Schicktanz asked hopefully.

"I guess so. But when they get back on campus, they're pretty much into the life here, like everybody else."

"You mean studying and classes?"

"Uh, well yeah, people go to classes, but there are other things that are important. People really party hard here. Everybody likes going to Florida. Most of us have a good job when we leave. I think the basketball team will make the Final Four again."

Schicktanz scowled. "Well then, why do you think less and less people are applying to Georgetown?"

"They are. Jeez, I didn't know that."

"Oh boy. "Is there a lot of interest in Student Government?"

"Well, yeah. We have a good time."

"And do you feel you contribute to the running of the University?"

"We... they always let us hear about what they want to do. For instance, this documentary you're going to film."

"I'm not filming a documentary. I'm trying to put together a campaign to bring people back to Georgetown."

"Oh. Well, Good Luck."

"Thanks." Schicktanz began to get up, then stopped. He looked at the SG president. "Do you think they give a damn about students here?"

"Oh, sure they do," she answered. "Why else would they do all that they do?"

**VISUAL:** Upbeat music
- Spring day. Blue sky. Healy Building focus; pan to sidewalk.
- Two students walking — one black male, one white female. Smiles.

**AUDIO:** An education is the greatest gift you give your child.
- You want the best.

**VISUAL:** Laughing priest with laughing students.

**AUDIO:** An education with values. A school with traditions.

**VISUAL:** Aerial shot of Georgetown.

**AUDIO:** Georgetown University is a dynamic institution of higher learning in our nation's capital. Combining the lessons of prestigious past with the most advanced facilities —

**VISUAL:** Laboratory full of white-coated students.

**AUDIO:** Georgetown starts its third century of giving America's children an education that will make them better citizens... and better people.

**VISUAL:** Healy at night superimpose GEORGETOWN UNIVERSITY and GU seal.

**AUDIO:** Georgetown University, where an education makes sense.

The projector died. Schicktanz stood up as the lights came on. He looked at the smiles on the faces of Georgetown's Board of Directors. No problem, he thought to himself. No problem.
Godspell
Rosencrantz and Guildenstern Are Dead
Shadow Box
He seats himself a solitary Buddha atop his two-step stool commanding vast powers. Thronging masses await patiently at his feet their chance to enter the sacred portal, Washington's veritable pleasure-dome — the Center Pub.

It is our Almighty Pub Doorman who possesses such considerable power.

His is the most cherished position in all of this religious community of 12,000. A being all-powerful, He decides the fate of all those wishing entrance to the soothing pools of alcohol and carefree debauchery within. The brassy jingle-jangle of His Master's voice blares from two amplified openings, changing tenor according to the group of worshipers He wishes to attract. Progressive, soul, disco, and rock and roll are the tongues the Master speaks. By caprice, the Doorman may choose to admit no one, leaving thousands of thirsty followers unsated, their desires yet aflame. His is the power to decide when to admit and how many. With impunity, He proffers no one's cause greater than his own and His Master's. An ever ruthless one, like Tantalus He tempts souls to enter and feast, but never sates their appetites.

In a land in which alcohol and its drowse-inducing content comes before all else, where the pent-up energies and frustrations of long-fought days seek sleepy solace in drink, where slurry speech and fuzzy notions are easy substitutes for lucid thought, who else might be most revered but the guardian of a beer hall? Queued for half the hall's length and waiting long periods to enter, the common ones relentlessly pleading entrance provide His power.

To produce a line is the Doorman's first goal. His mind works shrewdly, initiating such lines even before the Master's home is half-filled — the better to entice with.

Yet that which is most cherished is often least worthy. Within the hallowed entrance the "plon-plon" of weightless gibberish fills the air. Unfortunately, few relationships are to be scored here, although casual acquaintances are manifold. The evening crowd proves most idolatrous as too-tight chicks and blushing dudes convulse to the music. Yet this is the gift of the locale, the open invitation of His Omnipotence, a place for non-committed indulgence. It is those who take the game much too seriously, who play for keeps, who will return home broken-hearted or unfulfilled.

With His loyal Emmissary the Master is most pleased. The Doorman thus inclines to rule with arrogance. One would-be worshipper, not well aware of the routine, challenges His authority. To him, the Doorman sneers, "End of the Line!" Looking over the impudent one's shoulder, the expectant crowd affirms the Doorman's control. His sneer settles to a smile. No one dares oppose the Strength which has stood unopposed for so long. The stranger retreats, the throng relaxes.

Two virgins climb the stairs seeking early entrance, a flaxen, lithesome pair. Now the Doorman exhibits His full power. He will not permit them entrance easily. Their glances appear anxious, poised several paces from the door and standing even with the Almighty. He considers them head on as His Master's voice teases the air with a thinning strain. Again the throng looks on, but this time the interest is not as great. This is a more private matter. To the right of the Doorman stands a friend. He too, looks on expectantly. The ladies repeat their plea. Now the Doorman leans back on his chair, relaxed, awesome.

The verdict: "You may enter if you each kiss my friend here.

The friend happily snaps to attention, but his counterparts are not similarly pleased. They refuse. How clever is the Doorman's mind. How unpredictable! Enlightenment is an elusive treasure. Whether to comply or not, the beauties know not which will earn
them entrance.

"If you wish to enter, you must," the Doorman confirms. To kiss the stranger they do the Doorman's will, but not their own. Enigma perplexes them.

"Really, we want to get in but you're not serious are you?" they squeal.

The Pub Doorman prepares to take umbrage at their words. At first, His face fills with anger. But then, realizing His control, He composes Himself. His words are cool, "Then you'll have to wait."

The girls consider one another. They believe the Doorman's words and assent. Each kisses the Doorman's friend, and alas!, they enter!

For such tasks to one who might prove faint of heart is chosen. The various Doormen are tough, hearty roughnecks most probably from the land of Jersey. Broad-shouldered and mean, they look as though they practice biting hubcaps off passing cars. A permanent week's growth of beard (though never a full beard) is a prerequisite. The weaker of the Doorman's lot guard the back door. There, passage is not so difficult, nor so sweet! Even women are sometimes posted there.

Another of the deceptions with which the faithful must deal: it is not so easy to worship and desire those ogreous Doormen who appear so unhealthful. And at times appearances prove true. Charron may just as quickly turn Cerberus. None is to know, but were a Cerberus to appear, he should be dashed and torn to shreds by those who truly hold the faith. Alas, none dares risk a mistake and incur the Master's multi-volt cacophonous wrath banishing one eternally from the land of modern music.

We have already described the pools of alcohol in the lake formed by Lethe, the river of forgetfulness, in which flow a glutinous variety of alcohols; Schlitz, Michelob, Miller, Lite and god-awful Stroh's. But such obliteraton is only one of three levels of Karma the worshippers might attain. The first level holds only for those entering most easily. Such believers surrender their identities at the door hoping to regain them within five instants (at the Doorman's discretion) in order to plunge most zealously into the waters of forgetfulness, there to have identities ultimately dissolve and disappear seemingly forever. That is, until next they are tossed upon the shores, the ecstatic pain of beer-imbibed revelation throbbing in their brains.

For others waiting more faithfully on line, they too may share such spiritual elevation. However, two higher ecstasies also await them. For some, simple distraction from a life of complexities is sufficient. They do not play the game as seriously as their disgruntled counterparts who come away so oft unsated. They too lose themselves, but accompanied by a much larger gathering of fellow believers.

Life does not bring satisfaction, decrees the Pub Doorman; only leisure sustains and purifies. Hence, we slip solemnly into the final and highest level of the Prince's divine realm; those unusual few for whom the heavenly life itself is most true, of good drink, good food, shared, not immoderately, among friends and believers.

Though the temple They guard is sacred, bribery and favors are not unheard of. Ancient Cronyism is the most common form as those whom the Doorman has seen before often receive special entrance by approaching their now friendly Pub Doorman.

One ventures near. "Could I just go in to get my coat?" he asks innocently. Simple fool! The Almighty Doorman is not betrayed so easily, nor do these words seem as any of the Master's passwords.

The Doorman is sly. He does not condescend even to look at the unworthy. "You know your place!" he bellows. The fool retreats sheepishly to seek the far end of an endless line.

The wide oaken door at the Almighty's back swings a few feet open. Out juts an arm holding straight a pitcher of the holy golden elixir. The crowd presses forward eagerly as the Doorman siezes it and puts it to his lips.

But in an instant also pour forth the sounds and excited voices of those frolicking within, then silence again and only the Master's voice over the loudspeakers as the door closes again.

Ah, such enchantment!
"Does Georgetown produce leaders?" That is the question that was put to each of the following five writers. In asking this, we hoped to evince some judgements: of Georgetown, the school and its ideals; of the students, their attitudes and their accomplishments; and ultimately of our society - what it values and what we would have it value. Along the way we are given five interpretations of leadership and what it constitutes. We hope the varying perspectives on this question will help the reader in examining his own perspective, enlightened already though it may be.

Wholeness of Life
Timothy S. Hickey, S.J.

The question that begat this paper was, "Does Georgetown train leaders?" When I said I would try to answer, I hadn't thought much about the question. Now, in the trying, I am conscious of its ambiguities. I keep remembering the dreadful courses in "leadership" in the army: about as useful all told as the later education courses which purported to teach how to teach. I end up wanting something far older, far more limited, and I would hope far more elite in its idea.

Any college or university is limited in aim and capacity. Its principal work is cognitive - knowing, reflecting, discovering, teaching. If that has failed for you, then Georgetown itself has failed. If you have not learned, no matter what else the University gave you, it did not give you what it set out to give.

The whole of your collegiate time has not been spent in learning. Even those hours that were not given over to sleep, recreation or just plain day-dreaming left a lot of time for that learning which is called "affective." Any good college does what it can do to facilitate and to help this affective growth. It builds buildings, it provides faculty members and a host of other people, but most of all it gathers you for each other.

I speak of this because Georgetown really took on a double job, one half of which was as much your responsibility as its. The University is aware that for most human beings the principal jobs in life are going to be marriage and parenting and citizenship. Because it knows this, it must acknowledge that you are at least as responsible as your college for much of what you gained in these last years.

Let's go back to what the University can take credit for. The design of a liberal arts education is obviously built around what Horace calls "wholeness of life." Our modern phrase would probably be 'good citizen,' just as Enlightenment France called him the "honette homme." Back in the Renaissance the same process was usually discussed under the rubric "the education of a prince." The aim of all these patterns was wholeness, authority rather than power. Quite frequently authority leads to power, indeed to great power; but a liberal arts college does not set out to empower. Whatever title the recipient of its services ultimately bears, he or she found here only what goods the college could muster, fragments torn against its ruin, more or less ordered on classical lines.

It first accents language: your own language so that you gain control and subtlety enough to be able to tell the truth when you come by some of it; others' languages so that you get out of your own skin and acknowledge that there are world beyond the one in which you grew up and that they hold people and things and ideas which have meaning.

The second accent falls on history, and above all on your capacity to see the past as different. This prevents you from being lost in terror and thinking that all the woes of the world were invented precisely for you.

One of the good films about the Normandy Invasion in World War II shows a German officer looking out of his block house at five thousand allied ships sitting in the bay in front of him. When asked by his superior where those ships were heading, he yells into the telephone, "An zu mir direkt." No matter the appearances, history teaches that the hollow ships are never really aimed at only one of us.

Another movie "The Exorcist" enjoyed an enormous vogue, not because of its pretty pictures of Georgetown, but because a lot of people feel that many devils are loose in the land. Nowhere do the devils better thrive than in an ignorant view of science. Witness the blend of medieval romance and high science hardware which dominates our screens. A liberal arts education includes a solid dose of mathematics, precisely because mathematics is the language of modern exorcism, the way we manage our devils. We input them in computers, we categorize them statistically, we wrap around them the rawer breath of the social sciences. But in all of this we use mathematics as our speech.

"Any good college does what it can do to facilitate and to help this affective growth. It builds buildings, it provides faculty members and a host of other people, but most of all it gathers you for each other."
faith. Since faith lies mostly in the affective range of undergraduate education, it is again something for which the University cannot take full responsibility. We all know the sad tale of Little Miss Muffet or Mr. Tuffet who "lost their faith at," in this case, Georgetown. To ask Georgetown to shoulder the blame for their sticky ending is rather like billing the city of Brussels for the Battle of Waterloo or bomb-

ing icebergs in revenge for the Titanic.

The University's care is not limited to faith as expressed in Theology. Its students will have a large share in the leadership of this nation and an even larger share in that of the Church. Their faith must be of concern to Georgetown. In the Christian and Jewish traditions from which it derives, there is even a strictly educational reason for seeing faith as part of a liberal education.

Everything you have been taught at Georgetown builds on a reasonable world. We take for granted that logic will hold, that law will rule, and that neither can be upset. The strength of law or the stay of rationality have both, even in the lifetime of members of this faculty, largely and terrifyingly collapsed. The madness of the holocaust, that rent in law which murdered 6,000,000 people, makes us cry out not "The pity of it," with Othello, but rather, with Kurtz, "The horror of it."

At such times, when law seems to fail and the pillars of reason topple on our heads, we fall back on faith. Faith itself thus becomes part of the affective growth which should happen in college. All of us will before we die need its reminder that there is a valid alternative to power, even our own power.

---

An Intensity of Commitment

Peter F. Krogh

Definitions of leadership and the education required to produce leaders inevitably are idiosyncratic. They reflect the observations of the writer and cannot be disentangled from his own experience.

Leadership is a lonely calling. It involves, at the moments of its expression, standing alone, making decisions and taking actions that are essentially lonesome. Critical decisions gravitate to leaders; and leaders define themselves by their willingness to experience the isolation of decisionmaking.

Leadership is labor intensive. This is because it takes extremely hard work to outdistance the competition. Hard labor produces the confidence — the sense that you can do it — that underpins a capacity for leadership. Knowing that, if circumstances require, you can exceed what you thought were your intellectual and physical limits, creates the willfulness essential to leadership.

Leadership requires knowing what you believe and acting with an authority that derives from conviction. Belief derives from thinking through and resolving some heavy issues having to do with matters of fact and of faith.

Leadership, with all deference to the erstwhile Scouts, involves being prepared. Look around you. Note the general state of unpreparedness. People are seldom on time, few know what they would say if asked to speak, most are reclining instead of leaning forward. Leadership is based on doing your homework.

---

Oh, incompetence! Never can my dreams engender the wild beast I long for. The tiger indeed appears, but stuffed or flimsy, or with imprecise variations of shape, or of an implausible size, or all too fleeting, or with a touch of the dog or the bird.

On behalf of the faculty, administration and everyone at Georgetown, let me show us human by wishing the impossible. May none of your tigers be touched with the dog or the bird.
Leadership involves creating synergisms, producing results that are greater than the sum of the efforts involved. This is accomplished by consulting the wisdom of others and involving well selected colleagues in the missions at hand. An instinct to seek counsel and an ability to surround yourself with talent are essential to sustained leadership.

At its core, leadership involves going for excellence. This requires optimism, exuberance, resourcefulness and a belief that the impossible simply takes longer to accomplish.

The nature of this prerequisite for leadership is elegantly captured by Henry Kissinger in his description of Nelson Rockefeller: “Untypical as he might seem to be, he was in a way quintessentially American in his boundless energy, his pragmatic genius, his unquenchable optimism. Obstacles were things to be overcome; problems were opportunities. He could never imagine that a wrong could not be righted or that an honorable aspiration was beyond reach. For other nations, utopia is a blessed past never to be recovered; for Americans, it is no farther than the intensity of their commitment.”

It is intensity of commitment pursued with energy, intelligence and optimism that impels the quest for leadership.

What does all of this mean for education, for leadership? It means that educational institutions, including Georgetown, which seek to prepare future leaders, must create an environment which cultivates the qualities essential to leadership. Such an environment will be, simultaneously and paradoxically; lonely; competitive; exacting; caring; encouraging and rewarding of excellence. It will provide for the discovery of individuals whose personal and intellectual qualities give promise of leadership. It will, through its faculty, place stiff demands on these qualities, share in the satisfaction of their development, and celebrate the personal triumphs along the way. If the educational environment is rich in these elements, a disproportionate share of leaders will be produced, regardless of the precise nature of the subject matter taught.

