

L'AGENDA

VOL. 1 THE YEARBOOK



L'Agenda
Volume I
The Yearbook

Bucknell University
Lewisburg, Pennsylvania

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Women's Studies

Women have never been dealt with in traditional courses. In addition to psychic harm imposed upon female students, this omission presents a sizable gap in knowledge accessible to the public. Ignorance of women's accomplishments and of their unique problems has propagated the sexual inequalities structured into our society. The need to modify our educational environment to include the study of women is imperative.

Fresh and exciting, systematic approaches to women's studies render many conventional teaching methods obsolete. For example, it has been suggested that women have a "situation" rather than a "history". If this is true, then historical analysis must center on the use of primary sources — women's autobiographies, diaries, and letters of previous times. Because of women's legal, political, and economic powerlessness, exploration of their position within these areas requires new criteria and a broader perspective than that used in male-oriented courses.

A method of women's studies has two steps. First is the initiation of courses dealing specifically with women in the following areas: psychology, economics, history, sociology, literature, religion, and political science. Bucknell has had a good start by offering three of these courses (history, literature, and political science); it is essential that these courses be maintained and expanded, and that others are soon implemented.

The second phase of instituting a course of women's studies is the gradual integration of women into regular courses. When this finally happens, a special women's studies program will not be needed to highlight the now-massive oversights in the curriculum.

Mary Confer □

Journalism

It becomes more obvious daily that the journalist has no easy task. As a professional, he or she must maintain a clear, objective point of view in order to make sense of confusing surroundings and events. The ability to shed light on events which occur very rapidly requires two types of knowledge: first, a journalist must have an awareness of the purely mechanical aspects of media publication; second, he or she must have a feeling for communication on a more theoretical level. To successfully combine these types of knowledge requires special modes of thought.

In light of the growing influence which journalism has on public opinion, it is important that the public have a good understanding of communications media. That is, people must be made conscious of the workings of media (on both the theoretical and the practical levels) rather than have them blindly accept what they hear and read.

It is therefore desirable that educational institutions assume some responsibility in creating awareness of the field of journalism and the public media in general. To suggest that a Journalism Department is not appropriate to a liberal arts curriculum because it is too "career-oriented" is to deny the value of the modes of thought which journalism entails, the vast influence the written word has upon the public, and the necessity for public awareness of this influence through an understanding of communications theories.

Penny Smith □

Black Studies

I have considered a "Case for Black Studies" very briefly and decided that it is something I cannot expound upon. The case for Black Studies has been stated, dissected, redeveloped, and at this point finds me on the brink of nausea. Let the persons who suffer most from the lack of consciousness of black people (and who actually control their inclusion in educational institutions) make and argue the merits and disadvantages of Black Studies! I cringe to think that people are still at the point of needing to be convinced. It's late for that.

(for culture of the Kwanza that never quite came off)
we have come together
hear tonight in the spirit
of not much more or less
than any other night —
but this time
we have chosen
to cast our eyes as one
in the spectrum of Blackness —
there is to be a warning
for BLACK SPIRITS are
watching over us
at this very moment
and space in point —
as we consume
and consort
we one
another
let us be aware that
it is our actions
by which we will define
our Us —
not our mouthings that will
make me respect us
but the extent to which you
function inside yourself
out to us —
so speak calmly and wisely
if you do there is no need to scream
expound your doctrine and direction
with a peace inside
expressing that you trust yourself —
restrain your party-mind
we are here together Now
we dance Now if we are real and really happy
to be us together
let us not shake our thing
clear off
out thing must be together
and in the spirit of
stating: who we are
and showing that: we mean it!!

Roy Farrar □

The Credit/No Record Option

I. Purpose

The non-traditional credit/no record option we propose is an attempt to restructure Bucknell's approach to evaluation so that:

- 1) we may successfully counter the tendency to orient our efforts toward achieving the "reward" attendant upon a higher GPA, rather than exploring the intrinsic rewards inherent in learning;
- 2) we may develop genuine interest in areas outside our major fields in the absence of oppressive and restrictive pressures from traditional grades; and
- 3) we may be challenged to more rewarding and responsible study in an atmosphere of support and encouragement instead of fear of failure.

II. Structure

- 1) We propose an OPTION, to be offered along with the traditional system. The option is not to be for only certain students or groups of students, but is to be an open elective available to all matriculants.
- 2) The option is to apply ACROSS-THE-BOARD, that is, operate in a non-restrictive manner, regardless of curricular or degree requirements, major qualifications, departmental rulings, etc.
- 3) Although there can be no real "conversion table" nor should there be, "no record" will roughly correspond to D or F work. There will be "no record" of work not accorded "credit." In order to maintain student status at the University, at the end of the academic year a first year student must have 5 "credits" recorded, a second year student, 11, a third year student, 19, and a fourth year student, 26. The student needs 30 credits recorded to graduate.

For students electing to take more than 20% of their courses under the "credit/no record" option, GPA will not be calculated.

- 4) The student may decide to exercise his/her option at any time during the first three weeks of the semester.
- 5) In courses of 30 or less students, the student optor may request from the instructor a written evaluation of his/her classwork. Requests for evaluations will be made at the same time the student elects the "credit/no record" option. We recommend that the student file his/her own report with the instructor at the time he/she requests the written evaluation be sent to the Registrar. The student report will be sent by the instructor with his/her written evaluation. Student evaluation forms will be available at the Registrar's Office.

"Majors" are strongly recommended to seek written evaluations of their work in courses they wish to credit to their major.

- 6) The option and evaluation process should encourage more meaningful dialogue between the student and instructor, which can only aid in the writing of informative evaluations and more comprehensive letters of recommendation. Students and instructors should strive to properly use this system by actively participating in counseling.

For many of us, the campaign for grade reform was one of the most significant experiences of our years at Bucknell. We asked for something simple — an optional Credit/No Record system of grading which could be chosen by any student in any course. Written evaluations by both students and professors were part of the system designed to foster communication and provide a meaningful response to students' work. A comprehensive petition drive was undertaken to inform students of what the proposal involved. 2300 signatures were collected, over 80% of the undergraduate population. Many of the remaining 20% did not sign because they were never contacted. The reform was supported by the ABS, the Bucknellian, and the Inter-Fraternity Council. Although there were a few dissenters, the idea obviously had the support of the overwhelming majority of students.

The proposal was then presented to the faculty. What followed can only be described as a farce. The faculty refused to debate the proposal on its merits. There was an over-concern with trivialities which could have easily been dealt with by an implementation committee and the administration. Some statements made it clear that many of the faculty had not read the proposal well enough to gain even a basic understanding of it.

Certainly the proposal was not dealt with honestly. On several occasions the faculty refused to extend their meeting an extra fifteen minutes so that debate might continue and a vote be taken. The entire process took nearly a month. Thus, the last meeting did not occur until finals week, a time when many students had already left campus. The vote was 78 to 44 against the measure. It is interesting to note that at previous meetings there had never been more than 95 voting faculty present. Thus, 27 or more faculty members probably had not attended the earlier meetings and so did not hear the debate which occurred at those meetings. Many of the key early votes had been favorable, although close. The fact that the final vote was not close, the greater number of voting members present, and the obvious block-voting along department lines indicates that certain departments may have requested their members to attend the meeting with the sole purpose of voting against the reform.

Losing the final vote was not as disappointing as seeing faculty reactions to the proposal. Its presentation by students was seen as a threat. The simple fact that many concerned students attended the faculty meetings prompted one professor to remark that the atmosphere was so emotionally-charged that a secret ballot should be taken. One often-heard argument against the proposal was that students would not be mature enough to make the decision as to how they should be graded. This implies that students are not capable of making decisions concerning their own educations and of accepting the consequences of those decisions. This condescending, overprotective attitude was characteristic of many faculty members.

This is not meant to imply that those directly involved in the grade-reform campaign did not believe that it was successful in certain important respects. The fact that many Bucknell students now understand and are critical of some professors' views of students indicates that they will be less likely to tolerate such attitudes in the future. The proposal stimulated questioning of current grading procedure and identification of its limitations. Discussion of grade reform led to other issues including curricular reform, student evaluation of professors, and change at Bucknell in general. Finally, the whole grade-reform campaign brought together a large number of persons with a common interest in making Bucknell a more meaningful educational institution. It illustrated the potential that concerned students have to make changes occur.

Although not all faculty members behaved in an irresponsible manner during the campaign, enough did so that serious questions have been raised concerning the character of Bucknell's faculty. How are students viewed by this faculty? Are they really concerned about students and their educations? Are they acting in the best interests of Bucknell students? The fact remains that the faculty voted down a proposal which had the support of 80% of the student body and did so in an irresponsible manner.

Eric Hirsch
Don Michak □

Art

Not pictured: N. Anderson; G. Eager; W. Lasansky

J. Turnure

J. Beckley

B. Gummo



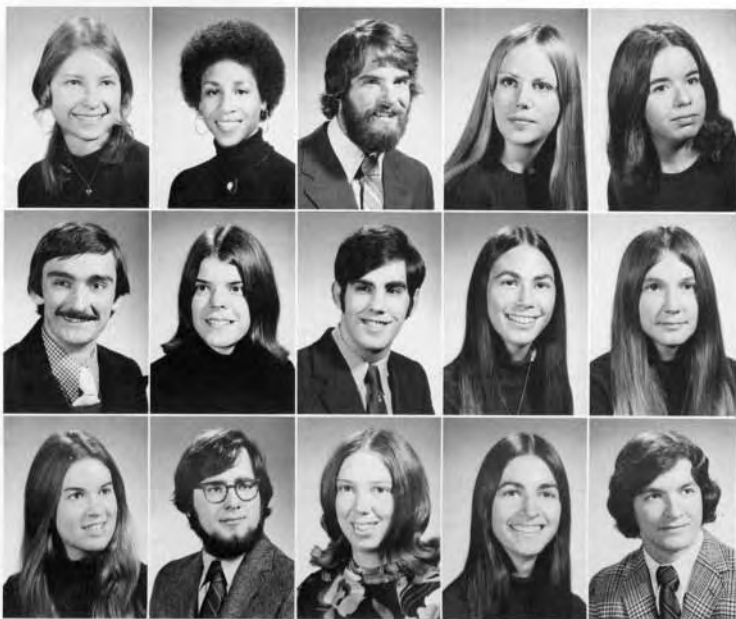
Women have traditionally been more interested in art than have men. But one would be hard-pressed to think of a famous woman artist.

Like the other departments of the University, the major goal of the Department of Art is to communicate that discipline to the student body. The art department offers courses in two general areas of study: studio or experimental art, and historical or academic art. The arrival of the new historian who will teach Oriental Art next year means that a balance will have been achieved between the numbers of professors teaching studio art and art history.

Other ideas for expansion of the department are underway. The "Art Barn" is being renovated in order to establish an enclave of the "practicing" arts such as painting, sculpture, and graphic arts. Presently, the graphic arts and painting facilities at the Barn are finished. Sculpture has yet to be re-located, although plans are moving forward. One member of the department observed concerning the present location of the sculpting area in the basement of the Music and Arts Building, "It's a dismal situation now. It's an act of will to try and sculpt something down there!"

Far in the future the department hopes to open a small art museum on campus. It would be used to house a lab, office space, a slide room, and of course, the artwork itself. The display area in the hoped-for museum would be double that which exists now in the library.

An estimated two-thirds of the students now taking art courses at Bucknell are women. The field of art has been described as both "opening and closing" to women. It is opening largely due to the efforts of such organizations as Affirmative Action. As all other academic fields, however, art is closing to all; it has "over-extended" itself. "Women have traditionally been more interested in art than have men," remarked one department member. "But," he continued, "one would be hard-pressed to think of a famous woman artist." However, he also stated that this situation should change since there is "more of a place for women; society is more ready to accept them now."



C. Cizewski
R. Humphrey
B. Meloy

G. Daniel
S. Kingsbury
D. Michak

A. Dorman
J. Knerr
L. Nelke

Not pictured: A. Edwards; M. Love; L. Peelle



A. Ellis
D. LaRue
S. Ross
A. Siegel

M. Feinberg
M. Lupichuk
P. Sheenan
H. Walsh

Biology

J. Harclerode
W. Sorber

W. Abrahamsen
J. Tonzetich

Not pictured:
R. Ellis
D. Hoffman
J. Lonski
W. McDiffett
S. Nyquist

H. Magalhaes

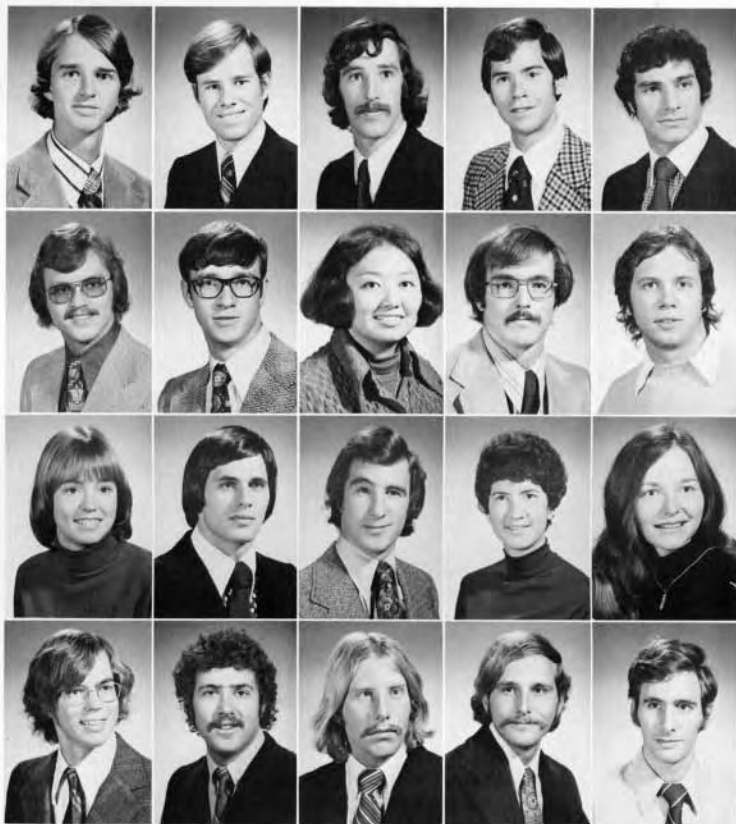


A recent trend in our approach to the education of biology majors at all levels has been to involve the student in research or problem-solving activities. This takes many forms.

A student may take BIO 350, Undergraduate Research, for course credit under the direction of any one of the professors in the department. He works in intimate contact with the professor, pursuing research activities under his direction. However, he is expected to show a great deal of independence in the design and pursuit of his research. Many times these efforts result in publications for the student. The important point of these activities is not, however, the publication which sometimes results; it is the skills which the student achieves when he is permitted to design a problem of his own choosing and attack the solving of it from several different approaches. The carry-over value of these activities is dramatic when one follows the careers of those students who were involved in such research while they were undergraduates.

Of course, not all students are qualified or encouraged to engage in undergraduate research because of the diversity of vocational interests among biology majors. It is hoped that participation in research activities will lend a new dimension to the student which is not easily incorporated into an undergraduate program because of scheduling difficulties. We foresee the benefits of such involvement as coming when a student enters medical or professional school and especially later when he embarks on his career. It is not, then, the objective of this program to produce more people working in the field of research, but rather to produce more students who are trained with research experience, who have, early in their educational careers, derived the benefits of logical thought and problem-solving in their approaches to life's problems.

Laboratory activities in regular course are designed so that students will learn to apply the scientific method to the solving of a given problem. We try to discourage the cookbook laboratory approach in which each step is outlined in detail with little latitude left for the students' own approaches to problem-solving and learning. Some of our advanced labs are taught in such a manner that the students are presented with problems that they can solve in any one of several different ways, using the tools of biology that they have learned in lower-level courses.



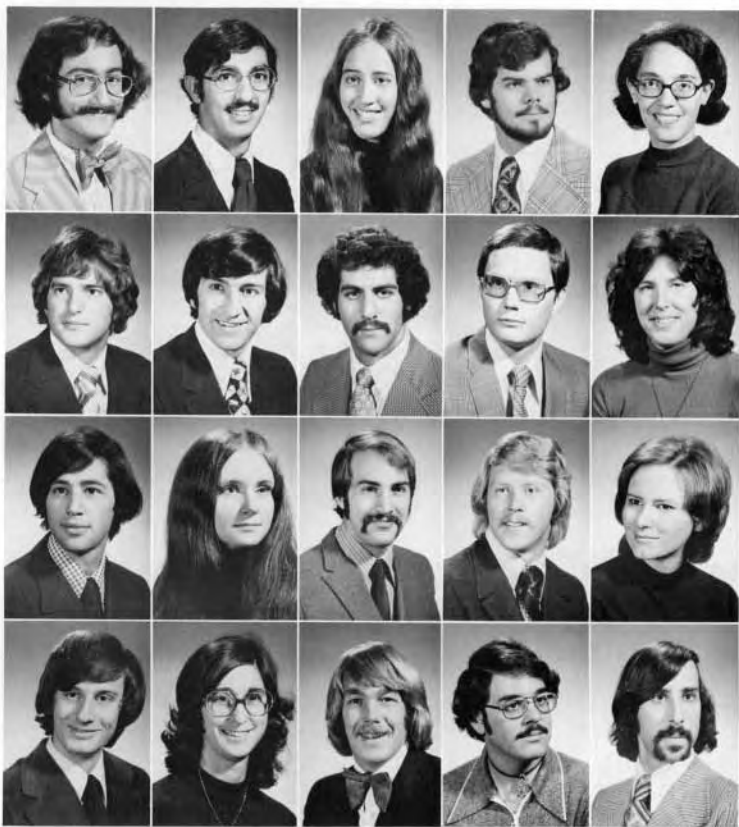
T. Anderson
P. Brant
S. Cicquelais
T. Jordan

T. Bantley
R. Charles
R. Good
D. Kassel

G. Bartholomew
M. Cheung
M. Griffiths
S. Kitson

S. Bartram
F. Fitzgerald
J. Heinze
P. Kolbay

T. Blinder
E. Geyer
P. Jernman
R. Koster



M. Krauss
W. Marks
J. Navran
G. Pullianas

M. Laposata
J. McGuire
J. Overholt
M. Raso

A. Leiphart
F. Mintz
W. Pava
R. Richards

T. Lewis
D. Moore
P. Perlick
J. Rubinstein

L. Marino
E. Murray
S. Prouty
S. Sahl



R. Saltz
J. Thomas
H. Wenger

W. Six
A. Tilbian
W. Wenk

P. Smith
M. Vasselli
D. Woehling



Not pictured: R. Abraham; R. Allen; K. Boston; N. Cotsarelis; J. Dodd; J. Goodwin; D. Kairys; J. Lowry, Jr.; L. Nelson II; W. Pavlick; C. Skerpan; J. Storey; F. Swarts; F. Varano

J. Strobl
J. Vecchio
C. Wolf
C. Young

D. Tamaki
J. Weinstein
M. Wood
Y. Zavaglia

Chemistry

Not pictured: H. Heine; J. Cooper; M. Smith; H. Veening; B. Willeford; M. Winstead

L. Kieft

C. Root

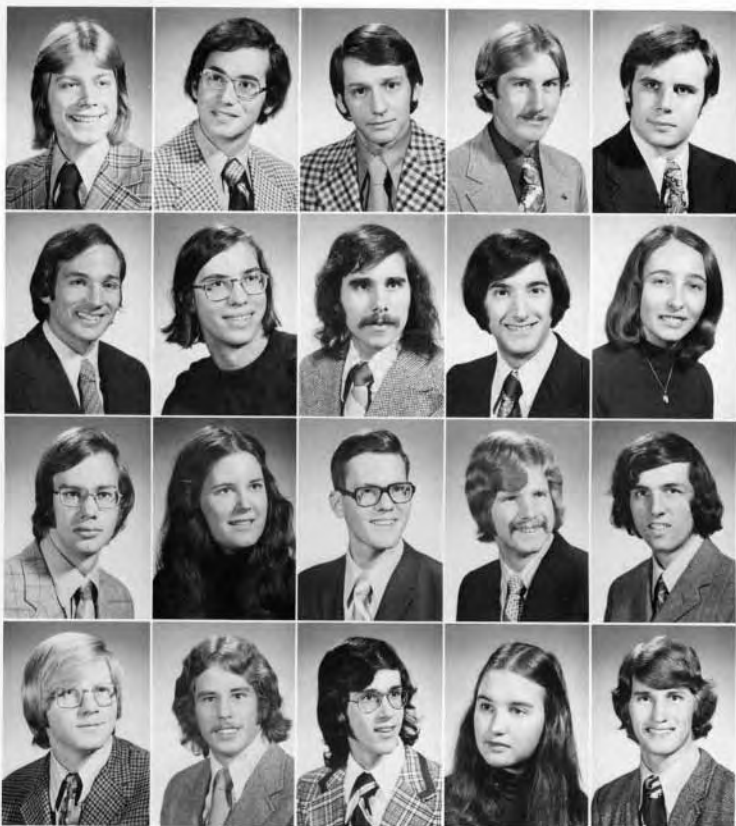
W. Scouten

Undergraduate research provides the environment for students to work closely with faculty members, developing an appreciation of the nature of the faculty member's on-going research work and acquiring basic research skills and experience.



Quality undergraduate education is the principal objective of the Chemistry Department at Bucknell University. Our undergraduate curriculum is designed to educate the student to a high level of professional competence while at the same time providing the breadth of experience essential to the student who will use his chemical training in a non-professional or related career. In conjunction with an academically challenging curriculum of courses and laboratories, we encourage students to elect one or two courses of undergraduate research and to return to campus for ten weeks in the summer to do research. We feel that this approach is significant in accounting for the fifty-three publications that have appeared in reputable journals since 1970 and the thirty-eight Bucknellians who have received the PhD. in Chemistry or Biochemistry since 1968.

The type of research problem and the approach taken varies among the staff members, but the agreed function of the course of research is to stimulate independence and creativity in the student by engaging him in the study of a chemical problem. Examined in a different way, undergraduate research provides the environment for students to work closely with faculty members, developing an appreciation of the nature of the faculty member's on-going research work and acquiring basic research skills and experience.



T. Armstrong
 D. Dougherty
 C. Graham
 W. Kofke

W. Ayoub
 M. Engstrom
 E. Hedrick
 R. Lotze

D. Bellezza
 G. Firestone
 R. Henrie
 R. Lubcher

P. Brockman
 T. Frielle
 T. Hilton
 L. McKenna

J. Crosby
 D. Gingrich
 H. Horne
 G. McLaughlin



E. Meitzner
M. Nasal
R. Runtaugh

R. Schowalter
C. Staudt
D. Taylor

F. Torok
P. Widner
J. Yee

Not pictured: J. Bianchi; R. Jones; C. Morrow; C. Reinhold; R. San-George

Classics

Being in such a field of study which is less than practical at times is not as bad as most people would tend to believe. The possibilities for finding basic movements in the whole dimension of human activity are very evident in classical scholarship. Finding **quo vadunt Romani** is a means to finding how Western man has gone.

What's it like to be a Classics major at Bucknell? That is rather hard to say since we are all so well known on campus. One would have to think a long time to find a department smaller than we are; that is the appeal of the department to me. There are two dedicated professors willing to give as much time as is needed. There is no rush to cover material. There is no big problem about being a computer card in ancient Rome simply because that kind of situation does not occur. Language classes are small; the largest I have been in was introductory Greek with five people. Because of the size of the classes, work usually comes down to whatever you are most interested. There is much room for independent study programs where one has the opportunity to discuss some aspect of literature in which he or she is interested.

Both professors have a wide range of knowledge in the classical tradition and are always willing to be of assistance to the student motivated to work. Motivation, I think, is the key to the whole department. On the average I spend four to six hours of preparation for each hour of class. All the time I spend on the grammar of a two-page-long sentence is soon forgotten when it comes time to discuss the literature as literature; it is not the "police measure" it has been called by those for whom it is simply an intellectual exercise.

The classical languages display a beauty which I have also found in my other major, Mathematics. Both are very concrete, very ordered, very vivid. In the Classics Department, however, I have found a serious, scholarly, quiet atmosphere. Being in such a field of study which is less than practical at times is more rewarding than most people would tend to believe. The possibilities for finding basic movements in the whole dimension of human activity are very evident in classical scholarship. Finding **quo vadunt Romani** is a means to finding how Western man has gone.

William B. Meneely □

H. Miller

J. Heath



W. Meneely

A. Vekiaris

Not pictured: J. Sloat

Economics

The Department of Economics attempts to maintain personal, meaningful, and considerate relations between faculty members and students. As part of this relationship, students are performing an increasingly significant function as active participants in faculty appointment decisions and other matters. Although a high student-faculty ratio places heavy demands on the faculty members, they all hope they meet the interests and needs of the students.

During the past year the students and faculty of the Economics Department have been meeting regularly for weekly luncheon discussions. Although these discussions are informal, they prove to be informing for both students and faculty concerning developments in the department and whatever happens to interest somebody (or bodies) on a particular day. At other times, we have specific discussions about the economics of the energy emergency (crisis or put-on?), the local regional economy, inflation and other current issues.

One of these luncheon discussions inspired a trip to Washington for first-hand observation of some of its economic institutions. Eleven participants visited the Treasury Department, the Federal Reserve, Congressional hearings, a public interest economics group, a high volume-excess profits beef-beer dining establishment, and, inevitably, Georgetown. The group did not tour Watergate or make (or erase) tapes of its interviews.

Students are more than ever involved in local research studies. In addition to some imaginative independent research on economic history, a full class worked through the fall term in small rural communities in Union County and in a town surrounded in-depth by abandoned surface mine strips in Northumberland County. Students are increasing their interest in these face-to-face, field class experiences which can be exciting during interviewing and sometimes depressing when reflecting on the problems some people live with day-in, day-out.

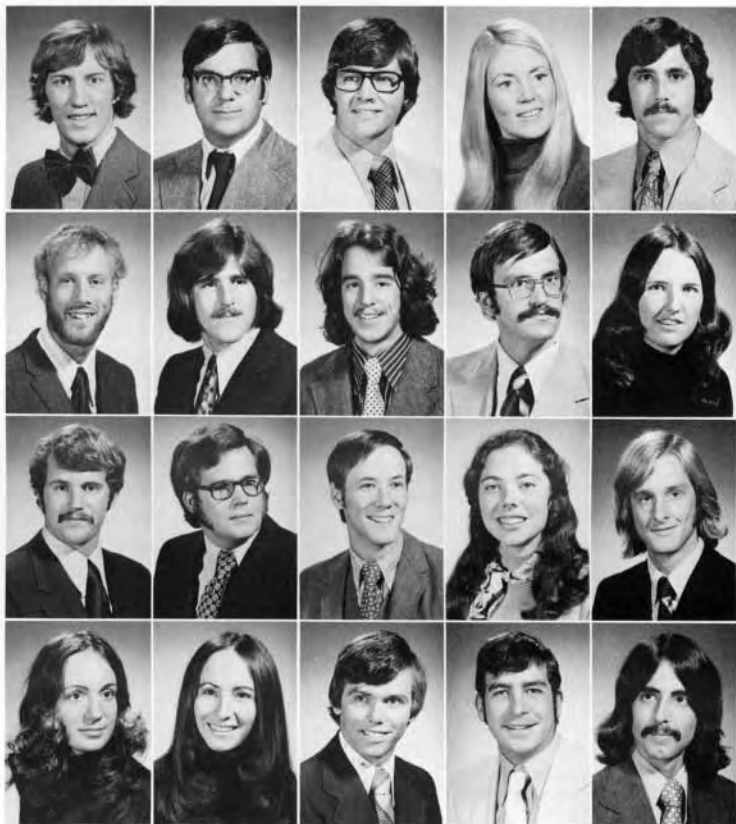
Beginning in the fall of 1974, American University in Washington, D.C. is initiating a Washington Economic Policy Semester. The Department of Economics is associated with this program which provides the opportunity for Bucknell students to do field work in economics in Washington. The program includes seminars with government, public, and private interest economists who work in Washington and who are concerned with important public issues such as inflation, the energy crisis, unemployment, and the international economy. Students will also have the opportunity to do internships with economic organizations in Washington.

Not pictured: J. Anderson; W. Munro



W. Cooper
J. Crotty

P. Kresl
T. Riddell



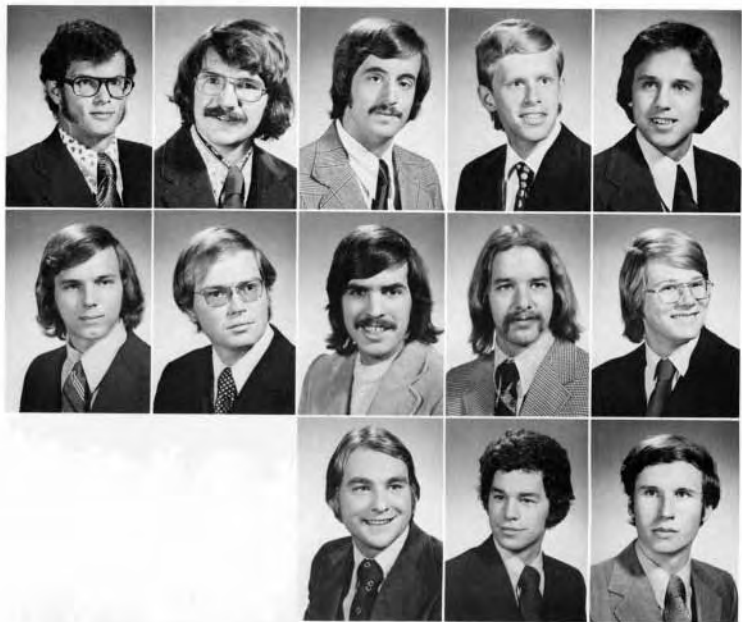
R. Anderson
R. Collins
J. Freeman
E. Inglis

J. Bowman
M. Courtney
G. Gibson
S. Kean

G. Burman
R. Devierno
L. Hariu
R. Keeler

J. Caffrey
S. Dyott
J. Havey
W. Kinney

H. Cohen
S. Frank
J. Hughes
D. Lanzoni



W. Ledgerwood
D. Machamer
J. Meck
J. Miller
J. Nespoli

B. Paladino
G. Reilly
R. Ruzika
D. Smith
C. Stine

J. Swartz
J. Vicevich
G. Weaver

Not pictured: R. Keeler; W. Lundgren; C. Mallory; D. Marhefka; R. Murray; J. Pressley; L. Scanlan; P. Sheeran; H. Walsh

Not pictured: J. Adair; W. Hauck; H. McKeegan

J. Moore
W. Heiner

R. Dennis
J. Jones

R. Dunkerly
D. Pinter

Education

Placed in a classroom with twenty-eight glaring eyeballs all sizing me up was a little different from that far-away place, Bucknell, where high-school teaching was looked at hypothetically — devoid of pragmatic realism.



"Why are ya goin' ta college — gonna be a teacher?" Well, why else do women seek a formal education? Everybody knows that only men become the doctors, lawyers, Indian chiefs, competing in the prestigious societal rat-race, that man-eat-man game. Men are born to rule, the chosen sex, the mighty hunters. Men rule the country; women are just a subsidiary, left to rule the children. So women naturally become the no-big-deal teachers. It's expected.

But, the strength of a nation is its children who will eventually grow up and take over. Education controls them, programs them into affixed societal ideologies. Education determines future America. Now think of the importance teachers have. They, in essence, shape the nation; they hold the only real potential power.

And if the assumption is correct that women dominate the field of education, then the chance to crumble the walls of stereotyped role-playing is their responsibility. The power to eliminate harsh concepts of chauvinism versus submission rests with these teachers. Grab the kids, naive and fresh, not yet fully brain-washed and indoctrinated into dogmatic society — the stag party will be over.

So, ecstatic with the value of teaching, I answer the ignorant question: "Yes, that's what I'm studying in college — the profession of teaching on the Secondary level, concentrating in English."

Placed in a classroom with twenty-eight glaring eyeballs all sizing me up was a little different from that far-away place, Bucknell, where high-school teaching was looked at hypothetically — devoid of pragmatic realism.

Panic.

"Hi. Umm — My name is Ms. Knudson and I'm here replacing Ms. D. until December. We're going to start with a unit on grammar —" I was instantly interrupted by numerous groans, dropping pencils, rude remarks, and a timid plea of "HELP" from the back of the room. Not yet three minutes into the teaching experience and I had to enforce disciplinary measures just to get some attention. Seized with overwhelming fear, I battled desperately to explain just why I was teaching a unit on grammar.

"Now there's a reason for everything and there is a reason for learning grammar and the correct usage of words —"

"Yeah? Name one."

"Well, if you would let me continue —" I stammered, groping for a sane reason for teaching those idiotic grammar tree-diagrams and the "proper" uses of "can" and "may", which I, myself, strongly opposed.

"To get along in this world you need to communicate and it must be comprehensible —"

"What does that mean?"

"I would appreciate it if you wouldn't call out — John" — I hurriedly scanned the seating chart. "It means understandable."

"Oh."

"Anyway, as I was saying — you must be able to understand each other and to do that you must have a common law of correct grammar usage." I breathed heavily, hoping that my flimsy reason was valid enough. "Bullshit" came from the middle of the room, proving it wasn't.

Trying to achieve some kind of order and letting them know right from the beginning that I wouldn't put up with any crap I asked, "All right. Who said that?"

Silence — is not necessarily a virtue.