Becoming a leader involves not just sense and what the French call “formation” (of which formal education is only a part). It involves a substantial element of accident, of serendipity, of good luck. These, by definition, cannot be programmed; they just happen. But they are more likely to happen if you volunteer to be of service, if you go after life, and if you are friendly. By beginning there, with the basics of attitude, the odds of becoming a leader are substantially improved.

To Run with Ideas
Debbie Gottfried

Is Georgetown University educating future leaders? The question is obviously complex. It’s unfortunate that I can’t be more global in my response, but from my viewpoint as Director of Student Activities, the answer is decidedly yes. Georgetown is preparing students for positions of leadership.

To begin with, the development of leadership is one of the things with which the Student Activities Office is most concerned. Georgetown, through its ninety clubs and organizations, provides students with the opportunity to learn firsthand the necessary skills involved in being a leader. Leadership involves several important factors. These include the ability to talk and listen to others, be reflective, attract others so that they might follow, and to develop a good sense of judgement. In essence, leadership is a myriad of skills, for some learned and for others innate. A goal of the Student Activities Office has always been to offer each student the opportunity to learn these skills and practice them. We never intend to make all students leaders but instead to give each student the necessary skills and teach them enough about themselves so that they will be able to decide how to apply their knowledge.

The results of building leadership aren’t something you can immediately realize but rather are developed over time. It isn’t done through canned programs; we don’t offer Leadership 101 (though that might not be a bad idea) but instead it’s a bit more subtle. Leadership comes through clubs, committees, Student Government, budget building, and other programs. In short, it’s done through giving students responsibility and trust to run with ideas...all too often students are willing to accept leadership titles but are not willing to take the responsibility those roles entail.”
The acquisition of leadership skills is a cooperative effort. The University must provide opportunities for students to act in a leadership capacity. I believe that this is provided. However, all too often students are willing to accept leadership titles but are not willing to take the responsibility those roles entail. Even worse, students seem to have no interest in learning about the leadership process, they assume they already know all about it. I contend you never know all about it. Often I hear the claim from students that the University doesn't promote leadership. I'm getting tired of hearing those complaints. It seems that those who complain only complain and hardly, if ever, offer suggestions or alternatives for a more dynamic environment. I challenge those students to work with the Student Activities Office. It's time for students to take more responsibility and, if they feel that it is not being offered to them, then they should demand it.

I've always believed that if you want something, you have to seek it. Only those who want to learn leadership skills will. The Student Activities Office offers skill building in leadership. Our office isn't hard to find and is always open to all.

A Knowledge of Human Living
Royden B. Davis, S.J.

Is Georgetown a seed ground for leaders — for men and women who will be in their world foci of power — sources of inspiration — drivers towards change and through change towards justice and peace and faith?

The students who come to Georgetown are for the most part academically bright. They have achieved in many high school activities a high level of competence. High school yearbooks have been edited, student governments managed, varsity titles won, community projects undertaken — all these are embryonic activities of those who would lead later on. Such students come to Georgetown and if, upon graduation, they would lead as men and women in a community and in a world all too clearly in need of leadership, what should they expect at Georgetown by way of training and preparation? They should expect and seek opportunities to learn, to dream, to feel and understand and to serve.

This is not a list of activities any one of which can be found completely in a single course in the curriculum, but indeed in the whole congeries of courses which make it up. The opportunities are there woven into the courses and supported by them — the opportunity to improve one's skills in reading, writing and thinking to learn the past of mankind in order to understand the present and perhaps glimpse the future, to grow in the ability to criticize and evaluate not only one's self, not only others, but also the institutions and society in which one lives — and to do so justly and clearly, kindly but firmly, and; lastly, to learn of a world beyond one's own through language and cultures new to one's surroundings.

A university is not its curriculum alone. It is far more importantly the men and women, the scholars and teachers, who give life to that curriculum. It is in conversation with them that the student, I think, learns to grow in leadership qualities for it seems that it is by speaking and by listening, not merely by reading and by study that a leader grows. Georgetown is strong with a good faculty who by and large are concerned as teachers.

Activities beyond the classroom range from debating to acting, from editing to singing, from sports-playing to governing. A student reads his poetry on a Friday afternoon before his fellow students. Another founds a symphony orchestra on five dollars seed money as one did in the sixties. Others, by planning and effort, give momentum for the building of a field house. Students produce and direct plays, edit and publish newspapers. All these are moments in which would-be leaders assume responsibility, persuade others and put ideas into practice. They are moments, I think, in which dreams become tangible and cast shadows.

"Sometimes a leader is described as one who breaks the rules, takes the chance and goes ahead. Maybe more really be is one who knows the rules of human living, can distinguish the essential from the non-essential, understands what is man's and what is God's."

Above all there is always the opportunity to serve. The Georgetown Community Action Coalition believes open gates make better neighbors. And rightly so! Through those gates students can reach out in concern and with understanding towards those in need. They can tutor the knowledge-seekers, work for the homeless and the mistreated and call upon the satisfied to be dissatisfied with whatever or whoever causes injustice. On campus, within the gates, look at students helping students in the Writing Center, hear students speaking out on the Main Campus Finance Committee, see students on the academic councils — you will then see and hear students serving and perhaps learning what it is to lead.

Sometimes a leader is described as one who breaks the rules, makes the chance and goes ahead. Maybe more really he is one who knows the rules of human living, can distinguish the essential from the non-essential, understands what is man's and what is God's. Then the leader uses all his abilities, all his learning, all his gentleness and all his force in the service of those he would lead. He seeks to make be what is not yet that his brothers and sisters may be freer than they are and closer to what they can be in spite of the limitations of an often uncaring, limited, always struggling world.
According to the opportunities Georgetown wishes to offer its students — or so it seems to me — no dictator, no venal politician can be called leader except by analogy and poor limping comparison. For essential to the leader is the knowledge that can lead to love which shows itself in the action of service.

To the disciples disputing about which was the greatest, Jesus said: (Lk 22:26-67): "The kings of the heathen lord it over them, and their authorities are given the title of Benefactor. But not so with you. On the contrary, whoever is greatest among you must be like the youngest, and the leader like a servant. For which is the greater, the man at the table or the servant who waits on him? Is not the man at the table? Yet I am like a servant among you." 

Does Georgetown live up to the high calling of leadership training? For some it does, for some it does not. For those who see it as a training factory for the packaging and mailing forth of leaders, it fails more often than it succeeds. For those who struggle and wrestle with ideas and with themselves, it succeeds more often than it does not.

For every man and woman born, it seems to me, is capable of growth in leadership qualities. The growth must be disciplined and so it is difficult. It leads to self-knowledge and responsibility for one's actions. It is a growth in a sensitivity to the needs of others, not only of one's self. It is an openness to criticism. It offers imaginative yet rooted-in-reality responses to problems and needs. In such a context sentiment does not seem to be a substitute for knowledge, and knowledge without understanding and love appears sterile.

The leader born is always the leader to be trained. Georgetown offers the opportunities. Although it fails sometimes to be clear in what those are and how they are to be seized — and for this failure it is accountable — it succeeds with God's grace in making them effectively available. It always, I think, strives to do so.

Self Leadership
Valerie Reitman

"For four years the dream is the job," University President Timothy S. Healy, S.J. is fond of telling freshmen as he welcomes the ranks of virginial minds to their new four year home. But not enough of this same crop emerge four years later as leaders with visions of conquering injustice, poverty, evil and disease. Many of our aspirations after Georgetown propel us toward graduating from a top-ten law school; toward 'success' rather than pursuit of ideals. The practical concerns of landing a job and getting into the best professional school, coupled with Georgetown's competitive environment, temper our dreams of what we can accomplish for ourselves and what we should do for our world. These practicalities of the seventies, the me-generation, have replaced the idealism and radicalism characteristic of the sixties. Cumulative mediocrity as a given, and often even rewards it. One of the most obvious examples of mediocrity is in grading; professors often award excellent grades for far less than excellent work.

Not unique to Georgetown, this problem is endemic to our society. Our increasingly bureaucratic age grooms "leaders" who merely conform to policy paper pushers. Our demands on our leaders decrease as our expectations decrease. Even in school where experimentation should be actively encouraged, we merely follow forms or abstractions, substituting data, with no real thought or creativity. Take a look at our national leaders. One might argue that few actually lead. The "leaders" offer no solutions themselves, reacting to problems, rather than challenging them before they become extreme. The upcoming presidential election exemplifies this as it narrows down to a choice between two candidates, Jimmy Carter and Ronald Reagan, neither of whom will have the nation's confidence, neither of whom lead.

One of Georgetown's greatest attractions, its location in Washington, D.C., offers students the advantages of a city with a wealth of resources. But the few students who get involved at all, flock to Capitol Hill. We cannot wait to get our first job in the bureaucracy. This perpetuates the pre-occupation with status. At Georgetown "status" often emanates from the Senator for whom you work, or the restaurant in which you tend bar. Students often participate in activities in pursuit of contacts, signing up for courses, such as Henry Kissinger's seminar, primarily to make a future contact, and secondarily, to learn from him. 

Ask a graduating senior what he or she plans to do following graduation. Law school, med school, business school, management training, and "big eight" accounting dominate the list. But
ask the same person what he or she wants to do. Does he or she want to be a lawyer or actually to practice law? Mom and Dad want their son or daughter to be a doctor. But does the student want to practice medicine? Many seek the status associated with being a doctor. However, does the student want to be a lawyer or actually to practice law? Mom and Dad ask the same person what he or she wants to do. Does he or she even reflect deeply upon the profession they enter. Often, the students heading for these careers have been the "leaders" of the class. But if we busily rush around pursuing the goals others have expected of us since an early age, then we follow rather than lead, conform rather than think. We conform to society's dictates of high starting salaries, increasing specialization, and advanced degrees — the established paths for business and social advancement. Georgetown evaluates its leadership-building in terms of how many graduates become lawyers, doctors, Congressmen, and diplomats — and well it should. But position should not necessarily be the prime barometer of success. More important is whether the graduating class stands ready to question and try to reform the inequities of society, rather than just fitting itself into society's ranks. The University, its students, should act as a watchdog of society, eyeing and prescribing solutions to institutional problems; instead, we can't wait to immerse ourselves in the mechanics of bureaucracy, with little thought of reform. Georgetown must encourage self-leadership — a prerequisite for leading others. The self-leader weighs his actions on the basis of how they affect himself and others, not on the basis of whether they will bring him social acceptance from his peers. The self-leader must maintain the ability to strike out against the prevailing fashion, to question authority and established policy, but must also know when to follow.

If a student possesses self-leadership, a Georgetown education offers a myriad of opportunities and opens an enlivening world of ideas. Too often GU discourages self-leadership. If a student studies merely for the sake of getting an A rather than a B+ without ever taking any real interest in the study, then he follows. If a student goes to law school solely because he would not know what to do with himself if he didn't, then he is the worst kind of follower. Georgetown rewards followers. Leading is difficult anywhere, but particularly at Georgetown. Blending into the mainstream "pre-professional" course is easy. And although alternative paths exist, they are no longer visible, frightened underground by a university community lacking in imagination and innovative spirit. Georgetown unfortunately heralds the usual and shuns the ostensibly peculiar.

What can be done to rectify this situation?

First, the University must emphasize substance over appearance in its administrative and budgetary priorities, by promulgating seminars and the arts, encouraging the "extra" in and out of class. Second, it must encourage students to do the same in their own lives. In order to encourage its students to become leaders, this University must lead itself. It must not sell out to the trendy demands of the times for "practical" education, particularly in the field of business, neglecting its heart: the liberal arts. Unfortunately, in this age of dwindling applicant pools, Georgetown administrators spend so much time and money erecting a facade to please the public and expand the applicant pool, that the University's oft-professed educational mission is fast becoming a public relations mission. The Provost, the highest ranking faculty member, recently mandated $600,000 for increased public relations and development campaigns, and an additional $50,000 for the admissions office. This is indefensible at a Jesuit institution whose Classics department offers but a handful of courses each semester, whose Fine Arts programs cannot accommodate the number of students interested and whose library sorely lacks many basic resources.

Georgetown has many of the necessary ingredients for building self-leaders: a strong Jesuit influence and tradition, an excellent and accessible faculty, and outstanding community resources. In the past few years, Georgetown has made significant strides in building leaders — measures which need expansion. The University has attempted to integrate social action programs into its mission, making community action a co-curricular rather than extra-curricular activity. In the same way, other activities such as the publications and dramatic arts need to become co-curricular because of the extreme amounts of time involved and the wealth of learning opportunities these activities offer and both for the participants themselves and the community which benefits from them.

Georgetown should also consider implementing a four course-per-semester system, to reduce the workload of students and allow them to devote more time to their subjects and to extra-curricular activities. The administration should encourage faculty members to live in university townhouses to stimulate more faculty-student interaction beyond the classroom, to teach each other in the true spirit of the college.

Most of what one learns, develops, and accomplishes during four years at Georgetown depends upon the student himself. But Georgetown must nurture the student, feeding his dreams for four years and at the same time expose him to the harsh realities of the world, so that when he emerges from this partial cocoon, he believes in himself, has the courage to act on his beliefs, and confidently hopes to make a difference.
SPORTS HIGHLIGHTS

SOCCER
- The season's record was 2-10.
- Marco Figus was leading scorer with two goals and two assists.
- Goalkeepers John Keffer and Ahmet Uzer posted one shutout apiece.
- The two victories were 1-0 at St. Joseph's and 1-0 over George Mason in the season finale.

FIELD HOCKEY
- Team ended season with 6-3-4 record.
- Mary Taylor, Lisa SanFilippo and Ginger Rivet tied for most goals scored with 4 each.
- Ginger Rivet was selected to play in the Field Hockey National Tournament on the basis of her performance in the Southeast III Sectional Tournament.
- Hoyas went unbeaten in their last six games, winning four.

FOOTBALL
- The Hoya gridders posted their 2nd consecutive winning season at 5-3.
- Hoyas had the nation's top Division III defense for the first three weeks of the season.
- Jim Corcoran, sophomore safety, became the first All-American at Georgetown since football became a varsity sport again in 1970. He was also named to the ECAC weekly All-Star team three times.
- Corcoran, who doubles as a placekicker, led the team in scoring.
- The highlight of the season came at Homecoming as the Hoyas avenged last year's loss to St. John's by defeating them 20-14.

GYMNASTICS
- Freshman Paulette Richards earned a 28.95 ranking on the basis of her four best performances during regular season meets. This was the 10th best average in Division III of the AIAW.
- Richards qualified for the EAIW Championships, then competed in the Division III National Championships where she placed 6th in overall competition and 2nd in the individual uneven parallel bars event.

SWIMMING
- Team logged a 5-5 dual meet campaign.
- The Hoyas placed fifth in the first BIG EAST Swimming Championships.
- Freshman Bill Rodie won six individual races during the season and anchored five first-place relay teams.

CROSS COUNTRY
- Both men's and women's teams went 2-2 in dual meet competition.
- John Gregorek won the BIG EAST meet, becoming the first BIG EAST champion in any sport.
- Georgetown placed second in the IC4A Championships.
- Gregorek was named All-American by placing 11th among U.S. runners in the NCAA Championships.
- Pia Palladino of the women's team was designated All-American by placing 13th in the AIAW Championships. She became the first GU female runner to become All-American in Cross Country.