And so my first day went.

Educational Research



S. Bare
J. Pichert

P. Barnhouse
R. Rubenfeld

L. Carlsten
E. Sculley

J. Mallis
J. Siekman

J. Murakami
R. Stepp

A. Peterson
K. Varacalli

During the "time-out" breaks from being circus ring-master, one escapes to the mysterious Faculty Lounge to relax. When I was little, I imagined the "Faculty Only" room containing a library with hundreds of books and the teachers burying themselves in their wisdom, reluctant to come out when the bell had rung. Sometimes ignorance is bliss.

The Faculty Lounge doesn't have a library. Instead it holds gigantic clouds of smoke and gossip. I hate both. (Fortunately, I later found sanctuary in the corner room of the high school's library where I would borrow for "class purposes" a record-player, sneak off with a "Grateful Dead" album and enjoy.)

I would gag my way to the Coke machine, deposit my 15¢, fully aware of the eyes of the faculty evaluating me. I'd find a seat and listen. How could I correct grammar papers or grade essays when my eyes were tearing and the "social studies teacher is on the brink of being fired because he is suspected of fooling around with a 12th-grade girl", and "Mrs E., at the age of 62, still wears matching underwear to please her husband and has fed him breakfast in bed every Sunday for the past 48 years" was going on all about me?

I checked them out. Hair was usually clean, well-groomed. They wore well-tailored knit suits with conservative ties, nicely fitted skirts of modest length, stylish conservative blouses with matching neckscarves, sheer-no-bag-never-a-run stockings and high-heeled pumps of patent leather, teacherly-sophisticated.

"Remember, a good appearance is very important for a teacher; it encourages respect from the children." (I recalled from a Bucknell education course.)

I have a pair of hiking boots and one of sneakers. I had never needed dress-up teacher shoes before. Lewisburg, Milton, and Sunbury carry only two-foot-high heeled shoes. I'd sprain an ankle on a pair of those funkies. "Mom, please go out and buy me a pair of teaching shoes and mail them to me. Then I'll have to wear them!"

I wore them for two hours and huge blisters developed. Kicking my shoes off during "time-out" attracted disgusted looks from my colleagues; I succumbed to the conventionalists. But when my visits to the nurse's office for heel repair climbed to six daily, I bagged it all and happily sported moccasins, purple opaque stockings, hoop earrings, hair bandanas, and skirts and dresses of "unacceptable" length.

"Miss Knudson, I wonder if while you write on the board whether any of your students can actually see what you are wearing under your dress?"

"Yes. That is something definitely worth worrying about."

"In other words, Miss Knudson, I strongly suggest that you lower your hem; it's not very —"

"Are you saying, Mr. G., that you find my legs most unattractive? I think you have paid me a most terrible insult. And to my very face, no less!"

End to hem discussions.

My teacher-books were so heavy that I carried them every morning in a knap-sack on my back. Inevitably someone would remark, "Where are you going — on a hike? 'Heh, heh,'"

"No, but I damn wish I were. Hey, have you ever been to R.B. Winter . . ."

He nicknamed me the "Gypsy" and we became great friends. He'd help me calculate grade averages and introduced me to his wife's specialty, stewed deer meat, which he'd hunt during the week-ends. I told him it was delicious, but always visited the Faculty Women's-room to spit out.

I remained independent, trying to stick stringently to my principles. It was hard not to submit to the teaching conformity. I kept an honest rapport with the other faculty members. We grew to respect each other for what we were and for what we had to offer. They didn't even care what I wore any more. It was the same with my students.

"You guys have this impression that a teacher is an unnatural God of Wisdom, towering high in the clouds above you. Wrong. I'm a person just like you, but I have an advantage — I have learned more. What I teach you, I expect you to learn. I'm sure that I'll learn from you, too. I'll be honest with you and I expect the same in return. We're all here in the same soup, trying to make the best of it. Oh! By the way, I have one more advantage — I dish out the grades!"

Right from the beginning they gave me their honesty and frankness, and left me staggered. In writing assignments they told Me:

"I am fourteen years old and I live in Dewart. I am proud of my family. I am a person with soft feelings that get hurt easily. I have a younger sister who respects me. I hope."

"I am a very easy person to get along with. But sometimes if a person gets too loud or too smart with me I get very mad, which goes to show I have a hot temper.--"

"I hate school because it is boring. I think it is boring because you don't get to do what you want. And because you have to sit down a lot. You have to carry a lot of books around and your arms get tired until the next class. World Cultures is my worst boring subject. All we do is take notes and once a week watch a film."

"I am thirteen years. I love to do three things: eat and sleep and swim. There is only one thing I hate . . .
HOMEWORK!"

"I like to travel. On our trip we bought a trailer to sleep in. An' all I can say is when God made the world he knew what he was doing."

"I am a very active young kid. I love sports especially football. I think football, sleep, eat, play football. For one thing, I don't get good enough grades, but I'm trying. If I make college I'm going to get Pro — Ha! Ha! Ha! That is my main goal in life and girls. The end."

"I hate to go to school. I hate homework. I hate President Nixon. I like some cops but others are squares. And I love my family, my parents and everything. I love music. I guess that's all for now."

"I get along good with people."

"I like to babysit. But when they don't behave I get mad. I am not the type that gets mad easy."

"I hate to be dropped. It makes me feel like trash. I think if you feel like trash you're probably going to act like trash. Trash is a word I use to describe some things like false love. Don't be a sinner of love. But without love what is life? . . ."

"The most important thing to me is life. Without life I could not do much of anything like wrestling, playing chess, hunting, and eating."

"There's not much to say about myself except that I'm noisy and don't like school very much. I like people who trust one another and rely upon each other. I always like to do something, I can't just sit around worrying about what to do or where to go, because there's always something I can do. Well now I told you about myself which isn't much."

One day Philip came up to me after class with a pencil in his mouth and ruffled papers sticking out of his book. He looked at me and said, "Ya know, thinking is an important task if you plan to make it through life. If people didn't think a lot about things, the world probably wouldn't even exist. People should just stop and realize what they are thinking and see if their thinking is good."

He stuck the pencil behind his ear, turned around, and left me stunned.

One afternoon during study hall, Laurie came up to me and said, "What really makes me sad is people in the United States and all over the world waste food that people overseas would kill each other for. People never think twice about the food they don't use and throw away. They could reheat it and use it again, but they don't. I cry also when people deliberately drive off the road to hit an animal. I saw a man on purpose hit a turtle."

Laurie began to weep. Frantically, I tried to cheer her up.

"I agree. It's ugly when people kill innocent animals on purpose. But then, you eat meat don't you? Think of it that way. How was your Thanksgiving dinner? I bet that turkey was good, huh?"

"We had chicken on Thanksgiving. No one had any money to buy a turkey."

"Oh."

"But I did get to see Gram and go Christmas window-shopping with her. Ya know, she's gettin' really old lookin'. It's funny how life just takes ya along with it . . ." Laurie trailed off her thoughts and walked away.

I was always kept on my toes. They told me all about: inexcusable pollution; why cleaning house isn't fun; why they disliked gym; why they particularly hate homework because "it's nothing but trouble — school is enough"; why school dances are a good way to spend Saturday night; why girls go to a football game without the slightest interest in the game itself "only run around and look at boys"; why they stopped believing in Santa Claus because "I caught my parents leaving the presents under the Christmas tree"; why they didn't like the school lunches; why long books weren't worth reading because "they take too long and I can't understand them anyway"; why never to trust a strange dog; why they hate to get up in the morning; why their first date was some thing they'll never forget; how to give a haircut to a friend and an enemy; and even how to do a back-arch! I wasn't kidding when I said I'd learn from those ninth graders. I learned more about life in just two months than I could in eight years at Bucknell!

They gave me a surprise farewell-party and presented me with a bottle of cologne and a note saying: "We sure did complain a lot about all that homework but we really do like you a lot. We'll miss you."

I finished student-teaching with a fatigued body and a fulfilled mind. I keep in touch with a few of the students. Annie wrote:

"Dear Ms. Knudson, I just received your letter. It sure was good to hear from you. College kids, boy. I thought high school was bad. Have you been streaking yet? Ha! Ha! Ha!"

"Dear Ms. Knudson, Hi. We just got our report cards today I still kept my A — in English. Remember you gave me an A — but I could've done better? . . ."

A life-time memory. But now do I dare do the real thing?

Anne Knudson □

Elementary Education



D. Aikey
S. Cook
C. Davis
D. Dee

S. Frey
M. Hale
D. Hosea
A. Kingston

D. Kreger
K. Lee
M. Light
N. Loggia

R. Mears
J. Merry
M. Nason
C. Olson



K. Olsson
R. Randall
S. Smith
P. Wilhelm

S. Opdyke
D. Scott
K. Snyder
B. Wynne

C. Pflum
J. Sloat
D. Trout
J. Yoder

D. Pulianas
J. Smith
J. Warner
C. Yost

Secondary Education



A. Alexander
L. Mariani
S. Page

R. Collins
S. Marsh
R. Stevens

M. Duberson
J. Myers
J. Storey

W. Johnson
L. Nelson
W. Swartz

S. Kovalchik
L. Norris
L. Welfly

Engineering

Engineering college undergraduate programs are accredited about every five or six years by an inspection team from the national Engineering Council for Professional Development which uses a set of guidelines established by the profession. The four departments at Bucknell were reaffirmed for accreditation last October, marking almost 40 years of continuous accreditation. These guidelines are not rigorous or detailed in the sense that they call for specific courses, but they are specific enough so that one will note similarities between the programs offered by different universities. Despite these "similarities", most engineering departments have some sort of distinctive feature about them — something that they try to develop or stress.

Rigorous yet versatile, the Chemical Engineering degree program at Bucknell prepares students for a variety of careers. The combined background attained in chemistry and engineering puts all the graduates in an enviable position to help the world solve its problems and realize its full potential. And, an increased number of electives in the curriculum makes individual, specific goals more attainable. Therefore, the graduate has the opportunity immediately to make major contributions to society as a practicing chemical engineer; or, one can be ready for further study in the field, in medicine, in management, in law, and other disciplines.

Students are assisted in their decision-making through opportunities to mix theory and application within and outside of the curriculum. This department is unusual in the number of significant laboratory experiences offered to the students with their course work and with the occasions provided for assisting staff members with research or laboratory development projects.

The department is interested in creating more ways to share its area of knowledge with other members of the university community. Currently, every member of the chemical engineering staff is involved either in a course or a research project with students and/or faculty from other disciplines.

In recent years, the Department of Civil Engineering has made a concerted effort to effectively contribute to the atmosphere of liberal learning at Bucknell. These efforts have been motivated by two primary concerns: first, civil engineers can better serve the public if they have more knowledge of the modes of thought representative of that public; and second, that in an increasingly technological world there should be more opportunities for educated people to learn about technology, its potentials and limitations.

The liberalizing efforts of the Civil Engineering Department have assumed many forms: students outside of engineering have been encouraged to enroll in several courses suitable for open enrollment; Civil Engineering faculty have collaborated with faculty from other disciplines, both by exchanging lectures in regular courses and by team teaching in Honors and University courses; the department has developed "Civil Engineering for Society" and has contributed to "Modern Technology" — courses specifically designed to introduce the non-technologist to the contributions and problems of technology.

The Electrical Engineering staff at Bucknell has tried to construct a curriculum that permits as much flexibility as is possible in each person's program and still meet the requirements of the ECPD. The program includes particular requirements as well as various options open. We believe that our students can create (with the assistance of a departmental advisor, the department chairman, or perhaps a faculty member from another discipline) an individualized program in electrical engineering that will include significant work in computer science, bio-medicine, nuclear study, management, environmental concerns, or another area of his choice. He may elect to concentrate on advance work in a particular area of electrical engineering to prepare for graduate school. He may also elect to build a logical sequence of courses in the humanities or the social sciences if he so desires.

The 1973-74 academic year will long be remembered as the year of the energy crisis. Since most of what is studied by mechanical engineers is directly related to energy conversion and transmission, it was appropriate that the staff and students in the department engage in activities to help solve local energy or energy-related problems. Our people accepted this challenge and voluntarily took on some tasks that were selected to study methods for conserving energy on the campus.

Several staff members also participated in studies related to energy problems beyond the campus. Professor Austin was selected Chairman of an Energy Task Force by the Central Pennsylvania section of the American Society of Mechanical Engineers. Dr. Zaiser commenced a study of world energy resources as a sabbatical-leave project. Dr. Maxwell continued research under a NASA grant to learn more about the gas dynamics which will hopefully lead to reduced energy loss in gas turbine power plants.

Two years ago, the staff developed a new undergraduate curriculum partially designed to emphasize solutions to energy problems. The staff can't claim to have anticipated the early energy crisis which surfaced because of the Middle East conflict in 1973. Nevertheless, they did feel the need for changing the curriculum to reflect a growing concern that energy problems were going to arise at some future date. As things turned out, the department has a head-start in the energy area that should prove valuable for all of our students graduating in 1974, as well as in subsequent years.

Chemical Engineering



R. Slonaker

E. Greskovich

J. Pommersheim

W. Snyder

Not pictured: F. Koko



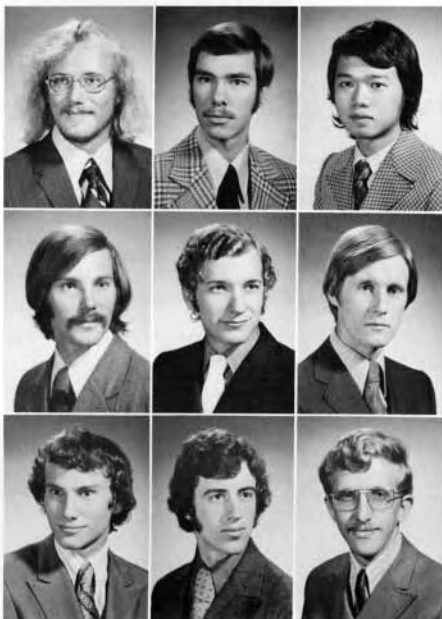
M. Brennan
B. Houghtby

D. Coulter
W. Lundgren

M. Creal
M. Maurer

R. Douglass
S. Morton

S. Heffley
W. Napoli



D. Ross
C. VanFleet
D. Wertman

J. Strehlau
J. Van Kirk
C. Wheeler

V. Vanasin
T. Welch
P. Wilver

Not pictured: H. Albright; J. Jones; R. Rakauskas; D. Zeile

Civil Engineering



R. Brungraber

R. Claus

R. Gardner

C. Kindig

L. Younkin

Not pictured: J. Kim



F. Boacci
D. Hoover

S. Carlisle
R. Humphreys

M. Collins
D. Kenamond

R. Heinick
C. Leccese

G. Hoge
H. Mye



M. Novak
J. Stahl

N. Pedersen
W. Stein

K. Rhone
M. Stello

J. Richardson
J. Williams

Not pictured: W. Bohlen; D. Greenwood; K. Roberts; J. Thomas

Electrical Engineering



R. Walker

E. Mastascusa

J. Rogers

H. Webb

R. Young

Not pictured: L. Klinger



M. Abernethy
D. Flanagan

L. Baker
J. Gillberg

J. Bird
J. Goodwin

J. Dodd
R. Hersey



R. Johnson
J. Sramek

R. Kleinert
R. Wooster

J. Russell
W. Zeitschel

E. Sandor

Not pictured: S. Bush; C. Choosee; R. Daly; E. Goodwillie; P. Murchison; S. Reed; M. Zyla

Mechanical Engineering



C. Coder

P. DeHoff

B. Maxwell

J. Register

J. Zaiser

Not pictured: J. Austin



R. Barry
R. Frazier

J. Beck
W. Celhaus

P. Caffrey
R. Graham

H. Crofton
D. Labowsky

M. Dimonte
R. Leinen



A. Loesch
J. Reynolds

D. Marhefka
P. Spalding

R. Mattison
H. Thomas

D. Mixdorf
R. Varner

Not pictured: G. Burman; P. Campbell; R. Morris

English

At first, being a "woman faculty" member, I felt lonely and insecure. And I think these feelings are in some ways related to being in such a small minority. In the course of my second year at Bucknell these feelings have diminished somewhat. I am gradually finding faculty members who share my interests. I am thankful to have a job and I find that even some men are able to get only temporary appointments these days!

The reason that I chose college teaching as my profession is a direct reflection of my background. I had absolutely no other role-models to follow. I did not want to be a housewife, a secretary, a nurse, a public school teacher, a librarian, a sales clerk or anything else I might reasonably aspire to. I had only two women professors in my college career, but I think those two were enough of an example to make me want to be like them. I believe that under the circumstances, I made the only logical career choice of those open to me. (Imagine going to college ten years ago and having no ideas put into your head about being an engineer. That sort of thing was totally outside my sphere of understanding.)

Never before have I been so struck by the fact that people must have role models. Young women say to me that they could not imagine (before they met me) what sort of profession a woman might aspire to and possibly be successful in. They cannot imagine what a successful business woman looks like, or if they see one, they cannot identify with her. Nor do they know much about possibilities for themselves in any of the professions. Young men need to have some experience in dealing with women who are not their mothers or their wives. Otherwise, they fall into the difficulty of not being able to imagine women in any other roles. Then, both men and women depend upon stereotypes of "successful" women — and young women do not aspire to the professions, and young men, when they attain positions of authority, do not hire women. Ad infinitum.

I hope that Bucknell students do not view "women's studies" as a passing fad. I would like to see a continuing commitment to special courses about women in literature, women in history, women in political science, women in psychology. Teaching "Women in Literature" opened as many prospects for me as it seemed to for the students. Literature suddenly suggested something to me about myself. And, given the structure of most English programs, I feel strongly that women's writing and women as heroines in male's books get short-changed.

Carolyn Bishop, Ph.D. □



J. Carens
M. Payne

A. Gosse
R. Smith

M. Mumford
R. Taylor

J. Murphy
J. Wheatcraft

Not pictured: H. Garvin; D. Baumwoll; C. Bishop; L. Casimir; R. Gross; W. Holzberger; K. Hooker; S. Kennedy; E. McLaughlin; T. Orbison; H. Powers; R. Rees; J. Tilton; P. Within

Dr. Smith



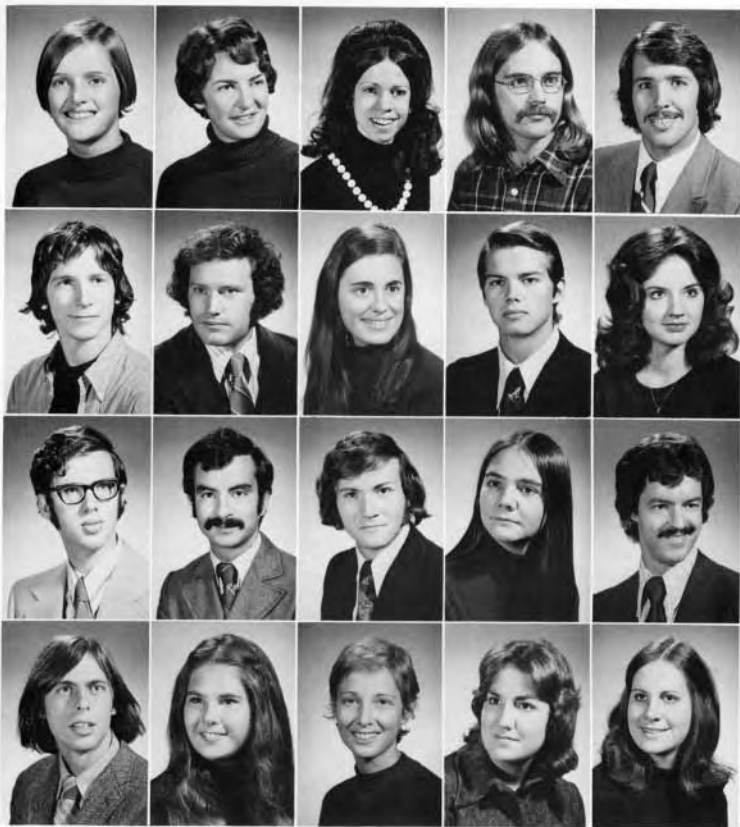
Dr. Catherine Smith, lecturer in the English Department and one of the two women faculty members teaching "The Images of Women in Literature", observed to me, "The women's situation in academics is the same as her situation anywhere else. A woman is always treated in some sense as a woman because there is no way to step outside the context of femaleness, which has both negative and positive aspects. 'Anatomy is destiny,' but it is largely a socially imposed destiny."

"Bucknell is a well-defined school," she continued. "There is a quiet expectation of continuity. In general, students and faculty are incorporated by a strong pressure into the status quo. However, it is difficult to determine whether it is simply Bucknell as an institution that demands conformity or whether it is caused by the whole social environment of the Seventies."

Dr. Smith has seen a change in herself as a result of teaching women's studies courses. In the past, she found it easier to relate to male students and they were the majority-sex in her classes. Now, however, she is especially interested in what women students are thinking, though she does not make an effort to draw them out specifically. She has been told that she is more intimidating to women students, but then possibly women students are more easily intimidated, regardless.

Student's reactions to her women's studies courses have run the gamut from great enthusiasm to open hostility. Dr. Smith feels that her classes have been "a microcosm of all the social reactions that there are to women or to feminism." At Penn State she found a great deal of hostility in her classes, but she believes that "this was good for articulation." At Bucknell, she found the students less outspoken. Dr. Smith briefly summarized her impressions of Bucknell women: "Too quiet!"

Tricia Klosky □



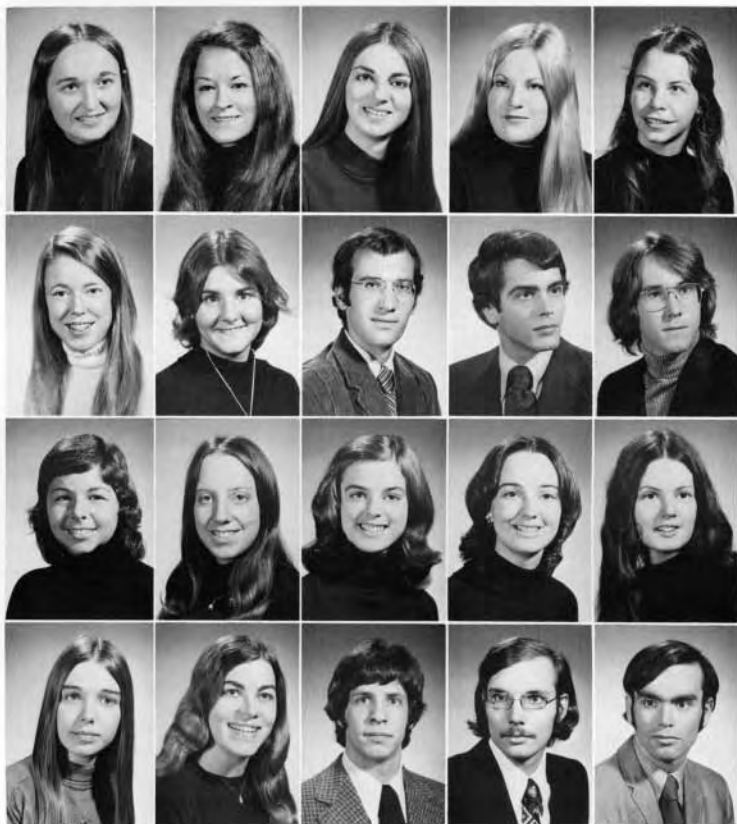
M. Black
R. Colgan
W. Decker
T. Gardner

L. Bohrer
S. Copulsky
J. Defino
P. Gasser

L. Campbell
J. Corbo
J. Essig
K. Gemberling

B. Clemenson
T. Crone
S. Firmstone
M. Goldsmith

L. Coates
J. Curry
J. Flandreau
N. Goss



S. Helm
P. Klosky
J. Manuele
P. Mocko

J. Hensyl
A. Knudson
J. Martin
C. Multer

N. Hershberger
W. Koehler
M. Massaglia
D. Murphy

R. Hummel
L. Lagnese
J. Meyer
M. Nachtwey

J. Kleppe
R. MacWilliams
A. Miller
J. Northridge

E. Owens
C. Pernice
H. Powers
S. Puff
D. Rheam



R. Sawin
D. Schmidt
M. Sinkus
W. Slayton
P. Smith



S. Smith
M. Spooner
J. Stein
J. Steiner
R. Sutaick



J. Titus
K. Weaver
R. Weston
B. Yore
W. Zeigler



Not pictured: J. Caffrey; R. Collins; M. Currie; J. Doebler; R. Humphrey; A. Kinne; P. Kolbay; C. MacArthur; D. Martin; P. Meltzer; J. Morris; L. Norris; S. Page; J. Sramek; R. Stoughton; W. Swartz; D. Trout; B. Troxell; J. Warner; S. Winings

Drama

The study of theatre at Bucknell does not constitute a major field; rather, it is more or less an extension of the Department of English. However, those who have chosen drama as their area of concentration within the English major are as seriously involved with what they do (if not more so) than the remainder of the Department.

The theatre for them is not merely a means to provide weekend entertainment for the campus. It is an intense creative experience involving physical and emotional-psychological commitment to artistic expression.

Randi Collins, English-Theatre major and director of "The Effect of Gamma Rays on Man-in-the-Moon Marigolds" spoke about her involvement with drama as part of the Women's Arts Festival. She played with a cigar throughout the discussion, occasionally taking a drag from it, and usually making a wry face as she exhaled.

"An actor really needs warm-ups," she said. "I, myself need a lot of 'psych'. The first night's performance of a play is like a warm-up for me."

Since the formal title of the discussion was "Women and Theatre," Randi directed her comments toward the role women have played in theatre, and cited problems encountered by women in various theatre-related professions.

"The major difficulty is that women have not in the past been admitted to theatre unions," she said. Thus, in some areas, particularly those involving the technical aspects of production, women are still not on an equal footing with men. Few women are hired as directors. However, in the area of lighting design Randi observed that the consensus is that women are better qualified than men. She attributed this fact to the efforts of Jean Rosenthal of Yale who raised the status of lighting design to a profession and trained many women in the field.

Randi stated that women did not begin to appear onstage until the Restoration period. Since acting was not a "respectable" occupation, many women of the period tried to gain respectability by adopting the title "Mrs.", whether they were married or not. Although today acting has gained respectability, Randi recognized that there is a lack of good parts for women, largely because there are few women playwrights; she named Lillian Hellman and Jean Kerr as two examples. Randi cited Williams, Chekhov, and Ibsen as male playwrights who created "good roles" for women. She went on to say that "there is no reason that men can't write good parts for women and that women can't do the same for men".

Concerning her experience at Bucknell, Randi stated, "I've been spoiled". Bucknell is unique among undergraduate institutions because the theatre department offers many opportunities for students themselves to direct, act, and technically supervise productions. She spent much time discussing her recent personal experience directing "Marigolds", which consisted of five female roles. Evidently there was a great deal of criticism because of this "bias" and it was suggested to Randi that she should "write in some parts for men". Randi laughingly admitted that she rather enjoyed writing "Women Only" on the posters announcing try-outs for the play.

Randi observed that although she didn't feel that there was a large difference between directing men and women, "perhaps certain moods were easier for me to convey" since the cast was all women. There were differences in interaction during rehearsals between the actors and Randi as director due to the absence of men. Such typical pressures as flirting were eliminated and there were many jokes exchanged which would not have been had men been present.

The cast for "Marigolds" was diverse. It consisted of Jane Curry and Sally Gudbrandsen, the "pros", and Pam Wolf, Barb Senkowski, and Anne Knudson, each making her acting debut. At the last minute (a few hours before the first performance) Sue Sprinkle had to assume the role of "Granny" for Sally Gudbrandsen. This meant learning cues and characterization thoroughly and quickly. "Thank God she learned fast!" Randi exclaimed.

Randi described the difference in her approach to experienced and novice actors as being a difference in the level of detail given to each. However, she did limit her direction because, as she stated, "I'm a great believer in the idea that the director's job isn't to build characterization. There are things between the character and the actor which the director shouldn't butt in on."

Randi concluded her discussion of women and theatre with final observations about "Marigolds". She said that although she encountered difficulties such as limited rehearsal time, "I never lost my temper. It's not a useful thing to do". Randi proudly asserted the professional attitude maintained throughout production and stated, "I had an excellent cast. They all worked very hard".

Penny Smith □

Old Times

Director: Bob Colgan
Kate: Milly Ross
Anna: Randi Collins
Deeley: Gary Koutnik





Photos: STEVE DAITER

Caucasion Chalk Circle

Director: Dick Humphrey
Grusha: Kathy Marinari
Azdak: George Waterman
Simon: John Graboski
Singer: Brian Hunter



Photos: KEN BLOOM

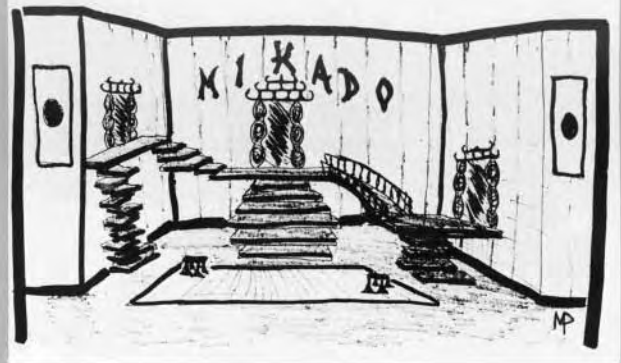
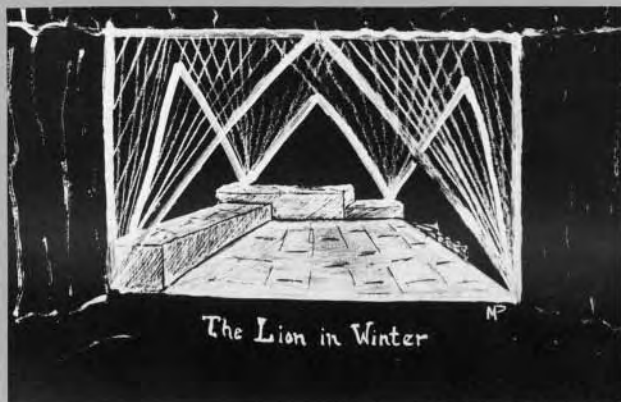


Photos: STEVE DAITER

Father and Son

The Father: Dr. Harvey Powers

The Son: Marc Powers



Set designs by Marc Powers



Harvey Powers as Krapp in "Krapp's Last Tape"
Photos: STEVE DAITER

Endgame

Director: Marc Powers
Hamm: Bob Colgan
Clov: Sally Gudbrandsen
Nell: Emil Remsberg
Nagg: Chad MacArthur





Photos: STEVE DAITER

The Effect of Gamma Rays on Man-in-the-Moon Marigolds

Director: Randi Collins
Beatrice: Barb Senkowski
Tillie: Jane Curry
Ruth: Pam Wolfe
Nanny: Sue Sprinkle
(Sally Gudbrandsen)
Janice Vickery: Anne Knudson



Photo: STEVE DAIFER

Photos: KEN BLOOM



Indians

Director: Dr. Harvey Powers
Buffalo Bill Cody: Marc Powers
Sitting Bull: Chad MacArthur
John Grass: Dick Shoap
Wild Bill Hickock: George Waterman
Chief Joseph: Dick Humphrey
President: Gary Koutnik





Photos: KEN BLOOM

Geology & Geography

Not pictured: R. Nickelsen; D. Marchand

What is important is each student's participation in his own education through independent projects, "on-site" field trips, and by applying what is learned in the classroom to carrying out a project. Since the department graduates both Geology and Geography majors, these goals do not always develop in the same way for each "side" of the department.



J. Allen
R. Peterec

Geography emphasizes field trips to Eastern Europe during both January and the summer sessions. In addition, there is much emphasis upon current affairs, keeping up to date with world happenings as they develop daily in the news and are explained by geographic determinants.

The capstone of the Geology major is the Senior program — a required performance by each senior in which he is to summarize or make real the four year involvement with geology at Bucknell. This might consist of undergraduate research, a teaching presentation, a land-use plan, a movie, a museum exhibit, whatever appeals to the student. The curriculum has been structured to encourage students in 100 and 200 level courses to perform independent projects in order that they become used to being free and so that they may teach their professors. Courses are also structured around the superb teaching environment and interesting geology found in central Pa. No publicity arm of the University does an adequate job of recording what is out there and how it is used.



B. Dean
K. McCabe
A. Smith

C. Grabowski
J. Means
C. Sweeney

R. Grossman
E. Quant
E. Vaskov

Not pictured: W. Bachman; D. Frischkorn; G. Michael; J. Monahan; A. Quant; S. Sines; R. Sterba; J. Vernon

History



Mary Porter

Some thoughts from Mary Porter, Instructor in History, as told to Jane Curry over a soggy tunafish sandwich and a cup of coffee in the Bison:

The professional woman who has gone straight through college, graduate school, and into a career without marriage, doesn't have the same problems as the woman who has marriage, a career, and motherhood. The interruption of a career by motherhood causes a woman to be acutely aware of her separation from her work.

I have to experience both systems at once — it's like having two full-time jobs. Trying to do both makes it almost impossible to succeed in either the way I'd like. But my children and I help each other. They know that if they don't help, none of us will make it. My children understand the responsibilities involved and I try to keep our home environment as stable as I can. Of course I find living alone (without a man!) difficult sometimes. Just as everyone else, I've grown up under the assumption that a woman can't live without a man and socially I'm the odd one out. And people usually assume that my intentions are not particularly honorable when I cultivate friendships with men, especially unmarried men.