MEN'S BASKETBALL
- Team finished with a 26-6 record.
- Eric Floyd won the Most Valuable Player award as Georgetown captured the Nike Cage Classic in Albuquerque, N.M.
- Craig Shelton was selected to the ECAC Holiday Festival All-Tournament team.
- Georgetown staged a spectacular come-from-behind victory at Boston College, wiping out an eight-point deficit with 1:09 left to play. Mike Frazier's three-point play with one second remaining in regulation tied the score and the Hoyas won it in overtime, 97-92.
- The Hoyas overcame a 14-point Syracuse lead to defeat the Orangemen 52-50 at Manley Field House, ending the 57 game home winning streak of Syracuse.
- By winning three games in three nights, the Hoyas captured the first BIG EAST Conference Tournament. Georgetown defeated Seton Hall, second-ranked St. John's and No. 1 seeded Syracuse. Craig Shelton was named Most Valuable Player and along with John Duren and Eric Floyd was selected for the All-Tournament team.
- Georgetown drew a first-round bye in the NCAA East Regionals and defeated Iona in the second round, 74-71, in Providence.
- At the Spectrum in Philadelphia, Georgetown beat Maryland for the second time this season, 74-68, to reach the East Regional final against Iowa. Although the Hoyas played a superlative game, they were defeated by the Hawkeyes, 81-80. Eric Floyd, who netted 34 points against Iowa, was voted the East Regional MVP. Floyd, Duren and Shelton all made the All-Tournament team.
- John Duren received the BIG EAST Player of the Year award and was voted to the BIG EAST first team with Craig Shelton. John Thompson received the BIG EAST Coach of the Year award.
Volleyball
- Team finished with a 40-12 record.
- In the EAIAW Tournament at Pittsburgh, the Hoyas defeated Maryland, Rhode Island and Penn State, all seeded higher in the tournament than GU, to reach the final against Pittsburgh. Georgetown lost in four tough games, narrowly missing a berth in the AIAW National Tournament.

Women's Basketball
- Team finished 21-3, winning its first 13 games and posting the best record in the school's history.
- Georgetown won its first Catholic University Tournament by beating George Washington in the title game 79-70. Erin Reid was voted Most Valuable Player and was joined in the All-Tournament Team by teammates Maria DeVita, Abbie Dillon and K.C. Comerford.
- Abbie Dillon, a junior, became Georgetown's all-time leading scorer with 1,116 points.
- Freshman K.C. Comerford placed among the AIAW Top 20 in both free throw percentage and assists.
- Comerford averaged 20.4 points per game to lead the Hoyas while senior captain Maria DeVita was the team's No. 1 rebounder.

Crew
- Georgetown captured the Cradle Cup, symbolic of the best rowing team in D.C., for the second consecutive year.
- The women's varsity and junior varsity teams both defeated the tough Marietta team in the Cherry Blossom Regatta.
- At Ithaca, N.Y., the GU men won three of six events, while the women swept to victory in all four events.
- At the Dad Vails in Philadelphia, the women's varsity placed second while the women's novice boat captured the first place gold medal. This was the first time that the women placed in the Dad Vails. The men's freshmen lightweight took first place while the junior varsity lightweights came in second and varsity placed third.

Track
- John Gregorek established the U.S. record for fastest individual leg in the four-mile relay, won by the Hoyas at the Dartmouth Relays.
- Gregorek placed second in the BIG EAST 1,000-meter run and Jim DeRienzo was first in the 800. Both qualified for the NCAA Championships. Georgetown finished fourth in the BIG EAST meet.
- The GU team of Aubrey McKithen, Jace Gatewood, John Gregorek and Jim DeRienzo ran the fastest distance medley relay in the world this season by recording a 9:38.7 mark at the Illinois Track Classic.
- Gregorek and DeRienzo received All-American recognition in the NCAA Championships.
- The Georgetown team of Loretta Calabrese, Sally Casben, Pia Palladino and Chris Mullen set a U.S. collegiate record in the distance medley relay at the Princeton relays.
- The Hoyas finished fifth in team standings at the EAIAW Championships while placing third in the AIAW Championships.

Men's Tennis
- Team finished 5-4 in the fall; 3-10 in the spring.
- GU's Glenn Oztemel won the 2nd flight bracket of the BIG EAST Tournament at Boston College while John Collias won the 4th flight.
- Oztemel and J.C. Riggs both posted winning singles records in the spring; Oztemel 7-6; Riggs, 6-5.
- Junior Pete Henderson finished his third straight season as GU's No. 1 singles player.

Women's Tennis
- Final records were 5-3 in the fall, 8-1 in the spring.
- GU placed 8th among 26 teams in the Salisbury State Women's Collegiate Championships.
- Georgetown's No. 1 singles player, freshman Suzanne Kuhlman went undefeated in both the fall and spring.
- Kuhlman finished second in the Princeton Tennis Tournament which featured the best collegiate players in the East.
- Pam Dowling was 8-1 in singles while Lucy Fiske and Helga Kansy were both 7-2 in the spring.

Baseball
- Byron Lambert was the top hitter during the fall with .360 batting average.
- Mike Messenger was the Hoyas' leading batter in the spring with a .426 average. He was selected for the All-South-East Conference Team.
- Kurt Kaul averaged .406 and led the team in hits, doubles, triples, homeruns and runs batted in. He was 4th in the nation in triples.
- Tom Bass was the top pitcher in the fall with a 1.80 earned run average. Tim Brosnan won two games and had the lowest ERA in the spring.

Men's Lacrosse
- Team finished most successful season to date with a 4-6 record.
- George Lodge led the team in scoring with 27 goals and 13 assists. He was named the team's Most Valuable Player.
- Nick Kirsch was second in scoring with 12 goals and 14 assists.

Women's Lacrosse
- In their 4th year of competition, the team posted a 3-4-1 record.
- Leading scorer was Patti Clark with 30 goals while teammate Alisa Dalton netted 20.
- Clark established school records for most goals in a season (30) and in one game (8).

Golf
- Team finished fall season at 11-9 and 8-4 in the spring.
- Greg Jerolaman had the lowest stroke average in the spring at 76.9; followed by Mark Vierengel at 79.1 and Bob McGannon at 80.5.

Sailing
- Two Georgetown sailors, Nick Kirsch and Frank McGill, went to the MAISA Mono Champs to sail lasers after qualifying in the Area Elims at Navy.
- In the fall 1979 MAISA Rankings, Georgetown's Sailing Team placed 10th out of 40 schools for the second consecutive year.
The oft-heard notion that the Georgetown community could not for the most part care less about athletics seemed to be rather convincingly dispelled during the year gone by. Students, faculty, alumni and staff came in droves to take advantage of the recently completed Yates Field House complex. The level of participation in intramural as well as purely recreational athletics was significantly up, commensurate with expanded intramural/instructional offerings. No less impressive was the increase in the number of more serious Sports enthusiasts involved in activities ranging from judo and crew to rugby and lacrosse. And who could forget the excitement generated not only on campus but throughout the metropolitan area by the "Heart Attack" Hoyas basketball squad? Amidst this Sports euphoria, however, a feeling that the state of athletics at Georgetown is anything but healthy began to sweep across the Hilltop. Nowhere was this more evident than at the two days of open hearings on the future of Georgetown athletics conducted by the advisory Athletic Task Force in mid-April.

The primary objective of the Task Force, comprised of a small number of faculty, administrators, student athletes and students, is a fact-finding one: namely, to investigate and assess what the University sees as its athletic priorities. The Task Force is to pass along its findings to Vice President for Student Affairs William Stott, who is to base his policy recommendations to the administration primarily on the evidence assembled by the Task Force. The open hearings, which enabled individuals to voice their concerns and grievances on record before the Task Force, represented a significant departure from the past, when the Athletic Department relied on rather innocuous polls and surveys to gauge student opinion on athletics.

The one problem area cited over and over again is the apparent inconsistency of Georgetown's philosophy of athletics with the treatment accorded both "minor" and club sports by the Athletic Department. In striving for athletic excellence while at the same time confronting budgetary realities, it is argued, the University financially "sacrifices" the "minor" and club sports in order that men's basketball and track might maintain their high levels of funding and thereby remain nationally competitive. Since under NCAA rules Georgetown must field an additional six Division I teams if it is to participate in Division I basketball, some of the "minor" sports, most notably baseball, soccer and lacrosse, have found themselves outnumbered on the playing field as a consequence.

What exactly is Georgetown's philosophy of athletics? An Athletic Department informational brochure states: "As a university with roots in the Jesuit tradition of education, Georgetown commits itself to the development of the entire person . . . this requires that Georgetown recognize both the physical and intellectual needs of its students . . . a sound athletic program at Georgetown must operate effectively on four levels: the intercollegiate, the intramural, the instructional and the purely recreational . . . successful implementation of the athletic program on all four levels is contingent on an explicit University commitment, visible support and provision of facilities which reflect the philosophy that athletics are indeed part of the educational program . . ."

The recent completion of Yates Field House, in the words of Athletic Director Frank Rienzo, "reflects the University's commitment to its intramural, instructional, and recreational programs." While this is true, it is the area of inter-collegiate athletics that poses the most pressing problems now confronting Georgetown. Plagued by the same financial difficulties which beset other relatively small private schools across the country, Georgetown is able to allocate only a small amount of its limited resources for athletics. With fiscal belt-tightening everywhere being the norm, no one can reasonably expect Athletics' share of the University budget to increase in the foreseeable future. The problem with the athletic budget is the manner in which it is presently distributed.

One need only examine the Athletic Department's budget to fully appreciate the disparity between the "have" and "have not" sports. A total of $267,180, or about 25% of the athletic budget, is set aside exclusively for men's basketball. Men's track, Georgetown's other nationally competitive NCAA Division I sport, receives $77,733, or about 7.5% of the budget, while the top three women's sports, track ($32,627), basketball ($23,284) and volleyball ($11,592) receive a combined total of $67,503, or about 6.5%. All remaining "minor" sports (except football), both men's and women's combined (in all, over a dozen), receive a total of only $46,651 (to cover coaches' salaries, travel expenses, equipment and uniforms), or less than 4.5% of the entire budget.

This financial disparity between the major and "minor" sports is primarily reflected in the allocation of athletic scholarships. Men's basketball and track are awarded 15 scholarships each, while women's basketball, track and volleyball presently receive 5 each (with women's basketball slated to increase by 3 next year). Financial aid at Georgetown is modest by comparison with peer institutions. But interestingly enough, more money is set aside at Georgetown for athletic scholarships than the amounts allocated for academic scholarships by each of the undergraduate schools (with the single exception of the College of Arts and Sciences).

Apparently unbeknownst to many, participants in some of the "minor" and club sports are frequently forced to rely on membership dues and out-of-pocket money to finance athletic-related costs such as travel, equipment, etc. Although the hardships faced by varsity sports like crew and sailing are considerable, the plight of club sports is even more distressing. This past year the rugby team received a total of $180 from the Athletic Department, not even enough to cover union dues for the league to which it belongs. The hockey team received $900 from Hoyas Unlimited two years ago but nothing this past year, and consequently was not able to afford more than a dozen matching uniforms.

No relief for these financially plagued operations appears in sight. The Student Activities Commission, which charters all new clubs on campus and provides them with operating capital, not only is reluctant to consider applications for new club sports, but would prefer to divert itself of those club sports for which it is presently responsible. With funds from the Athletic Department and outside sources diminishing rather than increasing over time, the outlook for club sports at Georgetown appears bleak indeed, with prospects for "minor" varsity sports not much better.

It becomes increasingly obvious that any serious attempt at a more equitable financial redistribution of the athletic budget will have to take into consideration the status of the two major Division I sports: men's basketball and men's track. Any alteration of either one's budget is unlikely, at least at this time. Head basketball coach John Thompson and head track coach Joe Lang are both protected by contracts that guarantee against any cutback on current levels of funding for their respective sports. Basketball is by far
The most popular sport on campus, and the team members are the darlings of the University. The sense of unity and excitement on campus brought about by the hercules of this year’s NCAA quarterfinal team will not soon be forgotten. Furthermore, the fact that a majority of the team hails from the greater D.C. area, concomitant with John Thompson’s role as a liaison between a predominantly white, upper middle class Catholic school and an overwhelmingly black community should not be overlooked. Despite the high costs of funding the program, basketball acquires itself quite well financially, with not insignificant revenues accrued from gate receipts and television appearances.

Nevertheless, a few hard realities must be addressed. First, antiquated McDonough “Arena” (a gym if there ever was one) is no place for a nationally prominent team like the Hoyas to play. Given the existing priorities for future physical plant projects (the Intercultural Center, Village B and the renovation of Nevils), the chances for a new sports and convocation center or even a renovated McDonough are remote. Secondly, much of the credit for the success of the Hoya basketball program has been properly attributed to the superb coaching of John Thompson. At present, John Thompson’s salary is nowhere near what he deserves or could be getting. Yet there is no way the University can be expected to match, much less exceed, the salary offers that will surely be made to him in the future. Georgetown was fortunate not to lose his coaching services to Oklahoma this year. We may not be so lucky next time.

Given that Georgetown cannot reasonably expect to continue to benefit from the services of John Thompson in perpetuity, along with the fact that the Hoyas will almost certainly be confined to playing their home games in McDonough, the questions must be asked: can the Hoyas maintain their on-court excellence as the University is forced to compete with other more favorably endowed schools for available talent? Will Georgetown continue to support the program if the caliber of play which Hoya fans have grown accustomed to watching suffers as a result?

While both the administration and the student body appear to wholeheartedly support the basketball program, an increasing number of students have become openly critical of the amount of money that goes into men’s track. In an editorial on April 25, 1980, The Hoya, citing track’s limited spectator appeal and the financial plight of the “minor” sports, called for the reduction of the men’s track program to nonscholarship status. A few days earlier, The Georgetown Voice in a feature article on Georgetown’s philosophy of athletics also implicitly suggested that if push came to shove in the scramble for pieces of the athletic pie, men’s track should be cut back.

The track program is not without its supporters, though. Athletic Director Rienzo, a former track coach at Georgetown, claims that the University is getting a bargain in that most team members compete in cross country as well as indoor and outdoor track. Furthermore, it is argued track has a long and rich tradition at Georgetown (although the same could have been said for football and baseball when they were cut back).

Ironically, Title IX, which was promulgated with the objective of promoting more equal distribution of funds set aside for athletics, has not hurt the financially well-to-do sports like men’s basketball and track, as had been feared by many. Instead, it has adversely affected the “minor” sports which now must struggle at subsistence levels of funding. One can hardly fault Title IX and the principles which were behind it — its provisions were long overdue. Women’s sports in general do not yet generate widespread spectator interest — but in all fairness (with the exceptions of big-time men’s football and basketball), not many college sports do.

Without question, the Athletic Department faces a rather nasty predicament that promises no quick or easy solution. Any attempt to redress the current situation through a more equitable redistribution of existing financial resources will no doubt evoke strong negative reactions from either or both of the major sports (as well as many sectors of the University) if they are adversely affected. On the other hand, maintaining the present status quo not only would appear unreasonable but will become increasingly difficult to justify as time goes by.

One way the Athletic Department could make some initial headway to alleviate current tensions would be to address the psychological dimension of the disparity between the “haves” and the “have-nots.” Every plea by the “minor” and club sports for increased funding at the Task Force open hearings was matched by one calling for more recognition. Progress could be made in small areas: improvement in the reporting of “minor” sports’ scores has been one example.

It should be emphasized, however, that any steps taken to placate the psychological needs of the “minor” and club sports should supplement, and not be substituted for, those sports’ pressing financial necessities. And as the Athletic Department moves to remedy its financial and psychological disparities consistent with its philosophy of athletics, it would be well advised to closely monitor student sentiment. To not do so would be regrettable.

— Alex Arvizu SFS ’80
Jim DiRienzo (top left) — A senior All-American, DiRienzo was the IC4A Indoor Champion at 1,000 meters, going on to place fifth in that event at the NCAA Championships. During the outdoor season, he ran on both the distance medley and 4 x 1500 meter relay teams that nearly upset heavily favored Villanova at the Penn Relays. He finished fifth in a star-studded 800 meter field in the finals of the U.S. Olympic trials in June.

John Gregorek (top right) — An amazingly versatile performer, Gregorek's eye-opening performances throughout the year earned him All-American recognition in cross-country, indoor and outdoor track. Impressive all year long, he saved his best for last, qualifying for the U.S. Olympic team by finishing third in the grueling 3,000 meter steeplechase final at the Olympic trials in June. Along with a host of other American track and field standouts, John will tour this country and Europe in a series of meets organized for those athletes whose nations have decided to boycott the Summer Olympic games in Moscow.