I think most women feel a sense of not having any choice, a feeling of being channelled into traditional roles and lifestyles — but I needed my career. So now I have my children and my career and I suffer from the normal guilt reaction: "I'm not the way a mother is supposed to be." This guilt is not easy to deal with — it causes both emotional and physical problems. Men don't have to make this kind of choice between career and family.

As a professional, I am concerned with women's history. (I think some of my colleagues seem to think that women don't have any history.) Women's history and the history of minorities is different from traditional history. I keep up with the traditional, but I don't directly involve myself. This lack of involvement seems to be the basis upon which some of my fellow-faculty form discriminatory attitudes. Frankly, I learn much more from my students. In the beginning, I had to fight against what I said in the classroom because I am a woman. Most students, you see, have had very few female models and most of these are usually nurses, el-ed teachers, and mothers.



J. Kirkland

M. Neuman

J. Rosenberg

G. Simpson

Not pictured: R. Drinnon; T. Tamrat

Most professional women at one time or another see feminine characteristics as things they must overcome. They try not to be womanly so they'll be acceptable. Either way — trying to be yourself or trying to hide yourself — you lose. If you cultivate masculinity, you're a bitch, and if you cultivate femininity and womanhood, then you're just a woman and not as capable.

There are two major themes I explore in my history courses. First, women who have achieved, and secondly, why more women don't achieve. The latter is a critical, negative approach, an exploration of things that have kept women down and women who have let themselves be kept down, put down. It's all comparable to slavery. Look at the female culture as a value in itself. Immediately obvious in traditional modes of behavior is the negative character of women (slaves) and the positive character of men (who are on the top). At second glance, one discovers that connected with power and wisdom is the willingness to remain in the top position at the expense of others. Men want the full range of choice-making and are simply not willing to allow any significant alteration of their position. Men say they need to be protected — that means they need to be "up there."

Of course, certain values are placed on women and their non-exploitive position. Women are valued because they are cooperative, sensitive to others, loving, and warm. These characteristics, although deeply rooted (not innate) are often used to perpetuate the problem. "Feminine characteristics" are "valued" but they are not respected. What has been traditionally respected is hardcore competition, and women don't compete the same way as men — and so they aren't respected.

Even within this university the emphasis is on competition and success (which I thought the grade-reform was trying to change). Everyone is encouraged to compete, to win, and to make sure that somebody else loses — which implies a loss of respect for the losers. I think there is a big difference between competing and working hard.

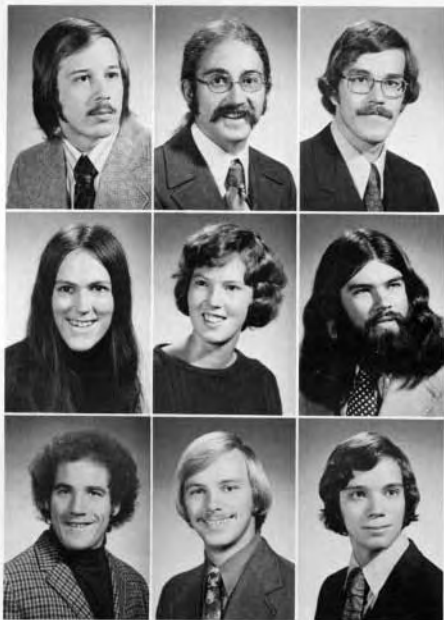


J. Abbot
S. Ferrell
R. Hanson

M. Baron
D. Gamble
B. Luddy

N. Buckwalter
L. Golden
C. McClung

C. Dorman
L. Graham
G. Mercure



C. Mertz
J. Ross
F. Wallace

C. Musselman
S. Selby
W. Werther

E. Rohrbaugh
M. Sinclair
W. Whitney

Not pictured: T. Hoffman; J. Nelson; L. Rosenband; A. Revenis; S. Ross; K. Sharman; W. Slayton; P. Watkins

Japanese Studies

D. Lu
M. Hiratsuka

P. Noguchi
A. Kawano

"What is your major?"
"Japanese studies."

This conversation would have been strange a decade ago, but this year seven students graduated with degrees in Japanese studies and a number of others who majored in Japanese or Chinese history. In addition, many took courses related to Japan and China in anthropology and other fields to contribute to their "minors."

J. Pusey



Some take Japanese studies and related fields for sheer enjoyment; others believe that to be liberally educated they must know a culture other than their own. Still others are attracted by career prospects. There is also the lure of the East for traveling and scholarly pursuits.

One of this year's graduates, Stephen Watt, will be going to Japan shortly as Mombusho (Japanese Ministry of Education) scholar, after completing an internship at Brookings Institution. Two girls will be in Japan as Rotary International Foundation fellowship students next year. Some previous graduates may be found in U.S. government offices in Washington, overseas, and even in Japanese banks in San Francisco and New York.

Bucknell students had the distinction of being received by two Japanese Prime Ministers, in 1970, the traveling Bucknell group was received by Prime Minister Eisaku Sato at his official residence and later at the Waldorf Astoria. In 1972, the Bucknell group was the first foreign group to be received by the newly elected Prime Minister Kakuei Tanaka. Here at home, the visit of Ambassador Nobuhiko Ushiba of Japan in the spring of 1973 is still fresh in the memories of most students.

Reaching beyond the immediate environ and beyond our national borders characterizes the faculty's conception of the Center. Professor Pusey traveled to China in the summer of 1973 as an aide to David Rockefeller and met with Premier Chou En-lai. Professor Lu recently participated in an inter-parliamentary meeting between Congressmen and Japanese Diet members and served on a national panel for the U.S. Office of Education. Japan and Lewisburg meet in Professor Noguchi's concerns; his studies range from Japan's labor relations to the study of a local bike shop. He is also developing a cooperative program with the Seabrook Japanese-American community.

The finest compliment to the Center's work is found in a letter from Mr. Albert L. Alford, Assistant Commissioner of Education, to Senator Schweiker: "This Center developed rapidly into a truly unique undergraduate program, superior to all other undergraduate programs receiving support from NDEA Title VI. In addition to the close ties it has maintained with the Japanese government, the Center . . . was among the first to make significant efforts in the area of curriculum development for primary and secondary schools."



K. Bloom

A. Cooper

J. Evans

J. Irving

Not pictured: D. Andres; S. Watt



Left: Group from Bucknell at reception in Waldorf Astoria for Prime Minister Sato — 1970

Right: Dr. David Lu and Japanese Ambassador Nobuhiko Ushiba — Spring, 1973

Not pictured: O. Mahon; N. Shiffler; R. Whitfield

S. Miller
D. Garber

H. Agler
F. Rice

J. Dildine
B. Singh

Management

Policymaking by professional managers at a high level is directive, discretionary, and potentially creative. Involved are the dynamics and interplay of problems, opportunities, solutions, and responsible actions in numerous fields in a rapidly changing world.



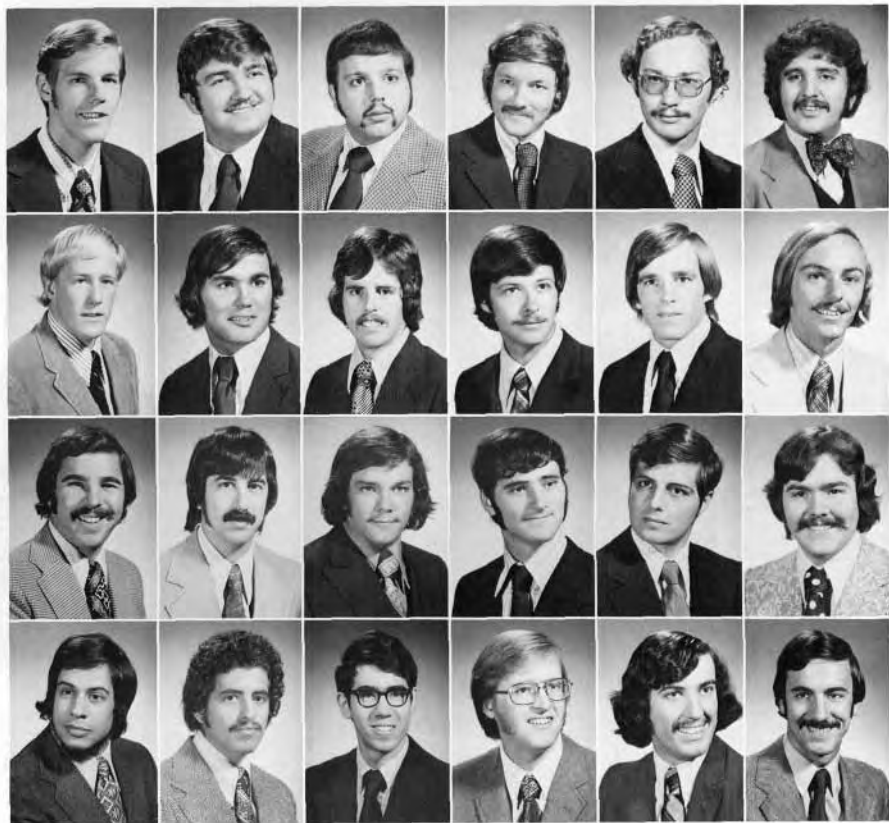
These fields include not only traditional business firms but the proliferating non-profit organizations, cultural institutions, and community activities and services as well. Professional managers are called upon more and more to render civil service in a professional and/or advisory capacity in more than one of these areas. Education can materially assist them in their interacting roles as private citizens and professional managers.

The purposes of the educational and service programs in Management studies at Bucknell are to 1) assist students to develop a cluster of attitudes about the nature of policy systems and to 2) motivate and assist them to become policymakers at a high level as a personally rewarding and socially useful endeavor in life.

The goal of the Department is to provide students with a liberal education.

Liberal education encourages development and use of the intellect and a comprehension of cultures; stimulates self-discovery, direction, achievement, growth and widening involvement; and develops modes of thought critical to policymaking and action which encourage the rigorous application of scientific method — the "science" of management — and the capacity to formulate decisions and control procedures which meet the overall needs of organizations in society — the "art" of management.

The significance of this statement of goals is that the main elements are interrelated, not discreet and conflicting, and defines pre-professional education as, and professional education in, the context of a liberating educational experience, not "liberal and pre- and pro-fessional education."



V. Adrean
B. Bunnell
E. Cohen
M. Epstein

D. Baker
R. Brunnet
R. DiRienzo
G. Ferrantelli

A. Balbo
J. Byram
R. Douglass
M. Fisher

S. Beagle
D. Cerasa
D. Duncan
W. Freeman

J. Bennett
R. Chandler
C. Dwire
R. Ganley

S. Boodakian
N. Church
W. Eldred
W. Gibbs

J. Gregor
J. Groninger
D. Henry
R. Hoff
T. Hornbrook



K. Hydock
N. Jurkeiwitz
W. Kandle
T. Keyser
R. Kolodgie



B. Lau
G. Levine
A. MacDonell
J. Manning
G. Martin

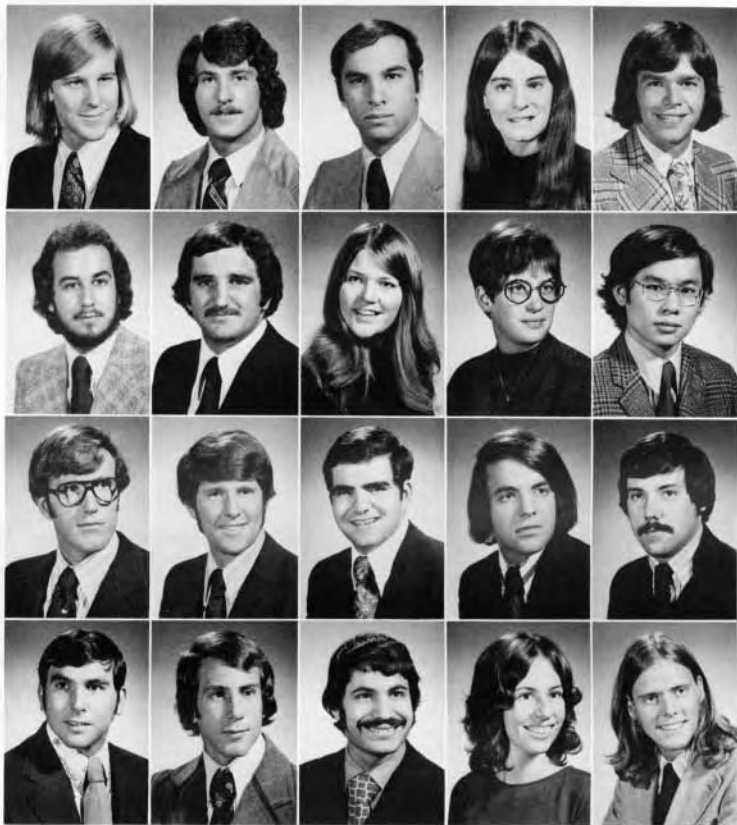


R. Martin
C. McPhail
R. Palmer
N. Puleo
M. Reifsnnyder



S. Renock
W. Salis
J. Sauer
J. Seavy
J. Segal





R. Seltzer
R. Spielman
D. Tarrant
W. Walsh

J. Shapiro
R. Stephan
A. Tysen
R. Walters

R. Shindler
J. Stubbs
S. Valenti
R. Walzer

K. Simpson
M. Taylor
R. Wahoski
C. Withrow

S. Sparkes
C. Techapaibul
D. Vollmer
J. Worrall

Not pictured: E. Angle; J. Bryan; J. Gingher; M. Hanrakan; P. Kerr; J. Morrell; B. Spirk

Mathematics

The student of mathematics should learn from illustration and experience to cultivate curiosity and the habit of experimentation, to look beyond immediate objective, and to make and test conjectures.

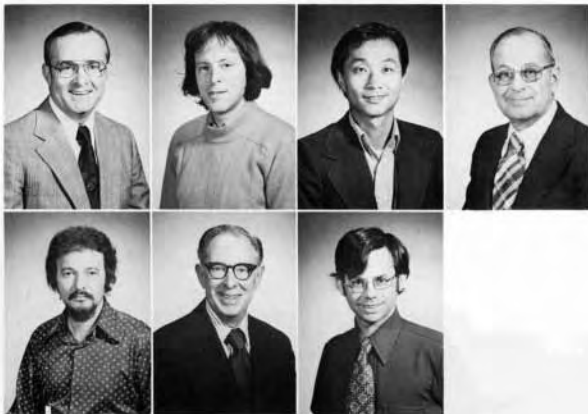
There are broad objectives for the mathematics program. The student should be introduced to the language of mathematics, both in its rigorous and idiomatic forms. He should be able to give clear explanations of the meaning of certain fundamental concepts, statements, and notations. He should acquire a degree of facility with selected mathematical techniques, be familiar with proofs of a collection of basic theorems, and have experience with the construction of proofs. He should be ready to read appropriate mathematical literature with understanding and enjoyment.

The student should by these means be led to seek an understanding of the place of mathematics in our culture, in particular, to appreciate the interplay between mathematics and the sciences. In the portions dealing with analysis, the program should exhibit the traditional role of the physical sciences as a source of mathematical ideas and techniques. The courses in probability and statistics also should indicate the emergence of parts of mathematics from problems in the biological and social sciences.

A list of objectives such as these is largely independent on the content of courses and cannot be implemented completely by even the best collection of texts. This only emphasizes the obvious point that the quality of the mathematical education rests finally upon the caliber and initiative of teachers.

It is important to emphasize that the ability to follow and formulate rigorous proofs must be balanced with the development of a free-ranging intuition in each mathematical field. Generally speaking, a rigorous treatment of some elements of the material should appear even in the earliest courses, and the rigorous segments should increase in length as the student advances to more recondite material. But failure to nurture intuition at any level can be stifling.

Students participating in the program should not be satisfied to participate in a passive fashion, and so methods to engage the student as an active partner in scholarship is a continuing enterprise. Indeed, independent intellectual activity of the student must be nurtured in preparation for the time when he will be independent of his professors. Thus, the student must increasingly take the initiative to develop his imaginative powers.



B. Freed
C. Pinter

K. Kaminsky
P. Souders

H. Kim
P. Strong

D. Ohl

Not pictured: D. Ray; P. Benson; D. Finkel; E. Luks; P. Nelson; A. Schweinsberg; L. Stigler; R. Vargas; G. Wulczyn



R. Ambrose
D. Crandon
B. Fichter
D. Gift

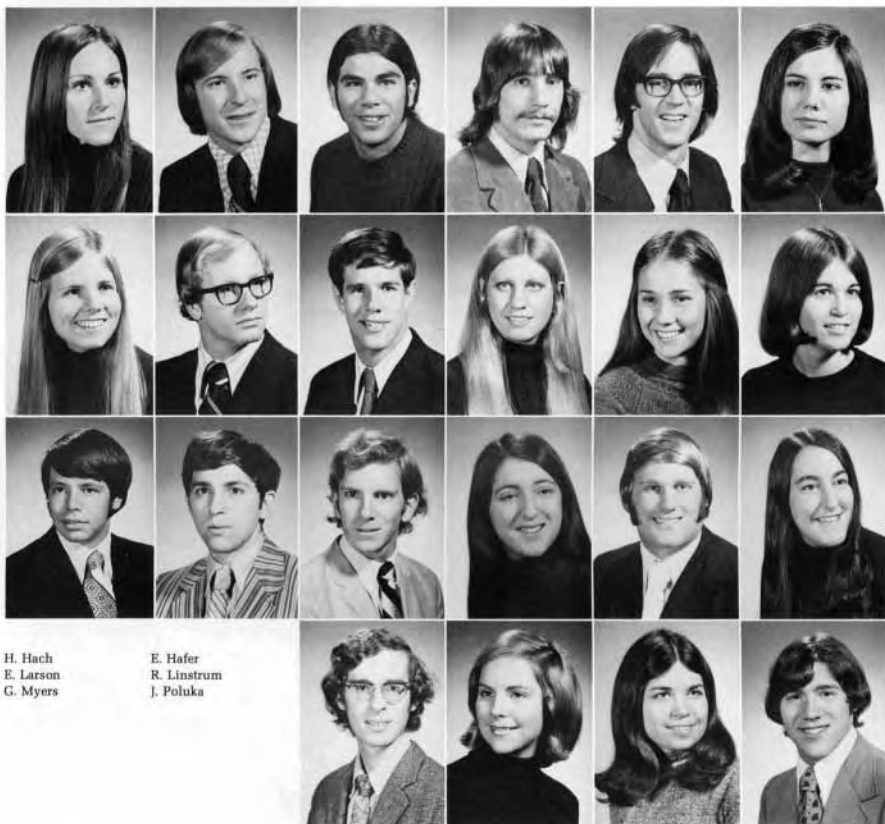
S. Anderson
J. Cuomo
S. Fisher
S. Gittlen

A. Blumenthal
P. Deering
G. Flannery
L. Graffeo

J. Bolognese
P. Doray
N. Fleming
D. Grant

L. Button
P. Duffett
H. Ford
M. Gray

K. Colston
B. Dhst
G. Georg
A. Grochal



H. Hach
E. Larson
G. Myers

E. Hafer
R. Linstrum
J. Poluka

Not pictured: J. Estoque; T. Helsher; J. Martin; W. Meneely; J. Myers; B. Nicholson; J. Pichert; D. Porpora; N. Roth; R. Stevens; R. Wesler

P. Hatab
J. Loyer
G. Price
J. Vernon

M. Illick
S. Mestier
S. Sammarco
L. Weidman

M. Kalanty
H. Moberg
B. Sobus
E. Willett

S. Kristy
K. Morton
P. Turner
M. Wolf

Modern Languages

French



K. Casey
J. Gale

M. Mastacchi
A. Grundstrom

Not pictured: D. Orrok



D. Ahlstedt
N. Homiak
N. Rausch
S. Spiece

A. Brimo
A. Hungerford
K. Sharman
M. Wint

A. Haigh
S. MacIntosh
J. Shaw
J. Yeisley

R. Hartmann
J. Pew
M. Shuster
N. Yuliano

Not pictured:
L. Carlston
M. Hale
L. Mariani
M. Nason
S. Opdyke
A. Peterson
B. Sherk
L. Welfly
P. Wilhelm

German



G. Folkers

M. Huffines

K. Mather



J. Bering

J. Harris

Not pictured: J. Abbot; J. Heinze; S. Marsh; K. Olsson; S. Smith

Russian



R. Beard

A. Durkin



J. Nogue

Not pictured: M. Wint

Spanish



M. Edgerton

L. Bussard

F. Gadea-Oltra



K. Fierst

D. Rebusci

D. Snyder

Not pictured: L. Campbell; G. Chapulis; J. Crawford; A. Brimo; J. Irving; S. MacIntosh; J. Meyer; J. Manuele; D. Simpson; J. Yeisley

Music

People in the field of classical music tend to divorce themselves from the community; they perform 'art for art's sake'. Such is the impression of Sheryl Wilson, Lecturer in the Department of Music.



Photo: KEVIN JONES

Sheryl Wilson and student

She looked thoughtful for a moment and then continued, "I really believe that music is the universal language of the world. A musician should make an effort to include the audience. I don't mean that you have to lower your standards and perform music that everyone understands; but I should not stand onstage in my long beautiful dress, sing an aria, take my bows and leave. I could give a talking recital — just sit right down on the stage and tell the audience what I'm going to do. Classical music shouldn't be placed on a pedestal any longer."

"When I was at Yale, the university was situated in the middle of a lower class Black community. I kept asking if we couldn't include them in some way — invite them to a recital or give Saturday classes. But nothing was done. I know that they weren't paying for an education at Yale or anything, but we were supposed to be an educational community!"

Sheryl Wilson spoke as an educator and student of the arts; she paused and then added, "I feel that I've failed in some way if I don't go to the Blacks with some kind of a message. I taught an Afro-American Music course this semester. I didn't teach it like a Math course — all formulas and equations; I tried to raise social issues. There were fifteen Blacks and fifteen Whites in the class and sometimes the discussions got pretty heated. But I thought it was important for students who otherwise wouldn't have an opportunity to learn about or associate with the other race."



T. Warner
W. McRae

W. Duckworth
D. Tuhy

J. Hill
D. Wilson

Not pictured: A. Flock; P. Lang

I asked Sheryl Wilson about the basis for her interaction with her students. She smiled and said, "When I first got this job, I thought, 'Oh, good! I'm going to be a professor! But I'm going to be a different kind of professor!' I really tried to be different. I told students to call me by my first name, but that ran into problems. I wanted to be informal, to come to class and have everyone just talk. But now I've realized that there has to be just this much distance between a teacher and a student. Otherwise something is lost."

Ms. Wilson was relatively enthusiastic about her Afro-American course. She said, "I really tried to include the community — not just Bucknell. We did projects at different places, like Muncy and the high school. Going into the high school was really a rewarding experience for me personally. I tried to keep it informal. We talked about all kinds of things." (She waved her arm.) "They didn't ask any questions the first day. They just sat and looked; but after that it got better. Their questions taught me a lot."

I asked about her Afro-American Music class and what differences there were in her interaction with Black and White students. Ms. Wilson said, "I think the class was a real ego boost for the Black students. Having the chance to say positive things about Blacks every Monday, Wednesday, and Friday made it easier for them to get through the rest of the week. I mean, it was Black-this and Black-that for a whole class period. For once, the Black students got to be the center of attention."

"Bucknell is a pretty conservative place. I don't think White students have had much contact with Blacks. For example, the other day one of my Black students said that someone had asked her why her hair was all 'kinky and funny'. If someone in Washington or Atlanta had asked her that she would have been furious. Here we know it isn't bigotry or anything. People just really don't know."

"I really think I enjoyed teaching the White students more than the Blacks. The only reason for that is that Black students have grown up with their music. The Whites just don't have that basic knowledge of the foundations of Black culture. I guess they really needed the course more than the Blacks, although I feel it was important for the Blacks, too — just seeing me, a Black face in the faculty, was important for them."

We then spoke for a while about the function of art in general within the Bucknell community. Ms. Wilson feels that "art should be functional in order to attain more unity between artist and audience." She used the Black Arts Festival as an example and said, "Ideally, it should be a time when Black students seek themselves out and then show the rest of Bucknell what they're all about. But this year we ran into problems. Although invitations were sent to all faculty to attend workshops and discussions, few came. I think the difficulty was that our goals as a group were poorly defined. Next year we aren't going to send out for big-name speakers; we're going to utilize our own talents. I mean, famous people are nice to have come, but they stay for only a few hours and then leave, and the people here don't have much more than they did before the speaker came. So next year we're going to conduct all the discussions and everything ourselves."

Ms. Wilson feels that this type of redefinition of goals is necessary to any campus organization as a first step in positive interaction with the rest of the community. We concluded our discussion by applying these ideas to music. Ms. Wilson observed, "Musical performances here don't necessarily have a message per se. People just come to hear beautiful music; but this can be superficial sometimes." We speculated that in an academic environment each performer was striving toward his or her own very personal goals, and thus, perhaps, did not communicate with the audience as they should. Sheryl Wilson believes, "Everyone has a responsibility — groups or individuals — to reach out to others in whatever way possible. People should not remain closed up in a little shell of their own. I think that happens too often here."

PS □



H. Christie
B. Nicholson

R. Hamilton
D. Reinhold

H. Kelsey
L. Sardinas

M. Knisley
D. Simpson

Not pictured: D. Hosea; J. Poluka; S. Porter; K. Snyder

Philosophy



"Too bad the department 'can't afford to hire her.'
She has a 'great pair of legs.'"

The principal activities of the Philosophy Department during the 1973-74 academic year were two in number.

First, in an effort to encourage greater communication among students (both majors and non-majors: interested in philosophy, as well as between students and the Philosophy faculty, the Department instituted a weekly "Sherry Hour", to serve as an open discussion period during the first semester. This led to the re-activation by a group of philosophy majors and other interested students of the national philosophy honorary, Phi Sigma Tau. The main aims of the honorary are to promote philosophical discussion and to honor excellence in the pursuit of philosophy. In addition to honoring student merit, the Iota chapter will also endeavor to sponsor lectures on topics of philosophical interest, organize trips to neighboring colleges to attend philosophical functions, serve as an informal line of communication between philosophy students and faculty, and, through its affiliation with the national organization, provide a means by which student papers can be published in the society's journal, DIALOGUE.

Second, during the Spring Semester, the Philosophy Department hosts the Roy Wood Sellars Lecture in Philosophy, which a noted philosopher is invited to give each year. The 1973-74 recipient was Roderick M. Chisholm, Andrew W. Mellon Professor of the Humanities and Professor in the Department of Philosophy at Brown University, Providence, Rhode Island. Professor Chisholm, a leading American philosopher holding numerous academic honors, delivered a lecture in the University Center Forum on April 11, 1974, before a university-wide audience, on the topic "What We Have a Right to Believe About Ourselves". Professor Chisholm also participated in an informal seminar the next day with Philosophy students and other interested members of the university community.



F. Martin

R. Brockhaus

J. Fell

G. Hochberg

F. Wilson



M. Block

R. Glatstein

T. Hardcastle

A. Kinne

Not pictured: M. Brewer; J. Nevels; G. Weaver

Physics



R. Henry

O. Anderson

S. Becker

V. Drozin

R. Schweinsfeir



R. Bachman
P. Koerner
D. Rhodes
J. Scherbak

R. Burnor
M. McConaughay
W. Rogers
S. Ward

Not pictured: J. Mitchell

Political Science

Although Joan Landes was only here as a visiting professor for a short two years, she did have a chance to influence some people's thinking. By offering a different perspective, that of Women's studies, to the Political Science Department, she was able to insert unique viewpoints into the courses she taught.

Not pictured:
M. Chenoweth
H. Blair
J. Helm
J. Landes
C. Longley
D. Sturm
T. Travis

Ms. Landes' courses were conducted on a discussion format. In this way, she felt students could learn from each other, as well as from the professor. She encouraged methods such as debate, which helped to foster active participation and gave students an experience not usually available with more conventional classroom structure.

Her relationships with students were affected by the egalitarian approach that she took; Ms. Landes found students more willing to interact on an informal basis. Although she is young (this was only her second year of classroom teaching), Joan Landes had no problem getting either the faculty or students to take her seriously.

Inside the classroom, Ms. Landes said she tried to communicate to both sexes in a similar fashion. She made the observation that although the best students in the class were often women, they were much slower to participate orally.

Ms. Landes' stated goal is not to get people interested in the Women's Movement per se, but she feels, "The 'objective' viewpoint that is most often present in the classroom neglects the problems of women. If we raise questions to that effect, it may be seen as unfair." Joan Landes feels that since everyone does have their own point of view, it is best for a professor to state her biases openly "without disallowing alternative perspectives." The "objective and true" at present is oriented toward only one-half of humanity. Ms. Landes sees one of her prime tasks as an effort to rectify this situation.

At first, Ms. Landes considered closing her women-oriented classes to men. She decided, however, that it was imperative to reach both men and women. The questions raised in her classes affect both sexes; she sees no chance of success for feminist goals unless both sexes work together. "Separatist" activities, restricted to women, she feels can work best outside of the classroom situation.

Men showed an equal, if not greater, interest in signing up for her courses than did women. The feedback Joan Landes received, however, in terms of permanent changes in attitude and outlook, was mostly from women.

Ms. Landes considers the position of women students, faculty, faculty wives, and employees at Bucknell to be basically comparable. In each case, women are treated as "second-class citizens." Despite the problems women face here, she feels that in some ways, they are better off than at a number of large universities. At least there are efforts being made to create new courses and hire more women. For there to be any lasting change, however, women faculty and students must unite in their efforts to see that the gains made are more than tokenism.

In addition to presenting the feminist viewpoint, Ms. Landes realizes that she served as a role model for the women students. "Different role models can help both sexes to appreciate women in a variety of capacities," she believes.

Ms. Landes does not, however, want to be slated as "just a women's studies person." But, for now, she feels women's studies and the perspective to issues that they lend should be a vital and important part of the educational process.

Unfortunately, Joan Landes will be leaving Bucknell. She is going to teach at Hampshire College in the fall. For those of us whose outlook on "the women's question" has changed by her teaching, she will be sorely missed.

Kim Feier □

J. Apfelbaum
R. Cravitz
J. Fischer
T. Leonard

M. Banghart
B. Crawford
E. Garrett
R. Lucas

L. Bastinger
J. Dalry
C. Crawino
K. MacDonald

C. Bleuher
K. Daniels
M. Hamm
S. Malin

R. Campbell
J. Davis
J. Hartley
M. Marshall





J. Millman
B. Senkowski
W. Sweet

J. Nevels
E. Silver
J. Ulmer

R. Owen
S. Sines
T. Wells

K. Putt
S. Speechley
C. Wilk

Not pictured: M. Baron; L. Button; K. Gebauer; A. Knudson; S. Kepreos; D. Michak; J. Nogee; G. Reilly; E. Rohrbaugh; C. Stone; W. Trayer

Psychology

Our major problem — indeed the overriding problem that threatens the quality of this Department — is our physical facility.

We are continuing our weekly luncheons with staff and students with invited speakers and the major speakers' series held monthly in cooperation with other institutions. We have chosen to develop the personality-social aspects of our program, as our hiring process this year indicates. New staff for 1974-75 are primarily in the areas of human psychology. We are attempting to work out a formal practicum program for students in local institutions and have made significant progress. I cannot say when the entire program will be available, but it has our highest priority. During the last few years our students have been hurt by the elimination of many federal programs that aided undergraduate students previously. Among these are undergraduate research participation. Happily, we have begun to find other sources, especially alumni, to support these successful programs and we expect them to be back in operation this year. On the graduate level, our graduate program leading to the MA or MS in mental health services is receiving generous and continuing support from federal sources.

During the last year we were in a position to hire new staff, and the students were an important part of the process, as they have been in the past. Students, majors and nonmajors, meet with and evaluated each candidate and assisted us in reaching decisions as to whom to invite. The strength of this Department is a response to the continued questioning, assistance, and interest of our students, both majors and nonmajors. Without them we would have little purpose and would not hold the enviable position we do among American departments of psychology.