Eric Floyd (left) — The dazzling second-year man from Gastonia, North Carolina dispelled the sophomore jinx theory as he led the Hoyas in scoring for the second straight year. His incredible 31 point performance in the Hoyas' heartbreaking 81-80 loss to Iowa in the NCAA tournament earned him the Most Valuable Player award for the Eastern regionals. With his uncanny outside shooting, amazing leaping ability and stellar defensive play, "Sleepy" appears destined for stardom in the NBA.

Jim Corcoran (right) — A hard hitting sophomore defensive back, Corcoran was a first team NCAA Division III All-American. His nine interceptions and 27 yard kickoff return average ranked him second and third in the nation respectively.

Kurt Kaull (left) — Only a freshman, Kaull led the Hoya sackers in hits, doubles, home runs and runs batted in. His hitting (.406) combined with that of senior Mike Messenger (.426) to elevate Georgetown to a level of respectability during the spring campaign. Kaull also distinguished himself as a backup point guard on John Thompson's 26-6 NCAA quarterfinal basketball squad.
Craig Shelton (left) — "Big Sky" was the backbone of the Hoyas' powerhouse basketball team with his unerring inside shooting, domination of the backboards and constant hustle. Like teammate and friend John Duren, Shelton also went high in the NBA draft, going in the second round to the Atlanta Hawks.

John Duren (below) — The senior captain and all-time Hoyas playmaker (583 career assists) piloted Georgetown to the quarterfinals of the NCAA basketball tournament in March. In addition to being named Big East Player of the Year, the honorable mention All-American from Dunbar (D.C) High School was also a first round draft choice of the NBA Utah Jazz in June.

Pia Palladino (left) — The petite freshman became Georgetown's first woman All-American in cross-country by placing thirteenth at the AIAW National Championships. Born and raised in Italy, Pia quickly established herself as one of the top collegiate distance runners in the country, finishing fourth in the 5,000 meter run at the AIAW Indoor Championships.

Christine Mullen (right) — In a year of noteworthy accomplishments by Georgetown sports teams and individual athletes, Christine Mullen nevertheless had the distinction of being the Hoyas' only national champion. At the AIAW Indoor Championships in March, the junior from Seekonk, Massachusetts, was victorious in the finals of the 1,000 meter run. For an encore, Chris also streaked to victory in the 600 meter event, setting an American collegiate record in the process. At the U.S. Olympic trials in June, Chris was a finalist in the 1,500 meter event, and a semi-finalist in the 800.

Suzanne Kuhlman (left) — Suzanne capped off a phenomenal freshman year by capturing the AIAW Division II Eastern Regional Tennis tournament in the spring, qualifying her for play in the AIAW Nationals. Undefeated in dual meets all year long, Suzanne's accomplishments included a first-place finish in the Salisbury State Women's Collegiate Championships, a runner-up placing in the Princeton Tennis tournament, and a third-place finish in the George Mason Tennis Life Invitational.

Suzanne capped off a phenomenal freshman year by capturing the AIAW Division II Eastern Regional Tennis tournament in the spring, qualifying her for play in the AIAW Nationals. Undefeated in dual meets all year long, Suzanne's accomplishments included a first-place finish in the Salisbury State Women's Collegiate Championships, a runner-up placing in the Princeton Tennis tournament, and a third-place finish in the George Mason Tennis Life Invitational.
FOOTBALL

16 St. Francis 6

6 Duquesne 9

26 St. Peter's 13

20 Gallaudet 6

10 Johns Hopkins 18

20 St. John's 14

6 Catholic 13

20 Washington & Lee 24


SOCCER

0 Johns Hopkins

1 George Washington

2 St. Joseph's

3 American

4 Catholic

5 Villanova

6 UDC

7 Howard

0 Mt. St. Mary's

0 William & Mary

0 Towson State

1 George Mason

First Row (l-r): Mark Testa, Chas McAleer (co-capt.), Bill Corbett (co-capt), Etienne deLongvilliers, Greg Thaler, Evan Steinberg. Second Row: Dave Sinclair, Ruben Comettant, Pete Ziobro, Chuck Pepe, Iggy Pratts. Third Row: Dave Eraser (asst. coach), Lynn Olson (mgr), Mike Elmasry, John Keffer, Rob Walsh, Bill Byran, Pat Avens, Tom Cooney (head coach). Not Pictured: Federico Figo, Marco Figo, Tom Monogue, Lewis McMullan, Amnon Uzner, Mehmet Uzner, Lisa Kirsh (mgr.).

FIELD HOCKEY

3 Montgomery College

4 Gallaudet

1 Johns Hopkins

1 George Washington

2 Salisbury State

4 Mount Vernon

2 Catholic

3 American

2 Towson State

2 UMBC

1 Loyola

0 Temple

2 Tiffin College

1 Temple J.V.

First Row (l-r): Jenny Shupel, Mary Quinn, Carolyn Dewing, Sue Argyle, Ellen Kelly, Ginger Rivet (captain), Robin Chapin, Maggie Ralbovsky, Margaret Valega, Jane Sharer, Mary Taylor, Franny Magovern, Cindy Yoshuer, Sue Bevore, Lisa Veover, Noree Hardaway, Lisa Sandler, Sandy Sprinkle (head coach).

176
MEN'S BASKETBALL

Bowie State 63 107 U.S. International 79
83 Maryland 71 86 American 62
117 St. Leo 68 87 Boston College (OT) 92
69 Indiana 76 84 Connecticut 64
69 Loyola (Md.) 63 81 St. Bonaventure 67
78 Houston 75 85 Wagner 71
55 Providence 50 82 Siena 70
85 Northeastern (OT) 66 88 Pittsburgh 90
74 Boston College 98 George Washington 74
65 Lafayette 60 105 Holy Cross 78
77 Drake (OT) 79 66 Seton Hall 47
95 Iowa 64 76 St. John's 66
62 St. Joseph's 53 87 Syracuse 81
65 Oral Roberts 76 74 Iowa 71
64 St. Peter's 49 74 Maryland 68
69 St. John's 71 80 Iowa 81

Front Row (l-r): John Irwin, Ron Blaylock, Lonnie Duren, John Duren (captain), Kurt Kaull, Eric Floyd; Back Row: Eric Smith, Al Dutch, Craig Shelton, David Blue, Ed Spriggs, Jeff Bullis, Mike Hancock, Terry Fenlon; Not Pictured: Mike Frazier

WOMEN'S BASKETBALL

74 George Washington 67 80 Catholic 59
80 Salisbury State 61 66 Eastern Tennessee St. 77
65 James Madison 43 91 Winthrop 80
77 George Mason 65 74 Navy 69
87 St. Mary's 39 93 Temple 86
81 Dartmouth 71 87 La Salle 101
72 Fourhead Dickinson 57 82 Howard 42
87 Americas 67 83 UDC 76
83 St. Peter's 70 78 George Washington 70
86 Pennsylvania 51 76 Virginia Commonwealth 66
74 Yale 61 56 Mount St. Mary's 61

Front Row (l-r): Daphne Davis, Kathy Comerford, Erin Reid, Abbie Dillon, Sue Kelly, Laura Farno; Back Row: Francis Carr (head coach), Kerry Keefe, Mary Comerford, Cecelia Anekwe, Marri DeVita (captain), Kathy Hepp, Mary Bisce (asst. coach); Not Pictured: Ginger Zimmerman

VOLLEYBALL

Tournament
Pittsburgh
Temple
Delaware
Maryland
Rhode Island
Eastern Regional

Overall Match Record: 45-12

Front Row (l-r): Paige Whitley, Marie Crewe, Diane Pickel, Hardie Glares, Darrel Cox, Jackie Levandowski (mgr.); Back Row: Dana Rose (asst. coach), Kin Ng (asst. coach), Molly Murphy, Mary Clare Rould, Kathy Connolly, Nichole Gigger, Mary Jean Ryan (captain); Joe McClure (head coach)

177
GYMNASTICS

George Washington
Essex CC and Navy
George Washington Invitational
UMBC
Montgomery College
West Virginia
Bryn Mawr

First Row (1-r): Jane Erickson, Mary Ann Pelly, Marianne McKitchen, Paulette Richards; Second Row: Anne O'Neil, Terry Rohan, Audrey Obernauer, Fig Horton, Margaret Eustace.

SWIMMING

62  Howard  48
33  American  76
64  Loyola  49
68  Kings  48
62  York  51
49  Western Maryland  55
80  Frostburg  51
40  George Washington  70
37  Towson State  75
35  Glassboro State  69

First Row (1-r): Pam Voorhees (ass. coach), Karen Anderson, Kristen Brustad, Mike Platto, Bill Rodic, Dave Rivera, Mark Hesse, Mark Evans; Second Row: Ellen Clarke, John Paniszczyn, Rick Ellison, Paul Donlin, Mary Pear, Dave Shimchick, Tom Joseph, Rob Speenert, Steve Wilson (head coach), Rich Sheehey.

GOLF

Spring

421  Catholic  443
398  Villanova  405
430  American  416
430  George Washington  451
420  American  408
420  George Washington  438
434  American  412
434  George Washington  436
402  Delaware  388
402  Johns Hopkins  452
438  Loyola  445
438  Mount St. Mary's  471

Fall Record: 11-9

MEN'S TENNIS

Spring

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>American</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MIT</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Iona</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Colgate</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Navy</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Delaware</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Villanova</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Howard</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>St. Mary's</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Towson State</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mount St. Mary's</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>George Mason</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall Record: 5-4

First Row (1-r): Bart Hochberger, Cam Funkhouser, Bill Sellers, Mike Hochberger; Second Row: George Johns, Peter Henderson, Glenn Ozermele (capt.), Richard Bausch (coach), John Rigg.

WOMEN'S TENNIS

Spring

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Salisbury State</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>American</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>George Mason</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Villanova</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mary Washington</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>George Washington</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Trinity</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Catholic</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mount Vernon</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall Record: 5-3


BASEBALL

Spring

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Howard</td>
<td>11</td>
<td>3</td>
<td>Bowie State</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Catholic</td>
<td>3</td>
<td>4</td>
<td>Johns Hopkins</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>St. Mary's</td>
<td>6</td>
<td>0</td>
<td>Delaware</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>St. Mary's</td>
<td>3</td>
<td>1</td>
<td>Delaware</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>American</td>
<td>9</td>
<td>3</td>
<td>Richmond</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Villanova</td>
<td>5</td>
<td>6</td>
<td>Richmond</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Villanova</td>
<td>14</td>
<td>7</td>
<td>American</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fordham</td>
<td>10</td>
<td>2</td>
<td>Richmond</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bowie State</td>
<td>0</td>
<td>5</td>
<td>Catholic</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Fall Record: 0-16

MEN'S TRACK

Cross Country
Oregon, Columbia, Navy
Big East Championships
IC4A Championships
NCAA Championships/District II
NCAA Championships

Indoor
Bucknell Open
Dartmouth Relays
Olympic Invitational
Princeton Relays
Millrose Games

Big East Championships
IC4A Championships
NCAA Championships

Outdoor
Colonial Relays
Dogwood Relays
Rutgers Relays
Penn Relays
Big East Championships
IC4A Championships
NCAA Championships
National AAU Championships
Olympic Trials

First Row (1-r): Brian McCammon, Jim DeRienzo, Kevin Byrne, John Gregorek, James Riley, Tom Grimes, John Lawrence; Second Row: Theodore Murphy, Sean Durkin, George Donnar, Chris McCabe, John Sullivan, Bill Dougherty, Third Row: Raphael Liechth, Matthew Pearson, William Dean, Phil Reilly, Bill Ledder, Rich LePetti (mgr.)

WOMEN'S TRACK

Cross Country
Capital 10K Championships
George Mason Invitational
EAAW Championships
AAW Championships

Indoor
Bucknell Open
Dartmouth Relays
Olympic Invitational
Princeton Relays
Millrose Games

EAAW Championships
AAW Championships

Outdoor
Colonial Relays
Dogwood Relays
Lady Terrapin Invitational
Penn Relays
EAAW Championships
AAW Championships
Olympic Trials

First Row (1-r): Sally Cashen, Sharon Harvey, Sheila Murphy, Monica Joyce, Loretta Calabrese, Paula Frizioso, Fia Palladino, Carolyn Willis; Second Row: Diane Badar, Mary Taylor, Chris Mullen, Chris Skea, Nancy McIver, Mary Jane DeBrewitz, Pan Fanaritis (asst. coach); Not pictured: Cathy Fieseler

SAILING

Pennsylvania
Penn State
Navy
Cornell
Maryland
Princeton
Potomac Frostbite
MAISA Championships

(1-r): Chris Kenny, Joe Birkof, Steve Dewye, Maureen Math, Ben Reese, Peter Ling-Vannemat, Mary Pat Forrest, Kim Siew-Nielsen, Robin Williams, Frank Magill; Not pictured: Terry McGovern

180
## Men's Lacrosse

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola</td>
<td>24</td>
</tr>
<tr>
<td>Hampden-Sydney</td>
<td>23</td>
</tr>
<tr>
<td>Mt. St. Mary's</td>
<td>15</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>18</td>
</tr>
<tr>
<td>Catholic</td>
<td>5</td>
</tr>
<tr>
<td>Richmond</td>
<td>4</td>
</tr>
<tr>
<td>Randolph-Macon</td>
<td>13</td>
</tr>
<tr>
<td>Catholic</td>
<td>1</td>
</tr>
<tr>
<td>VMI</td>
<td>11</td>
</tr>
<tr>
<td>Morgan State</td>
<td>11</td>
</tr>
</tbody>
</table>


## Women's Lacrosse

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMBC</td>
<td>13</td>
</tr>
<tr>
<td>Mary Washington</td>
<td>15</td>
</tr>
<tr>
<td>Essex CC</td>
<td>15</td>
</tr>
<tr>
<td>Wilson</td>
<td>2</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>6</td>
</tr>
<tr>
<td>Frostburg</td>
<td>14</td>
</tr>
<tr>
<td>Goucher</td>
<td>9</td>
</tr>
<tr>
<td>Hood</td>
<td>9</td>
</tr>
</tbody>
</table>


## The Big East Conference

- Basketball: 1st
- Cross Country: 2nd
- Golf: 4th
- Indoor Track: 4th
- Outdoor Track: 6th
- Swimming: 5th
- Tennis: 2nd
FENCING

GEORGETOWN UNIVERSITY FENCING

WEIGHTLIFTING
The campus organizations are an important aspect of the Georgetown student's life. They complement the university's academic programs and offer a chance for students to become involved in areas that are related to, yet outside of, them. A large percentage of students participate in the more than 90 campus organizations. These clubs reflect the interests, needs, and talents of Georgetown's diverse student body. And as Georgetown's students become more diverse, the number of new clubs continues to grow.

Club-sponsored activities and special events bring together portions of the student population that otherwise would not come into contact. They perform, provide services to fellow students, and bring well-known personalities to Georgetown. The groups provide a meeting ground for students of similar viewpoints or backgrounds. All in all, campus organizations are an influential part of the student's life. Those who run them and participate in them contribute greatly to the university's community life, and prevent the Georgetown student from becoming totally submerged in his/her studies.
Korean Club

Spring Break in Appalachia
Japan Club

Baker Scholars
Les Bateleurs
Puerto Rican Student Association
Social Action Committee

Spraker Rifles

SPRAKER RIFLES
GEORGETOWN UNIVERSITY
G.U. Symphony
GUNS Academic Council

African Student Association
College Academic Council

Theology Majors
Senior Week Committee
German Club

Luso-Brazilian Club
Astronomy Club

The Hoya
Dance Company

Psychology Students Association
Student Government

College Republicans
Free University

Greek Club
Student Entertainment Commission
Student Admissions Committee
Democratic Socialist Organizing Committee

Marketing Society
Chorus

Student Activities Commission
Cuban Student Association

Social Democrats
History Majors

South Asian Club
SFS Academic Council

Jewish Student Association
Pep Band
Russian Club

Right to Life
Washington Club

SBA Academic Council
Alpha Phi Omega
James Parkman Butler  
BSFS Intl Economics

Michael J. Butler  
AB American Studies

Frank L. Buttitta  
BSFS Intl Economics

Daniel M. Butturini  
BSBA Finance

Cynthia L. Bydlinski  
AB History

Emily J. Cacas  
BS Nursing
Peter A. Carter  
AB Government

Lisa A. Carty  
BSFS Intl Politics

Mark J. Casella  
BSBA Accounting

Karen I. Cavanaugh  
BSFS Intl Economics

Haydée Celaya  
BS French

Brigitte H. Chang  
BS French

Frederick J. Chapey, Jr.  
BSBA Finance

A. Robin Chapin  
BS Nursing

Ronald R. Chenette  
BS Biology

Sharon Cheng  
BS French

Frida Chepelinsky  
BS Italian

Lawrence W. Chespak  
BS Biology

Ann M. Chiarucci  
BSFS Intl Politics

Richelle M. Chiet  
AB Government
Would I do it again?

Were I given the chance, would I once more willingly step into the world of Georgetown as a Sophomore transfer student and, in so doing, subject myself to the experiences—both good and bad—contained therein? Would I again:

... declare a major in philosophy, hoping to be trained in what the Scholastics thought, yet, finding virtually no Thomists in my department;

... sweat through hours of waiting in the gymnasium—be it for registration or basketball games—only finding myself waiting elsewhere—the cafeteria, the bookstore, the cafe?

... surround myself with Dumbarton Oaks on the first day of spring worthy of the name and smelling flowers never before seen?

... travel to Philadelphia in the rain or the sun to see five fellow students I never met play a game with greater spirit than I thought was possessed by the school?

... travel to Alaska for a year to interrupt studies only to discover upon my return a more crowded library and a new major?

... explore the person I was becoming against the backdrop of the often misguided and misleading school, and would I again realize that as I had been changed by Georgetown, the school would remain virtually unaltered by my presence?

... speak of the university in critical tones to my friends and fellow students and in laudatory tones to my parents while knowing inside that whatever its fault, it was the only place for me? and

... cry when some friendships ended sooner than I ever imagined they could?

In deciding, I must rely on those standards which have served me well throughout the years. Indeed, I possess a faith in God which has remained unshaken, and I have built a faith in myself which is no less strong. Now over the seasons' changes, I peer into Georgetown hoping it too might be worthy of my faith. Is it deserving? Aware of my experiences and knowing, as I do, that I could have done it better, would I do it again?

The answer comes immediately, unreservedly, enthusiastically, and lovingly, "Yes."

Christopher FitzHenry Robling
CAS '80
Alfred Paul Dutch, Jr.  
AB Sociology

Mary Dwyer  
AB Economics

Maria J. S. Dy-Liacco  
AB History

Martin I. Edmonds  
BSFS History & Diplomacy

Nancy Jean Egan  
BSFS Intl Economics

Mary E. Eicher  
AB English
My Metamorphosis

There is bitter sadness in leaving this place. We came here expecting to find so much, some of which would be frivolous and some of it not. But all of it part of the glistening rewards we knew should come to those, like ourselves, who had the good fortune, or the intelligence, or the lucky grace to be where we were four Septembers ago: sunlit autumn Sundays of football and blankets and longlegged girls, the exhilaration that comes from the pure pursuit of knowledge, first loves and first nights, pipe-smoking professors who become mentors and redirect our lives, a sense of being part of a supportive community whose ties would survive years and distances down to the eventual reunions, and above all some purpose, some reasons. And here we found, a little tarnished perhaps, some of those rewards: the exhilaration and the drudgery of academe, first loves and last loves and the pain and strange toothbrushes that come in between, no mentors but several professors who would split a pitcher. But, most importantly, we found no reasons here, no justifications, nothing to set our courses by. And, regardless of whether this is our fault, or the school's, or a symptom of our times, it is a sad and troubling thing.

—Richard M. Mills
SFS '81
Valere P. Gagnon, Jr.  
BSFS: History & Diplomacy

Arthur V. Gallagher II  
AB Economics

Mark A. Gallagher  
BSBA Intl Mgmt

Mark B. Gallo, Jr.  
BS Psychology

Ali Ganjei  
AB Fine Arts

Lisa A. Gann  
BSFS Hum./Intl Affairs

Martin J. Garofalo  
BSBA Marketing

Scott Gatehouse  
BSFS Intl Economics

Patricia A. Gaul  
BSBA Accounting

Robert J. Gavigan  
AB English

Patrick C. Gavin  
AB History
Leah J. George  
AB History

William C. Gerard  
AB Government

Barbara A. Giacomini  
BS Nursing

Mary F. Gibbons  
BSFS Intl Relations

Walter J. Giblin  
BS Biology

Alanna C. Gibson  
BSBA Marketing

Edward D. Gil  
BSFS Intl Economics

Thomas P. Gilfeather  
BS French

William J. Gillett  
BSFS History & Diplomacy

Cynthia Crae Gillies  
AB Sociology

Tobey Anne Gilmore  
AB Economics

Elise A. Gimlin  
BS Nursing

Alan Sheridan Ginsberg  
BSBA Accounting

Kenneth S. Ginsberg  
BSBA Finance

Joseph H. Giomarino  
BS Chemistry

Jud Harris Gitelman  
BSBA Accounting

Steven J. Glazer  
BSBA Accounting

Anna C. Glasgow  
BS Biology

Alison Grenewiec  
BS Portuguese

Steven H. Glick  
BSBA Marketing
My Georgetown

The Ye Domesday Books, by its very nature, is a recollection, in words as well as in pictures, of that which is idealized on the campus of Georgetown University. Yet, behind the glamour, the glitter, and the gaudy exists another Georgetown which is more simple but nonetheless important. Sadly, however, it is all too often left unmentioned. Therefore, with what everyday occurrences is one to define our community? Exactly what is Georgetown? Not surprisingly, it is many things.

Georgetown is a conglomeration of architectural designs. It is Healy Circle where the indefatigable Father Carroll cringes in his chair every time a GUTS bus whips around him. It is also Healy lawn where one finds refuge with the frisbees, dogs, and the sunshine after fleeing from the books.

Georgetown is academe and all that it entails. Georgetown is being a history major; it is having to read an 800 page book on imperialism in two days; it is having a class in Poulton for the eighth semester in a row; it is having a study carrel on the fourth floor of Lauinger.

Georgetown is midterms, papers, and exams; it is the pub after finishing the midterms, papers, and exams. Georgetown is taking your oral comprehensive on a beautiful spring day when you would rather be anywhere else; it is finding out you really do have enough credits to graduate.

Georgetown is student life. It is having a parking gate come down on top of your car and getting a bill for damage to university property. It is having season tickets for basketball; it is not having season tickets. It is going to Providence, Rhode Island and back in one day in a station wagon with seven other people. Georgetown is Yates Field House with a brand new swimming pool; it is calling to make reservations for racquetball reservations at seven in the morning and being told that all the courts are already full for the day.

Georgetown is... Georgetown.

— Catherine Pezalla
SBA '80
In reflection, the essential element of the Georgetown experience, the common thread which unites all the diverse individuals and occurrences, the bond which makes us and our surroundings a university is the line. I'm not referring to the pick-up line of the pub, nor even the thin white line of sanity which so many of us crossed during our four years here. Rather I refer to the line which afflicts all of us, the line which preys upon us even as we wait upon it.

The line is as difficult to define as it is to avoid. We were first exposed to it as a class during orientation weekend. Each time hunger struck so did the line. This strain of the line has many variants, among which are Marriott Lines and Center Cafe Numbers. In Marriott Lines, a person waits and waits until the hunger pangs are overwhelmed by the pains in the lower leg region, whereupon the victim makes his way to Healy Basement. There he is issued a number which he may exchange for food if and when the number is called. Many times the hunger pains subside before the number is ever called. This condition is known as hunger satiation, or in the lingo of the streets, death by starvation.

The most common strain of the line is Riggs Long Lines, which is often confused with Rigor Mortis, and with good reason. Riggs Long Lines reaches epidemic proportions in the Ryan Administration Building on alternate Fridays during the academic year. No student or employee of the University is immune. The fact that Tim Healy has never been seen with Riggs Long Lines is attributed to the fact that he is a volunteer.

The most crippling strain of the line is a semi-annual form confined to McDonough Gym. Treatment for this strain says the strength of even strong willed and pre-paid students. Often one waits with sweltering fevers, for hours, thinking he has caught Cashier Registrationitis Lines. Bitter is the disappointment when he learns that he really has Wrongus Lines, and must seek further aid at another station. The only way to avoid the horrors of C.R. Lines is by a signature inoculation at the Dean's office 6-8 weeks before the epidemic. An unpleasant side effect of this inoculation is Lines Pre-Registrationitis, which can be as painful as C.R. Lines itself.

The line can be very sophisticated. After the Yates Field House opened, hopes were raised that Reservation Racquetus Lines would be rendered extinct. However it soon migrated upward from McDonough Gym to the new tennis and racquet courts. Another attempt was made to eradicate the strain by installing an early morning telephone reservation system, in hopes that racquet enthusiasts could wake up before the disease did. The strain soon adapted to the telephone wires, and the chief complaints of its victims are a repeating loud buzz in the ears and insomnia.

Eventually the line, in all its virulent strains, attacks the minds of its victims, usually in the fourth, or so called senile year. These hapless folks actually wait by empty mailboxes, hoping that a letter will magically appear offering them a job, or a school which will take them away from the line. For a lucky few, such a letter does come; for countless others there is a less happy fate. True they do leave Georgetown behind, but they soon discover symptoms of a more virulent strain than they ever imagined existed: Unemployment Lines.

- Stephen A. Grant CAS '80
Mark F. McCormack
BSBA Finance

Julia Anne McCracken
BSBA Accounting

Patrick J. McDonnell
BSFS Intl Economics

Patricia J. McDonough
BS Nursing

Timothy F. McDonough
AB Economics

Lynn S. McGalliard
AB History
J. Patrick Meagher
BSFS Compsr & Regional

David M. Mehlser
BSFS Intl Economics

Reggie Meyer
BS Nursing

Christopher P. Meyering
AB History

Amalie C. Mezzullo
BS Portuguese

Mary Theresa Migliorelli
BSFS Intl Politics

Julia A. Milewski
BS Biology

Clare K. Miller
BSBA Accounting

Leslie A. Miller
BSBA Finance

Terran A. Miller
BSBA Finance

Michelle Millis
BS Psychology

Thomas P. Minogue
AB Philosophy

Robert M. Mischak, Jr.
BSBA Int'l Mgmt

Donald A. Mitchell
BSFS Intl Politics
Susan T. Muskett  
AB Government

Yvonne M. Myrick  
BS French

Celia L. Naccarelli  
BS Physics

Katrin K. Naelapaa  
BSFS Intl Economics

Janet A. Nagel  
BS Biology

Mary Byrd Nance  
BSFS Intl Economics

Linda L. Nannen  
BS Nursing

Jennifer L. Nard  
BSFS History & Diplomacy

Nilda M. Navarro  
AB Government

German Newall  
BS Biology
Phillip W. Offill, Jr.  
AB Economics

Jaqueline O'Grady  
AB English

Mary Ellen O'Hara  
BSFS Intl Politics

M. Holly O'Hern  
BS Nursing

Maria Cecilia Olcese D.  
BS French

Raymond G. Olsson  
BSFS Intl Economics

George W. Olvany  
BS Psychology

Timothy P. O'Malley  
BS Biology

James G. O'Neill  
BSFS Intl Economics

Mary Opar  
BS Russian

Festus O. Opara  
BS Chemistry

John Junius O'Reilly  
BSFS Intl Economics

Joseph Michael Oriolo  
BSBA Finance

Carol L. O'Reilly  
BSFS History & Diplomacy
In the beginning is my end.

Four years ago, give or take a month or two,
I sat 400 miles away on Long Island and packed away
what I thought then
Was the best part of me.

I still have the same corrugated boxes from Mr. Cooper’s Pharmacy.
But my treasures from high school I’ve lost somewhere between
Darnall and Prospect Street.
I think I remember being just a tad nervous then.
Now, as I toss off the last vestiges of my adolescence,
I am tempted to hide behind my mother’s skirts . . . again.
And, as I pack, in the same way, the different memories to sort
I can’t even remember what was so important then
Or why this stuff is so important now.

During one of the many traumas that plagued my puberty
My father wrote me a few comforting lines.
Although I can’t quite remember just what exactly they were
in reference to.
They went something like, “. . . and this advice comes from
one who has passed more years than he shall see again.”
And the point to be made was, that from this perspective,
Things just don’t look all that dismal.
So, from down here, among the battered textbooks and the
dried out underliners
Things look pretty okay.

Oh, yes, I have neglected too many fine friends
And been fortunate enough that it never did matter.
I have fallen in and out of love too often and
Compromised not only myself but what I believed.
I studied too little and was lucky too much.
I changed my major three times and am still looking.
And I was finally brought down to earth.

And now I am preparing to leave the fantasy world I have
been visiting for 21 years.
I still take things too seriously.
But I’ve left with far more than I anticipated.
I’ve got a job and a husband, two dogs,
A Q-Tips carton box of photographs and addresses,
A diploma, and, as the sun sets to the West, I walk past Healy gates
with my most valuable possession;
My perspective.

— Jeri Kraver
CAS ’80
Justine Slattery  
BS Spanish

Carley Jo Smith  
BS Spanish

Edward A. Smith III  
AB Economics

Mary Catherine Smith  
BSFS Intl Politics

Robin A. Smith  
BSFS Intl Politics

Sally M. Smith  
BS Biology

Steven A. Smith  
AB Government

W. Wakefield Smith  
AB Economics

Joseph E. Snow  
AB Economics

Marc A. Sobel  
AB Government

Mass on the Mall
Timothy X. Sokas
AB English

James R. Solomon
BSFS Intl Economics

Sheila L. Spencer
AB English

Jay L. Spiegel
AB Government

Laura E. Spitler
BSFS Intl Economics

Robert A. Spolzino
AB History

Catherine A. Stachniak
BS French

Valerie A. Stackhouse
BSFS Intl Politics
Kathryn G. Turkel  
BS Russian  

Nancy E. Turko  
BSFS Intl Politics  

M. Linda Turley  
BS Psychology  

Dennis C. Turner  
BSFS Compar & Regional  

John C. F. Tarnure  
BS Spanish  

David C. Turtlaub  
BSBA Intl Mgmt  

Lisa Angele Tyler  
BS Nursing  

Reginald M. Tyson  
BSFS Intl Economics  

John M. Underriner  
AB Economics  

Krishna R. Ura  
BSFS Compar & Regional
John B. Warfel  
BSFS Hum/Ind Affairs

Carol E. Warren  
BSBA Ind Mgmt

Timothy H. Watkins  
BSFS Intl Economics

Anne C. Watson  
BS Psychology

Carolyn S. Weber  
BS German

Richard E. Weber  
BSBA Marketing

Margaret M. Weidenbruch  
BSBA Accounting

Mary Ellen Weismann  
BS Nursing

Dana Weisman  
AB Government

Leslie A. Welch  
AB Government
John J. Worthington III
BS Biology

Ann Christine Worley
AB Government

Peter Wozniak
BSFS Compar & Regional

Christopher Wright
BS Psychology

David A. Wright
BSBA Finance

Tawanna R. Wright
BS Psychology

Marcia V. Wrezinski
BS Russian

Susan A. Yashar
AB Government

Neguin Yavari
BSFS Intl Economics

Kathy W. Yeager
BSBA Marketing

Katherine A. Yohe
BS Nursing

Brian D. Yoklavich
BSBA Intl Mgmt

Daniel J. Young
AB Economics

Nancy L. Young
BS Nursing

Theodore M. Zambetti
BS Psychology

Carol Zatorski
BSFS Intl Economics

Kathryn A. Zeller
BS Nursing

Jack Matthew Zetkalec
BSFS History & Diplomacy

Jody J. Zeitler
BSFS Intl Relations

Christine Zylbert
AB English
My Friends,

As I look back on the time we’ve spent together, I realize we must go our separate ways. It has been a time filled with love, joy, sorrow, victory, defeat, setbacks, anger, happiness, confusion and accomplishments. It was an experience I will treasure always. As we follow our paths to wherever they may lead, remember . . .