D. Candland
A. Leshner

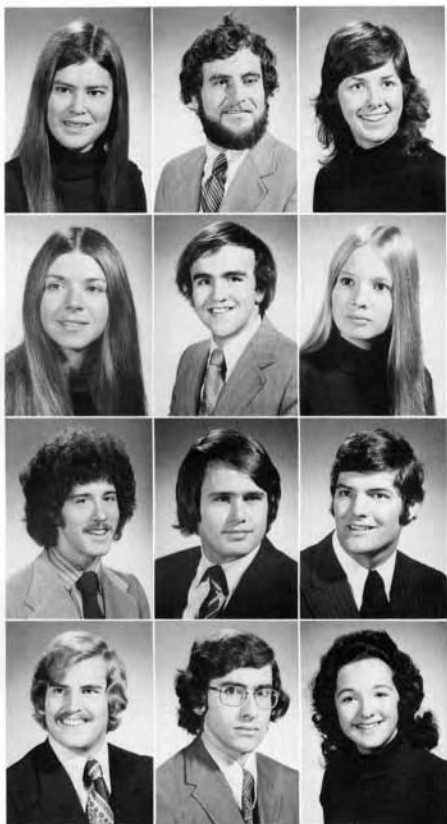
D. Adkins
G. Levin

E. Adkins
N. Levy

T. Dong
D. Milne

E. Keen
G. Thomas

Not pictured: E. Abordo



S. Alwine
 P. Benson
 M. Burke
 M. Diefendorf

P. Baum
 P. Berger
 G. Bushnell
 D. Frapwell

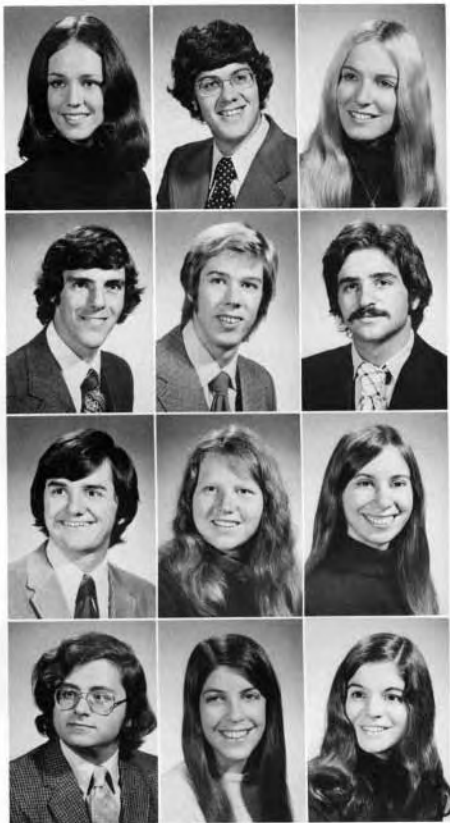
P. Beegle
 S. Bryer
 T. Denne
 S. Fromme



M. Connella
B. Jensen
D. Keen
K. Marinari

S. Gudbrandsen
L. Jones
E. Larson
J. McIntyre

J. Hindle
D. Kaplan
K. Manogue
L. Miles



J. Morris
R. Pollard
A. Revenis
R. Shackatano

N. Park
J. Quinzer
C. Samson
R. Sholl

S. Poinsett
B. Raphael
I. Sarver
V. Smith



M. Sorenson
R. Vroom

J. Sprout
C. Wells

P. Stephani
A. Wengert

R. Stubbs
L. Wolfson

A. VanHorn
P. Zenone

Not pictured: D. Aikey; S. Bare; P. Barnhouse; C. Cizewski; S. Cook; L. Cordier; C. Davis; D. Dee; S. Frey; E. Garrett; N. Guhl;
R. Hartmann; L. Jones; W. Kinney; K. Lee; R. Leinin; N. Loggia; J. Mallis; R. Mears; J. Murakami; D. Pullanas; R. Rubenfeld;
R. Schwartz; E. Sculley; F. Sharp; A. Stegel; J. Slekman; K. Varacalli; J. Yoder

Religion

Not pictured: W. Becker; G. Cook

D. Sturm

J. Gardner

J. LaBarge

The major in religion justifies itself in broad terms as a field of the liberal arts, that is, studies which are of intrinsic value to the learner because they help form his understanding of self, society, and human purpose.



The study of religion and religions deals with those fundamental questions concerning the nature of ultimate reality and man's relation to it which are asked in every age; it deals with various answers which have been accepted, and as such have provided the unexamined presuppositions of various cultures and periods. This study deals with a peculiar mode and dimension of human awareness — often called an awareness of the "holy" or the "sacred" or "depth" — and with ideas and patterns of activity communities and scriptures and institutions through which this awareness is expressed and celebrated. Despite its "peculiarity" it correlates well with interests in other areas of liberal arts and sciences in that its major forms of expression have always interacted (sometimes decisively) with major historical movements, the arts, political and social institutions, philosophical and scientific thought. The department's staff has a particular interest in investigating these close relationships with associated fields.

No formal religious commitment is necessary to engage in the study of religion, but neither is the commitment to specific religious beliefs seen as a hindrance. On the contrary, it can serve as a source of insight and an aid to empathy. What is required is a degree of interest in man's religiousness as a subject worthy of study in its own right, and a readiness to pursue this subject with others (authors, faculty members, students) whose presuppositions and positions will often differ from one's own. Pursued with a spirit of openness and empathy, the study of religion is not free from personal risk. Acquaintance in some depth with the religious dimension in human existence and with its formalization in various standpoints and traditions may well bring the student to new ways of seeing self and world, and to new convictions.



D. Bemis

J. Crawford

G. Fish

T. Patterson

R. Taylor

Not pictured: P. Mocko

Sociology



Not pictured: R. Spielman; F. Deyo; M. Silberman

C. Wheatley



C. Bolick
H. Porter

D. Carrescia
A. Quant

G. Chapulis
D. Rodgers

E. Hirsch
K. Schleckser

M. Holoszyk
J. Sutcliffe

Not pictured: G. Ballantine; E. Hedrick; S. Levings; P. Munro; R. Weston

College Major



J. DeGroot

E. Feibel

D. Mowery

R. Pais

Not pictured:
J. Crane
J. Friedman
B. Welliver

Interdepartmental Major



J. Davenport

G. Messick

C. Strouss

P. Williams

Astronomy



Guided tours are provided through the Observatory for outside groups. These groups are primarily school children, Boy Scouts, Girl Scouts, and a few adult groups. The Observatory also offers open house activities for the community for viewing solar eclipses, lunar eclipses, and comets.

Other than the courses taught in Astronomy, the Observatory is also involved in the January program. Students have accomplished such projects as construction of individual telescopes, academic studies in the area of Spherical Astronomy, and working at the Naval Observatory in Washington, D.C. on stellar and parallax problems.

Guided tours are provided through the Observatory for outside groups. This includes about six to eight hundred people a year. These groups are primarily school children, Boy Scouts, Girl Scouts, and a few adult groups. The Observatory also offers open house activities for the community for viewing solar eclipses, lunar eclipses, and comets.

Mr. Polak, Director of the Observatory, has hopes and plans for one day adding a planetarium to the Observatory. He feels it would be an excellent teaching aid in Astronomy, as well as a facility to excite students in the area of Astronomy and give them an understanding of its problems.

Computer Science

Not pictured: C. Depner; D. Hurliman; E. Polak; E. Staiano; G. Weber

B. Gay

R. Romberger

D. Utter

At Bucknell, instruction and courses in computer science is provided by a program and there is currently no major or minor in computer science, although the range and diversity of courses provided would be a minor under most standards.



The Office of Computer Activities, an office reporting to the Provost, includes the computer science program as well as the Freas-Rooke Computer Center and the special automated library project. The faculty and teaching staff who participate in the computer science program teach from one to three formal courses in computer science each semester. In addition to these people, other members of the computer center staff participate by teaching seminars or guest lectures for the formal courses.

The computer science program at Bucknell offers seven credit courses in computer science, participates in teaching several mathematics courses which involve programming, and provides various seminars on programming and computers for the Bucknell community as a whole.

Some courses and seminars have been taught at Bucknell since the late 1950's but the current program and curriculum was really begun in the 1969-70 school year. The number of students and courses have steadily increased from that time and for the past year a total of 475 students were enrolled in the seven courses in addition to the some 250 enrolled in the mathematics/computer programming course. Many students are now graduating with five to seven of these courses and on the order of 40 to 50 Bucknell graduates enter careers or graduate schools in computer science each year.

Military Science

The Military Science Department at Bucknell offers a program of diverse opportunities for career-minded students. The core of the curriculum is leadership, presented through a variety of modes.

The approach is unique: A careful blending of academically-oriented and experience-related subject matter to stimulate the student and cause him to develop more fully his personal abilities.

Students are encouraged to lead and manage resources and personnel to accomplish a wide range of tasks. School book solutions are often disregarded in favor of innovative student efforts thus allowing students to be evaluated on their ability to develop and apply leadership techniques to promote group goals. The program seeks male and female students who desire to lead and administer.

Leadership is presented through the content of courses in national security strategy, historical military evolution, military law and manpower planning. Leadership situational seminars and student research presentations are heavily stressed. Practical application of skills acquired through classroom instruction in land navigation/aerial photography analysis and tactical operations complements the above academic approach. In addition, students design and supervise leadership laboratories, arrange transportation and personnel requirements and manage budgetary operations.

Interesting and stimulating subprograms are offered in weapon and marksmanship orientation, rappelling and survival training techniques and airmobile tactical training. Voluntary student participation in such sponsored activities as fixed-wing flight instruction, parachute training, and counter-guerrilla operations is solicited and coupled with social development via formal and informal organization gatherings helps to round out a diverse program. A variety of Jan Plan and summer programs are also available.

The Military Science program offers career opportunities and financial aid to men and women students alike and culminates with *commissioning as an officer* in the U.S. Army. Supplementing the student's degree field, leadership abilities and experience can open unlimited career opportunities in business and industry-related endeavors. The program continues to offer excellent potential for those students who want to combine leadership experience with degree training.



A. Bugh
J. Ionoff

C. Corbett
J. Prosdorfer

K. Farrar
R. Simons

B. Feger
E. Strawski

Not pictured: F. Skripta

Physical Education

Women

The Women's Physical Education Department has, for the first time, become the proud "parent" of its own university-funded budget for women's intercollegiate sports: field hockey, basketball, swimming and diving, and tennis. All teams are attractively attired in appropriate uniforms and assured of adequate travel expenses. Competitive events for all teams have been increased from six to eight and all except basketball have been able to participate in a post-season regional tournament.

In addition to the increased activity on the intercollegiate front, the recreational area has shown remarkable growth. The number of team and individual entries in the Women's Recreation Association intramural program, especially swimming and volleyball, has increased considerably. The Co-Recreation Association, newly organized and funded by the ABS, grew out of the popularity of last year's co-rec volleyball tournaments at Tustin Gym. Added to the activities this year were flag football, tennis, badminton, and softball. As of April 1, 310 men and 294 women have participated in the four sports offered.

The objective, to provide the experience of on-going sports and recreation through the required physical education program, appears to be adequately serving the needs of most students, insofar as finances and facilities can do so. The need for additional facilities becomes quite obvious when one wishes to play tennis, to swim, or to schedule the use of the gym areas for group or individual use.



M. Bryan

N. Elze

K. Montgomery

B. Testa

Men

The Department of Physical Education for Men provides a wide variety of programs aimed toward a development of interest in "lifetime sports" activities.

Although required for all freshman men, there were numerous upperclassmen who also availed themselves of the opportunities offered.

Small groups of participants met twice weekly and could select from a list which included aerobics, badminton, basketball, bowling, karate, boxing, dancing (folk, square, and modern), golf (beginners and advanced), S.C.U.B.A., handball, lifesaving, survival training, soccer, swimming, flag football, tennis (beginners and advanced), volleyball, water polo, weight training and lifting, water safety, and wrestling. Many of these activities are co-ed.

The main emphasis is to develop a basic skill in these areas, as well as a thorough knowledge of the history and rules of play relevant to the respective activities. It is also hoped that the student will be motivated toward future development in such physical activities through the years for his own physical, mental, and social well-being.



Not pictured:

R. Latour
E. Biggs
A. Gulden
C. Reynolds
R. Russell
R. Ferraro

P. Noyes

E. Depew
F. Prender

S. Jamieson
K. Smith

L. Landini
T. Thomson





Photos: (opposite)
Above: TOM BAKER
Below: KEN BLOOM

Photos: CHIP WALSH

Photos: TOM BAKER





Soccer

		B.U. Opp.	
Sept. 15	Pitt	Away	1 0
Sept. 22	Gettysburg	Away	6 1
Sept. 29	Drew	Home	6 0
Oct. 6	Rutgers	Away	6 4
Oct. 10	Penn State	Home	1 3
Oct. 17	Colgate	Home	1 0
Oct. 20	Rider	Away	3 1
Oct. 24	Susquehanna	Home	0 1
Oct. 27	Lafayette	Home	6 0
Nov. 3	Delaware	Home	0 0
Nov. 6	Elizabethtown	Home	1 0
Nov. 10	Lehigh	Away	3 0
Nov. 15	Temple	Home	0 1

Cross Country

Sept. 15	Colgate	Home	31 24
Sept. 22	Georgetown	Home	39 18
	Lafayette		21 36
Sept. 26	Susquehanna	Home	15 49
Sept. 29	Rider	Away	15 50
Oct. 1	Albright	Home	15 50
	Elizabethtown		15 49
Oct. 6	Lehigh	Away	26 29
	St. Joseph's		20 41
	Temple		15 48
Oct. 10	F & M	Away	16 47
	Juniata		19 40
Oct. 16	Gettysburg	Away	21 40
Oct. 20	Bucknell Invitational		Second
Oct. 27	Eastern Regionals		

First-College Division**Second-Pa. Federation Champs****Third-Overall Race (83 points)**

Nov. 5	MAC's (56 points)	Co-Winner w/Lehigh
Nov. 12	IC4A's (64 points)	First

Football

Sept. 22	Boston University	Home	24 6
Sept. 29	Columbia	Away	0 0
Oct. 6	Gettysburg	Away	45 7
Oct. 13	Lehigh	Home	15 42
Oct. 20	Lafayette	Away	0 0
Oct. 27	Colgate	Away	23 41
Nov. 3	Maine	Away	0 14
Nov. 10	Vermont	Home	26 7
Nov. 17	Delaware	Home	0 50

Basketball

		B.U. Opp	
Dec. 1	Penn State	Home	57 70
Dec. 5	Scranton	Home	86 63
Dec. 8	Rider	Away	48 50
Dec. 14	Colgate	Away	58 91
Jan. 2	Wake Forest	Away	56 83
Jan. 5	Pitt	Away	62 73
Jan. 9	Rochester	Home	89 74
Jan. 12	Drexel	Away	52 49
Jan. 18	Juniata	Home	75 67
Jan. 19	Colgate	Home	51 52
Jan. 23	Syracuse	Away	53 110
Jan. 26	Lehigh	Home	56 55
Jan. 30	Lafayette	Home	49 60
Feb. 2	Delaware	Away	73 101
Feb. 4	Rutgers	Away	69 80
Feb. 6	Gettysburg	Home	57 61
Feb. 9	Rider	Home	67 60
Feb. 13	Lehigh	Away	55 61
Feb. 16	Lafayette	Away	79 83
Feb. 18	Dickinson	Home	68 53
Feb. 20	Delaware	Home	63 77
Feb. 23	Gettysburg	Away	64 78

Wrestling

Dec. 1	Harvard	Away	15 20
	Rutgers		22 13
Dec. 5	Franklin and Marshall	Away	12 26
Dec. 8	American	Home	35 11
	Penn		23 19
Dec. 14	Susquehanna	Home	29 17
Jan. 10	Temple	Home	16 22
Jan. 12	Bloomsburg	Home	5 33
Jan. 19	Gettysburg	Home	26 16
Jan. 26	Rider	Away	9 26
Jan. 31	Lock Haven	Away	5 30
Feb. 2	Delaware	Away	9 34
Feb. 5	Lehigh	Away	0 39
Feb. 9	Colgate	Away	16 21
Feb. 13	Lycoming	Home	17 23
Feb. 16	Lafayette	Home	22 14
Feb. 19	Elizabethtown	Away	23 16
Mar. 1-2	MAC's (60½ points)		Sixth

Swimming

			B.U.	Opp.
Dec. 8	Colgate	Home	67	46
Jan. 5	Army	Away	65	48
Jan. 8	Delaware	Home	74	38
Jan. 12	Pitt	Home	63	50
Jan. 19	Cornell	Away	63	50
Jan. 26	Lafayette	Home	71	36
	Rutgers		80	33
Feb. 2	Syracuse	Away	61	52
Feb. 9	Penn State	Away	95	18
Feb. 16	LaSalle	Home	75	38
Feb. 23	Lehigh	Away	83	30
Feb. 28-Mar.2	MAC's (587 points)		First	
Mar. 7-9	Eastern's (76 points)		Eighth	

Golf

Apr. 1	Campbell	Away	389	367
	Pembroke State			395
Apr. 2	Hampden-Sydney	Away	7	11
Apr. 3	VPI	Away	6	18
Apr. 5	Christopher Newport	Away	15	0
	Virginia Commonwealth		16	2
	William & Mary		14½	9½
Apr. 12	Delaware	Away	381	376
	Glassboro State			403
Apr. 20	Colgate	Away	390	394
	Rutgers			387
Apr. 23	Susquehanna	Away	387	415
Apr. 26	Lafayette	Home	383	425
Apr. 28-29	MAC's		Second	
May 4-5	EIGA Championships		Second	
May 8	Indiana U. Tournament		Second	
May 14	Penn State	Home	384	385

Lacrosse

Apr. 6	Lehigh	Away	7	6
Apr. 9	Drexel	Away	9	5
Apr. 13	Rutgers	Home	1	10
Apr. 17	Gettysburg	Home	9	7
Apr. 20	Lafayette	Home	15	2
Apr. 23	Baltimore	Away	6	15
Apr. 27	Washington	Away	4	15
May 2	Franklin and Marshall	Away	3	6
May 4	Delaware	Home	9	3
May 8	Wilkes	Home	9	4
May 11	Hobart	Away	5	23
May 13	Penn State	Home	8	10

Baseball

Apr. 6	Lehigh	Home	0	3
	First Game		1	3
	Second Game		2	3
Apr. 11	Mansfield	Home	5	8
Apr. 12	Rutgers	Home	5	4
Apr. 16	Penn State	Home	6	14
Apr. 18	Junia	Home		
Apr. 20	Delaware	Away	2	17
	First Game		3	9
	Second Game		1	5
Apr. 22	Dickinson	Away	1	5
Apr. 24	Scranton	Home		
Apr. 27	Gettysburg		5	12
	First Game		1	6
	Second Game			
Apr. 28	Lafayette	Away	1	5
	First Game		0	10
	Second Game		1	5
Apr. 29	Elizabethtown	Away	4	2
May 2	Franklin and Marshall	Away		
May 14	Rider	Home	1	2
	First Game		0	2
	Second Game		6	11
May 6	Temple	Away	5	7
May 8	Pittsburgh	Home		
May 11	Colgate	Home	0	2
	First Game		4	3
	Second Game			
May 15	Susquehanna	Away	15	12
	First Game		7	5
	Second Game			
Tennis				
Apr. 5	Franklin and Marshall	Home	5	4
Apr. 6	Lafayette	Home	9	0
Apr. 10	Penn State	Away	0	9
Apr. 12	Rochester	Home	8	1
Apr. 16	Army	Away	5	4
Apr. 18	Delaware	Home	4	5
Apr. 20	Rutgers	Away	6	3
Apr. 25	East Stroudsburg	Home	7	2
Apr. 27	Colgate	Away	4	5
Apr. 27	Gettysburg	Home	8	1
May 4	Pittsburgh	Away	9	0
May 11	Pittsburgh	Home	9	0
May 14	Susquehanna	Home		
Track				
Apr. 10	Lafayette	Home	71	74
Apr. 13	Drexel	Away	81 2/3	27
	Temple			72 1/3
Apr. 15	Franklin and Marshall	Home	120	21
Apr. 20	Delaware	Away	65	55
	St. Joseph's			61
Apr. 29	Junia	Away	113½	53½
	Lycoming			11
May 7	Susquehanna	Home	108	28
May 10-11	MAC's		Second	

The Senate Committee on Athletics has been charged with the responsibility of conducting a comprehensive review of extra-curricular athletic activities at Bucknell and developing a statement of policy as a guide for the future of such activities. Our charge is a broad one, requiring an exploration of all facets of extra-curricular athletic programs and the rationales, either explicit or implied, that inform them. This is a large and important undertaking, and we seek your assistance in performing it. Since our findings and recommendations could have considerable impact on the nature of athletic activities at Bucknell (and indirectly on the whole of campus life), we are particularly eager to learn the views of as many members of the Bucknell community as possible. We are not conducting a statistical survey or distributing a formal questionnaire of any kind. We are, however, urging you to share your views with us to assist us in reaching our determinations. Any thoughts you have on inter-collegiate athletics, intra-mural athletics, or other athletic recreational programs will be given careful consideration by the Committee. Let us know what you think about anything connected with athletic activities at Bucknell — from broad philosophic reflections to the condition of the bleachers in the stadium.

Before you dismiss this request, consider that there is a good chance that persons with attitudes opposite to yours will respond and influence the Committee's thinking.

Because we hope to complete our work this spring, it is important that you communicate with us promptly . . .

D. Baumwoll, Chairman
for the Committee on Athletics

May 12, 1974

Professor Baumwoll,

On behalf of the Women's Recreation Association, Amicae, the Panhellenic Council, all the women students at Bucknell, I wish to reply to your letter. We believe that a public review of the athletic program, one in which all students can participate and have access to, is long overdue.

Our area of concern is that of women's athletics. The disparity between the men's and women's programs is disgraceful. Monetary comparisons alone are staggering. They are indicative of a more deep-seated discrimination, one which perpetuates the suppression of athletic expression by women. What we seek, however, is not so much a dollar-for-dollar equality as recognition. Implicit in this recognition is the equality to be found in a viable and dynamic athletic program for women.

The inadequacies of the existing women's program are evident to those involved. In order for the Senate Committee on Athletics to acquire a better understanding of this situation, we would like to contribute a brief description of our activities and suggestions.

The W.R.A. sponsors all women's intramural activities as well as numerous club groups. Returns on a recent questionnaire indicate that women do support the present program. More important, however, were the numerous suggestions made for additional activities. This indicates a wider base of support and interest than we can possibly accommodate — a situation which is the direct result of the low priority and lack of consideration given in the distribution of facilities and funds.

The W.R.A. must petition the A.B.S. Appropriations Committee each year. Each year the request is cut back and we are left with less than we need but with no avenue for expansion. More confining, however, is the lack of facilities. This lack is felt most acutely by the intercollegiate teams. Tustin is a poor excuse for a gym. The basketball court does not even measure up to a regulation small-size court. The time element forced the basketball team this year to practice under split sessions. Davis was available once a week and for "home" games. In actuality, the team had the dubious distinction of playing "away" games at Bucknell. The swim team found the pool available at seven in the morning or after the men's team swim classes, and free swim had finished. Despite this, the team was capable of displaying its quality by placing fifth out of more than forty teams in the East — an accomplishment which was largely ignored. Loomis Field is also inadequate, both in terms of being undersized and being the only field readily available to the women's physical education department, and the intramural and intercollegiate teams.

Coupled with this is the unequivocal need for additional staff members. We need qualified coaches to ease the burden placed on the department, and provide for the numbers and quality of female athletes on all levels.

These few brief examples hopefully help to illustrate the more blatant shortcomings of the women's athletic program. The most important consideration in all of this is the value of any athletic program. I wish to quote from an article written by Tom Rivoire, a Bucknell graduate and athlete.

... those who fail to see a place for athletics in a university are narrow and intolerant. . . . Athletics represent an individual expression which, like art, is less a matter of profound intellect than of intense emotion and feeling. . . . to condemn this activity because it is not synonymous with scholarship is as unjust as condemning acting, music, painting, or the writing of poetry on the same grounds. By adding depth to the personality, art enlarges the capabilities and applications of the intellect. Athletics appeal to as vast a segment of students as do other forms of art. . . .

Some who participate may never be touched by athletics on such a level. This, however, is not true of any art form or academic endeavor. For those of us who regard athletics as Mr. Rivoire does there is no question as to its value or right to exist at Bucknell.

Jacqueline Gearity, President
Women's Recreation Association

Senior Directory

- Abbot, Jean L.;** North Caldwell, N.J.; His/Gen; Alpha Phi, Historian, 3,4; Delta Phi Alpha, 4; History Club, Sec. 3, Co-pres. 4; Bucknellian, 3,4; L'Agenda, 3.
- Abernethy, Michael N.;** Valencia, Pa.; E. Eng.; Kappa Sigma; Intramurals.
- Adrean, Vernon L., III;** Scarsdale, N.Y.; Bus. Ad.; Tau Kappa Epsilon 1,2,3,4, Treasurer 3; Delta Mu Delta, Pres. 4; Phi Eta Sigma, V-Pres. 1,2; Intramurals.
- Ahlstedt, Ann D.;** McLean, Va.; Fr.; Alpha Lambda Delta; CA-Selinsgrove, Chapel Choir, Chorale, Cap & Dagger; ABS, LUR.
- Aikey, Debra L.;** Lewisburg, Pa.; E/Ed; Bucknell Bison Ban 1,2,3.
- Alexander, Alexis A.;** Cherry Hill, N.J.; SeEd; Kappa Kappa Gamma; Intramurals; OHS, 3.
- Alwine, Sharon L.;** Biglerville, Pa.; Psych; Volunteer work.
- Ambrose, Regina L.;** Wynnwood, Pa.; Math.; Phi Mu Sports Ch. 2, PanHell Rep. 3 V-Pres. 4; RA 3,4; WRA Class Rep. 1,3 Pres. 4; Varsity — Hockey 1,2,3,4, Basketball 1,2.
- Anderson, Robert K.;** Alamo, Cal.; Eco; Kappa Sigma.
- Anderson, Steven L.;** Bloomsburg, Pa.; Math.
- Anderson, Thomas P.;** Naugatuck, Ct.; Bio.; CA 2,3,4, V-Pres. 4, Pre-Med Steering Comm. 3,4, Pres. 4, Bison Band, Symphonic Band 1, Bucknell Jazz and Rock Ensemble 3,4, Cap & Dagger, Environmental Co-ordinating and Advisory Comm.
- Apfelbaum, Jeffrey C.;** Lewisburg, Pa.; Poli. Sci.; Poli. Sci. Honorary Pi Sigma Alpha.
- Armstrong, Thomas A.;** Redding Ct.; Chem.; Sigma Phi Epsilon, Chaplain; ABS Rep.; Intramurals.
- Ayoub, William T.;** Greensburg, Pa.; Chem.; RAM 3,4; WVBU Sports Staff 3,4; Intramurals; Athletic Trainer 1-4.
- Bachman, Richard A.;** Hazelton, Pa.; Ph.
- Baker, Dennis E.;** Somerset, Pa.; Bus. Ad.; Sigma Chi; Alpha Chi Omega, Brother of Hermes; Yarsity Football 2.
- Baker, Lester, R.;** Danville, Pa.; E. Eng.; I.E.E.E. 3,4; WVBU 4.
- Balbo, Andrew P.;** Leechburg, Pa.; Bus. Ad.; Sigma Chi, Treas.; Intramurals.
- Banghart, Mark A.;** West Chester, Pa.; Int. Rel.; Theta Chi 2,3 Pledge Marshal 2; Intramurals.
- Bantly, Thomas W.;** Johnstown, Pa.; Bio.; Bucknell Debate Soc. 1; C.A. 2,3,4; Bucknell Christian Fellowship 1,2,3,4.
- Bare, Sara L.;** Center Valley, Pa.; Ed. Res.; Bucknell Christian Fellowship, 4.
- Barnhouse, Pamela K.;** Edgewood, Ky.; Ed. Res.; Bucknell Christian Fellowship, 1,2,3,4; RA 3.
- Baron, Michael L.;** Farmingdale N.Y.; Poli. Sci./His.; Pi Sigma Alpha 3,4; History Honorary; Debate Honorary; Debate Society 1,2,3,4.
- Barry, Robert V.;** Rochester, N.Y.; M. Eng.; Bucknell Christian Fellowship 1,2,3,4; Young Life 3,4; Intramurals.
- Bartholomew, Gene W.;** Pottstown, Pa.; Bio.; Lambda Chi Alpha, House Manager 2, FC Rep. 3; Dean's List 3,4; Chorale 1,2,3,4; Intramurals; Vol. at Geisinger MC 2,3,4.

- Bartram, Scott F.**; Lake Forest, Ill.; Bio.; Phi Sigma; Chorale 1,2; Varsity Cross-Country, Track.
- Basinger, Leslie C.**; London, England; Poli. Sci.; Kappa Kappa Gamma 2,3,4, Corres. Sec. 4; Poli. Sci. Honorary 3,4.
- Baum, Paul F.**; Syracuse, N.Y.; Psych.; Kappa Sigma 2,3; Photography Club 3. Volunteer Serv. 1,4; C.A. 1; Intramurals.
- Beagle, Scott R.**; Bloomsburg, Pa.; Bus. Ad.; Lambda Chi Alpha, V-Pres. Pledge Trainer, Scholarship Ch.; Intramurals.
- Beck, John G.**; Pottstown, Pa.; M. Eng.; Tau Beta Pi 3,4; Omicron Delta Kappa 3,4; Chorale 1,2,3,4 (Stage Manager); ASME 2,3,4 (Chapter Secr.); Bucknell Engineer 3,4; RA 3.
- Beegle, Pamela A.**; Hollidaysburg, Pa.; Psych.
- Bellezza, David M.**; Keansburg, N.J.; Chem.
- Bemis, David L.**; Oil City, Pa.; Rel.; Lambda Chi Alpha, Rush Ch. 3, Pledge Trainer 3, Grease Ch. 2,3,4; Chorale; FFK Membership Ch.; Varsity Cross Country, Track 1; Student Supervisor of Men's Intramurals 4.
- Bennett, James R.**; Greensburg, Pa.; Bus. Ad.; Band 1,2,3,4, Personnel Manager 3; Jazz Band 1; Intramurals.
- Benson, Patricia A.**; Murrysville, Pa.; Psych/Art; Kappa Kappa Gamma 1,2,3, Public Relations; Alpha Lambda Delta 2; Chapel Choir 1; Chorale 1,2,3; Colloquy Comm. (Posters) 3; Advisory Comm. for Univ. Health and Counseling Serv. 2,3,4.
- Berger, Philip P. Jr.**; Bradfordwoods, Pa.; Pshch.; Tau Kappa Epsilon 1,2,3,4; CA 1,2; Intramurals 2,3,4.
- Bering, Joseph P. Jr.**; Lebanon, Pa.; Ger.; Sigma Chi, Corres. Sec.; Nat'l German Honorary Soc.; Newman Club; Varsity Football 1,2,3,4; Intramurals 1,2,3,4.
- Bird, Joseph A.**; Muncy, Pa.; E. Eng.; Sigma Phi Epsilon, Tau Beta Pi.
- Black, Margaret A.**; Woodbury, N.J.; En.; Pi Beta Phi, Treas. 3, Pres. 4; Intramurals.
- Bleuher, George K. III.**; Bronxville, N.Y.; Poli. Sci.; Sigma Alpha Mu, 2,3,4, Ch. Alumni Rel. Comm. 3; Pi Sigma Alpha 3,4; Dorm Council Rep. 1, Dorm Council V-Pres. 2.
- Blinder, Todd M.**; Bellmore, N.Y.; Bio.; Sigma Alpha Mu, Dean's List; Radio 2; Varsity Track 4; Intramurals; Hillel 4.
- Block, Margaret L.**; Pound Ridge, N.Y.; Phil.; Alpha Lambda Delta; Mortar Board; Indigo; Women for Change; Newman; Critical Studies.
- Bloom, Kenneth L.**; Blauvelt, N.Y.; Jap. Studies; L'Agenda 4; Bucknellian 3,4.
- Blumenthal, Andrew F.**; Armonk, N.Y.; Math.; Pi Mu Epsilon 3,4; RAM 3,4; CA 4; Intramurals.
- Bohrer, Linda D.**; Spartanburg, S.C.; En.; Cap & Dagger 3,4; L'Agenda 4.
- Boitck, Charles R.**; Hamburg, Pa.; Soc.; Kappa Sigma House Manager.
- Bolognese, James A.**; Lewisburg, Pa.; Math.; Tau Kappa Epsilon; Pi Mu Epsilon 3,4; Phi Eta Sigma 1; Varsity Baseball 1,2; Statistics Student Asst. 4.
- Bonacci, Frank C.**; Holtsville, N.Y.; C. Eng.; Bucknell Outing Club; B.U. West Council; ASCE.
- Boodkian, Stephen H.**; Winchester, Ma.; Bus. Ad.; Sigma Alpha Mu Recorder 3; Comm. on Suppl. Activities 3,4; Homecoming Ch. 4; Reunion Gift Comm.
- Bowman, James L.**; Camp Hill, Pa.; Eco.
- Brant, Paul D.**; Red Lion, Pa.; Bio.; Chorale 1; Varsity Track 2,3,4; Intramurals.
- Brenan, Michael A.**; Warren, Pa.; C. Eng.; Dorm Council Rep. 4.
- Brimo, Anthony N.**; New York, N.Y.; Fr./Span.; Pi Delta Phi; Intramurals.
- Brockman, Paul S.**; Washington, Pa.; Chem.; Intramurals.
- Bronnet, Robert T.**; Hollywood, Fla.; Bus. Ad.; Sigma Chi 2,3,4; Varsity Football 2,3,4; Track 1; Intramurals.
- Bryer, Suzanne**; Gap, Pa.; Psych.
- Buckwalter, Nancy L.**; Pottstown, Pa.; His.; Phi Alpha Theta; Mortar Board; WRA 2,3, Treas.; Intergroup Ch.; Varsity Field Hockey 1,2,3; RA 3; Washington Semester 4.
- Bunnell, Barrett G.**; Rumson, N.J.; Bus. Ad.; Lambda Chi Alpha 1,2,3,4; Intramurals.
- Burke, Mitchell F.**; Plainview, N.Y.; Pshch.; Psi Chi; Intramurals; RA 4.
- Burman, George R.**; New City, N.Y.; M. Eng./Eco.; Omicron Delta Epsilon; ASME Pres. 4; Geisinger Volunteer; Intramurals; WVBU; Fenner.
- Burnor, Richard N.**; Shaker Hts. Ohio; Ph.; Fresh. Honorary Frat.; Bucknell Christian Fellowship 3,4.
- Bushnell, George E. III.**; Grosse Pointe Farms, Mich.; Psych.; Kappa Sigma 1,2,3,4; Rush Ch. 3; Concern & Action 1,2,3,4; Intramurals 1,2,3,4.
- Button, Lorraine G.**; Mountaintop, Pa., Math./Poli. Sci.; Beta Gamma 1,2,3,4, Corres. Sec.; Women For Change 4; RA 3; Newman Board 4; CA 2; Univ. Senate 4.
- Byram, John G.**; Wayne, I.J.; Bus. Ad.; Phi Kappa Psi (Recording Secr.) 3,4; Delta Mu Delta; Intramurals.
- Caffrey, Patrick L.**; Allentown Pa.; M. Eng.; Sigma Chi Caterer 2,3,4; ASME; Senate Comm. on Regulations; Varsity Football 2.
- Caffrey, June M.**; Whippany, N.J.; Eco./En.; Delta Delta Delta Corres. Secr.; Pi Delta Epsilon; Newman Club 2,3,4; Modern Dance Club 1; Dorm Council 1,2; L'Agenda 1,2,3 — Activities Ed. 2,3; Bucknellian 1,2,3,4; Class of 1974 Gift Fund Publicity Ch.
- Campbell, Robert E.**; Berlin, Germany; Poli. Sci.; Phi Lambda Theta 1, Pres. 2; Theta Chi 3, Pres. 4; Intramurals; Political Intern in Washington D.C. for Congressman H.T. Schneebeli.
- Campbell, Leslie J.**; Newton, I.J.; En./Span.; Alpha Lambda Delta 1; Bucknell Christian Fellowship, English Club.
- Carlisle, Scott T.**; Simsbury Ct. C. Eng.; Sigma Alpha Epsilon House Manager; ASCE; Intramurals.
- Carlsten, Lynn M.**; Lutherville, Md.; Ed. Res.; Beta Gamma 1-4; Alpha Lambda Delta 1, Pi Delta Phi, 3,4; Kappa Delta Pi 3,4 Secr. 4; CA 3; Acquisitions Aide — Library 2,3,4.
- Carrescia, Daniel N.**; Roseto, Pa.; Soc.; Phi Kappa Psi Rush Ch. 1,2,3; Intramurals.
- Cerasa, David W.**; Menges Mills, Pa.; Bus. Ad.; RAM — Recreation Assoc. of Men 3,4; Varsity Golf; Intramurals.
- Chandler, Robert G.**; Berwyn, Pa.; Bus. Ad.; Phi Gamma Delta —