. . . Nothing in life is to be feared, it is only to be understood.

Later . . .

Beth

Think where man’s glory most begins and ends,
And say my glory was I had such friends.

— William Butler Yeats

Anne Maria Warren
BS Psychology
1958-1980

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

Joseph Corrigan ’83
Daniel Dilhplane GDM
Rev. Vincent F. Beatty, S.J.
Wilfred's Reunion

Hubie Wilfred fastened his Bergson tie bar onto his collar and gazed at himself in the mirror. Satisfied with his general appearance — excepting the shadows under his eyes — he left his room, walking briskly out the door and down the steps. Lanny McDermott saw him rushing through the lobby. "Hey, Hubie," he shouted, hustling over to him, "you off to the party?"

"No," answered Hubie, "I'm gonna pop in on a Jesuit friend first. I'll see you at the party."

Hubie thought about how much the Jesuits had changed, especially since Vatican Three, as he walked onto Wisconsin. They're first. I'll see you at the party.

It should be a shame if we didn't get together while I was there, he thought. Silently, he wondered if he should stop in so suddenly like this, but his doubts were quelled when he remembered his early morning flight the next day. It should be a shame if we didn't get together while I was here, he concluded. He hoped Merrill was in.

A bus drownd painfully up Wisconsin. Hubie noticed how empty the streets were. He remembered his walks around Georgetown as an undergraduate. The streets were crowded, and the area seemed to echo with the din of city sounds. It was quiet now, thanks to the Soviets in '92. Some day, however, Georgetown might once again experience the stir of humanity: restaurants would be packed, laughter, music, shouts and conversations would flow again. Sidewalks and streets would once again be teeming with the noise of pubs and Porsches and bars and buses. But not for another hundred years, the war had seen to that. Maybe in fifty years the carousing, carefree, careless spirit of the eighties would return to Georgetown. Or even in twenty-five.

Hubie turned up O street. Twenty-five years. I'm almost fifty years old, he thought. I've sold real estate for twenty-two years, and now there's no one left to buy it. Two robed seniors, each carrying a bottle of Don Perignon under his arm, walked into an apartment complex. There weren't many townhouses left in Georgetown; apartment houses, though now rarely full, dappled the once Georgian looking area. Two other undergraduates passed by him. A dullness overcame Hubert, yet his heartbeat quickened. He continued walking.

At Thirty-sixth, he stopped and pulled out the address to Merrill's. It was on the northwest corner, across from Durkin Hall. She had a townhouse! His spirits lifted. On her door there was a tiny, typed tag which read, 'Elizabeth Merrill, S.J. — Welcome.'

Krogh Intercultural Center? What do you think of it?"

Elizabeth noticed the discomfort of her friend and tried to calm her. "I like it, but I think it's too bad the war sapped Georgetown's international flavor."

An uncomfortable pause stilled the conversation. He looked at her crucifix. "So," he said a little nervously, "you're a Jesuit now. You look happy. Are you happy? It seems to suit you."

"Yes, I am happy. But it's not quite what we expected, is it?" She smiled.

"No," he said, lowering his eyes, "it certainly isn't."

Elizabeth noticed the discomfort of her friend and tried to accommodate him by asking him about his work. The last she heard, he was doing well as a realtor. "How about you, Hubie, how are you doing? How's your job?"

"The job's O.K.," he didn't want to, but he lied. He was ashamed to say that North and North had let him go. There just weren't buyers anymore. "I'm planning to take a vacation soon. Maybe spend some time in the Sierras."

From somewhere in the house, chimes rang, signaling the half-hour. Hubie was certain he could hear a clock ticking, though he couldn't locate it.

Elizabeth remembered the time and started. "Hubie, I'm celebrating Mass in the Crypt at seven o'clock. Would you join me?"

"I'm in town for this silly reunion, and I thought I'd stop by to say hello."

Elizabeth, her cheeks flushed from Hubie's kiss, was still visibly moved by seeing Hubert again after all these years. "Please, please come in, Hubert," she said, finally.

She led him into the living room which impressed Hubie as cozy and comfortable. The old, oaken floor seemed to enhance the warmth of the room. Elizabeth pointed to an antique rocking chair. He was not used to seeing the crucifix on her. It unsettled him. He didn't know what to say, after all, and wondered if he should have come here. He fumbled for something to say; the reunion seemed the likely topic to open the conversation. "Have you gone to any of the festivities, yet?"

"No, but I hear it's been pretty wild."

"Yeah, well, you know the Hoyas tradition. Even if everything else changes, one thing never will: that's the parties. The campus sure looks different, though. I hardly recognize it."

"It certainly has changed," she agreed. "Have you seen the Krogh Intercultural Center? What do you think of it?"

"I like it, but I think it's too bad the war sapped Georgetown's international flavor."

An uncomfortable pause stilled the conversation. He looked at her crucifix. "So," he said a little nervously, "you're a Jesuit now. You look happy. Are you happy? It seems to suit you."

"Yes, I am happy. But it's not quite what we expected, is it?" She smiled.

"No," he said, lowering his eyes, "it certainly isn't."

Elizabeth noticed the discomfort of her friend and tried to accommodate him by asking him about his work. The last she heard, he was doing well as a realtor. "How about you, Hubie, how are you doing? How's your job?"

"The job's O.K.," he didn't want to, but he lied. He was ashamed to say that North and North had let him go. There just weren't buyers anymore. "I'm planning to take a vacation soon. Maybe spend some time in the Sierras."

From somewhere in the house, chimes rang, signaling the half-hour. Hubie was certain he could hear a clock ticking, though he couldn't locate it.

Elizabeth remembered the time and started. "Hubie, I'm celebrating Mass in the Crypt at seven o'clock. Would you join me?"

"I'm sorry," he mumbled, still surprised that she was a Roman Catholic priest, a Jesuit, too. "I can't make it, but tell me the gospel reading. I'd like to know what it says."

She picked up the lectionary on the coffee table. A marble Pieta rested beside it. She flipped to the day's reading, a Lucan parable. "Here it is," she said. "And I have to ask you: What is this I hear about you? Give me an account of your service, for it is time to come to an end . . ." She continued reading the parable, but only those last words stayed with him. They were spoken so softly, so gently, yet they seemed to drive violently awa—
traneous or irrelevant thoughts. The words seemed to rise up within his mind like a monument, a monument that witnessed against his past twenty-five years. He was saddened. Twenty-five years, he thought. Give me an account of your service. Twenty-five years.

He rose from the rocker. Elizabeth walked him to the door. Awkwardly, she took his hand and gently kissed his cheek. As he turned and walked out the door, she said sincerely, "We'll keep in touch, Hubie."

The celebration in Durkin Hall was overflowing with middle-aged alumni. It was crowded, noisy, and smelled like beer just like the old Hall of Nations parties years ago. A large banner on a wall shouted, "25 Years!" Hubie felt the reminder was an unnecessary imposition on his conscience. He saw Lanny McDermott on the other side of the room, holding two beers in his hand, engaging a pretty alumnus in conversation. Hubie was mildly amused, knowing exactly what Lanny would be saying, "CAS '80, Law '83, Stern and Foster '84, Rubenstein, Smith and McDermott, '88, Georgetown Inn, #418."

Backs were being slapped, songs sung, jokes told. Happy and slightly drunk dancers swirled by him. Hubie couldn't tell whether the malaise gripped him as an observer or participant. He overheard someone behind him, "My accountant has asked us to invest in commodities for now..." Hubie couldn't hear the rest of it, but it didn't matter, the man's words were somehow transmuted to, "Give me an account of your service." The words in his mind seemed louder, larger, than the words on the wall.

He remembered Georgetown. And the novitiate. And North and North. He pursed his lips and shook his head. A heaviness shrouded his heart. He wasn't bitter, but he was regretful. That much was certain. The thickness of his heart and of the party drove him outside for air. The crisp, May evening refreshed him. He found himself walking and, moments later, discovered that he was in the quad. A reddish, fire-like hue pierced through the tiny crack between the chapel doors. He recited the parable once again, and decided he could no longer deny the errors of his life. He admitted it and felt his face flush. Slowly, surely, the heaviness that weighed upon him lifted. He took a deep breath, taking in the invigorating air. He turned up his collar and began walking briskly back to Wisconsin. As he passed through the gates, he looked behind his shoulder and said lightly, "We'll keep in touch, Georgetown."

- Thomas Forsthoefel CAS '80
- Anne Kurzenberger CAS '80
Benefactors

Mr. and Mrs. David Arvizu
Mr. and Mrs. G.M. Atkins
Alan H. Bailey, M.D.
Mr. and Mrs. Louis J. Boland
Mr. and Mrs. James L. Bowler
Mark E. Brady
Alphons L. Brenninkmeyer
Mr. and Mrs. Fredrick J. Chapey, Sr.
Nicholas W. Cirillo
Mr. George Contoy
Mr. and Mrs. Chester A. Cook
Richard F. Cotter D'29
Mr. and Mrs. Kirk S. Fairhurst
Dr. Robert R. Filardi
Mr. and Mrs. Charles T. Fisher
Mr. Andrew E. Fontana
Dr. and Mrs. James M. Frawley
Nicholas P. and JoAnn C. George
Mr. and Mrs. Marvin Gutschmit
Mr. and Mrs. J. Alan Harrison

Mr. Oscar R. Hart
Dr. and Mrs. Stephen J. Herceg
Ismael H. Herrero, Jr.
Mr. John J. Kaplan
Mr. and Mrs. Paul Kopko, Jr.
Mr. and Mrs. B.P. Kuehn
Mr. and Mrs. Albert D. Leary, Jr.
William W. Lehfeldt
Dr. and Mrs. Norman Balfour Levin
Mr. and Mrs. Anthony Manicone
Mr. and Mrs. Humberto Montenegro
Mrs. Robert C. Napier
Mr. and Mrs. Raymond D. O'Brien
Mr. and Mrs. John O'Neil
Mr. and Mrs. Thomas J. Powers
Mr. and Mrs. Joseph Recouso
Layton F. Smith
Mr. and Mrs. Boris Tschubarjan
Mr. and Mrs. Windle Turley
Mr. and Mrs. Richard H. Wehman
Mr. and Mrs. W.F. Westerbaan
Dr. and Mrs. Eugene L. Wild
Mr. and Mrs. Sigmund A. Willant
Dr. and Mrs. Jean T. Wilson
Sponsors

Mr. and Mrs. Ralf E. Andrews
Mr. and Mrs. Balconis
Dr. and Mrs. Arthur C. Barletta
Mr. and Mrs. Prabhakar R. Barve
Dr. and Mrs. Paul M. Becker
Mrs. J. Jerome Behan
Mr. and Mrs. T.D. Bihuniak
Mr. and Mrs. John J. Boles
Mr. and Mrs. Alberto Bolet
Dr. and Mrs. Louis J. La Borwit
Mr. and Mrs. Harry W. Brady
Mr. and Mrs. John H. Brems
Ms. Jacky W. Brodek
Mr. Peter A. Buffone
Louise A. Bulik
Mr. and Mrs. Thomas J. Burns
Mr. and Mrs. Peter Campbell Brown
Mr. and Mrs. Daniel J. Callahan III
Mr. and Mrs. F. Cammarata
Governor Hugh L. Carey
Mr. and Mrs. Robert J. Cellini
Mr. and Mrs. Vincent A. Chiarucci
John E. Cobb
Mr. and Mrs. Domenic Codella, Jr.
Mr. and Mrs. James Corbett
Mr. and Mrs. Thomas Costello
Dr. and Mrs. Benjamin G. Covino
Mr. and Mrs. John L. Cox, II
Mr. and Mrs. Frank J. Crowder
Ms. Rosaleen G. Crowley
Mr. and Mrs. James H. Dalsky
Dr. and Mrs. Joseph J. Daly
Mr. and Mrs. Robert P. Daly
Mr. and Mrs. Robert D. Davis
Mr. and Mrs. W.E. Deegans
Mr. and Mrs. Frank P. DeMarco
Mr. and Mrs. Richard C. Dinkelspiel
Mr. and Mrs. Thomas J. Doherty
Ms. Mena Dominic
Mr. and Mrs. J.M. Donaghey
Donald J. Donahue
Dr. and Mrs. John E. Donnelly
Mr. and Mrs. Richard Barron Doyle
Mr. and Mrs. Martin P. Dreves
Lt. Col. and Mrs. William B. Dunbar
Mr. and Mrs. Robert F. Dryar
Marlene Echowhawk, Ph.D.
Mr. and Mrs. John Edgerton
Mrs. Fay D. Ellerbe
Mr. and Mrs. Joseph E. Esposito
Mr. and Mrs. A.J. Eyraud

Mr. and Mrs. Thomas J. Farrell, Sr.
Dr. and Mrs. Anthony J. Federico
Mr. and Mrs. John C. Ferlaino
Mario V. Fernandes
Mr. and Mrs. Robert G. Fournie
Mr. and Mrs. Jack D. Fritzlen
Mr. and Mrs. Howard H. Frost
Mr. and Mrs. Edward W. Fuegi, Jr.
Mr. Louis Fusz
Mr. and Mrs. William E. Gabbert
Mrs. John R. Gaines
Mr. and Mrs. James R. Gannon
Mrs. Jean F. Garwood
Mr. and Mrs. Wilmer Gaylord
Mr. and Mrs. William F.X. Geoghan
Franklyn P. Gerard, M.D.
Mr. and Mrs. Philip G. Geyer
Ms. Mary P. Gibbons
Mr. and Mrs. Murray Gillies
Mr. and Mrs. Harry R. Gilner, Jr.
Mr. and Mrs. Frederick D. Goosen
Mr. and Mrs. Gio Batta Gori
Mrs. Robert Gorman
Mr. and Mrs. John F. Gosselin
Mr. and Mrs. Robert K. Green
Mr. and Mrs. Charles E. Guest
Dr. and Mrs. Philip F. Gustafson
Mr. William J. Guste, Jr.
Mr. Andrew Guthrie, Jr.
Ms. Helene N. Hagadorn
Mr. John P. Hale
Mr. and Mrs. John G. Hall
Mr. & Mrs. Melvin V. Hanks, Sr.
Mr. and Mrs. Edward P. Hannon
Mr. Augustin S. Hardart, Jr.
Mr. Collingwood Harris
Ms. Geraldine Harris
Dr. and Mrs. Francis J. Healey
Mr. and Mrs. Roy Herron
Mr. and Mrs. Norman M. Hinerfeld
Mr. and Mrs. Donald R. Holland
Mr. and Mrs. Max L. Hunt

Suzanne Hutto
Mr. and Mrs. Philip E. Jakeway, Jr.
Mr. and Mrs. Joseph E. Jeffs
Mr. and Mrs. O.H. Jogerst
Mr. and Mrs. Frank C. Johanek
Mr. and Mrs. Donald J. Johnson
Ms. Lillie C. Jones
Mr. and Mrs. James W. Justice
Dr. and Mrs. Ralph Y. Kahn
Mr. and Mrs. John J. Kalagher
Mr. Thomas J. Kearney
Bruce D. Kelley, Jr.
Richard J. Kelley
Mr. and Mrs. Frances X. Kelly
Mr. and Mrs. Frederick C. Kelsey
Mr. John R. Kennedy, Jr.
Mr. and Mrs. Joseph T. Kenneally
Mr. and Mrs. Edward P. Kirby
Mr. and Mrs. William Kohl
Robert W. Kohn
Mr. and Mrs. Henry J. Kosobucki
Mr. and Mrs. Fred W. Kuhn
Dr. and Mrs. John Kurzke
Mr. and Mrs. Louis J. LaBorwit
R.W. Larisch
Mrs. Margaret Larkin
Charles F. Leonhardt
Mr. Richard E. Lewis
Mr. and Mrs. Edward Liaty
Mr. and Mrs. Joseph Licata
Mr. and Mrs. James R. Lloyd, Sr.
Mrs. Donald F. Lucey
Mr. and Mrs. James J. Lynch
Mr. and Mrs. John P. McCourt
Thomas W. Mahoney
Mr. and Mrs. Joseph Mangino
Mr. and Mrs. George Mansour
Constance and Nicholas Marini
Dr. and Mrs. Frank A. Massari
Mr. and Mrs. John D. Masters
Mr. and Mrs. Ralph G. Mastrangelo
Mr. and Mrs. John Meak
Ms. Ruth Ann Mitchell
Mr. and Mrs. Richard Mills
Mr. and Mrs. John T. Monahan
Mrs. Thomas W. Moseley
Mr. and Mrs. John P. Mounteer