- Treas. Pres.; Varsity Football 2,3,4; Intramurals.
- Chapulis, Gaydra A.;** Newark, N.J.; Soc./Span.; L'Agenda 3,4.
- Charles, Raymond G.;** Jamison Pa.; Bio.; Lambda Chi Alpha, House Man., Sec., Rush Ch.; BU Outing Club 1,2,3,4, Pres. 2; Intramurals.
- Cheung, Margaret Y.;** Hong Kong; Bio.
- Christie, Dennis H.;** Oxford, Pa.; Mu.; Tau Kappa Epsilon; Bison Band 1-4; Chorale 1,2,3; Intramurals.
- Church, Norbert W. Jr.;** Branford, Ct.; Bus. Ad.; Tau Kappa Epsilon; Omicron Delta Kappa, Treas; Delta Mu Delta; Sailing Team 1,2,3,4; Cap & Dagger 1,2,3; Advisory Comm. to Office of Student Prog. 1,2,3,4, Ch. 3; ABS 1,2,3, Treas. 4; Univ. Senate 3,4; WVBU 1,2,3, Treas. 4; RA 3,4.
- Cizewski, Cheryl M.;** Glen Rock, N.J.; Psych/Studio Art; CA Lewisburg Penitentiary Prog. Co-Ch. 3; Upward Bound 1; L'Agenda 1,2; Taught Kindergarten, Sacred Heart Church 3,4; Prison Visitor's Serv. 2,3,4; Played Folk Guitar at Masses 1.
- Clemenson, Bradford L.;** Johnstown, Pa.; En.; Delta Upsilon 1,2,3; BU Students for Peace 3,4; ABS 2.
- Coates, Leonard J.;** Hightstown, N.J.; En.; Kappa Sigma; En. Club, His. Club; Skiing Club; Jan Plan; Intramurals; Volunteer Serv. Officer (KS).
- Cohen, Edward B.;** East Meadow, N.Y.; Bus. Ad.; Sigma Alpha Mu Pres. 4; Varsity Baseball 2,3; Pres. Asst. 3.
- Cohen, Howard M.;** Downingtown, Pa.; Soc.; Phi Kappa Psi; Intramurals.
- Colgan, Robert E.;** Jericho, N.Y.; En.; Theta Alpha Phi 3,4; Cap & Dagger 1,2,3,4; Chorale 3,4; Theatre Prods: "The Alchemist", "The Trojan Women", "The Collection", "Marat/Sade", "Adaptation", "Next", "The Homecoming", "Old Times".
- Collins, Mitchell W.;** Villanova, Pa.; C. Eng.; Lambda Chi Alpha, Intramurals.
- Collins, Randi J.;** Lutherville, Md.; Ed. (Theatre/En.); Theta Alpha Phi 3,4; Kappa Delta Pi 3,4; Cap & Dagger 2,3,4; En. Club 3,4.
- Collins, Richard S.;** Hingham, Mass.; Eco.; Kappa Sigma 1,2; Varsity Soccer 1,4.
- Colston, Katherine W.;** Rockville, Md.; Math.; Alpha Phi 1,2, 3 Treas. 4, Adm Asst.; Cap & Dagger 2,3,4; Intramurals.
- Cook, Shirley J.;** Palm Beach Gardens, Fla.; El. Ed.; L'Agenda 3; Varsity Swimming 1,2,3, Co-Captain 3; CA.
- Cooper, Alan N.;** Newark, N.J.; Jap. Studies; Kappa Delta Rho — Social Ch. Pledgmaster; CA — Big Brother Prog.; Intramurals; RA.
- Copulsky, Stephen F.;** Bayside, N.Y.; En.; Sigma Alpha Mu; Dean's List; V. Pres. Sigma Alpha Mu; Assist. Sports Ed. Bucknellian; Tristram.
- Corbo, Janice F.;** Wayne, Pa. En.; Alpha Phi 1,2; Alpha Lambda Delta; Theta Alpha Phi; Chapel Choir 1,2,3; Cap & Dagger 2,3,4; USITT 3,4.
- Coulter, David J.;** Medford, N.J.; C. Eng./Eco.; Omicron Delta Kappa 3,4; Tau Beta Pi 3,4, Pres.; Phi Eta Sigma 1 V. Pres.; AICHE 2,3,4; Univ. Senate 3,4 (Assoc. Ex. Secre. 4); Bucknellian Sport Writer 1,2,3,4; Intramurals.
- Courtney, Michael D.;** Myerstown, Pa.; Eco.; Kappa Sigma 1,2,3,4; Ski Club 1,2,3,4.
- Crandon, David S.;** Pittsburgh, Pa.; Math.; Pi Mu Epsilon 3,4; C.A. Senate; Ch. For Cowan Activities 4; Chapel Comm. 3,4; Colloquy.
- Cravitz, Robert M.;** Mr. Carmel, Pa.; Poli. Sci.; Pi Eta Sigma; Phi Sigma Alpha; Rugby Club; Rifle Club; ABS Comm. on Voter Registr.; Intramurals.
- Crawford, Bruce D.;** Summit, N.J.; Poli. Sci.; Pi Sigma Alpha 3,4; WVBU 2,3,4; RA 4.
- Crawford, Johanna K.;** Dudley, Mass.; Span/Religion; Beta Gamma 1,2,3,4; Sailing Club 1,2,3,4; CA 3; Intramurals.
- Creal, Mark W.;** Warren, Pa.; C. Eng.; AICHE 1,3,4.
- Crofton, Harry J.;** Scotch Plains, N.J.; M. Eng.; Lambda Chi Alpha; Intramurals.
- Crone, Thor;** Stamford, Ct.; En.; Haline Award; Intramurals 4.
- Crosby, John H.;** Philadelphia, Pa.; C. Eng.; Delta Upsilon 4; AICHE 4; Varsity Lacrosse 2,3.
- Cuomo, Jeanette L.;** Congers, N.Y.; Math.; Pi Mu Epsilon; Kappa Delta Pi; RA 4.
- Curry, Jane E.;** Mansfield, Oh.; En.; Mortar Board (Historian); Theta Alpha Phi; CA; En. Club (Tri-Ch.); Women for Change; L'Agenda; Cap & Dagger.
- Dailey, John D.;** Hornell, N.Y.; Poli. Sci.; Sigma Chi; Pi Sigma Alpha; Varsity Football 2,3,4; Intramurals; RA 3,4.
- Daniel, Gay D.;** Springfield Gdns. N.Y.; Art; BSA 1,2,3,4; Disabled in Action 1; Makeup for Theater; RA.
- Daniels, Karen L.;** Pittsburgh, Pa.; Poli. Sci.; Black Student Alliance; Marching and Symphonic Band; Chorale; Bucknellian; Admissions Comm. Tour Guide.
- Davenport, John C.;** West Dennis, Mass.; Internat'l Rel.; Kappa Sigma V. Pres.; Sailing Club; ABS.
- Davis, Cynthia A.;** Reading, Pa.; El. Ed.; Pi Beta Phi; Pledge Class Pres. 1; CA — Tutor for Upward Bound 3; Freshman Cheerleading Varsity Cheerleading 2,3,4; RA 3.
- Davis, Frederick G.;** Highland, Md.; Poli. Sci.; Sigma Chi; IFC Repres., House Manager 4; Varsity Basketball 1,2; Intramurals.
- Dean, Bruce W.;** Westfield, N.J.; Geol.; Creative Arts House 4; Guitar and Banjo Playing for Square Dances 4; Lewisburg Festival of the Arts 3; Jan Plan — Mechanical Drawing 2, Photography 2, Being and Time 3.
- Decker, William A.;** Williamsport, Pa.; En.; Chapel Choir 1,2,4; BU Christian Fellowship 1,2,4; Bucknellian 1,2,4; Jr. Year Abroad 3.
- Dee, Diana C.;** Bethesda, Md.; El. Ed.; Kappa Kappa Gamma (Pan Hell. Repr. 3; Kappa Delta Pi.
- Deering, Patricia A.;** Garden City, N.Y.; Math.; CA 3,4.
- Defino, Joseph F.;** Middletown, N.J.; En.; Pi Delta Epsilon 2,3,4; Fencing Club 3,4; ABS 3; ACOSP 3,4; Tristram 2,3,4.
- deGroot, John W. III.;** Lancaster, Pa.; College; Phi Lambda Theta 1,2,3,4, Treas. 1 Sec. 3; Outing Club 1; WVBU 3,4; ROTC 1,2; Young Am. for Freedom 1,2; Intramurals.
- Denne, Thomas C.;** Duquesne, Pa.; Psych.; Sigma Chi 2,3,4, Sec. 3,4; Psi Chi; Pres. Newman Ass. Bd. 4; Varsity Football 2,3,4; In-

- tramurals; Upward Bound Counselor 3.
- DeVierno, Richard A.**; Dennington, Md.; Eco.; Varsity Soccer 1,2; Intramurals.
- Diefendorf, Monroe M. Jr.**; Brookville, N.Y.; Psych.; Kappa Sigma Soc. Ch., Grand Chaplain; Chorale, Christian Fellowship, Big Brother; Varsity Lacrosse 1,2,3,4; Intramurals.
- DiMonte, Michael J.**; S. Salem, N.Y.; M. Eng.; Tau Beta Pi 3,4, Sec. 2.
- DiRienzo, Robert J.**; Totowa, N.J.; Bus. Ad.; Rifle Club 2,3; Theater 1,2,3; Musical Group 1,2,3,4; Photo. 1,2,3,4.
- Dodd, James E.**; Finleyville, Pa.; E. Eng./Bio.; IEEE 4; Varsity Track 2; Intramurals 1.
- Doray, Pamela G.**; Ebensburg, Pa.; Math.; Delta Delta Delta House Pres. Trident Corres.; Alpha Lambda Delta; Dean's List Sect/ Treas. Class of '75; "Different Drummer" Staff; Intramurals; Chapel Choir.
- Dorman, Alan T.**; Pittsfield, Mass.; Art His.; Kappa Sigma, Sec.; Intramurals.
- Dorman, Christopher R.**; Pittsfield, Mass.; His.; Kappa Sigma, Rush Ch.; Varsity Rugby 4, Football 1; Intramurals; Drama.
- Dougherty, Dennis A.**; Lewisburg, Pa.; Chem.; Freshmen Men's Honorary; ACS 3,4.
- Douglass, Ray T.**; Sparta, N.J.; C. Eng.; Phi Gamma Delta; AICH; Varsity Golf; Intramurals.
- Douglass, Robert P.**; Etobicoke, Ontario; Bus. Ad.; Sigma Alpha Epsilon; Ski Club 3,4; Intramurals.
- Duberson, Michael H.**; Mays Landing, N.J.; Se. Ed.; Sigma Chi; WVBU 2,3,4; Nat'l Survey Assoc. Pres. 2; Intramurals; Freshman Dorm Council.
- Duncan, Dell R.**; Aurora, Ohio; Bus. Ad.; Sportscaster VBU; Varsity Football 1,2,3,4; Intramurals.
- Duffett, Pamela J.**; Glenshaw, Pa.; Math.; Kappa Kappa Gamma, Treas. Marshall; Chapel Choir 1,2,3,4; Synchornettes.
- Dwire, Conrad L.**; Tolland Ct.; Bus. Ad.; Recreational Assoc. for Men 1,2,3,4, Pres. 2,3; WVBU 1,2,3,4; Sports Dir. 2,3,4; Varsity Baseball 2,3,4; Intramurals; Pub. Address Memorial Stadium 3,4.
- Dyott, Stephan M.**; Stratford Ct.; Eco.; Omicron Delta Epsilon 4; Spring Colloquy 3; Eco. Honors Thesis; Tutoring Eco. 1-4; Intramurals.
- Eht, Barbara J.**; Broomall, Pa.; Math.; Chorale 3,4; Member of Off. of Human Sexuality 4.
- Eldred, William H.**; Lombard, Ill.; Bus. Ad.; Sigma Alpha Mu.
- Ellis, Andrea J.**; Somerset, Pa.; Art; Alpha Chi Omega Rush Parties Ch. 3, Recording Sec. and Exec. Council 4; Senior Class Gift Drive 4.
- Engstrom, Mark A.**; Chagrin Falls, Ohio; Chem.; Saling 1; Intramurals 1,2,3.
- Epstein, Michael A.**; New York, N.Y.; Bus. Ad.; Pi Kappa Psi — Corresp. Sec. 2; Class V. Pres. 4; "There is no ideal worth dying for. We should all strive for life, love and peace."
- Essig, James D.**; South Hampton, Pa.; En.His.; Bucknell Christian Fellowship; WVBU Newscaster; Chapel Choir.
- Evans, James C.**; Lewisburg, Pa.; Jap. Studies.
- Feibel, Edward F.**; Millburn, N.J.; College Major; All Campus rep. 2.
- Fainberg, Martha R.**; Easton, Pa.; Art His.; Beta Gamma 2,3,4; Sigma Phi Epsilon — Golden Hearts 3,4; Off. of Human Sexuality 2,3,4.
- Ferrantelli, George A.**; Lindenhurst, N.Y.; Bus. Ad.; Varsity 4; Intramurals 3.
- Ferrell, Samuel S.**; New York, N.Y.; His.; His. Club 3,4.
- Fichter, Bette J.**; Oceanside, N.Y.; Math.; Ass't. Track and Cross Country 2,3.
- Fierst, Kathleen**; Somerville, N.J.; Span.; Alpha Phi 3, V. Pres. 4; ABS LUR 3.
- Firestone, Gary L.**; Harrisburg, Pa.; Chem.; Sigma Phi Epsilon 1,2,3; Dean's List; Summer Biochem. Res. Fellowship 2,3; AMCh Student Affiliate; Altern. People's Org. 3; Pres. Trax Hall 1; Altern. at Large ABS 2; Minorities Comm. 2; Fresh. Advisory Comm.; Intramurals.
- Firmstone, Sue A.**; Honesdale, Pa.; En. (Theatre/Drama); Cap & Dagger 2,3,4; Outing Club 2,3,4.
- Fischer, Jeffrey A.**; Islip, N.Y.; Poli. Sci.; Lambda Chi Alpha 1, Treas. 2, Pres. 3; Ice Hockey Club Treas. 3, Pres. 4; Varsity Soccer 2,3,4; Intramurals.
- Fish, Geri A.**; West Hartford, Ct.; Religion; Big-Little Sister 4; Headstart Prog. 4; Transfer Orient. Comm.
- Fisher, Michael A.**; Frederick, Md.; Bus. Ad.; Delta Mu Delta 3,4; Outing Club 4; CA 3,4; Intramurals.
- Fisher, Sheila J.**; Lancaster, Pa.; Math.; Theta Alpha Phi 2,3,4, Treas. 3; Cap & Dagger 1,2,3,4, Pres. 4.
- Fitzgerald, Raymond E.**; West Chester, Pa.; Bio.; RAM 2,3,4; BU Christian Fellowship 1,2,3; Intramurals.
- Flanagan, David P.**; Billerica, Ma.; E. Eng.; IEEE 4; Bucknell Engineer, Ed. Bd. 3, Exec. Ed. 4; Modular Exec. Council 4; Senior Class Gift Drive.
- Flandreau, James R.**; Media, Pa.; En.
- Flannery, Gail S.**; Convent Station, N.J.; Math.; Kappa Kappa Gamma 1,2 — Publ. Ch. 3, Registrar 4, 1st V. Pres.
- Fleming, Neil S.**; Cleveland Hts. Ohio; Math.; Sigma Alpha Mu (Alumni Ch. 3,4; Dorm Council Officer 1,2; Varsity Tennis 3,4; Intramurals.
- Ford, Henry**; Rydal, Pa.; Math.; Phi Kappa Psi Pres. 4, Houseman 2,3, Potwasher 1; Intramurals.
- Frapwell, Douglass H. III**; Upper Montclair, N.J.; Psych.; Psi Chi 3,4; ACB 1,2,3.
- Frank, Susan J.**; Sands Point, N.Y.; Eco.; Beta Gamma 1,2,3,4, Corres. Sec.; Dean's List 2,3; Photo. Club 2,3, Sec. 4; CA 3; Intramurals; Senior Gift Comm. 4.
- Frazier, Richard E.**; Matawan, N.J.; M. Eng.; Sigma Phi Epsilon Pres. 4, V. Pres. 3; Outing Club 2,4; Intramurals.
- Freemant, John E.**; Gladwyne, Pa.; Eco.; Lambda Chi Alpha, V. Pres. 2, House Mgr. 2,3, Alumni Sec. 1,2,3, IFC Exec. Comm. 3,4, Pub. Rel. Off. 4; Fellowship of Christian Athletes Pres. 2,3,4; Concert Comm. Security Off. 2,3,4; Varsity Lacrosse 2, Track 3, Rugby 4; Intramurals, Weight Lifting.
- Freeman, William G.**; Schenectady, N.Y.; Bus. Ad.; Recreational Assoc. for Men; Chorale 1,2; WVBU (Sportscaster) 3,4; Varsity Golf

- 2; Intramurals: Tour Guide 3.4; Freshman Receipt. Student Ch.
- Frey, Susan M.**; York, Pa.; Ed. Res.; Phi Mu Rush Ch. 3; Pres. 4; Majorette 1,2,3; Head Majorette 4; PSEA.
- Frielle, Thomas, Jr.**; Hawthorne, N.Y.; Chem.; Volunteer Serv. Ch. Geisinger 3.4; Jazz Band 1.2,3,4; RA 4.
- Fromme, Shari L.**; Blackwood, N.J.; Psych.; Psych. Club; Cap & Dagger 3.4; Head Start 4; Upward Bound 3. AICHE 1.; Hillell 2,3,4; "Lion in Winter" 3, "Caucasian Chalk Circle" 4.
- Gamble, David H.**; Darby, Pa.; E. Asian His.; His. Club 2,3,4; Treas.; Outing Club 1,2,3,4; Rifle Club 4.
- GANLEY, Richard E.**; Lawrence, Mass.; Bus. Ad.; Phi Lambda Theta 2; Dean's List; Intramurals; Bison Fan 1,2,3,4.
- Gasser, Patricia A.**; Ford City, Pa.; En.; Delta Zeta Pan Hell. Rep.; WVBU 1.
- Gardner, Thomas M.**; Salt Lake City, Utah; En.; Freshman Honor; Bucknell Christian Fellowship 3,4; Varsity Cross Country 1,2,3,4; Track 1,2,3,4.
- Garrett, Elvie J.**; Canton, Mass.; Psych./Polli. Sci.; BSA 1,2,3,4; Intramurals 1,2; CA.
- Gehlaus, William H.**; Middletown, N.J.; M. Eng.; ASME.
- Gemberling, Kay M.**; Lewisburg, Pa.; En.
- Georg, Barbara E.**; Johnstown, Pa.; Math.; Alpha Phi V. Pres. Scholarship; Pi Mu Epsilon.
- Geyer, Edward S.**; Paxtang, Pa.; Bio.; Lambda Chi Alpha; Dean's List; "PPT" Pres.; Part-time Writer; Intramurals.
- Gibbs, Wayne F.**; Bay Village, Ohio; Bus. Ad.; Lambda Chi Alpha Intramural Ch.; Phi Eta Sigma; Delta Mu Delta. Intramurals.
- Gibson, Gregory L., Jr.**; Huntingdon Valley, Pa.; Eco.; Lambda Chi Alpha, Treas. V. Pres. Scholarship Ch.; Intramurals.
- Gicquelais, Susan R.**; Severna Park, Md.; Bio.; Alpha Chi Omega 1,2,3,4; Phi Sigma 3,4; Cheerleading 1,2,3,4.
- Giff, David H.**; Pittsburgh, Pa.; Math.; Upward Bound 1,2,3; Pres. Swartz 3; Pub. Dir. CA 3; Traffic Comm. 2,3,4; RA 4; Advisor Dorm Council 4.
- Gillberg, James E.**; Littleton, Co.; E. Eng.; Phi Beta Pi 3,4; Band 1,2; IEEE 4; Vice Ch.
- Gingrich, Della M.**; Lewisburg, Pa.; Se. Ed.; Bison Marching Band 2.
- Gittlen, Sara C.**; Harrisburg, Pa.; Math.; Swartz Dorm Council Treas. 3; Orchestra 1,2.
- Glatstein, Robert H.**; Cliffwood Beach, N.J.; Phil.; Phi Eta Sigma; Debate Soc. 1.
- Golden, Laurajean**; Westport, Ct.; His.; His. Club 2,4. Pres. 4; Internat'l Club 2,4; "Different Drummer" 2; RA; Girl Scout Leader.
- Goldsmith, Mary E.**; Allentown, Pa. En.Theatre; Cap & Dagger 3,4; Varsity Swimming 4.
- Gonnella, Michael J.**; Succasunna, N.J.; Psych.; Psi Chi.
- Good, Robert F. II**; Pittsburgh, Pa.; Bio.; Phi Kappa Psi; Dean's List; Fellowship of Christian Athletes; Catholic Campus Ministry; Varsity Wrestling 1,2; Intramurals.
- Goodwin, James H.**; Hastings, N.Y.; E. Eng./Bio.; Tau Kappa Epsilon, Secr.; Bison Band 2,3,4, Bus. Mgr. 3,4; CA; Intramurals; IEEE 1,2,3,4.
- Goss, Nancy A.**; Lutherville, Md.; En.; Bucknell Christian Fellowship 1,2,3,4; CA 1,2,3,4; Dorm Rep. 3.
- Grabowski, George J. Jr.**; Needham, Ma.; Geol.; Sigma Phi Epsilon Corres. Secr. 2, V. Pres. 2; Marching & Concert Band 1-4.
- Graffeo, Laurie J.**; Williamsville, N.Y.; Math.; Pi Beta Phi 1,2,3,4; Symphonic Band; Marching Band.
- Graham, Galen E., Jr.**; Lancaster, Pa.; Chem.; Orchestra 1,2,3,4; Band 1,2; AMCH 3,4; Assoc. for Computing Mach. 1,2; Intramurals; Chorale Acc. 1,2,3.
- Graham, Lora M.**; Mt. Vernon, N.Y.; His.; Bucknell Christian Fellowship 1,2,3,4; Young Life Lead. 2,3,4; Synchronettes 1,2, Treas. WVBU 1.
- Graham, Robert L.**; Darien, Ct.; M. Eng.; Phi Gamma Delta 2,3,4; Tau Beta Phi 3,4; ASME 2,3,4; Treas. 4; BU Eng. 3,4; Intramurals.
- Grant, Deborah M.**; Media, Pa.; Math.; Alpha Chi Omega Treas. 1,2,3,4; OHS 1,2,3,4; Senior Class Gift Drive.
- Gravino, Claudia A.**; Niagara Falls, N.Y.; Int. Rel.; Delta Delta Delta 1,2,3,4; Pi Delta Phi 1,2,3,4. Pres. Secr; Pi Sigma Alpha 3,4; Pan Hell. Council V. Pres. 3.
- Gray, Meredythe L.**; Hudson, Ohio; Math.; Beta Gamma 1,2,3,4. Treas. 3; Pi Mu Epsilon 3,4. Treas.; Alpha Lambda Delta; L'Agenda 2; Bucknellian 2.
- Gregor, James P.**; Charleroi, Pa.; Bus. Ad.; Phi Kappa Psi 1,2,3,4. Rec. Secr.; Varsity Football 2,3; Intramurals.
- Griffiths, Mark V.**; Warminster, Pa.; Bio.; Sigma Phi Epsilon; Phi Sigma; Photo. Club. Intramurals.
- Grochal, Alan M.**; Chevy Chase, Md.; Math.; Sigma Phi Epsilon 1,2 Corres. Secr. 3,4; Pi Delta Epsilon 3,4; Bucknellian 1; Sports Ed. 2; Manag. Ed. 3; Editor-in-Chief 4; Intramurals.
- Groninger, John E., Jr.**; Mexico, Pa.; Bus. Ad.; Phi Gamma Delta; Delta Mu Delta; Pi Eta Sigma; Environ. Co-ord. & Advdis. Comm. 3,4; ACOSP; ABS Rep. 3, Alt. 2.
- Grossman, Roy D.**; Scarsdale, N.Y.; Bio.; Phi Kappa Psi Treas. 2,3; Ch. Stu. Act. Coalition Comm. 2; Big Brother Prog. 3; Ch. Vol. Serv. Prog. 4; Watergate 3,4.
- Gudbrendsen, Sally**; Lake Forest, Ill.; Psych.; Psi Chi; Cap & Dagger; RA 3; Dorm Treas.
- Hach, Holly J.**; Charlottesville, Va.; Math.; Alpha Chi Omega.
- Hafer, Edward M.**; Greensburg, Pa.; Math.; Sigma Phi Epsilon; Band Bus. Mgr. 3; Stu. Conduc. 4; Stu. Conduc. Chorale 1,2,3, Pers. Mgr. 4 Treas.; V. Pres. Fresh. Class. Intramurals; Comm. on Long Range Study of Future Space Needs, Advd. Comm. to the Off. of Career Plan. & Placement.
- Haigh, Anne S.**; New Canaan, Ct.; Fr.; Kappa Kappa Gamma Mem. Ch. 3. Pres. 4; Alpha Lambda Delta; Pi Delta Phi; Class '74 Gift Drive — Sorority Co-Ch.
- Hale, Mina L.**; Wallingford, Pa.; El. Ed.; Delta Zeta 1,2; Chapel Choir 1,2; Chorale 1,2,3,4; Cap & Dagger 3,4; CA Tutoring, Geisinger.
- Hamilton, Richard L.**; Wilton, Ct.; Mu.; Sigma Phi Epsilon; Orches. 1,2,3,4; BU Jazz 3,4; Intramurals.
- Hamm, Miles D.**; Bangor, Pa.; Poli. Sci.; Phi Kappa Psi (Game Warden); Skiing Club; Dorm Rep.; Intramurals.
- Hanson, Ray A.**; Leonia, N.J.; His.; Tau Kappa Epsilon.
- Hardcastle, Thomas P.**; King of Prussia, Pa.; Phil.; Sigma Phi Epsilon,

- Record, Sec. 2; Intramurals.
- Hariu, Laird I.**; Villanova, Pa.; Eco.; Racing Club; UTU; Crit. Stud.
- Harley, James M.**; Springfield, Ohio; Poli. Sci.; Delta Upsilon; Pi Sigma Alpha; Bison Skydivers; RA 3; LUR-Act.; Intramurals.
- Harris, Jane X.**; Willow Grove, Pa.; Ger.; Alpha Lambda Delta, Pres. 2; Ger. Hon. 4; Mortar Bd, Treas. 4; CA 1,2,3,4; Selingsgrove Vol., 3,4; RA 4; Bucknellian 1,2,3,4; Trends Ed. 4.
- Hartmann, Robyn S.**; Audubon, N.J.; Psych./Fr.; Kappa Kappa Gamma, Rec. Secr.
- Hatab, Paul A.**; Haworth, N.J.; Math.; Pi Mu Epsilon 4; Varsity Track 1; Intramurals.
- Havey, Janice E.**; Suffield, Ct.; Eco./Inter. Rel.; Alpha Phi — Pub. Ch. 1,2,3,4; Alpha Lambda Delta, V. Pres. 1,2; Skydiving Club 2,3,4; Int. Rel. Cl. 4; Ski Cl. 3,4; Chris. Fell. 3,4; ABS Dorm Rep. LUR 1,2; WVBU 1, CA 1,2.
- Hedrick, Elizabeth J.**; Johnstown, Pa.; Chem./Soc.; Delta Zeta, Pledge Trainer 3, Philanthropies Ch. 4; CA-Ch. Neigh. Particip. U. Meth Homes 3,4; Prison Gr. 3,4; Colloquy; Dorm Conc. Swartz 3, Hunt 2; Chorale 1,2,3 — Peers Plowman 2; JACS 4; Soc. Cl. 4; BUCF 3,4.
- Hefley, Scott A.**; Gibsonia, Pa.; C. Eng.; Tau Kappa Epsilon; AICHE.
- Heimick, Richard M.**; Allentown, Pa.; C. Eng.; Phi Gamma Delta, Hist. 3,4; Pi Mu Epsilon; Omicron Delta Kappa, Tau Beta Pi; Bison Band 1,2; Symphonic 1,2,3,4; ASCE 3,4; Intramurals; Upward Bound 1.
- Heinze, Jane A.**; Freehold, N.J.; Bio./Ger.; Alpha Phi; Phi Sigma 3, Delta Phi Alpha 3; Chapel Choir 3,4; Bio. Lab. Asst. 3,4.
- Helm, Susan K.**; Sun City, Ariz.; En.; Pi Beta Phi, Pledge Mon 3; CA 2; Bucknellian 1; RA 3.
- Henrie, Robert N. II.**; Berwick, Pa.; Chem.; BU Christ. Fellowship 1,2,3,4.
- Henry, David R.**; Tucson, Ariz.; Bus. Ad.; Phi Kappa Psi; Varsity Track 1; Intramurals.
- Hensyl, Janice J.**; Mahanoy City, Pa.; En.; Phi Mu 3 Stds. Ch.
- Hersey, Richard M.**; Schenectady, N.Y.; E. Eng.; Kappa Sigma; Sailing Cl.; IEEE; Varsity Wrestling 2; Intramurals.
- Hershberger, Nancy P.**; Oakmont, Pa.; En.; Beta Gamma 1,2,3,4, Pan Hell Rep. 3, Pan Hell. Pres. 4; Sailing Cl. 2,3,4; ACOSP 4; Intramurals; RA 4; Homecoming Comm. 4.
- Hilton, Thomas J.**; Lewistown, Pa.; Chem.; Delta Upsilon 1,2,3,4, Ch. Rel. Secr. 3, Pres. 3, House Mgr.; Demi Play "Pistol Pete" (lead); Intramurals; RA 4.
- Hindle, James S.**; Flemington, N.J.; Psych.
- Hirsch, Eric L.**; Phoenix, Md.; Soc.; RAM 1,2,3; Univ. Theater; Band 1; Soc. Cl.; "Old Times"; Crit. Stud. Colloquy-Crim. Justice Sys., Mass Media.
- Hoff, Robert A.**; Newport Beach, Cal.; Bus. Ad.; Kappa Delta Rho 1,2,3,4; Delta Mu Delta.
- Hoge, Gregg C.**; Pittsburgh, Pa.; C. Eng.; ASCE 2,3,4; ROTC 1,2,3,4.
- Holoszy, Michael A.**; Bayside, N.Y.; C. Eng./Soc.; Omicron Delta Kappa 2,3,4; Univ. Senate 2; Jr. Yr. Abroad.
- Homiak, Nancy J.**; Lewisburg, Pa.; Fr.; Pi Alpha Phi.
- Hoover, Philip M.**; Smithsburg, Md.; C. Eng.; RAM 3,4 V. Pres. Larson Dorm Council 1; Varsity Soccer 2; Intramurals 1,2,3,4; WVBU Sports 3,4.
- Hornbrook, Timothy P.**; Downers Grove, Ill.; Bus. Ad.; Theta Chi Secr. 2, Treas. 3; Band 1; Intramurals.
- Horne, Howard F.**; Wilmington, Del.; Chem.; WVBU 2,3,4.
- Hosea, Deborah K.**; Monmouth Jct., N.J.; El. Ed.; Alpha Phi 1,2,3,4, Soc. Ch. 3; Kappa Delta Pi 3,4; Choir 1, Chorale, 1,2,3,4.
- Houghtby, Bruce E.**; Portland, Ct.; C. Eng.; Sigma Phi Epsilon, I.F.C. Rep. 2,3; AICHE 1,2,3,4; Intramurals 2,3,4.
- Hughes, James V., Jr.**; Warren, N.J.; Eco.; Tau Kappa Epsilon; Intramurals; Big Brother.
- Hummel, Robin P.**; Selingsgrove, Pa.; En.; Alpha Lambda Delta; En. Club.
- Humphrey, Richard A.**; Poland, Ohio; En.; Theta Delta Phi 3,4, Pres.; Cap & Dagger 2,3,4; Band 1; Bucknellian 1.
- Humphreys, Robert S.**; Baltimore, Md.; C. Eng.; ASCE 4; Outing Cl. 1; Intramurals.
- Hungerford, Anne.**; Corning, N.Y.; Fr.; Kappa Kappa Gamma; Pi Delta Phi 1,2,3,4; Chorale 1,2; Synchronettes 1; Jr. Yr. Abroad.
- Hydock, Kenneth G.**; Clark, N.J.; Bus. Ad.; Lambda Chi Alpha; Invest. Cl. Pres. 3; CA Hospital Vol. 3; ABS Liv. Unit Rep. 3; Varsity Cross Country 1,2; Indoor Track 1, Outdoor Track 1; Intramurals; Fire Marshall.
- Illick, Martin D.**; Easton, Pa.; Math.; Sigma Phi Epsilon 2,3 House Mgr.; Intramurals 1,2,3.
- Inglis, Elizabeth A.**; Moorestown, N.J.; Eco.; Delta Zeta; Alpha Lambda Delta.
- Irving, Jane.**; York, Pa.; Jap Studies/Span.; Alpha Lambda Delta; Sigma Delta Pi; Synchronettes V. Pres., Pres. 1,2,3,4; Sailing Cl. 1,2,3,4.
- Jensen, Barbara A.**; Scotch Plains, N.J.; Animal Behav.; Delta Zeta 1,2,3,4, Pledge Class Treas., Phil. Ch.; Outing Cl. 1,2,3,4; Sailing Cl. 1; Modern D. Cl. 3; BU Christ. Fellow. Selingsgrove Vol. 1.
- Jerman, Patricia L.**; Ramsey, N.J.; Bio.; Chapel Choir 4, Secr.; Cap & Dagger 3; Tech. Asst. BU Theater; WVBU Secr. 1.
- Johnson, Randie D.**; Warren, Pa.; E. Eng.; IEEE 1,2,3,4 Secr. Treas. 2; Bucknell Engineer Graph. Ed. 3,4.
- Johnson, William E.**; Towanda, Pa.; Soc. Studies.
- Jones, Laura S.**; Scotia, N.Y.; Psych.; Delta Zeta Mu. Dir., Chaplain; Psi Chi; Dean's List; Chorale; BU Christ. Fellow.; Sun. School Teacher.
- Jones, Richard J.**; Harrisburg, Pa.; Chem.; ACS; Intramurals.
- Jordan, Thomas E.**; Setauket, N.Y.; Bio.; Bio. Hon.; Outing Cl. 1; Sailing Cl. 2; Creat. Arts Res. Partici. 4.
- Jurkiewicz, Noel L.**; Mt. Holly, N.J.; Bus. Ad.; CA 3; Dorm Council 4.
- Kalanty, Michael P.**; Philadelphia, Pa.; Math.; Sigma Phi Epsilon 4; Intramurals.
- Kandle, West J. III.**; Sewell, N.J.; Bus. Ad.; Tau Kappa Epsilon; Lewisburg Fireman 3,4.
- Kaplan, Dean N.**; Great Neck, N.Y.; Psych.; WVBU Prog. Dir. 3,4; Univ. Student Conduct Comm. 3,4.
- Kassel, David M.**; Syracuse, N.Y.; Bio.
- Kean, Stacey M.**; Babylon, N.Y.; Eco.; Photo. C.; Sr. Class Gift Drive;

- Dorm Council.
- Keeler, Robert A.;** McKeesport, Pa.; Eco.; Tau Kappa Epsilon.
- Keen, Diane C.;** Pottstown, Pa.; Psych.; Delta Delta Delta 1,2,3; Cheer-leading 1,2.
- Kelsey, Harriet E.;** Hyattsville, Md.; Mu.; Mu Phi Epsilon; Chorale; Chapel Choir; Concert Band.
- Kenamond, David L.;** Mifflinburg, Pa.; C. Eng.; Tau Beta Pi; ASCE; Intramurals.
- Keyser, Thomas R.;** Glen Rock, N.J.; Bus. Ad.; Kappa Delta Tho. V. Pres. Sec.; Ice Hockey Cl.; Intramurals.
- Kingsbury, Sally A.;** Washington D.C.; Art His.; Delta Gamma.
- Kingston, Amy B.;** Bethesda, Md.; El. Ed.; Delta Delta Delta 1,2,3,4. Marshal; CA Girl Scout Leader 3; Timettes 3; Hunt Dorm Council 4.
- Kinne, Aaron W.;** Gast, Ct.; Phil./En.; Kappa Sigma; RAM; RA; Intramurals.
- Kinney, William M.;** Eatontown, N.J.; Psych./Eco.; Kappa Sigma 1,2,3,4, Gr. Master of Ceremonies 3; Water Polo 1,2,3,4; Homecoming Comm. 4; Varsity Swimming 1,2; Intramurals 2,3,4; Taught WSI Course 1,2,3,4.
- Kitson, Stephan J.;** Oakland, N.J.; Bio.; Delta Upsilon 2,3,4; Skydiving 2; Varsity Water Polo 3; Intramurals; RA 3,4.
- Kleiwert, Richard W.;** Franklin Lakes, N.J.; E. Eng.; Tau Beta Pi 3,4; P.Y.A.K. Award 2,4; Debate Soc. 1,2,3,4; IEEE 1,2,3,4; Calculus Tutor 1,2; Exec. Council for Eng. 4; Bucknell Engineer News Ed. 3,4; Intramurals; Vol. Geisinger Med. Cen. 2,3; Upward Bound 1,2.
- Kleppe, Janet E.;** Summit, N.J.; En.; Mortar Bd. 3,4; Dean's List 1,2,3,4; BU Christ. Fellow. 1,2,3,4; Mod. Dance Cl. 1.
- Klesky, Patricia W.;** Memphis, Tenn.; En.; Bucknellian 1; Women for Change 3,4.
- Knerr, Jay N.;** Lancaster, Pa.; Art; Bucknell Film Soc.
- Knisley, Ellen M.;** Lewisburg, Pa.; Mu.; Chorale 1,2,3,4; Orchestra 1,2,3,4; CA Cab. 3.
- Knudson, Anne H.;** Watchung, N.J.; Poli. Sci./En.; CA; Outing Cl.; Varsity Tennis, Basketball, Diving; Intramurals.
- Koehler, William P.;** Pittsburgh, Pa.; En.; Sigma Chi; Co-Ch. En. Club; Photo. Cl.; Intramurals; Upward Bound.
- Koerner, Paul A.;** Pittsburgh, Pa.; Ph.; Tau Kappa Epsilon; Phi Eta Sigma; Table Tennis Cl.
- Kofke, William A.;** Irwin, Pa.; Chem.; Tau Kappa Epsilon Histor. 3; Varsity Track 1,2; Intramurals; Ath. Trainer Football 1,2,3,4. Track 1,2, Swimming 1,2,3,4.
- Kolbay, Peter L.;** Metuchen, N.J.; En./Bio.
- Kologjie, Richard J.;** Lansdowne, Pa.; Bus. Ad.; Phi Kappa Psi 3; Varsity Football 1.
- Koster, Robert E.;** Forest Hills, N.Y.; Bio.; Phi Sigma.
- Kovalchik, Stephen N.;** Johnstown, Pa.; Se. Ed.; Sigma Chi 1,2,3,4. Pub. Rel. Direc.; Varsity; Intramurals; RA 4.
- Krauss, Marc.;** Matawan, N.J.; Bio.; Marching Band 1,2,3,4; Symphonic Band 1,2,3,4; Cap & Dagger 3,4; Fencing Cl. 4.
- Kreger, Donna H.;** Trenton, N.J.; El. Ed.; Kappa Delta Pi 3,4.
- Kriete, Roxann E.;** Nontague, Ma.; En.; Kappa Delta Pi 3,4; En. Cl. 2,3,4; CA 1,2,3.
- Kristy, Susan L.;** Monroeville, Pa.; Math.; BU Christ. Fellow. 1,2,3,4; Young Life Leader 1,2,3,4.
- Labowsky, Don P.;** Wayne, N.J.; M. Eng.; Sigma Phi Epsilon; ASME; Intramurals; Drag Racer.
- Lagnese, Leslie J.;** Allison Park, Pa.; En.; Tau Kappa Epsilon; Cap & Dagger 1,2,3,4; En. Club; CA.
- Lanzoni, Dennis C.;** Cheshire, Ct.; Eco.; Kappa Sigma Soc. Ch. 3; Bridge Cl. 2,3,4; Intramurals.
- Laposata, Michael.;** Johnstown, Pa.; Bio.; Phi Beta Kappa; Omicron Delta Kappa; Phi Sigma Pres.; WVBU Sports Dept. Sr. Class Pres.; RA 3,4; Lab Instr. Bio. Dept.
- Larson, Elin I.;** Blue Ridge Summit, Pa.; Math.; Alpha Chi Omega 2,3,4; Pi Mu Epsilon; Assoc. for computing Mach. 3,4. Sec. Treas. 4; Bison Band, Marching & Concert 1,2,3,4.
- Larson, Ellen L.;** Manitowoc, Wis.; Pshch.; BU Christ. Fellow. 1,2,3,4; CA 2.
- LaRue, Debra L.;** Ridgewood, N.J.; Art His.; Pi Beta Phi.
- Lau, Betsy K.;** Bangkok, Thailand; Bus. Ad.
- Lecesse, Charles D.;** Rochester, N.Y.; C. Eng.; Hockey Cl. 2,3,4; ASCE 4.
- Legerwood, William C.;** Emerson, N.J.; Eco.; Tau Kappa Epsilon; Varsity Cross Country 1,2,3,4; Co-Cap. 4; Track 1,2,3,4.
- Lee, Kathryn A.;** Allendale, N.J.; El. Ed.
- Leinen, Raymond F.;** Pittsford, N.Y.; Psych./M. Eng.; ASME; Bison Marching Band 1,2,3,4; BU Concert Band 1,2; Intramurals.
- Leiphart, Ann L.;** Millersville, Pa.; Bio.; Phi Mu 1,2,3,4; Concert Band 1,2,3,4; Marching Band 1,2; Crit. Studies 3,4; CA 4.
- Leonard, Thomas P.;** Scranton, Pa.; Poli. Sci.; Pi Sigma Alpha 3,4 Pres.; Univ. Sen. 4; ABS 1; RA 4.
- Levine, Gilbert M.;** Maplewood, N.J.; Bus. Ad.; Intramurals.
- Light, Margaret S.;** Lansdowne, Pa.; El. Ed.; CA 3; Outing Cl. 1; Chapel 1; BU Christ. Fellow. 4.
- Linstrum, Raymond C.;** Danbury, Ct.; Math.; Phi Eta Sigma; Pi Mu Epsilon; Varsity Baseball 3 Yrs. Co-Cap. 4; Fellow. of Christ. Athletes.
- Loesch, Alan R.;** Camp Hill, Pa.; M. Eng.; Phi Gamma Delta 1,2; ASME [Sec.] 1,2,3,4; Sports Car Cl. Pres.; Varsity Wrestling 1,2,3,4 Capt; RA 3.
- Loggia, Nancy J.;** Philadelphia, Pa.; El. Ed.; Chapel Choir 1; Chorale 2,3.
- Lotze, Richard J.;** Richester, N.Y.; Chem.; Varsity Lacrosse, Co-Capt.
- Loyer, James M.;** Red Lion, Pa.; Math.; Phi Gamma Delta Rec. Sec. 3,4; Pi Mu Epsilon; Fellow. of Christ. Athletes; BU Christ. Fellow.; Table Tennis Cl.; Varsity Football 2,3,4; Intramurals.
- Lubcher, Ronald.;** Pikesville, Md.; Chem.
- Lucas, Robert A., Jr.;** Mendham, N.J.; Poli. Sci.; V. Pres. Swartz; Dorm Council F2-F3; Varsity Cross Country 1,2,3,4; Track 2,3,4.
- Luddy, Bruce E.;** Norwalk, Ct.; His.; His. Cl. 2,3,4; WVBU 1,2,3,4; Intramurals 1,2,3,4.
- Lundgren, William E., Jr.;** Northbrook, Ill.; C. Eng./Eco.; Kappa Sigma, House Mgr.; CA; Intramurals.
- Lupichuk, Michele.;** Wayne, N.J.; Chem./Art; Alpha Phi 1,2,3,4; Cap &

- Dagger 2,3,4; AICHÉ 1; ACS 3,4; Outing Cl. 4; Jr. Class V. Pres.
- MacDonald, Karen M.;** Union, N.J.; Poli. Sci.; Alpha Chi Omega Corres. Secr.; Bucknell Band Majorette 2,3,4; Dorm Council 1; Adm. Off. Tour Guide 4.
- Mac Donell, Alec T.;** Greenbrae, Cal.; Bus. Ad.; Tau Kappa Epsilon; ROTC 1,2,3,4; Skydivers 2; Rangers 1,2,3,4; Intramurals.
- Macchamer, David E.;** Milton, Pa.; Eco.
- MacIntosh, Susan E.;** Garden City, N.Y.; Span./Fr.; Delta Zeta—Soc. Stds & Song Ch.; Chapel Choir 1,2,3,4; Internat'l Cl. 2,3.
- MacWilliams, Richard K.;** Newburgh, N.Y.; En.
- Malin, Scott;** Merrick, N.Y.; Poli. Sci.; Dean's List; Intramurals.
- Mallis, Jeanne;** Balto, Md.; Ed. Res.; Kappa Delta Pi 3,4; WVBU 1,2,3,4; CA 3,4; Cap & Dagger 1,2 (Costumes); L'Agenda 3.
- Manning, James R.;** Pittsburgh, Pa.; Bus. Ad.; Sigma Chi Pres. 4; WVBU Sportscaster 2,3,4; Intramurals 2,3,4.
- Manoque, Kirk R.;** Cincinnati, Ohio; Animal Behavior (Honors).
- Manuele, Josephine A.;** Collingswood, N.J.; En./Span.; Alpha Phi 1,2.
- Marhefka, David M.;** Apollo, Pa.; M. Eng./Eco.; Tau Kappa Epsilon Pres. 4; V. Pres. 3; ASME (5); Varsity Football 4,5; Intramurals.
- Mariani, Linda S.;** Salem, N.Y.; Se. Ed.; Phi Mu.
- Marinari, Kathleen T.;** Audubon, Pa.; Psych.; Alpha Chi Omega 1,2,3,4; 3rd V. Pres. 4; Mortar Bd. Pres.; Psi Chi; Cap & Dagger 2,3,4 Secre. 4; RA 3,4.
- Marino, Lynn E.;** Holts Summit, Mo.; Bio.; Bio. Phi Delta Sigma 3,4.
- Marks, Victor J.;** Danville, Pa.; Bio.; Phi Gamma Delta 1,2,3,4; Phi Sigma 3,4 V. Pres.; Intramurals 1,2,3,4.
- Martin, Joanne E.;** Greenwich, Ct.; Math./En.; Alpha Phi 1,2,3,4; Alpha Lambda Delta 1; Mortar Bd. 4; Cap & Dagger 2,3,4; ABS 2,3; Dorm Council Secr. 2,3; CAPR 4; MaratSade 2; Props crew 2; Joe Egg 2; Taming of the Shrew (Props Co-Head) 3; Cocktail Theater (Cast) 4; Caucasian Chalk Circle (Cast); Improv. Children's Theater Assoc. 3; Coffeehouse 3,4.
- Marsh, Sharon A.;** Nazareth, Pa.; Se. Ed.; Alpha Phi; Delta Phi Alpha; BU Christ. Fellow.; CA; Capel Comm.; WVBU; Intramurals.
- Marshall, Mary L.;** Williamsport, Pa.; Poli. Sci.; Poli. Sci. Honorary; Jr. Yr. Abroad.
- Martin, Glenn J.;** Holmdel, N.J.; Bus. Ad.; Univ. TV 3,4; Varsity Track 1,2,3,4; Intramurals; Outing Cl. 3.
- Martin, Richard W. II;** Stamford, Ct.; Bus. Ad.
- Massaglia, Maria;** Garden City, N.Y.; En.; Alpha Chi Omega 1,2,3,4; Cap & Dagger 1,3,4.
- Mattison, Randall B.;** Danville, Cal.; M. Eng.; Phi Lambda Theta Pres. V. Pres., Bldg. Comm. Ch.; Bucknell Engineer 2,3,4. (Editor); WVBU 3,4; Bison Band 1; ASME 3,4; Varsity Track 1,2,3,4.
- Maurer, Michael A.;** Harrisburg, Pa.; C. Eng.; Phi Eta Sigma; AICHÉ; Debate Club; CA; Intramurals.
- McCabe, Kevin L.;** Stewart Manor, N.Y.; Geol.; Lambda Chi Alpha; Varsity Lacrosse 1,2,3,4, Co-Capt. 3,4.
- McClung, Charles H.;** Cornwells Hgts., Pa.; His.; BU Christ. Fellow. Bucknell Band (Marching & Concert) State Mgr.
- McConaughay, Mark E.;** Annapolis, Md.; Ph.; Phi Eta Sigma; Sailing Cl. 1, Team Capt. 2, Treas. 3, Pres. 4; Chess Cl. 3,4; Bridge Cl. 2,3,4; Intramurals.
- McGuire, James B.;** Hoosick Falls, N.Y.; Bio.; Delta Upsilon; Chapel Choir 3,4; Chorale 1,2,3,4; Cap & Dagger 3,4.
- McIntyre, John H.;** Hazleton, Pa.; Psych.; Tau Kappa Epsilon, Pres. Secr.; ABS Mem. at Large 3; Univ. Senate 4; Comm. on Reg. Ch. 3; Comm. for Career Plan. & Place.; Intramurals 1,2,3,4; CA; Reunion Gift Dr. Comm. 4.
- McKenna, Linda A.;** Ligonier, Pa.; Chem./Art His.; SOAP (Students Organized Against Pollution); RA.
- McLaughlin, Glenn R.;** Clark's Summit, Pa.; Chem.; Delta Upsilon Secr. 3,4; Varsity Swimming 1; Spring Cross Country 2; Track 1,2,3,4; Winter Track 2,3,4; RA 4.
- McPhail, Charles R.;** Baltimore, Md.; Bus. Ad.; Delta Upsilon; Water Polo Cl. 1; Varsity Lacrosse 1,2; Intramurals.
- Means, Jeffrey L.;** Camp Springs, Md.; Geol.; Phi Beta Kappa 3,4; Phi Eta Sigma 1,2,3,4; BU Jazz & Rock En.; Marching Band 1,2; Concert Band 1; Intramurals; Nat'l Mem. Audubon Soc.
- Mears, Rosemary L.;** Fairless Hills, Pa.; El. Ed.; Beta Gamma; Synchronettes 1,2,4; Intramurals; Dulp. Serv.
- Meck, John F.;** Camp Hill, Pa.; Eco.; Eco. Honorary; Debate 3,4; RAM 3,4; Bookstore Comm. 2,3.
- Meitzner, Eric P.;** Glenside, Pa.; Chem.; Chapel Choir 1; ACS 2, Pres. 3,4; CA 3.
- Meloy, Beth A.;** Gladwyne, Pa.; Bio.; ACO; Fresh. Women's Hon.; Intramurals; Work if Caf.
- Meneely, William E.;** Carbondale, Pa.; Classics/Math.; Phi Eta Sigma 1; Pi Mu Epsilon 3,4; Collegium Musicum 2,3,4; Cap & Dagger 4.
- Mercure, Gerald D.;** Succasunna, N.J.; His.; His. Honorary 2,3,4.
- Merry, Janice L.;** Summit, N.J.; El. Ed.; Delta Delta Delta 1,2,3,4; Kappa Delta Pi 3,4; Pres. 4; Frat. Ed. Ch. 3, Pledge Trainer 4; CA 1,4.
- Mertz, Charles W.;** Lancaster, Pa.; His.; Phi Kappa Psi; IFC 3; His. Cl. 3,4.
- Messick, Guy A.;** Media, Pa.; Internat'l Rel.; Phi Kappa Psi, V. Pres. Rush Ch. Corres. Secr.; Varsity Football 1,2.
- Mestier, Susan S.;** Milwaukee, Wis.; Math.; Phi Mu. Sports Ch. 1,2, Soc. Ch. 3; Assoc. of Computing Mach. 3,4; Varsity Swimming.
- Meyer, Jennifer C.;** Clarks Summit, Pa.; Span./En.; CA 4.
- Michak, Don J.;** Kingston, Pa.; Poli. Sco./Art His.
- Miles, Laurie L.;** Cumberland Foreside, Me.; Psych.; CA 1,2; Swimming.
- Miller, Ann M.;** Frederick, Md.; En.; Alpha Lambda Delta 1, Phi Beta Kappa 3; Chorale 1,2,3,4; Women for Change 3,4.
- Miller, Jeffrey H.;** Cranford, N.J.; Eco.
- Millman, Joel L.;** Springfield, N.J.; Poli. Sci.; Pi Sigma Alpha 3,4; Varsity Soccer 2; Intramurals.
- Mintz, Fredric J.;** Teaneck, N.J.; Bio.; Kappa Sigma, Outer Guard, Inner Guard; Dean's List; Co Ch. Big-Brother Sister Prog.; Co-Ch. Vol. Serv.; Vol. Sellingsgrove School; Span. Cl.; Kappa Sigma Bisomeer; Intramurals.
- Mitchell, J. Howell, Jr.;** Suffern, N.Y.; Ph.
- Moberg, Heather N.;** Perry, N.Y.; Math.; Pi Beta Phi; RA 3,4.
- Mocko, Peggy A.;** Mountainside, N.J.; En./Religion; Pi Delta Epsilon

- 2.3,4; OHS 2.3,4; Concert Comm. 2.3; Coffeehouse Mgr. Tristram Mus. Ed. 3,4; Different Drummer 1.2, Ed.-in-Chief; WVBU 1.2,3,4, Dir. Pub. Rel.; Fresh. Receipt. Ch. 2,3,4.
- Moore, David B.**; Indiana, Pa.; Bio.; Senate Comm. on Athletes 3; Environmental Adv. & Co-ord. Comm. 3,4; Cocktail Theatre 2; WVBU Sports Staff 4; Intramurals 1.2,3,4.
- Morris, Jacqueline E.**; Baltimore, Md.; Psych./En.; Beta Gamma; Theta Alpha Phi 3,4, Treas. 4; Cap & Dagger 3,4; Newman Cl. 1,2,3,4, Bd. Mem. 2,3; OHS 3,4; Synchronettes 1.2, Sec. 2.
- Morrow, Christopher T.**; Alexandria, Va.; Chem.; ACS; Sailing Team.
- Morton, Karen E.**; Oakhurst, N.J.; Math.; Chorale 1,2,3; Intramurals.
- Morton, Scott F.**; Oil City, Pa.; C. Eng.; Tau Beta Pi 3,4; AICHE 1.2,3,4; Comm. of Govern. & Judic. Bodies 3,4; Intramurals; Curriculum Comm. College of Eng. 3,4.
- Mowery, David C.**; Coatesville, Pa.; College Internat'l Cl. 1,2,3,4; CA Off. Work 2; Evangelical Home 1,2,3,4; Dorm Council 3,4; L'Agenda 1; Chapel Comm. 1.
- Multer, Christine H.**; Chatham, N.J.; En.; English Cl. 2,3,4.
- Murakani, Janice S.**; Fiverville, N.J.; Ed. Res.; Delta Delta Delta; Fresh. Camp Counselor 2; Chapel Choir 1,2; House Co-Ordinator 4; RA 3 Tour Guide 2, Sr. Gift Drive 4.
- Murphy, David W.**; Shrub Oak, N.Y.; En.; Theta Alpha Phi; Cap & Dagger; Tristram; Intramurals.
- Murray, Elizabeth A.**; Syracuse, N.Y.; Bio.; Outing Club.
- Musselman, Curtis J.**; Gettysburg, Pa.; His.; Outing Club 2; Intramurals 1.2,3,4; RA 3,4.
- Mye, Homer J.**; N. Tonawanda, N.Y.; C. Eng.; Theta Chi, V. Pres., Pres.; ASCE; Intramurals.
- Myers, Gary C., Jr.**; Greenbelt, Md.; Math.; Pi Mu Epsilon 3,4, Pres. 4.
- Myers, John R.**; Sweet Valley, Pa.; Se. Ed.; Phi Gamma Delta; Intramurals.
- Nachtway, Millard O.**; Baltihersburg, Md.; En.; Theta Alpha Phi 2,3,4; Cap & Dagger 1,2,3,4, Pres. 3; USITT 2,3,4, Pres. 3; Chorale 1,2,3; Chapel Choir 3,4.
- Napoli, William A.**; Allison Park, Pa.; C. Eng.; Sigma Chi, Soc. Ch.; Upward Bound; AICHE, Intramurals.
- Nason, M. Elizabeth**; Rosemont, Pa.; El. Ed.; Kappa Kappa Gamma 2,3,4; Kappa Delta 3,4; Women for Change 3,4; CA.
- Navran, James E.**; Baltimore, Md.; Bio.; Sigma Phi Epsilon; Varsity Lacrosse 1,2.
- Nelke, Laura J.**; Sun City, Ariz.; Art His.; Mortar Bd. TAP; CA; Honors Council; Cap & Dagger.
- Nelson, Lloyd G. II**; Tower City, Pa.; Bio.; Kappa Delta Pi 3,4; Rifle Cl. 1; Upward Bound 2,3; Senate Comm. Sec. 3; Chem. Asst. 2,3.
- Nespoli, John L.**; Berwick, Pa.; Eco.; LCA 1,2,3,4; BU Coalition in Support of Handicap 1; CA 2; Varsity Golf; Intramurals.
- Nevels, James E.**; Fort Wayne, Ind.; Poli. Sci./Phil.; Delta Upsilon Parlia. 2, Chapt. Rel. Sec. 2, V. Pres. 2; Pi Sigma Alpha Sec.-Treas.; Omicron Delta Kappa V. Pres.; Lutheran Students Assoc.; V. Pres. Soph. Class; Pres. Jr. Class; Dorm Council Rep; ABS Rep.; Intramurals; RA 3,4; Reunion Gift Dr.
- Nicholson, Blake E.**; Strasburg, Pa.; Math./Mu.; Band 1; Chorale 1,2,3,4; Collegium Musicum 3; OHS 2,3; Intramurals.
- Nogee, Jeffrey L.**; Schenectady, N.Y.; Rus./Poli. Sci.; Pi Sigma Alpha; Fencing Cl.; Debating Cl. Band; Orchestra; Woodwind Quintet; Poli. Sci. Cl.; Cap & Dagger; Man of LaMancha, Mikado.
- Norris, Leslie M.**; West Chester, Pa.; Se. Ed.; Young Life 1,2,3,4.
- Northridge, James F.**; Florham Park, N.J.; En.; Kappa Delta Rho 2,3,4; Bucknellian Prod. Mgr. 2,3, Sports Ed. 1, Asst. Opinions Ed. 4; Varsity Wrestling 1,2,3,4; Pi Delta Epsilon 2,3,4; RA 4.
- Nosal, Mark A.**; McKees Rocks, Pa.; Chem.; Sigma Chi 1; ACS; Premed Soc.; Varsity Football.
- Novak, Michael A.**; Pt. Pleasant, N.J.; C. Eng.; Phi Gamma Delta; ASCE; Varsity Soccer 1,2,3,4, Co-Capt; Intramurals.
- Nixdorf, David S.**; Kork, Pa.; M. Eng.; Sigma Phi Epsilon 1,2,3,4; Tau Beta Pi 2,3,4; ASME 4; Skydiving Cl. 3,4; Intramurals.
- Olson, Christine E.**; Huntington, N.Y.; El. Ed.; Kappa Kappa Gamma Scholarship Ch. 4; Alpha Lambda Delta; Kappa Delta Pi; Chapel Choir 1.
- Olsson, Karen L.**; Brooklyn, N.Y.; El. Ed.; Ger. 4; Girl Scouting 1,2,3, Leader; Big Sister 1, RA 3,4; Tutoring 4.
- Opdyke, Susan G.**; Kendall Park, N.J.; El. Ed.; Beta Gamma; Alpha Lambda Delta; Kappa Delta Pi; Pi Delta Phi; Young Life 1,2,3,4; BU Christ. Fellow. 1,2,3,4.
- Overholt, Janet M.**; Nazareth, Pa.; Bio.; Delta Zeta Treas. 3, Pub. Rel. 4; L'Agenda 1,2,3.
- Owen, Robert J.**; Abington, Pa.; Poli. Sci.
- Owens, Elizabeth M.**; West Simsbury, Ct.; En./Ed.; Varsity Sailing 3,4.
- Page, Stanley G.**; Pittsburgh, Pa.; Se. Ed.; Sigma Chi; Cap & Dagger; Varsity Baseball.
- Pais, Russell N.**; Westfield, Mass.; College Major; Kappa Sigma; Class Pres. 2; ABS V. Pres. 3.
- Paladine, Brett F.**; Robbinsville, N.J.; Eco.; Kappa Sigma 1,2,3,4, V. Pres. 3; Intramurals.
- Palmer, Robert S.**; Newark, N.Y.; Bus. Ad.; Theta Delta Chi Treas. 3, Pres. 4.
- Park, Neil I.**; North Miami Beach, Fla.; Animal Behavior; Lambda Chi Alpha.
- Patterson, Thomas L.**; Harrisburg, Pa.; Relig.; Freshmen Men's Honorary; Spring Oloogy 2, Comm. Ch.; Bucknellian Local Adv. Mgr.
- Pedersen, Neil J.**; Great Barrington, Mass.; C. Eng.; Phi Beta Kappa; Tau Beta Pi; Phi Eta Sigma; ASCE 1,2,3,4,5; Intramurals.
- Pere, William D.**; Closter, N.J.; Bio.; Phi Eta Sigma 1; Phi Sigma 3; Coffeehouses; Vol. work; Lab Asst.
- Perlik, Paul C.**; Falls Church, Va.; Bio.; Delta Upsilon Sec. 2, Pres. 4; RA 3; Students for McGovern 3; Intramurals.
- Pernice, Carolyn M.**; Wyomissing, Pa.; En.; Alpha Chi Omega; Pi Delta Epsilon; Alpha Lambda Delta; Mortar Bd.; Bucknellian 4; L'Agenda 2,3,4; Newman Bd.; Sec.-Treas. 2; LUR; Intramurals; RA 3.
- Peterson, Ann L.**; Portland, Ct.; Ed. Res.; Kappa Kappa Gamma, Pledge Trainer 3, 2nd V. Pres. 4; Kappa Delta Pi; Varsity Basketball 1,2; Sr. Class Gift Drive.
- Pew, Jane M.**; Lansdowne, Pa.; Fr.; Phi Mu 1,2,3,4; Pi Delta Phi; Alpha Lambda Delta; Chorale 2,3,4; Cap & Dagger 3.