Mr. and Mrs. R.E. Mulcahy
Mr. and Mrs. William F. Mulhall
Mr. and Mrs. John J. Mullahy, Jr.
Mr. and Mrs. Robert H. Norton
Mr. and Mrs. M.H. Murray
Mr. Erland C. Nilson
Mr. Stanley A. Olawski
Carl E. Olson
Mr. and Mrs. Charles C. O'Reilly
R.D. Osler
Mr. Robert and Peggy Ozmun
Mr. and Mrs. Ara Oztemel
Dr. and Mrs. William E. Palmer
Valentino A. Palumbo
Mr. and Mrs. Ralph J. Papile
Mr. and Mrs. William R. Perry
Mr. and Mrs. Jose A. Perez
Maria Del Carmen Pino
Dr. and Mrs. John F. Potter
Mr. and Mrs. Vernon C. Potter
Antonio L. Rabassa, D.D.S.
Mr. and Mrs. John V. Rachel
Mr. and Mrs. Joseph J. Radecki
Mr. and Mrs. Harry G. Raine
Mr. and Mrs. David Ramarui
Mr. and Mrs. Adolph Raslavich
Mr. and Mrs. Joseph A. Reagan
Mr. and Mrs. James P. Reed
Mr. and Mrs. W.W. Reich
Dr. and Mrs. Francis Reilly
Mr. and Mrs. Preston Rogers, Jr.
Mr. William P. Ruffa
Dr. and Mrs. Otto Rullis
Mr. and Mrs. Austin Ruth
Mr. and Mrs. Joseph T. Ryan
Mr. and Mrs. Arnold J. Ryder
Mr. and Mrs. Jorge Salazar
Mr. and Mrs. Charles M. Salerno
Linley W. Sanchez-Elia
Mr. and Mrs. Peter R. Sawers
Mr. and Mrs. Stewart A. Schoder, Jr.
Mr. and Mrs. Sol Schwartz
Mr. and Mrs. Anthony G. Scott
Mr. and Mrs. Robert P. Sibert
Col. and Mrs. Charles F. Spicka
Dr. and Mrs. James P. Stanton
Mr. and Mrs. James W. Starke
Mr. and Mrs. John Steeneck
Mr. and Mrs. John J. Stewart
Dr. Otto K. Stewart
Mr. and Mrs. Ed Stinn, Jr.
Mr. and Mrs. Sydney V. Stoldt, Jr.
Mr. and Mrs. Jerome L. Sullivan
Mr. and Mrs. L.F. Sullivan
Joseph Taub
Mr. & Mrs. David K. Taylor
Mr. and Mrs. Clarence Terez
William E. Tesauro, M.D.
Mr. and Mrs. Fred Teton
Mr. and Mrs. Robert E. Trainor
Mr. and Mrs. Robert C. Trumpbour
Dr. and Mrs. Richard J. Underriner
Mr. and Mrs. Lucas P. Valdivieso
James D. Vaughan, Jr. C'56
Mr. and Mrs. Balgoje Vidnic
Mr. and Mrs. John A. Volpe
Roger Vuilleumier
Mr. and Mrs. Edward V. Walsh, Jr.
Mr. and Mrs. John Ward
Mr. and Mrs. John Warren
Dr. and Mrs. Edmund T. Welch
Mr. and Mrs. L.D. Whitman
Mrs. Norman L. and Ljubica Whitman
Mr. and Mrs. Paul Wiggin
Hanford P. Willard
Mr. and Mrs. Peter Frederick Williams
Mr. and Mrs. Richard J. Wisniewski
Mrs. Richard O. Wolf, Sr.
Mr. and Mrs. Dale A. Wright
Mr. and Mrs. Walter V. Wyszinski
Mr. and Mrs. Frank X. Zambetti
Patrons

Maj. General and Mrs. Arthur Adams USMC (Ret.)
Mr. and Mrs. Marco Albergo
Livia Lopez de Alemany
Mr. and Mrs. Lee Angioletti
Arthur P. Barletta
Mildred C. Barnes
Mr. and Mrs. J.C. Bayless
Mr. and Mrs. Raymond W. Beam
Mr. and Mrs. Carleton Beh, Jr.
Mr. and Mrs. Joseph Bento, Jr.
Mr. and Mrs. R. Braumuller
Mr. and Mrs. David M. Breslauer
Mr. Joseph Brewer
Mr. and Mrs. John Busher
Mr. and Mrs. Angelo Butturini
Dr. and Mrs. Carlebach
Mr. and Mrs. Andrew Cecarelli
Mr. and Mrs. Edward W. Cheatham
Ping Chow
Colin B. Church
Mr. and Mrs. James F. Cosgrove
Mr. and Mrs. Pete Cronk
Mr. and Mrs. Holland R. Donan
Mr. and Mrs. John J. Donoghue
Mr. and Mrs. William J. Driscoll
Mr. and Mrs. Paul Vincent Dwyer
Mr. Herman J. Eckrich, Jr.
Mr. and Mrs. Frank Z. Elmasry
Mr. and Mrs. Paul J. Erickson
Mr. and Mrs. John B. Farley, Jr.
Mr. and Mrs. Arnold E. Fein
Mr. and Mrs. Carl Feldman
Mr. and Mrs. Raymond C. Fera
Mr. and Mrs. Faison P. Gibson
Mr. and Mrs. Joseph Girardi
Mr. and Mrs. Robert G. Green
Mr. and Mrs. Edward J. Hardiman
Wasyl Hawrylyuk
Patricia Hesse
Margaret L. Hodges
Mr. and Mrs. Carroll L. Honess
Dr. and Mrs. Eugene C. Hughes, Sr.
Mr. and Mrs. Nicholas Izzo
Mrs. George F. Jones
Mr. and Mrs. Mack Jones
Mrs. Marjorie B. Kelly
Jean M. Kleiner
Mr. and Mrs. John Klem
Mr. and Mrs. John P. Knodel
Dr. and Mrs. Peter Kot
Mr. and Mrs. Walter Kurzenberger
Dr. David J. LaFond
Mr. and Mrs. Samuel R. Levy
Mr. and Mrs. K. Mark Lyons II
Mr. and Mrs. M. Magagna
Mr. and Mrs. George Magovern
Mr. and Mrs. James P. Maloney, Jr.
Mr. and Mrs. Julian Mara
Mrs. E. Mastrovito
Mr. and Mrs. Francis J. McNamara, Jr.
J.S. Micalef
Mr. and Mrs. Joseph L. Middleton, Jr.
Toni J. Mindlin
Mr. and Mrs. Alfred Miossi
Mr. and Mrs. Allan Mitchell
Aline Miniviclle
Ms. Katherine J. Morgan
Mr. and Mrs. P. Morvillo
Dr. and Mrs. Heino Naelapaa
Mr. and Mrs. Charles F. Noll
Mr. and Mrs. William H. O'Connor
Edward J. O'Donnell
Mrs. Noah Peek
Alicia Figueroa Pesante
Mr. and Mrs. Hans Pirquet
Mr. and Mrs. Natale Polito
Mr. and Mrs. Harry L. Richardson
Dr. Rafael and Dr. Myrna Rivera
Mrs. Richard Roseman
Irving Rosenbaum
Mr. and Mrs. Domenic P. Ruggieri
Mr. and Mrs. William T. Ryan
Mr. Rafael Sanchez
Mr. and Mrs. John C. Sanichas
Mrs. William J. Scannell
Mr. Joseph J. Schuessler
Mr. and Mrs. Donald J. Seaman
Mrs. G.A. Sulik
Mr. and Mrs. Henri Soudee
Mr. and Mrs. Daman Swanson
Mr. and Mrs. Michelangelo Testa
Mr. and Mrs. John E. Thompson
Mr. and Mrs. William D. Tucker
Ms. F. Jeanne Wileman
Mr. and Mrs. Roger G. Williams, Jr.
Dr. and Mrs. John Worthington
2nd New North Roosters

Sitting: Andrew Hryniewicz, Robb Green, 1st Row: Joe Reisel, Mark Spina, Dave Klociek, Bob LaBua, Mark Mundy, Sam DiCarlo, Steve "Skones" Skonberg, Mike Gerardi, R.A., Martin Doyle, Dan Lahart, Dave Ballard, Terry Grifferry, Nick Marini, Mike "Pops" Mastrangelo, Eric "Wide" Legoff, Bill O'Connor, Brian Throckmorton. 2nd Row: Ralph Herdman, Stan "Vince" Greer, Geoff Mazullo, Joe "Montana" Casper, Mike Dodman, Mark Kor, Jim "Koobs" Kublin, Jeff "Jethro" Befort, Juan Acosta, Alan Dillingham, Ron "Dr. Silence" Williams, Mark Virden, Martin Shumway, 3rd Row: Rich Callian, Steve Grieder, Carl Wroblewski, Mike Adams, Rob "Uncle George" Howard, Mike Machaud, Tom Kelly, Wayne Loosbrock, Brian Reamy, Joe Slacey, Chris Tiano, Hugh "Bert" Rice, B.J. "Beege" Finneran, Sherman Hawkins, Paul Nightingale, John Bermel, Pete Sacripanti, Joe "Pooch" Pucciarrello, In Absentia: Jim Kurhler.

A Fifth of Harbin to the graduating seniors.

(Good luck Jill!)
Good Luck Class of '80

8th Harbin

Good Luck and Good Health from
The Student Health Service Staff
MARRIOTT FOOD SERVICE
Serving Georgetown Students Since 1976

Congratulations and Best of luck to our Graduating Seniors:

Scott "President" Ozmun
Tracey "Vice-President" Hughes

Lou Almerini
Joe Bartolomeo
Marty Bollinger
Joe Cammarata
Joe Costello
Fred Cummings
Buddy Giblin
Mary Ann Halford
Mary Lou Hartman
Rick Jacobs
John Keffer
Jane Kelsey
Ken Knisely

Nick Lamb
Steve Larkin
Monica Leister
Maura Lockhart
Mike MacPhee
Steve Manda
Val Reitman
Mary Jean Ryan
Maureen Sullivan
Jim Toomey
Mike Walls
Ann Watson
Bebe Winkler

THE
STUDENT ACTIVITIES
COMMISSION

Ready to Make it Happen
All you do is ask

Bruce James, Chairperson
Tom Zaccaro, Vice-Chairperson
Sondra Mckee
Luis Fernandez
Scott Dirks
Con McGrath
Gene Brandon
Belinda Haffmaster
Byron Graham
Joe Atencio, Comptroller

Healy Basement
G-16
(opposite VV's entrance)
625-4308

From The Student Government
Congratulations Graduating Center Cafe Seniors!!

"Outta Here"

The Center Cafe

"Home of the Aquilino"
Congratulations to all Graduates of the Class of 1980

BEST WISHES
from
Campus Ministries

Congratulations class of 1980 from

THE BOOKSTORE STAFF
Center Pub

Something for everyone!

Beer-Wine-Pizza

Dancing Nightly

Come and start the semester right.

(come and get wasted)

WE LOVE YA, NOW GET OUTTA HERE!

The SEC

georgetown university alumni association

The Georgetown University Alumni Association, on behalf of our alumni throughout the country and the world, wishes to extend to you, the Class of 1980, our hearty congratulations upon your graduation, and best wishes in your future endeavors.

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

3604 O STREET, N.W., WASHINGTON, D.C. 20057 / 202-625-4016
With Prayers and Best Wishes
The Jesuit Community
Our Sincere Congratulations to the Class of 1980
GOOD LUCK and GODSPEED from all of us
at Student Affairs

William R. Stott, Jr.
Dean of Student Affairs

William C. Schuerman
Associate Dean for
Off-Campus Affairs

Thomas F. Ritz
Associate Dean for
Residence Life

Debbie Gottfried
Director, Student Activities

Patricia Metz
Director, Student Activities

John G. Esswein
Director, Student Health

Anita Bolt
Director, CP&P

Charles Lamb
Director, Security Services

Francis X. Rienzo
Director, Athletics
Keep in touch with Georgetown by subscribing to

**THE HOYA**

Georgetown's Campus Newspaper Since 1920

The HOYA-Awarded An All-American Rating (the highest distinction) by the National Scholastic Press Association.

Only $7.50 a year.
Send Checks to:
The HOYA
Box 938
Georgetown University
Washington, D.C. 20057

---

**the Georgetown Voice**

THE CAMPUS NEWSMAGAZINE

Covers Georgetown like no other campus mag can!!!
Congratulations
to the Georgetown University
Class of 1980
From the ROTC Department

Available every Saturday afternoon,
Wisconsin and P Streets, N.W.
Throw a dart for your country!

MERIN STUDIOS, INC.
Creating Distinctive Photography

2981 Grant Avenue Philadelphia, Penna. 19114
(215) 673-5777

A Distinctive Merin Photographer
Front Row: Grant Gerrish, Vice President-elect; Luisa Polosjuk, President-elect; Mukund Chorgade, President; Back Row: Jack Gordon, Biochemistry; Jim Gray Economics; Wales Nematollahi, Biology.

The Graduate Students Organization emphasizes through its programs Georgetown's unique, universal, international tradition and aims to improve all aspects of graduate education and student life, representing as it does all of the university's graduate students from 84 countries.
The Director and Staff of the Study Abroad Center congratulate the members of the Class of 1980 who studied on Georgetown programs abroad.

Universität Trier
Trier, West Germany
Anthony Arend, SFS
Diane Blackman, SLL
Michael Connelly, SLL
Lori Davis, SLL
Justine Harris, SLL
Heike Kessler, SLL
William Quinn, SLL
Johanna Young, SLL

University of Warwick
Coventry, England
Christopher Bluemle, CAS
Robert Brown, CAS
Christine Fry, CAS
Timothy Kalich, CAS
John Webb, CAS

Universidad Nacional
Heredia, Costa Rica
Mindy Zamore, SFS

American University in Cairo
Cairo, Egypt
Joseph Snow, CAS

Bogazici Universitesi
Istanbul, Turkey
Leslie Wilson, SLL

Brighton Polytechnic
Brighton, England
William Gillett, SFS

Pontificia Universidad Catolica
de Campinas, Campinas, Brazil
Frances Bath, SFS
Tamara Eberlein, SLL
Ruth Langrill, SLL
Carley-Jo Smith, SLL
Mario Solomon, SLL
David Williams, SLL

City of London Polytechnic
London, England
Vivian Alonso, SBA
Amy Burrell, SBA
Patricia Hall, SFS
Christopher Johnson, SBA
John O'Reilly, SFS
Bradley Thomas, SBA

University of Kent at Canterbury
Canterbury, England
Elizabeth Abdul, CAS
James Coleman, CAS
Laura Coyle, CAS
Richard Dale, CAS
Robert Dalsky, SFS
Robert Foote, CAS
Julie Kuhn, CAS
Cynthia Lynch, CAS
Michael Manicone, SFS
Susan McLaughlin, CAS
Alexander Sokoloff, SFS
Sharon Thomas, CAS
Leslie Welch, CAS

Universidade Católica Portuguesa
Lisbon, Portugal
Leslie Wilson, SLL

Université Catholique de Louvain
Louvain-la-Neuve, Belgium
Kathleen Culkin, SFS

Universidad Complutense de Madrid, Madrid, Spain
Gloria Alavarez, SLL
Julie Amaral, SLL
Jim Butler, SFS
Linda Cohen, SLL
Erica Ellis, SLL
Ted Exstein, SLL
Thomas Fairfield, SFS
Patricia Gagan, SLL
Edward Gil, SFS
Ana Gutierrez, SFS
Lisa Hawkins, SFS
Gladys Hernandez, CAS
Colleen Kanipe, SLL
Lynette Lara, SLL
Sally Larisch, SLL
Ellen McMahon, SLL
Maureen McMahon, SLL
Katrin Naclapaa, SFS
Beth Osler, SLL
Keith Sandall, SLL
Amy Shropshire, SLL
William Steigelmann, SFS
Marybeth Zelter, SLL

American University in Cairo
Cairo, Egypt

Hebrew University of Jerusalem
Jerusalem, Israel
Martin Jones, SFS
George Zarubin, SFS

Université de Nice, Nice, France
Denise Balconis, SLL
Katharine Barnes, SLL
Anne Boone, SLL
Michelle Christopher, SLL
Deborah Davidson, SLL
Christopher Kiely, CAS
Cynthia Lynch, SLL
Thomas Martin, SFS
Vicki Strowlo, SLL

Pontificia Universidad Catolica del Ecuador, Quito, Ecuador
Donna Bailey, SLL
Jill Dailey, SFS
David Daniel SFS
Anne Markward, SLL
John O'Reilly, SFS
John Turnure, SLL
Krishna Urs, SFS
David Williams, SLL

Universidad Salzburg
Salzburg, Austria
Chris Pilecki, SFS

University of Sussex
Brighton, England
Ann Chiariucci, SFS
Ed Cohen, CAS
Christian Distasio, SFS
Jeremiah Howard, CAS
Mary McNeal, CAS
Denise Morganstein, CAS
Amy Nelson, SFS
Catherine Reiff, CAS
Sheryl Sklorman, CAS
the corp
a million dollar corporation
owned and operated by GU students

typing/travel/storage
concessions/Vital Vittles/Saxa
Sundries/copying services

Look for us in Healy Basement G-13
625-3028 Give us a call!
Get involved; its Your corporation.

The Summer School extends its best wishes to the
Class of 1980, with special thanks and congratulations to:

Ignacio Alvarez SFS '80
Julia Dietz CAS '80
Stephen D. Mull SFS '80
Sheryl A. Williams CAS '80
Compliments of the President
and Board of Directors of
Georgetown University
COMPLIMENTS of MR. & MRS. ROBERT F. COOKE

Chris Cooke CAS'80

GEORGETOWN UNIVERSITY SCHOOL OF CONTINUING EDUCATION

Congratulations to our graduating seniors:

Timothy Barry
Coral "Bernie" Harris
Tricia Sheehan
Natalie Tschubarjan

CONGRATULATIONS TO THE CLASS OF '80 and the HOYA BASKETBALL TEAM

Georgetown University Printing Department

625-4031

Graphic Services

625-3396
THE OFFICE OF RESIDENCE LIFE CONGRATULATES ITS GRADUATING RESIDENT ASSISTANTS

Judy Anderson
Peter Badala
Cheryl Bruner
Andrew Carter
Ann Chiarucci
Jill Dailey
Alex DeLucia
Alan Forst
Linda Gyrsting
Sharon Harvey
Naima Ali Hasci

N  Kathy Hennessey  SFS
SBA  Karen Jurczyk  SLL
CAS  Steve Larkin  SFS
CAS  Patty McConough  N
SFS  Chris Meyering  CAS
SFS  Kate Mounteer  SFS
SFS  Susan Mulcahy  CAS
SFS  Steve Mull  SFS
SFS  Kathleen Quail  SBA
CAS  Scott Weyman  SFS
MSFS  Val Whipple  N

And All The Class of 1980!
On Campus 50 years

One of Washington’s Finest Men’s Stores

with a Women’s Sportswear Dept.

Georgetown University Shop
36th & N Streets, N.W.
Federal 7-4100

And at
Chevy Chase Center
Chevy Chase, Maryland
656-4004

CONGRATULATIONS

The University Librarian and the entire staff of the Lauinger and Blommer Libraries wish each graduate of the class of 1980 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.

WINSTONS

MONDAY NIGHT IS DOLLAR NIGHT

3295 M Street, N.W. GEORGETOWN 333-3150

“Dancing Seven Nights to the Finest in Live Bands”

“Georgetown’s only saloon with dancing nightly.”
RIGGS

The Riggs National Bank of Washington, D.C. Member FDIC. Member Federal Reserve System.
Congratulations!

AND NOW
WELCOME TO
REALITY

best of luck in
your future
endeavors

Dixie Liquor

"Home of the Hoyas"

GEORGETOWN
PHOTO

Photographic Supplies and Services

In the Foundry Mall

1055 Thomas Jefferson Street
298-6888

1789
Restaurant
French Cuisine in Historic Georgetown Setting
"The '89 is a jewel"
Dresden, Washington Post

Valet Parking • Late Dinner Available • 1226 35th Street, N.W. • 965-1789

Dixie Liquor

"Home of the Hoyas"

Direct Importers of Fine
Wines and Liquors.

"WE CARE"

4877 MacArthur Boulevard, N.W.
Washington, D.C. 20007
Phone: (202) 338-1433

ADDY BASSIN
Wine Consultant

4877 MacArthur Boulevard, N.W.
Washington, D.C. 20007
Phone: (202) 338-1433

ADDY BASSIN
Wine Consultant
We're your neighbor away from home.

Only 5 blocks from the Georgetown campus in the heart of historic Georgetown, elegance and graciousness surround you and your guests. Fine dining is yours every day in Les Ambassadeurs from 7 A.M. to 11 P.M. And on Sunday, try our Champagne Brunch, 11 A.M. to 3 P.M. Enjoy cocktails and dancing in the comfort of our Piano Bar Cocktail Lounge til 2 A.M. nightly. Of course, there is always free valet parking.

THE GEORGETOWN INN

1310 Wisconsin Avenue, N.W., Washington, D.C. 20007
(202) 333-8900

Thomas M. Driscoll C'57
Managing Director
G'rrilla Contractors

Official Maintenance Service of Georgetown University

"From Harbin's walls to Healy's clock, we fix it all for you!"

"Formula 44D. It's so decadent, I love it! Get it now at Sugar's, or your favorite Hoya drugstore."
Congratulations to the Class of 1980!
We hope that you will continue to Follow the Hoyas
— The Department of Athletics

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
The Staff, 1980: Lying at bottom — Pat Grasso. Bottom row — Sheryl Williams, Alex Arvizu, Chuck Bayless, Andy Jones, and Don Bruckner. Standing at left is Marlene Sakaue. The three ladies on top are Jeanine Potter, Maureen O'Brien, and Fran Richardson. They're holding Tina Bihuniak at the pinnacle. Standing at right is Colleen Walsh. Hiding are Mary-Jo Swinimer, Mike Sofman, Kathy Telger and Carol Brewer.
More Staff: Lying at bottom — Bill Corbett. Bottom row — Terry McGovern, Hale Foote, Chris Sullivan, Mark Testa, and Chris Losee. The girls on their backs — Kathy Brown, Celeste Walsh, Cathy DeLeo and Peggy Hitselberger. Rising above us all is Anne Kurzenberger. Standing at right — Sheila Spencer. In the background, behind the bushes, are Kevin Greene, Jim Horgan, Marilouise Burns, Joe LeMense and Joe Middleton.
Colophon

The 1980 Ye Domesday Book was printed by Hunter Publishing Company of Winston-Salem, North Carolina in September 1980. 3200 copies of the book were made using offset-lithographic printing. An additional 3200 copies were made of the book's dust jacket. The cover is 160 pt. binder's board, covered in sailcloth with two colors lithographed in the original design by Marlene Sakaue. The paper used throughout the book is 80 lb. enamel gloss. Color sections were printed from individually separated transparencies. The book's basic typeface is Garamond with Garamond italics. Headlines were rubbed off by hand using Letraset Carlton lettering, except for headlines in the sports section, which are Letraset Goudy Extra Bold. All black and white photographs were shot, developed and printed in our own laboratory by the photographer credited. The senior photos were done by Merin Studios of Philadelphia. Copy appears with credits.

So that's it! It was a long, hard task, but I won't start complaining. If you know anyone on a yearbook staff you have probably heard it all before, and probably wonder why we ever did it. Quite frankly, I don't really know.

I know we didn't do it for the all-nighters, or the pest-infested offices. And it was not because we were of artistic bent and enjoyed drawing lines and having lengthy discussions about color, cover and copy and petty disagreements over layout designs. And I also know for sure we did not join the staff in order to find a non-paying job that would demand our time for a full year, including Senior Week and into the summer.

We were nonetheless drawn to this task. Here was our chance to create something truly memorable and worthwhile. A yearbook is both creative and journalistic and it will touch people now and for years to come. We did not wish to leave the often impersonal Georgetown as we found it, we wanted to change it, add to it, or at least in some way leave our mark upon it and not be forgotten by it. We also knew that close friendships would be made in between the meetings and deadlines down in Nevis Basement. The crazy times and fun we shared there: The "Alleluia Chorus" sung at four in the morning, the Saturday mornings spent in trees taking staff photos, the caption contests, and the endless memos exchanged will not be forgotten.

Our immediate goal, however, was to create the best yearbook the Hilltop has ever seen. Our method was simple. Take all our own best ideas, and all the best ideas from yearbooks collected from other colleges, and combine them. The 1977 Cornellian helped inspire our cover, and the idea of integrating the sports section was first picked up from the 1976 Harvard book. We took important layout ideas from Duke's 1979 yearbook and Purdue's 1979 edition. We picked the "Shoot Your Own Mug" up from the 1970 U. of Miami and the 1978 Vanderbilt Commodore. But the contributions of these books were minor when compared to those of the 1978 Yackety Yack, or as we affectionately referred to it, the Bible according to Chapel Hill. This yearbook subtly influenced our rendering of almost every section, and by the end of the year we began to hate it, for every original idea of ours turned out looking rather "Yackety Yackish."

The ideas we borrowed, however, only inspired our own creativity and never exceeded our own originality. The faculty editors enlivened their section with faculty insights. The sports section was greatly enlarged with feature articles and comprehensive statistics. Senior reflections were included among the senior portraits, and innovative graphic and photographic effects were added to the student life section. Color and artwork were then enlisted to draw the sections together and unify the book.

If this book recreates some aspect of your Georgetown we have succeeded in our goal. Good luck to you and

Farewell,

Sheila Spencer
Well, I hope you liked it.

If you have ever had a close friend who has been intimately involved in the production of a yearbook, whether in high school or in college, you know more or less what I’m about to say. It has been a long, hard thing to do. We began work on the 1980 YDB in March of 1979, and won’t be finished with all the bills and book distribution until October of 1980. The work just keeps coming at you. It is more than you can endure to know.

We took a very simple and obvious approach in thematicing this yearbook. We focused on the changes Georgetown has gone through. We harked back to times when the basketball team was rotten, WGTB was on the air and run by students, there were no construction sites to step around, and the only women on campus came from Mt. Vernon and Marymount. And we tried to make this book a historical document as much as possible, because someday today’s Georgetown will seem just as antiquated as the one described above to a contemporary student. Lastly, we attempted to be self-critical but objective. I know many students who are so critical of Georgetown that it seems to me ridiculous for them to have stayed here—and on the other hand, many whose ideas of self-worth are just as ridiculously tied up with an idealized image of the school. By providing some historical perspective, some informed judgement, and being inquisitive of some faculty and students, we tried in this book to get more at—dare I say it—the truth.

Georgetown is classically an institution in the sense that it fights foremost to survive. Along the way the school has clung to much of its identity—and tried desperately to shed parts of it as well. The success of its efforts to remain Jesuit, Catholic and liberal arts-oriented has been qualified—as been its success in shedding an isolated, unconcerned and unrealistic approach to society and ourselves. My conclusion is that although Georgetown has been jolted into great changes for the better, they cannot stop. Governor Clinton uttered at Commencement what it is I feel Georgetown uniquely should be trying to convey: the real need of our country is for every person to maintain a sense of service to public needs throughout their whole lifetimes. You have had opportunities that others have not had. You have doors open to you that are closed to others. You have a responsibility to do better than many my age have done in maintaining a devotion to solving public problems throughout your careers. If Georgetown can continually prod its community and graduates to take up and constantly nurture that devotion, it will survive and flourish.

Many people are a part of this volume. Marlene Salcan designed the cover and guided the art staff. It is very nice to have someone as talented as she is working with you. Our photographers, Pat Grasso foremost among them, did a superb job. Chris Sullivan came out of nowhere to enlarge our sports and candid files, as well as make sure that the business school’s students were well-represented. Cathy DeLeo and Celeste Walsh put together an impressive survey of the faculty, which should provide past and present students with considerable insight/surprise/appreciation into all of their professors. Kevin Greene took a load off of me by recruiting and guiding the writers for the opening and student life sections—and he writes OK himself. Chris Losee did some of the book’s most imaginative work in terms of graphics and photos, as well as aiding Kevin. Alex Arvizu, besides being the closest of friends, together with Maureen O’Brien did an innovative and comprehensive sports section, the likes of which I don’t think will be seen again—and the likes of which I’m very proud. Indeed, Alex’ efforts on behalf of the sports section went beyond the call of duty. Peggy Hinselberg and Jim Hogan took on an arduous task in the seniors section and made a notable improvement with the addition of copy. Jeannie Potter and Sheryl Williams accomplished the most remarkable feat of all: They finished their entire section on time! Last but not least, Anne Kurzenberger managed to pick up the slack and pick up the staff quite often—the humorous relief she regularly provided us with made the time lost from studies and friendships much more bearable.

I asked Sheila Spencer to be our Managing Editor this year not because I thought she and I would agree on a lot or be interested in the same ideas. Rather, I knew she would work hard and conscientiously throughout the year, and go the last mile with me what it came down to it. She did, and I am thankful. Without her, this book would be half of what it is.

Pat Grasso did not disappoint me either. Her dedication and talent are well-reflected in her many excellent photographs. What is not reflected is the support she gave me when I needed it. She also went the last mile.

Mark Testa is the only key staff member this year who did not work out as well as I had expected. Instead, he exceeded my high expectations and then some. He and his staff (Thank you, Cathy Yeager) raised the most money in ads ever. And his capable management of our business relieved me of more than one headache. Mark has been the kind of friend, and I will miss working with him dearly.

What these people should also be noted for is that they not only gave up friends, grades and sleep to selflessly put together the parts of this book, but also endured my harsh dictatorship at the same time. I tended at times to make the yearbook more of a task for key staff people than they might have expected it to be, and all too often I suppressed dissent and drove them to work in a fashion reminiscent of the early Bolsheviks. My goal was to be reasonable with my co-workers, while at the same time putting out something we could all be very proud to put our names on. I think the book is good—but I know I wasn’t always reasonable.

There are a few other people to thank, foremost among them my parents. I would have neither Georgetown nor the yearbook behind me were it not for their guidance, trust and love.

Fran Richardson helped me to stay human through this whole thing. She put up with forgotten promises and weekends spent in this crummy basement all too often. Her friendship and understanding made the tension forgettable.

I remember when Charlie Leonard offered me this job, we both wondered if I was crazy enough to want it. Among other reasons, I chose to because of my friendship with Charlie, which grew out of working together in this loony bin. Seeing how hard he worked and the kind of job he did spurred me to want to try. We were both crazy.

Yes, it was just 2½ years ago that I first met Charlie. Our first conversation set the tone for the type of lives the yearbook would cause us to lead in our last undergraduate years. He said to me, 'Yan—Bill Corbett, right? Peter told me you need a key, because you’re going to be in the darkroom over Christmas break...'

'Thank you and good night.'

Best always,

Bill Corbett