- Pflum, Cynthia A.**; Shillington, Pa.; El. Ed.; Phi Mu, Secr.
- Pichert, James W.**; Trucksville, Pa.; Ed. Res.; Kappa Delta Pi; WBVU 1,2,3; Chorale 1,2; Ed. Movie 3; Young Life 1,2,3,4; BU Christ. Fellow. 1,2,3,4.
- Poinsett, Susam M.**; Sea Isle City, N.J.; Psych.; Psi Chi 3,4, Pres. 4; Psych. Cl.
- Pollard, Richard W.**; Glenside, Pa.; Animal Behavior.
- Poluka, John T.**; Hazleton, Pa.; Math/Mu.; Pi Mu Epsilon; Chorale 1,2,3,4; Accom. 2,3,4; Patron of Mu Phi Epsilon.
- Porter, Harvie L.**; Chester, Vt.; Soc.; Delta Upsilon; Chorale; Intramurals.
- Powers, Harvey M. III**; Lewisburg, Pa.; En.; Alpha Chi Omega — Hon. Mem. 3,4; Theta Alpha Phi 2,3,4, V. Pres. 4; Cap & Dagger 1,2,3,4; En. Cl. (Co-Ch. 4) 3,4; Tech. Assv. Univ. Theater 3.
- Price, Susan L.**; Newtown Square, Pa.; Math.; Phi Lambda Theta, Secr. 1,2,3; Intramurals 1,2,3,4; Cocktail Theater 3.
- Prouty, Susan H.**; Huntingtown, Md.; Bio.; CA 1,2,3; Women for Change 3; L'Agenda 2; WVBU 1,2.
- Puff, Sally A.**; Woodbury, N.J.; En.; Pi Beta Phi 3,4; Ski Cl.
- Puleo, Nicholas**; Sparta, N.J.; Bus. Ad.; Phi Kappa Psi 3,4; Treas. Men's Intramurals 4; Intramurals 2,3,4.
- Pulianas, Deborah A.**; Lewisburg, Pa.; El. Ed.; Bucknellian. Off. Mgr. 3; Tutor 2; Bucknell Course Guide 3; Teacher's Aide 3.
- Pulianas, Glenn G.**; Lewisburg, Pa.; Bio.; Co-ord. for Bucknell V. Course Guide 2,3.
- Putt, Kevin W.**; Silver Spring, Md.; Poli. Sci.; Poli. Sci. Club 4; Bucknellian 4.
- Quant, Allan D.**; Pport Chester, N.Y.; Soc./Geo.; Outing Club 1,2,3,4, Pres. 3; Varsity Cross Country 1; Intramurals 3; Canoeing, camping, bicycling.
- Quant, Elizabeth J.**; Beaver Falls, Pa.; Geol.; Outing Club 1,2,3,4, Treas. 1,2; Canoeing, Camping, Hiking.
- Quinzer, Jeffrey**; Little Ferry, N.J.; Psych.; Off. Human Sexuality 3,4; Bucknellian 1,2,3,4, Sports Asst. 2, Sports Ed. 3,4; Varsity Baseball 3; Intramurals 1,2,3; Vol. Serv. 3, Ch. Danville; RA 4.
- Randall, Raymond M.**; Hinsdale, N.Y.; El. Ed.; Phi Lambda Theta Intramurals Rep.; Intramurals.
- Raphael, Barry D.**; Clifton, N.J.; Animal Behavior; Tau Kappa Epsilon 2,3, Chaplain 4; BU Jazz & Rock Ens., Dir. 2,3,4; Marching Band 2; Concert Band 1,2,3; "A Vision of Christ" 1.
- Raso, Mary**; Bio.; Alpha Phi V. Pres. Pledge Training; Alpha Lambda Delta; Cap & Dagger; Chapel Choir; Newman Bd.; "Homecoming", "Man of LaMancha".
- Rausch, Nancy E.**; Mercer, Pa.; Fr.; Pi Delta Phi, Secr.-Treas.; ABS Bookstore Avd. Comm.; Intramurals; Dorm Council Secr.
- Rebucci, Donna L.**; King of Prussia, Pa.; Span.; Beta Gamma, Sec. 3, Activ. Co-ordinator 4; Sigma Delta Pi; Varsity Cheerleading 2,3,4, Co-Capt. 4.
- Reifsnyder, Mark W.**; Plymouth Meeting, Pa.; Bus. Ad.; Kappa Delta Rho Treas.; Delta Mu Delta, Treas.; CA Treas.; Coed Intramurals Pres.
- Reilly, Gregg A.**; Washington, Pa.; Poli. Sci./Eco.; Sigma Phi Epsilon; Senate Comm. on Gen. Policy & Resources; Intramurals.
- Reinhold, Donald F.**; North Plainfield, N.J.; Mu.; WVBU 3,4.
- Renock, Stephen P. IV**; Watstown, Pa.; Bus. Ad.; Phi Gamma Delta Treas. 3,4; Senate Comm. on Athletics 3,4; Varsity Football 1,2,3,4; Intramurals.
- Revenis, Anthony M.**; Mt. Carmel, Pa.; His./Psych.
- Reynolds, Jeffrey C.**; New Cumberland, Pa. M. Eng.; Rifle Club 3,4; Intramurals 1; ROTC 1,2,3,4.
- Rheam, Daniel J.**; Lewisburg, Pa.; En.; Sigma Alpha Epsilon V. Pres. Rush Ch.; Cap & Dagger; Ed. of Tristram.
- Rhodes, David G.**; Sewickley, Pa.; Ph.; WVBU 1,2,3,4; SIS 2; Dorm Council 1,2; Intramurals.
- Rhone, Kevin J.**; North Syracuse, N.Y.; C. Eng.; Sigma Chi; Concert Band 1,2; Varsity Football 2,3,4; Intramurals.
- Richards, Robert N., Jr.**; Chambersburg, Pa.; Bio.; Phi Kappa Psi; Varsity Swimming 1,2,3,4, Water Polo 1,2,3,4.
- Richardson, James W.**; Enola, Pa.; C. Eng.; ASCE.
- Rodgers, Deborah C.**; Drexel Hill, Pa.; Soc.; Delta Delta Delta, Treas. 3,4; Soc. Ch. 2; Concert Comm. 1; Soc. Ch. 1; Intramurals; Sr. Class Gift Drive 4.
- Rodgers, William G.**; Tyrone, Pa.; Art; Theta Chi; Intramurals.
- Rohrbaugh, Eric A.**; Cleveland, Tn.; His./Poli. Sci.; His Club 3,4, V. Pres. 3, Secr. 4; Sailing Cl. 1; Intramurals.
- Ross, Donald B.**; Westwood, N.J.; C. Eng.; AICHE.
- Ross, Susan L.**; Franklin Lakes, N.J.; Art/His.; Beta Gamma, Membership Ch. 3, Bazaar Ch. 3; Dean's List; Intramurals; Yoga.
- Ross, Joan M.**; Hartford, Ct.; His.; Phi Alpha Theta 2,3,4, Pres. 4; Collegium Musicum 2,3,4; Swim Team 1; His. Club 3,4.
- Rubenfeld, Robert I.**; Peekskill, N.Y. Ed. Res.; Off. of Human Sexuality Exec. Dir.; Advisor.
- Rubinstein, Jeffrey B.**; Sea Isle City, N.J.; Bio.; Sigma Alpha Mu, Exchequer 3,4, House Council 3,4; Phi Beta Kappa 4; Imicron Delta Kappa 3,4; Phi Sigma 3,4; Phi Eta Sigma 1,2,3,4; Bucknellian Ad. Mgr. 3; Bison Marching Band 1; Hillel Leader 1,2,3; ODK Mem. Ch. 4; Bookstore Adv. Comm. 3; Ecology Comm. 2; Lab Inst. Org. Chem. 3, Physiol. 3; Penn. State Pollution Res. 2,3; Archibald Res. Cen. S. Cen. Florida 4; Medic. Training 1,2; Cap & Dagger.
- Runtagh, Richard R.**; Lewistown, Pa.; Chem.; Delta Upsilon 1,2,3; RA 3,4.
- Russell, J. Frank**; Bedford, Pa.; E. Eng.; Kappa Delta Rho 1,2,3,4, Secr.; Tau Beta Pi; Omicron Delta Kappa; Chorale 1,2,3,4, Librarian; Bucknell Engineer 2,3,4, Ed.; Ch. Senate Environ. Co-ord. & Adv. Comm. 4; BU Beaver Patrol 3,4.
- Ruzika, Roy T.**; Lincoln, N.J.; Eco.
- Sahl, Steven**; Newton, Mass.; Bio.; Theta Chi, Steward; Intramurals.
- Salis, William W.**; Swoyersville, Pa.; Bus. Ad.; Don Neim Scholarship Award; Intramurals.
- Saltz, Richard K.**; North Woodmere, N.Y.; Bio.; Phi Eta Sigma, Pres. 1; Phi Sigma, Treas. 4; Hillel Secr. 2,3; Phi Mu, Social Ch. 3, Sports Ch. 4; Pi Mu Epsilon; Band 1,2; RA 3,4.
- Samson, Carol A.**; Scottsdale, Ariz.; Animal Behavior; Alpha Lambda Delta.

- Sandor, Edward J.;** Margate City, N.J.; E. Eng.; Skydiving 2,4; Cafeteria 3,4; RA 4; Swartz Dorm Council 4; Sr. Class Fund Drive 4.
- Sardinas, Laura A.;** Berwyn, Pa.; Mu.; Mu Phi Epsilon 3; Prchestra 4.
- Sarver, Irene R.;** Sharon, Pa.; Psych.; Mortar Bd. 4; Psi Chi 4; CA 1,2,3,4; Vol. Serv. Chairperson 4, CA Cabinet; Cap & Dagger Comm. 1.
- Sauer, John P.;** West Caldwell, N.J.; En.; Phi Gamma Delta 1,2,3,4 IFC V. Pres. 4; Cap & Dagger 3,4; Varsity Wrestling 1,2,3,4; Intramurals 2,3.
- Scherbak, John J.;** Irvington, J.J.; Ph.; Intramurals.
- Schleckser, Kathleen M.;** Convent Station, N.J.; Soc.; Pi Beta Phi 1,2,3,4, V. Pres. 3; Big Brother-Big Sister 1,2; Upward Bound 3; Soc. Club 2,3,4.
- Schmidt, Dennis J.;** York, Pa.; Phil.
- Schowalter, Robert K.;** Monroeville, Pa.; Chem.; Sigma Phi Epsilon Corres. Sec.; Bucknellian.
- Scott, Deborah E.;** Moorestown, N.J.; El. Ed.; Delta Delta Delta; Head Start Vol. 1,2,3, Co-Ordin. 2.
- Sculley, Ellen E.;** Norwalk, Ct.; Ed. Res.; Sailing Club 2,4, Secr. 3; Vol. Serv. Swim Prog. 1,2, Ch. 3,4; Timettes 2.
- Seavy, James R.;** Cranford, N.J.; Bus. Ad.; Bucknellian Staff Sports Writer; Intramurals.
- Segal, James A.;** West Orange, N.J.; Bus. Ad.; Sigma Alpha Mu Exchange 2,3; Photo. Club 2,3; Intramurals, Asst. in Act.
- Selby, Sandra F.;** Cranford, N.J.; His.; Alpha Chi Omega 1,2,3,4, Rush Ch. 1st V. Pres.; Phi Alpha Theta; His. Club; BU Christ. Fellow; Varsity Field Hockey 3,4; Basketball 1,2,3,4; Intramurals.
- Seltzer, Robert C.;** Gladwyne, Pa.; Bus. Ad.; Lambda Chi Alpha, Intramurals.
- Senkowski, Barbara A.;** Canaster, Pa.; Poli. Sci.; Beta Gamma Pres. Sports Ch.; Mortar Board; Pi Sigma Alpha; WRA V. Pres. Sr. Rep.; Roberts House Council 1; Varsity Basketball, Hockey Capt.; Intramurals; RA 3.
- Shackatano, Robert F.;** New Hyde Park, N.Y.; Psych.
- Sharman, Karen M.;** Briarcliff Manor, N.Y.; Fr. Lit./His.; Alpha Lambda Delta; Pi Delta Phi; WRA secr. 2, Sr. Rep. 4; Varsity Hockey 1,2,3,4, Tennis 3,4; Intramurals.
- Shapiro, Jeff L.;** Iselin, N.J.; Bus. Ad.; Intramurals.
- Shaw, Janet L.;** Utica, N.Y.; Fr. Ling.; Pi Delta Phi 3,4 Dorm Council 2,3.
- Sheeran, Peter L.;** Princeton, N.J.; Eco/Art; Photo. Club 4; Art Ed. Tristram 4.
- Shindler, Robert M.;** Springfield, N.J.; Bus. Ad.; RAM 3,4; Varsity Soccer Mgr. 1; Intramurals.
- Sholl, Rebecca A.;** Cleveland Hts. Ohio; Animal Behavior.
- Shuster, Martha L.;** Westmont, N.J.; Fr. Lit.; Beta Gamma; Sailing Club 1; Jr. Yr. Abroad.
- Siegel, Ann C.;** Newark, N.J.; Art His./Psych.; Alpha Lambda Delta 1; Psi Chi 3,4 Secr.-Treas. 4; Vol. Serv. 1,2,3,4.
- Siekman, Jean A.;** Highland Hts., Ohio; Ed. Res.; Beta Gamma 2,3,4; Headstart 3; Upward Bound 3; Sailing Club 2.
- Silver, Elaine T.;** Baltimore, Md.; Poli. Sci.; Pi Sigma Alpha 4; Synchroettes 1,2; Hillel 1,2,4, Treas. 2; Student Info. Serv. 1,2, Co-Ch. 2; Admiss. Comm. 2; Jr. Yr. Abroad.
- Simpson, David L.;** Malverne, Pa.; Mu./Span.; Patron of Mu Phi Epsilon; Chorale 1,2,3,4; Collegium Musicum 3,4; Classical Dept. WVBU 1,2,3,4; Coffeehouse 1,2,3,4.
- Simpson, Karen M.;** Levittown, Pa.; Bus. Ad.; Alpha Chi Omega Rush Ch. 3, Soc. Ch. 4; Sr. Class Gift Comm. 4.
- Sinclair, Mark S.;** Morris Plains, N.J.; His.; Theta Chi V. Pres. Intramurals.
- Sines, Stacey K.;** Ballwin, Md.; Poli. Sci./Geo.; Pi Beta Phi 1,2,3,4, V. Pres. 4; Pi Sigma Alpha 3,4; Majorette 2,3,4.
- Sinkus, Michael F. Jr.;** Sharon, Pa.; Arts/En.; Tau Kappa Epsilon, Pres. 1; IFC 3, V. Pres. 1; Newman Bd. 1; Bucknellian 2; Varsity Golf, Capt., Intramurals; Sr. Class Gift Comm.
- Six, William J. Jr.;** Frederick, Md.; Bio.; Phi Lambda Theta; Phi Sigma; Intramurals; Fishing, Hiking.
- Slayton, William T.;** College Pk., Md.; En./His.; Phi Eta Sigma 1; RAM 2,3,4, Treas.; Upward Bound 1; En. Club 3,4; His. Club 3,4; Intramurals.
- Sloat, Jill F.;** Norwalk, Ct.; El. Ed.; Kappa Delta Pi 3,4; CA 3; Varsity Swim Team 1,2.
- Smith, Allan C.;** Easton, Pa.; Geol.; Kappa Delta Rho Soc. Ch. 2; Fr. Club; Intramurals.
- Smith, David R.;** Morrisville, Pa.; Eco.; Sigma Alpha Epsilon, Pres. Rush Comm.
- Smith, J. Robin.;** Scotch Plains, N.J.; El. Ed.; Delta Delta Delta Historian 2,3, Record. Secr. 3,4; CA Girl Scouts.
- Smith, Penelope L.;** North East, Pa.; En.; Pi Delta Epsilon 2,3,4; L'Agenda 2, Editor 3,4; CA 1; Amicae 4; RA 4; Upward Bound 3.
- Smith, Peter W.;** Ridgewood, N.J.; Bio.; Pres. Kappa Sigma 3,4; Pres. CA 4; Ch. Vol. Serv. 3; Ch. Geisinger.
- Smith, Sharon J.;** West Chester, Pa.; El. Ed.; Alpha Phi Rush Ch. 3; BU Christ. Fellow. 1,2,3,4; Varsity Hockey 1; Brownie Leader. 2,3.
- Smith, Stephanie.;** Grosse Pointe, Mich.; El. Ed.; Kappa Delta Pi; Head Start 2; Colloquy 2; Teacher's Aide; Birth Con. Clinic 1; Women for Change 2,3; Student Asst.
- Smith, Virginia A.;** Churchville, Pa.; Psych.; Pi Beta Phi Rec. Secr. 4; Alpha Lambda Delta 1; Mortar Bd. 4; Psi Chi 4; Cap & Dagger 1,2,3; CA Headstart, Upward Bound 3; Bucknellian; RA.
- Snyder, Deborah F.;** Baltimore, Md.; Ed. Res.; Beta Gamma; Kappa Delta Pi 3,4, Treas.
- Snyder, Diane E.;** Centerport, N.Y.; Span.; Sigma Delta Pi; CA 1; L'Agenda 2,3,4; Chorale 2,3, Pub. Ch. 3; RA 3, Asst. Res. Director 4.
- Snyder, Bruce D.;** Montandon, Pa.; El. Ed.; PSEA 3.
- Sobus, Kathy R.;** Baltimore, Md.; Math; Varsity Football 2,3,4; Intramurals.
- Sorensen, Mark R.;** Wilton, Ct.; Psych.; Psi Chi 3,4; Psych Cl. 3,4; Karate Club 3; Intramurals.
- Spalding, Peter S.;** Rochester, N.Y.; M. Eng.; Dorm Council; RA 4.
- Sparkes, Steven E.;** Arlington Heights, Ill.; Bus. Ad.; Kappa Sigma Varsity Soccer 1,2,3,4, Capt.; Intramurals.
- Speechley, Stephen A.;** Ridgewood, N.J.; Poli. Sci.; Tau Kappa Epsilon 1,2; Varsity Baseball 1,2,3; Intramurals.
- Speice, Susan G.;** Vienna, Va.; Fr.; Delta Delta Delta Chaplain 4, Pub. Ch. 2; Internat'l Club 2; ASCOP Comm. 2; Sr. Gift Comm.; Dorm Council 1; Intramurals; CA; Jr. Yr. Abroad.
- Speilman, Robert A.;** Old Westbury, N.Y.; Bus. Ad.; Sigma Alpha Mu, V. Prior 2; Delta Mu Delta Secr.; Sailing Club 2; IFC 2,3; Comm. Acad. Sched. 3,4.
- Spooner, Mary Sue.;** East Aurora, N.Y.; En.

- Sprout, John W.**; Hightstown, N.J.; Psych.; Tau Kappa Epsilon; Cap & Dagger 2,3; Chapel Comm. 2,3,4; Varsity Swim Mgr. 2; Intramurals; Guitar Music for Chapel 3,4; Coffee house 4.
- Sramek, John**; Cleveland, Ohio; E. Eng./En.; Jr. Jr. Abroad.
- Stahl, James M.**; Erie, Pa.; C. Eng.; Tau Kappa Epsilon; ASCE 2,3,4; Intramurals.
- Staud, Glenn E.**; Hamburg, Pa.; Chem; BU Band 1,2,3; Chapel Choir 1,2,3,4.
- Stein, Joan S.**; Fords, N.J.; En.; Delta Delta Delta V. Pres. 4; CA Head Start Ch. 4; Bucknellian 1,2.
- Stein, William**; Oak Ridge, N.J.; C. Eng.; Phi Gamma Delta; ASCE; Varsity Football 2,3,4; Intramurals.
- Steiner, Jill S.**; Lebanon, Pa.; En.; Chorale.
- Stello, Michael W.**; Kulpmont, Pa.; C. Eng.; BU Christ. Fellow. 4.
- Stephan, Robert C.**; Litzitz, Pa.; Bus. Ad.; Phi Gamma Delta 3,4; Delta Mu Delta; IFC Pres.; ACOSP; Varsity Golf; Intramurals.
- Stephani, Pamela J.**; Glen Riddle, Pa.; Animal Behavior; Pi Beta Phi 1,2,3,4. Sigma Phi Epsilon Golden Heart 3,4; Off. of Human Sexuality 1,2,3. Treas. 4; Intramurals.
- Stepp, Regina C.**; Williamsport, Pa.; Ed. Res.; Alph Phi Corres. Secr.
- Stevens, Robert J.**; Bristol, Pa.; Se. Ed.; Phi Lambda Theta Pres. 1,2; Interfrat. Council secr. 3; Intramurals.
- Stine, Charles S.**; Cortland, N.Y.; Eco.; Kappa Sigma Rush Ch. 2; Intramurals.
- Stone, Claudia E.**; Pompton Plains, N.J.; Poll. Sci.; Pi Sigma Alpha.
- Storey, J. Douglas**; Fayetteville, Ark.; Se. Ed.; ACLU 3,4; CA 2; Varsity Swimming 1,2; RA 3,4.
- Strehlau, John S.**; Springfield, Pa.; C. Eng.
- Strobl, Jeannine S.**; Cranford, N.J.; Bio.; Phi Sigma.
- Strouss, Carleton O.**; Mount Carmel, Pa.; Interdept.; Am. Studies; Phi Eta Sigma; His. Club; ABS Alt. at Large; Curric. Comm. College of Arts & Sciences; Trustee Comm. on Instr.
- Stubba, Jacqueline B.**; Allendale, N.J.; Bus. Ad.; Alpha Phi, Pres. 4; PanHell Secr. 3; V. Pres. Hunt Hall; Dorm Council 2.
- Stubba, Ruth A.**; Allendale, N.J.; Psych.; Phi Mu Treas. 3; Journalism; L'Agenda 2.
- Sutcliffe, Joan A.**; Wayne, Pa.; Soc.; RA 4.
- Sutnick, Robert D.**; Trenton, N.J.; En.; Lambda Chi Alpha Soc. Ch. 3; Water Polo Club 2,3,4.
- Swartz, Jesse K.**; Thompsonstown, Pa.; Eco.; Sigma Alpha Epsilon.
- Swartz, William R.**; Glen Ridge, N.J.; Se. Ed.; WVBU 4; Fencing Club 2; Bucknellian 1; CA 2.
- Sweeny, Claudia A.**; Wantagh, N.Y.; Geo.; CA.
- Sweet, William J., Jr.**; West Chester, Pa.; Poll. Sci.; Pi Sigma Alpha 2; Chorale 4; His. Club 1.
- Tamaki, Dwight T.**; Norristown, Pa.; Bio.; Tau Kappa Epsilon.
- Taylor, David B.**; Braddock Heights, Md.; Chem.; AA Prison Visitation Serv. 2; U. Meth. Home 4; BU Christ. Fellow. 3,4; Intramurals; Prof. Guitar.
- Taylor, Marcia L.**; Fairmont, W. Va.; Bus. Ad.; Delta Phi 1,2,3,4; Delta Mu Delta 3,4; Theta Alpha Phi 3,4; Bus. Mgr. Theater 4; Cap & Dagger 2,3,4. Secr. 3; Chapel Choir 3,4; Chorale 1,3; USITT 3.
- Taylor, Richard J.**; Bridgeville, Pa.; Religion; Tau Kappa Epsilon; Intramurals; RA 4; Chapel Choir 4; Selingsgrove Vol. 1,3.
- Techapaibul, Chavalit**; Brookline, Mass.; Bus. Ad.
- Thomas, Harold W.**; Oaklyn, N.J.; M. Eng.; Tau Kappa Epsilon; Varsity Basketball 2,3,4; Intramurals; ASME V. Pres.
- Thomas, James W.**; Jonnette, Pa.; C. Eng.
- Thomas, Jean G.**; Dundalk, Md.; Bio.; Alpha Chi Omega 2nd V. Pres. 4; Chorale 1,2,3; OHS 3,4; ABS 3; Intramurals.
- Tilbian, Andrea L.**; Glen Rock, N.J.; Bio.; Beta Gamma, Soc. Ch. 3, V. Pres. 4; CA 3,4; L'Agenda 1,2,3,4; Bus. Ed. 4; Mascot 2,3,4; RA 4; Bloodmobile 2,4; Homecoming Queen 4.
- Titus, James H.**; Harrisburg, Pa.; En.
- Torok, Frank S.**; N. Versailles, Pa.; Chem.; Sigma Chi, Interfrat. Council Rep. 2,3; BU Pre-med Soc.; AMCS; ABS Senate Comm. Univ. Reg.; Varsity Football 1,2; Intramurals; Co-Author of Article.
- Torrant, Donald R.**; Litchfield, Ct.; Bus. Ad.
- Trout, Deborah L.**; Branford, Ct.; El. Ed.; Asst. to Track & Cross Country.
- Turner, Pamela**; Convent Station, I.J.; Math.; Pi Mu Epsilon; Chorale 2,3,4; Symphonic Band 1,2,3,4, Pub. Ch. 4; Assoc. for Computing Mach.
- Tyson, Andrew R.**; Southampton, Pa.; Bus. Ad.; Sigma Phi Epsilon; Delta Mu Delta V. Pres.; Students for Nixon; Intramurals; Student Assl. for Accounting.
- Ulmer, John C.**; Millersville, Pa.; Poll. Sci.; Delta Upsilon; Phi Eta Sigma; Intramurals.
- Valenti, Stephen P.**; Flushing, N.Y.; Bus. Ad.; Sigma Chi; Delta Sigma Rho-Tau Kappa Alpha 3,4; Debating Soc. Ch. 2,3,4; Newman Club 4; ABS V. Pres.; Living Unit Rep. 1,2; Dorm Council 1,2; Cap & Dagger 2; RA 4; Senate Comm. on Instr. 3; Bd. of Trustees Comm. on pub. Rel. 3,4.
- Vanasin, Vongbhum**; Baltimore, Md.; C. Eng.
- VanHorn, Andrea L.**; Bethlehem, Pa.; Psych.; Alpha Chi Omega 1,2,3,4; Warden 4; Dorm Council Pres. 1; AWS Senate 1; LUR Alt. 2; Intramurals; Fresh. Camp Counselor 2.
- VanKirk, Jesse F.**; Selingsgrove, Pa.; C. Eng.
- Varner, Richard M. III**; Steubenville, Ohio; M. Cng.; Skydivers Club, 2,3,4, V. Pres. 2,3. Safety Off. 3,4; Bucknellian Photo. 1; Intramurals; ROTC 3,4; Skiing.
- Varacalli, Kirby Q.**; Nanuet, N.Y.; Ed. Res.; Upward Bound; Headstart.
- Vaskov, Eugene W.**; Pittsburgh, Pa.; Geol.
- Vasselli, Mary E.**; Allendale, N.J.; Bio.; Synchronettes 2,3,4; Sailing Club 1,2.
- Vecchio, James J.**; Concord, Mass.; Bio.; Fencing 2; Chess 3; Vol. Geisinger 2; Flying Jan. Plan.
- Vekiaris, Anne C.**; Livingston, N.J.; Classic; Delta Zeta. Rec. Secr. 3; CA; BU Christ. Fellow; PSEA.
- Vernon, James H.**; Westwood, Mass.; Math./Geol.; Phi Eta Sigma; Pi Mu Epsilon; Phi Beta Kappa; Outing Club 1,2,3,4; Ch. Hiking & Camp. 1,2,3; Ch. Cross Country Skiing 4; Varsity Track 1; Intramurals; McGovern Campaign; Sierra Club; Band 1,2,3,4; Collegium 4.
- Vicevich, James F.**; Saugerties, N.Y.; Eco.; Phi Lambda Theta Treas.; WVBU 1,2,3,4, Prog. Dir.; Cap & Dagger 2,3,4; Chapel Choir 1; Bucknellian 3,4; Bucknell Engineer 4 Mgr. Ed.
- Vollmer, Daniel G.**; Lewisburg, Pa.; Bus. Ad.; Delta Upsilon; BU Skydivers 1,2; Intramurals 1,2,3,4; Real Estate & Ins. Salesman.
- Vron, Richard A.**; Valley Forge, Pa.; Psych.; Debating Soc. 1,2; BU Christ. Fellow. 1,2,3,4. Exec. Comm. 3,4; Bucknellian 1.

- Wahoski, Ralph J., Jr.:** Evansville, Ind.; Bus. Ad.; Kappa Sigma Treas.
- Wallace, Floyd;** Wallingford, Ct.; His.; Varsity Tennis; Intramurals; Outing Club.
- Walsh, Howard R.;** Marcham, N.J.; Art His./Eco.; Lambda Chi Alpha Ritualist 1; Skydiving Club 1,2; Outing Club 3; Pub. Book "Lewisburg" 3; Part of Marat/Sade 2; Intramurals; L'Agenda & Bucknellian Photographer.
- Walsh, William R.;** Cinnaminson, N.J.; Bus. Ad.; Sigma Chi; WVBU Sports; Varsity Baseball 2,3,4, Capt. 4.
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Beta Gamma



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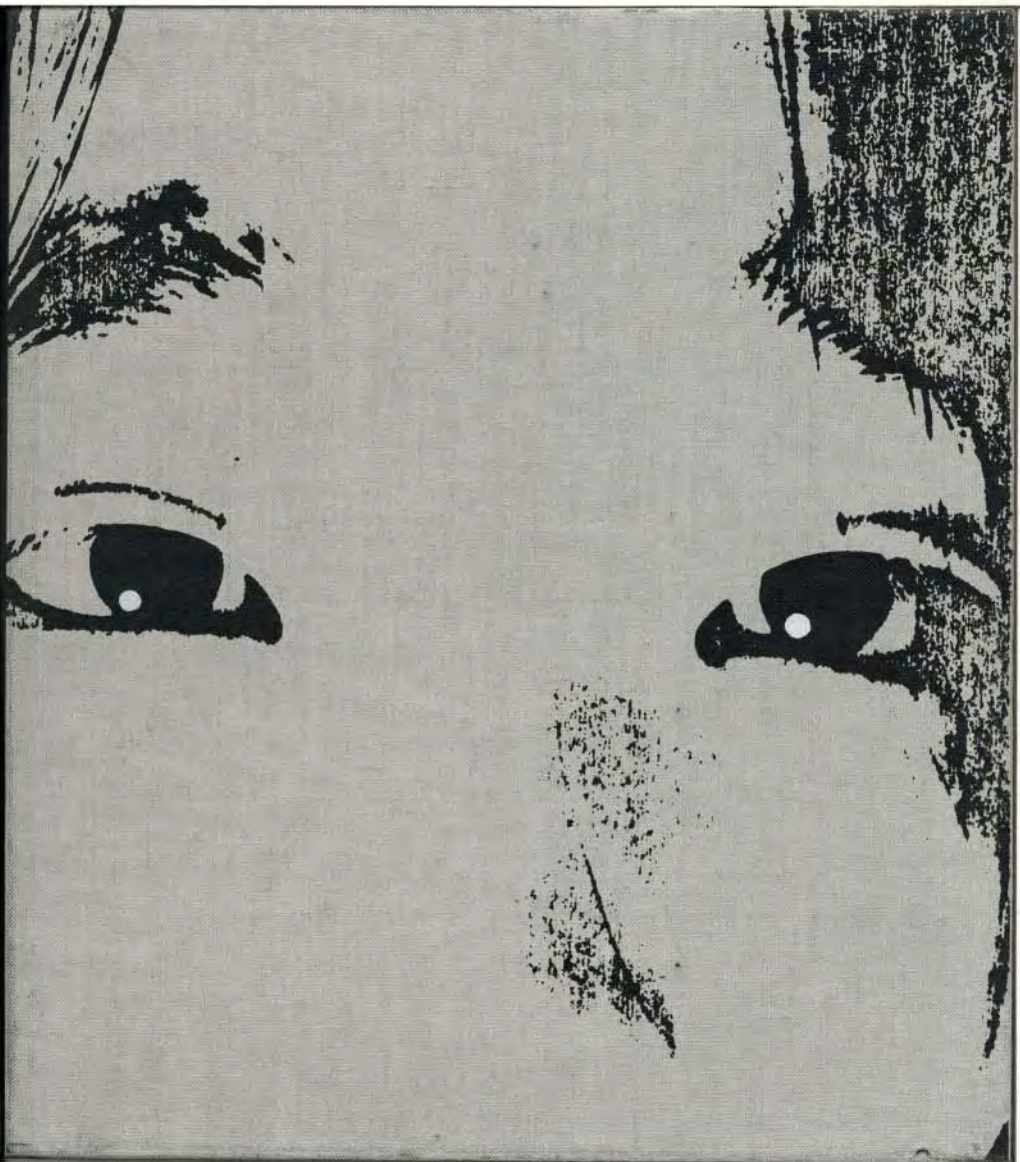
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VOL. 2 THE BOOK

L'AGENDA

where was you at?



L'AGENDA
1974
Volume 2
THE BOOK
IMAGES AND
ILLUSIONS

Bucknell University Lewisburg, Pennsylvania

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Introduction

This book is our expression, as complete in scope as our consciousness. The Book is meant to raise the consciousness of others — to show that there is an alternative to conventional directions.

Our path was unknown at the outset because without precedent, all we had to follow was confidence in ourselves and a commitment to the concrete construction of our imagination. We knew that we had to expose the degree and range of available creative experiences within the context of the actual environment.

Our environment is the people, ourselves. We even unveiled a few who are trying to make careers out of life, in their own way.

The right to choose the course of one's life is our basic concept. It is a profound idea which we perceive as the privilege of all men and all women.

The specific concept of a woman's opportunity of choice, however, disturbs those who fear fundamental changes in the fabric of the conventional male dominant, female subordinate relationship.

Underlining a free relationship is the ability to relate according to mutual choice of person to person. No one becomes free at the expense of another person. No one can justify the subjugation of any individual for any reason, surely not for love.

Our purpose is to reaffirm personal freedom by our exposure of positive images. We do this in hopes of helping to actuate the concept of a community committed to the free exchange of ideas and the free interaction of personalities. In this kind of environment our images and illusions will be constructive and not stereotypic.

Ken Bloom □



Women

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Your voice, so authoritative, so what we call virile, (But No!) drains thoughts from me like water through a bottomless glass. This is new — I am looking new, for new myths — to describe and define my womanhood, my self. Because I cannot yet solidify my questioning and my directioning, you accuse me, with tight lips of being “unmotherly”, and “cold.” Yet perhaps my most creative self is my maternal self. But, let me be full and autonomous; I know now my creative self is variable, complex — beyond any dreams. I am only now, after a few short years realizing my potentials and capacities, which you within yourself, my man, have had the opportunity to explore and develop from your birth. I am no radical. I want only to be human. I do not desire to be like you. I will be different, beautiful — different, equal. I want to give you full blossom of mind, spirit, and body. Oh, but I have so much much womanly growth to accomplish. Don't deny yourself the fruit of my adventure through your fear and misunderstanding of my motives and designs. If I did not love you, I would not separate myself — which I do now to spare you the pain of my search. When we reunite as I know we will, you will find me a woman, truly.

jane Curry □

Someone told me once that a woman has a responsibility to herself to know her body and to develop her mind, to realize her position in relation to others in the world, to explore her potential . . .



Woman as Individual

if she is dissatisfied as a result of her searching, dissatisfied with the reasons she is the way she is, discontent with her inability to communicate, then she must be creative and invent alternatives, construct her own life, be as resourceful as she can — goldfish in glass bowls soon learn to swim in a million varied paths since they tire of rimming round and round. A woman must learn to respect herself before she can respect others, just as she must love herself before she can love others.

It is strange to me that something which is as obvious as all that had to be explained, asserted by my friend. Men know that they are not fully-realized human beings if they do not search inwardly, examining their lives and the roles they seem "destined" to play. They are told to know themselves by Socrates, Sartre, Shakespeare — the greats.

Men are not being kind or magnanimous when they suggest that women should stay in their place and be content — for if they search themselves they will surely be discontent, get ulcers like their men, not want to bring children into this sad world any more, and perhaps even discover that they, too, have aggressive natures. (They will probably stop faking orgasms, too.) Men are not being kind when they attempt to "spare" women the heartaches and hassles of self-discovery. Rather, they are saying that women are perpetual children — to be seen but not heard, delicate mysterious creatures to be pacified with all-day suckers so that they don't cry at inappropriate times.

There is triumph as well as heartache to be found in self-discovery for any woman, even if her only happiness comes from the satisfaction

that she had the courage to seek truth

that she is now knowledgeable

that she knows who she is — her tired, weak self.

her assertive, strong self.

Questioning can be healthy — if women do not question, then their growth is retarded.

Marian Wolbers □



Mary dances with a friend. A dog is a woman's best.

I am a woman! Excited, finding my direction, making my decisions, choosing my options. New, rich options — options denied the women trapped in past generations. See me! I am eager and ambitious. Touch me! I am intelligent and active. I choose to fill all vessels of my potential — to fill all vessels with the fluid of my boundless energy. My womanly feminine energy . . . a powerful deluge. Look at me! Yes! I am mother, wife, lover. I move, open, free. The power of my flood sweeps away all barriers. Look! I am professional, creative, successful. I sing, wildly clear! My professionalism does not desexualize; my success does not demand that I crop my hair not pull the lace from my cuffs, nor smear the color from my lips. I rejoice my body! I rejoice my mind! I rejoice humanity!

]□ □

There are so many selves within one person each emerging and going forth, struggling and compromising. If I can not overcome the apparent inconsistencies of my being this multiplicity will shatter me. Where is the unifying thread of self to be found?

JC □



Sometimes my mind is like clay red wet and soft and long sharp fingers with transparent skin and bulging veins pull and shape gouge and play in the clay my mind's expense dragging redness like granular blood through my ears down my arms and cold legs those awkward forms and through my dry tear ducts the red wetness is drawn over my cheeks and my nose my mouth makes a convenient avenue for the throbbing escape a pool gathers under my tongue is emptied and fills again the pores from which my hair is drawn give way to the red gush and my body is covered and enveloped my hands bearing jagged nails caress and shape molding a new body mindless the heat hostile growing dries me in a new form no mind content empty but calm at last until the rain and I dissolve melting gone away bubbling sifting into the ground the dry earth and a part of me struggles through the sleek slimy insides of a worm and I am free and indigestible and cast up in the sun exposed scattered no longer myself the cycle repeats no longer myself!

JC □

This weariness, weariness. My upper lid heavy and passive lowering, lowering until both lids meet in a remorse closure, eyelashes arching up on top, and down on bottom. This weariness, eternal? I question. Where does this dreadful weariness draw its vigor and strength: Eyes? Still closed, but blinded I die with strain. My arms are still at my sides, but touch me, I'll claw your eyes; my legs are tossed carelessly from my hips, but touch me. I'll kick you. The tension simmers, ready to boil; the tiger pacing so coolly, calmly, the body ripples with grace and stability and then leaps, tearing out your heart. Great gods, your skin is so transparent. Why not cut me up on your wooden cheese board and toss me like confetti, toss me out of your bathroom window! Into the bloody jaws of the wind, cold, chewing, slobbering.



dropping bits and pieces of me, out the corner of his mouth, my heart blood dribbling down his chin into the earth.

No. No. Not that way. I wish I could sleep forever and wake up dying, an old wrinkled woman, and smile through the tears at happiness I had known. Please, Couldn't you let all my wrinkles be memories of golden moments someone else had had?

JC □

I like being me — a woman, a head and body that flow together, all together. That's how I define my womanhood — my body and my mind organically related and constantly celebrating one another. I'm talking about the sympathetic tingles with which my body greets my mind when I grasp a concept or abstract an idea; and the once-a-month times when I menstruate and I'm conscious of my unique organic relationship to natural cycles in the "outside world".

PENNY SMITH □



I feel like smiling most of the time, I'm constantly celebrating the kind of self-communion and other communication I feel, just because of the style of my body. Actually, I'm not really a perpetual idealist, or a cock-eyed optimist, or a happy-go-lucky grinning idiot; I simply recognize and feel good about my unique potential as a thinkingsensing being. The joy of womanhood is that our potential for these kinds of feelings are greater than a man's; our tragedy lies in not recognizing ourselves as naturally altogether and being either physically or mentally exploited.

PS □



When I was a little kid, a 30-year-old person was old, without a doubt past his prime, definitely "used". Twenty was the ideal age as far as I was concerned. At age 13, I remember looking at myself in the mirror — stringy pig-tails, buck teeth, flat chest — and thinking, "Boy, I can't wait till I'm 20. I've just *gotta* be prettier than this then!"

Well. The magic age came and went and suddenly I'm 30. Only when I looked in the mirror this morning there was that same little kid.

Guess I think a lot about time and the way it passes. I stretch my mind backwards and forwards trying to grasp the significance of a year, trying to orient myself in time. It's a way of calculating, I suppose, just how much I have to do by when I'm not going to miss anything along the way.

The little kid in the mirror showed me that "Some day" is today; that people never really change inside, that life always offers beginnings. So I look long and hard at myself now because now is where I really am and have been here all the time.

BRIDGET ALLEN □

I plan details of my life from the major to the picayune. Is it contradictory for a future career woman to have a hope chest? I suppose so, but I don't see it that way. It's pretty dumb to be carefree and let all the good luck fall in your lap, because it won't — unless you drop precious stones from eye level into your lap. That way, if you get diamonds or coal, you've determined your life yourself.

Sometimes I feel I've been rejected, thrown over or put down because I'm strong minded. I've been on campus three years and have done a lot of growing: some things about me have crystallized, my beliefs have modified, but my independence and capacity for introspection are intact.

About the strong-mindedness; I interest people initially (is it looks?), but in discussions I've had uncomfortable moments when I've come off as too opinionated. I believe in debating the issue, not the other people, but frequently the opposition uses what amounts to personal attacks in rebuttal.

My face is scenic but not vacuuous.

NANCY KEATING □



Two things only I ask of life — marriage to a man who will love and protect and understand my goals and fancies, and a career. That is why I am here, studying at Bucknell, not because I'm seeking out a prospective male. Are men yet so self-inflated that they can't view women as intelligent, persevering and able to reach the identical goals?! I am no puppet who is going to fall in love, leave school and settle down to babies and housework and wifishness! Women are people, they love, aspire, hope, and dream . . . I dream of being someone special to someone, and contributing something to my expanding society. I will never be **told** that I may or may not hold a job — that is my decision and I mean to pursue it.



Just one thing to help you see a little more clearly — the guys you have met who have the “audacity” to tell you what to do with your life are stuck — like a broken record — on the old refrain, “I want a girl just like the girl who married dear ol’ Dad”, and you might try telling them “Be yourselves, men, not pancakes from your father’s batter. Batter gets stale so quickly, you know.”

MW □

Men I have met have the audacity to tell me still, that a woman’s place is “in the home” and no wife of theirs will work. Fine, no wife of theirs will — but I shall! When I graduate from this school, fashion school will follow, and then, ideally marriage. Until my joys of motherhood begin this girl will compress all that’s possible into her free time and establish a firm foundation in the arts — why not work at home, eventually become your own business?! Nothing is impossible, and if I toil now then I will deprive my husband and children of nothing they desire. There need not be life on a precariously-balanced scale of priorities. Love is uppermost, this I will not risk, but neither will I go down in the annals of womanhood as dull, proper Mrs. Doe, the 85 millionth.

KIM KOCHISS □

Women-Friends

relations woman/woman I see bitter hostility and cutting antagonism between women a lack of cohesiveness yet despite the ugly feelings there is a real reaching out, an intense desire to **give** underneath it all. But women have lost touch with one another, and the absence of physical contact makes for other kinds of serious alienation.

All of America suffers
this alienation syndrome, woman/woman/ man/man
woman/man man/woman

In America, people just don't touch people though we touch hands when we meet for the first time, our handshake is a stiff and cold salutation in comparison with the kisses and bear-hugs of other cultures. The Italians — a very physical people — are generally a warm, close-knit, together group of people. In Japan, teenage girls walk arms wrapped about each other's waists. There women touch each other throughout life, never lose touch.

When we were little we had little girlfriends and it was not wrong to be physically close. We slept in the same beds together in comfort. Somewhere along the line a gap a growing awariness that our behavior must not exhibit homosexual (?) tendencies. The break in physical closeness causes a gap in communication — orientation away from the natural patterns of behavior causes an acute feeling of discomfort when women get "together".

Today American women are sending out distress signals — they are revealing their need for other women.

admitting it
asserting it.

but they are afraid to touch each other.

When the lines of communication are open, American women find they must go through process of re-acquaintance
re-gaining each other's confidence and respect
re-getting in touch.

It is a slow process perhaps, but once women
re-learn how to

relate

they will be able to express love to each other.



MW □



It makes me sad to see someone as lonely as you are. In a group, all you do is parrot the words of others and laugh loudly about inside jokes you don't understand. You don't ask point-blank if you can go to the movies with us for fear we'd say no — so you just come along, tagging behind and you keep on telling us what we've just said. As

you become more desperate, we become more cruel. There must be a better way. Let's try. We are sisters — I see lonelines of my own in your eyes. Give me your hand — one thing we haven't tried is just sitting down together and talking.

J.C. □

What have I done? We call each other "friends" and yet sometimes you look at me as if you detest me completely, as if I were a raw sore on the sole of your foot. Last night I tried to remember the last time you said something kind to me and couldn't. And I couldn't remember when all of this began, this change. I wish you could see inside my chest, my heart is pulsing too fast, it's swollen and fearful. This ache demands that I ask you why? confront you! But I fear the shrug of your shoulders, the apathetic stare, and no words as if you didn't care — why what? you would say, and I'd lose my heart. You make laughter impossible, you hate my sounds. I'm afraid to move, my movement may disturb you — my awkwardness, you know — my body trembles, I become so clumsy, is my body in the wrong skin? I fear words, what I say may annoy you, garbled and incoherent to your ears. So you mock me, playing upon my weakness — of that you know so well. I have tried to love you, friend, and now you turn on my care with anger and disgust. I should shed my fear, and replace it with anger, but I have never learned how to direct anger. It merely swirls around inside me endlessly, burning away my confidence and all feelings of self-worth dissipate.

So what have I done? Friend?

JC □



This new love between us, should not be fearful
to me but the responsibility I have to you, to
myself, bends my back and strains my legs. I am
too young, my body too soft and smooth . . .

MW □





I was quietly nursing my cup of still-to-hot cafeteria coffee when my friend came over to the table. She was even more animated than usual, laughing, talking, touching. She put her arm around me as she related an amusing incident, and I put my hand on her arm in reply. We finished our conversation and she happily moved on, putting her arm around the girl who was with her. I overheard the girl at the next table as she stage-whispered, "Sure are some crazy people around here. Must be the intellectual atmosphere."

DIANE SNYDER □

There are so many people with so much to offer and each one has something to give that I could never give and I have things to give that are mine alone.

CAROLYN PERNICE □





We dance and as we dance
we begin to sense each other in space
and breathe flowing moving together
setting movements to personal pulses
feel the tightness
the ease



the current between two women who enjoy relating to each other by touching, feeling each other's strengths and pulls, knowing full well how we bend.

Dancing makes it O.K. for me to touch Adrienne, feel her sweaty back and lay my head in the moist curve of her neck.

MW □

I was always vaguely afraid of women in groups. I think it started in Brownies because I was never a giggler — but the worst time was joining hands in the “Friendship Circle” because mine were always sweaty. In Junior High I still faced the same problem. I mean, any girls’ group worth belonging to necessitated some kind of ritualistic hand-holding. I don’t remember my hands being much drier in high school, but it must have been somewhere during that time that they eventually wrung out. I don’t mean that they were any less clammy; I think that I just reach out unconsciously to someone one day because they needed a reassuring touch, and it didn’t matter to either of us that my hand was a little damp.

PS □



Once when I was in fifth grade, my mother laughingly told me, “When you grow up, you’re going to be a feminist!”

“What is a feminist?” I asked.

The answer I got gave me the impression that feminists were a lot like lady wrestlers. Nonetheless, I felt a warm glow inside on two accounts. First, there were grown-ups, legitimate members of the real world, who knew what I knew. And secondly, someone, namely my mother, recognized the frustration I felt at having been born a girl. That was in 1964, long before my consciousness could have been raised by the “Women’s Libbers” who suddenly commanded national attention in the late sixties. It was long before my father’s friends discouraged me from pursuing engineering when I entered college. It was long before I spent a summer as a secretary for a man who asked me, “Why are you wasting your time going to school? If you quit this fall, I’ll give you a full-time job!”

Why, at the tender age of ten, or eight, or even six or four, was I so acutely aware of society’s rarely challenged stereotypes — and the limitations imposed by them? . . . Feminists are made, not born. They are the product of a culture that surrounds its girl-children with exclusively male figures-of-influence, that smile indulgently at the tattered tomboy, saying, “Just wait until you get to “that” age — then you’ll like wearing dresses and perfume.”

To those who are convinced that women are dissatisfied today only under the suggestion of a handful of rabblrouusers, I offer the example of my past, for I was a ten-year-old feminist in 1964.

MEG FRANTZ □



I'm always on my guard, always prepared with an answer to those outside inquiries or suspicious concerning my actions as a black individual. But I've never taken the time to lay aside my defenses and ask myself why . . . why well-meaning questions about my role in women's liberation instinctively arouse the response, "Well it's an appropriate cause for white women; but, the black woman has reason and even less time to devote to such a struggle." The general population has very little respect for instinct, a force which I happen to recognize as a very natural and valid guide for much human behavior. In order for any attitude or action to be even considered by society, it must either be learned or at least a function of psychological roots. In a effort to defend myself against further attack, I have taken upon myself the task of applying logic to my instinct.

One of the methods by which the white American hoped to maintain the institution of slavery involved the dehumanization of a people. The slave was denied everything which, in America, symbolized human dignity. He was denied physical freedom, education, family life; and, very importantly he was prohibited from exercising in the capacity of traditionally assigned sex roles.

The inhibition of accepted sex role behavior and specific implications for the black woman's performance as a slave. She was allowed none of the privileges of traditional womanhood. The black female, unlike her white counterpart, was not placed upon a pedestal to be admired and protected. She worked in the field alongside of the black male. Punishment for any form of disloyalty was equally distributed to both male and female slaves. Even in times of pregnancy, the black woman was not recognized for her female quality. She was worked and punished as would be any sexless object. She could afford little time or material support to her offspring. And the children of the black woman were often sold into slavery. This prevented any display of even the most basic female functions of that era — that of maternal protection and guidance.

Contrary to popular belief, sexual abuse of the black female by the white master was not a white reaction to her sexuality. Rather, it was an attempt, on the part of the master, to further humiliate and degrade the black race. (cont.)

A demonstration to the entire black race of the white man's ability and intention to fully exploit a people. Mistreatment of the black woman was further reinforced by her failure to comply with American standards of beauty. Her short, kinky hair in addition to her large facial and bodily features, merely provided white America with another distinction upon which to base persecution.

Particularly after slavery, the black woman was cruelly labeled as a matriarch. She had been promoted. From a virtually sexless object, she had become the one who not only dominated but who had emasculated the black male. Thus was created the myth of the crude and demeaning Negro woman who struggled to instill social values into the head of her shiftless, no-good man. Reference to the black woman as a matriarch is undoubtedly unfair. The black woman's actions have never been directed toward the humiliation or the emasculation of the black male. Proof of this statement takes us into a whole 'nother thang, which I do not intend to deal with at present. Let it suffice to say that even after slavery, the black woman was treated as an American woman.

During the early and middle 20th century, the black woman made conscious efforts at assimilation. This is how I interpret her frequent use of skin bleaches and chemical hair straighteners. She wanted to be attractive by the standards of white America. It was a hey-day for the lighter skinned sisters. Likewise, black woman with comparatively smaller features and "good hair" were all set for success. The average black woman, however, had neither the time nor the money to spend on expensive creams and hair straighteners. She often had to rely upon cheap, ineffective cosmetics and home-made hair straighteners which barely made it through one night of torrid love-making. I can remember spending the better part of my Sundays getting my hair washed, dried and pressed. All of the pulling and the burning. My mother knocking me upside the head, yelling at me to be still, and me crying. Then the final disappointment when I brushed my straight hair only to find that it had not yet quite reached my shoulders. Needless to say, the black woman never quite made it as an imitation of her white counterpart.

The black woman of the 1970's, as well, is not included within the white population's typical view of femininity. That is, most white men do not approach her from the point of view of her sexual attractiveness. Instead, she is regarded (often respectfully so) as a black individual who is dedicated or at least conscious of her struggle for freedom.

As in the past, the black woman of today is first black and then female in her relation to the white world. A change does, however, lie in the fact that she is a proud and respected human being. She has accepted and learned respect for her differences. She often sports a 'fro and garments or accessories inspired by a much valued African heritage. This new awareness, this new surge of pride is, in my opinion, not the result of the Women's Liberation Movement. It is a direct function of the impact of the movement for Black Liberation. The enlightening efforts of the Black Liberation Movement have served to provide self-discovery to a people whose humanity has been negated. The male and female can achieve satisfaction of themselves as individuals. Love of self and of each other is the obvious result.

The black woman has a plight very different from that of those women who are loyal to the feminist movement. Women's liberation is a result of an effort, on the part of the white women, to free herself from the chains of the feminine stereotype. Such stereotypes have disabled her from maintaining power in a society which she helped to create. She has been treated as a delicate and innocent object to be protected and displayed. Such treatment has been administered by the white men in compliance with his role as a male. The white woman now seeks to bring about a redefinition of her and thus his role in society. In such a way she may obtain equal power in a male-dominated society. As I have tried to demonstrate, the black woman has





not been defined by those female qualities which now suppress her white counterpart. Thus, her womanhood does not impede her progress. Her blackness has been her source of oppression. For this reason, it does not matter whether the powers that be are male or female. The fact that they are white indicates that the black majority need struggle for the security of their best interests. Unless any woman is willing to fight for outside respect for her differences, any rights which she may receive as a woman will be quickly negated by her blackness. No woman can maintain freedom while she ignores the discrimination imposed by her blackness.

Black Liberation is most importantly and essentially about the uplifting of a depressed people. It achieves this goal by redefinition of those terms and relationships demonstrated by white society. More functional and realistic values are thereby established. New meanings are assigned to values of beauty, masculinity and femininity. Interdependencies between the sexes are realized. The female becomes aware that now, as ever, she is free to do whatever she can to secure the

interests of her people. She is not restricted by her femininity or beauty. Nor are her actions inhibited by the black males' attempts to comply with the domination of the traditional male role. Toward the liberation of the black race, everyone's cooperation is needed. There is no time to be pretty and romantic. There will never be time to regress.

In any society, the actions of one group harm or benefit those of the others. Women's liberation is a valid movement for America's white woman. The realization of its philosophy has produced reforms. To the extent that she utilizes these things wisely, the black woman can benefit from them. But it must be understood that before the black woman can begin to take advantage of these benefits, she must be motivated by self-awareness and direction; otherwise she is bound to the indiscriminate use of these reforms. So we return to the greater and more basic need for Black Liberation.

GLORIA BOYCE □

Mother-Daughter

Freedom is, to a great extent, contingent upon the amount of control one can exercise over situations. For women, control over their biological functions is an important step forward. Without birth control, it is doubtful that the drive for equality would have a chance at all, unless infanticide became acceptable. Yet, the problem of acquiring control is far from solved. The man who goes to bed with a liberated "chick" who's on the Pill — thanks to the scientists who made it all possible — checks out the convenient curves of her body, a body to do with as he wishes. She does not have a name — she is referred to as the liberated "chick". Or perhaps in his mind she has a Penthouse name like "Darla" or "Cutesy." Whatever happened to her full name? her person? her total being? The instructional booklets on how to use birth control methods should state a few important forgotten "details" like "Your body is yours" or "You, as a member of the human race, have every right to make decisions." Simple, but essential.

Bucknell women are made aware of available gynecological services by counselors, friends, or the Office of Human Sexuality. There are Bucknell women — unmarried — who have had babies. There are Bucknell women who have had abortions. There are Bucknell women who have been raped. No matter who the man was, it was the girl who "got in trouble." These women have been physically forced to confront their biology and try to make sense of it all. They, probably more so than other Bucknell co-eds, know the importance of having control over their reproductive organs, and they realize the necessity for health services to cover their needs. Bucknell men? Naturally they support gynecological services or they would be cutting their own throats.

At any rate, the fact that contemporary women, Bucknell women in particular, are thinking more about themselves, about motherhood, about feminism, does not automatically mean that women are rejecting motherhood or their biological selves. It means that while they are thinking about their possible future role as mothers, they are keeping in mind that there is more choice involved. Because of this, there is more thought evoked, more serious deliberation. It means that women have the right, the option, to be a mother or not to be a mother; it means that when women have babies in the future, the babies will be wanted — they will be positive entities — born of the awareness of their own mothers.

MW □

She likes her courses and she's heavily into her major. She's thinking of taking the foreign service examinations in her senior year and she'll probably travel for awhile and write her books, do whatever she wants to do. She's busy all the time, almost too busy to write letters home — involved. She's involved in women's groups and the school paper and her friends. She likes to have a good time, throw her own parties, go to coffeehouses, take walks all over town. She likes the town. It's safe, she says, and the people are friendly. The houses look warm to her. She stays up till 3 because the hours are quiet and her mind is sharp in the early morning.

She folds my letter and slides it back in the envelope. It won't slide in as easily as it came out so she unfolds it again and forces the paper back into its original creases.

My mother places it in her worn black pocketbook and looks out the window above the sink.

MW □



My mother and I have always been very close, perhaps because we are both women who are very body-conscious; we touch a lot. I see our mother-daughter roles reversing at this point in time. I think because she is fifty years old and feels that all she has to show for those years is two children; she feels mindless, like so many women of her vintage. I have found that she needs a certain amount of motherly warmth from me, which is difficult for me to give sometimes when I feel unsure of myself. But we touch more often now than ever, and that helps.

PS □

I have never asked my father, the physician, the poet, the musician . . . no, I have never asked him if my mother held me, her first female child, to the warm fullness of her breast. She was twenty-four when I came, and I was eighteen hours coming. (My grandmother told me that after the labor she looked like a Jewish washerwoman.) Eighteen months later, she began dying. Then I'm sure she must not have nursed me; for she then would not have been passing on through my trembling pink oval the flood of her life — for the source of her strength would have become poison — anemic, white turned to gray, dying cells. Her breasts must have dried up and perhaps sucked themselves inward to her heart, struggling to conserve, at the expense of her femininity, in her life, her humanity. Her arms and legs shrinking, her uterus shriveling, that sicklied blood might not have so many miles to travel.

Mother

Wet hair plastered, dark flowers against temples
Wet between breasts, wet wet cheeks
Moist kisses, saliva drip-drop
Wet puffs of breath, quivering lips
Wet thoughts pour and swim, tiny silver fish
The dam is loosed

My mother is land denied rain. My mother is rain with no where to fall. Coughing, blood on her lips. Pus draining from swollen needle sores. Too weak to walk, her muscles all relax. Her urine seeps from beneath her, drenching the bed. And tears. With my hands, I cover all her body. I absorb her, soak up her waters. I walk and swim stronger then, taking powerful strokes.

My mother. Her presence. Long and hard hatred . . . the denial, the leaving. Step, step back, back from my hatred, and pause now, close my eyes to feel her, let her feel me! I am trembling. My waters are storming. And will you take my hand, Momma, will you give it to me? And, oh, yes, yes, she does! She wraps her arms around me, I feel her! She presses her cheek against mine and our tears sing wet down our faces, and she gives and gives and gives! My love-blood warms and thickens. I turn myself and looking back, feel much more than ache now. She, who I thought was never there, has always been here, holding me tight. Part of me! Inside me! An embryo! I nurse this gilled life within me; this inner life sucks upon the nipples of my love. My own womanhood, now unfrozen, melts joyously, bleeding rich nourishment. I can feel the swell! I will live fully for two lives! Yes, my own and hers, her life denied blossom. I am a mutation, a double bloom, flooded in natural light. I am my mother!



Blossoms! Petals! Yearning, trembling, breathless selves! Life immersed within life . . . I am infinite.

I float upon a cool-warm lake, a rippline azure expanse, soaring, glistening. I am all music and sing between the lips of undulating waters. Laughing, each self-life dances to my song, blossoming forth from under the prismatic water, sprouting from roots curled deep into blood soaked earth, thrusting high into the bright embrace of light.

My petals are all colors, my petals are one color. Whirling with the tune, the wind touches me, fluttering my red velvet selves, and soon intoxicated by my sweet perfumes, she gathers and carries them on, covering the land with my moist good odors.

Protective calyx, little house-boat, my petal selves snuggle warm, tucked in your breast. Like a mother, like a womb, you let your children slip away when it's time. Petal by petal, they drop and die, sliding into the dark wet arms below; and in richness of your red soil, they embrace, turning to humus, and are sucked up the roots and stem to be reborn another color, again, and again.

And if my roots are cruelly severed — then I will use my stem as a rudder and my petals as sails and I will gather the waters and the winds to my heart and they will listen and obey me and I will make new roots again, again. Mother! See me sail!

I open my arms, wide and high above my head, spreading my fingers; and I stretch until my nails scrape the face of the sun, and I kiss its hot cheek and then I gather myself in my arms. I rejoice my body I rejoice my mind! I rejoice humanity!

JC □



If you are my Mother then do not say you have nothing more to teach me. I need to know that I can still reach out for you. I am not ready to sever that cord again. And sometimes I wish you could say just one word to call me back inside you. Your body has been peirced, but these strangers waiting with their bows make me freeze like a target. Before they take aim, hold me to your warm breast once more and say you will keep me from harm. But I know that, after all, you need to have, not be, a Mother. And I want Her to be me, to feel your life ripening in my belly, to bear you. For I have discovered that women are born two times. Once in their own mother's agony and once more in their Daughter's grateful store of love. My arms are the only womb that will hold you now, but you can still be my child, just as all women are all others' children.

PS □

There is a lot of fear exhibited by men with regard to contemporary women as wives and mothers — fear that if women learn too much, they will not be satisfied with their role in the home, fear that if women compete, they will lose their passivity and their affectionate feelings toward their children, (womanly virtues which are reportedly inherent), fear that the perpetuation of the nuclear family — and indeed, the species itself — will be in jeopardy.

Scare tactics have been used. A German scientist named Moebius wrote that, "If the feminine abilities were developed to the same degree as those of the male, her (woman's) maternal organs would suffer and we should have a repulsive and useless hybrid."

Then there is also the opinion that when women are encouraged to be competitive too many of them become disagreeable. Perhaps some competitive women are disagreeable because they are told that they are oddballs in American society, or perhaps they seem disagreeable because they are approached with, "You're the exception, competitive woman. You try too hard so your children must suffer." If before-our-time women hadn't broken out of the home to work long, inhuman hours in factories, their children would have starved, and to that perhaps those concerned would say that the competitive, working female could be considered maternal in the absence of a father-breadwinner or in the case of a depression.

I have heard the term "maternal instinct". I have heard men argue over the possible effects of feminism on the "maternal instincts" and the affectionate nature of women. If the maternal feeling is common to all women, then it does not follow that a woman who is a feminist is less maternal than another woman. (Nor is she more inclined to beat her children.) Then again, if the behavioral scientists discovered that feeling about not wanting children will feel better. The constant factors seem to be: that women can bear children

but they do not have to (providing they have effective mechanical or chemical control over their reproductive system)

that women who want children

that women who give birth to children

do have feelings which are unique to women because they have provided protection, nourishment, care for their children from within their own bodies.

that there are always mixed emotions with regard to childbirth

(and abortion — but that is another story)

there is confusion, uncertainty, elation, a tremendous sense of responsibility and other assorted feelings.

MW □

Sometimes I cradle my arms against my chest and tilt my head in a loving angle, and my first born lies in my arms . . . a wealth of pink softness, a treasure of ripe beginnings. Listen! and I lower my head close to the baby's warm red lips and listen! listen! quick breath, puffing warm, lips wet and drooling, hairless, pure, fluttering lids, so close against my breasts, the willing source, the dew of life . . . your soft hands clenched upon your tender chest. See those tiny nails, fragile and innocent, oh sweet love, Love, love of my own, how many faces will you scratch and bloody with those tiny nails, how many breasts will you sear and split, a knife in your palm? Love, love of my own, how many blasphemies and clouded cruelties will flood through your lips, how many souls will falter in the ice of your gaze? Oh eyes now closed. Such peace? Such peace in my arms now?

JC □



Women-Men

When the woman enters the system as a freshman, soon she will experience a rite of passage. Until these experiences she will be primed. There are two obvious paths. She must participate in the pre-emptive system as socialite-sorority member or make it similarly with the guys through other means. She will be impressed into attending the cocktail party, and here she must make it somehow even if she loses control. (Later she finds out one way or another that some fraternities draw up "bang" lists after such parties, listing those who are "available" for a good time in the future.) If not, then she'll be a quiet wallflower with a small circle of friends — quiet and unknown. She may have to study hard to make sense of her purpose. Must she wait hopefully for her being freed from some frat Prince Charming?

There is an alternative and it is time for exposure. Women must know that they may choose the course of their lives and have the right to speak out and exhibit strength. They must know that once they choose against convention they won't be punished somehow. A woman must not fear alienation if she is without "her man."

If a woman fears life without a man, she may never realize herself. The fear of loss will always suppress her expression; the consequences will poison her later in life. She must see herself in relationships with others — as herself in relationship with another person, not herself in terms of conventional woman in relationship with a dominant male.

We, as members of a questioning, hopefully progressive society, must see it all as person to person. If we can participate in freeing people from the fat on their relationships — if we can strip the expectations, assumptions, the external rules and restrictions that we place on one another to protect the personal investment, we will allow love to be the emphasis, allow personality and self to flourish.



KEN BLOOM □



One day one of my friends told me that a bunch of them had been talking about how it was really great that I was a feminist and all but that they were a little worried that my feminism would get in the way of my relationship with a certain guy, as though in order to relate to a man I had to stop being a woman.
DS □



I

are you afeared of dying
but pray harder and you won't
you appear to honor me a light
bulb — lips pursuing my shoulder
blade i a moth and
you praising a freckled wing

II

obey me and come worship
your electricity keeps vigil
illumines the fringes of
early dusk i will
jump up to light a candle
to ward off the lilith in me
this jumping flame keeps away
a danger of your burial
just in case you should love me

III

i seem to be hesitant
understandably to
mention it
outside of my nocturnal context
but nothing negative can happen
to you in this case
guaranteed i can't let it
i want more from you none less
than this here
i do not miss the power you
have temporarily kidnapped
leaving only my self
no wings only antennae
pick up nuances and
stalwart remarkably steady eyes
you do not flicker easily and
i am more likely
to be burned than you
before i collapse white at dawn
NK □





How terrifying it is to hold a man who is weeping because of you. How frightening, how heartrending. A man so moved by you that his body is wracked with sobs. A man who never cries, who has been saturated with the idea that real men never cry, but then finds himself uncontrollably sobbing — what do you do when you are holding that man in your arms? What do you say? What do you think?

I said that tears were good, that crying was good, that people should cry, that crying would help relieve him, that there were twenty years worth of tears bottled up inside him, that it was about time he cried. I asked him how they could have taught him such a perverse idea that men never cry, and I assured him that he was an idiot to be ashamed, a fool, an idiot, and reminded him how crying was so close to laughing, and he laughed all the time so why not cry? I said all these things and more, I whispered a constant flow of thoughts to him. I was so desperate, so frightened, so awed at seeing a human being stripped of all defenses, of all the coarse outer layers needed to survive.

And I kept wondering to myself, as I held him and whispered to him and tried to comfort him in my inadequate way, why **can't** men cry?

LAURIE RUSSELL. □

I put my arms around him and stroked his hair and tried to brush away some of his suffering. He said that he felt better, that it didn't seem so bad, that he loved me because my understanding absorbed his frustration so that he could put the pieces back together. Then he wrote his paper. He told me it was good because I had inspired it.

How can I tell him that I hate having inspired that paper? How can I say that I hate him for taking my caress and writing it down? Because I know he told me those things to make me happy, but just once I wish he would say that he loved me because I was intelligent or witty or ambitious or successful. Maybe it's because he can't love me for the things I do for myself.

PS □

A woman who seduced me signed peacefully afterward. She told me I was passionate. I wondered if she felt my tension, and then, how many moments she would have like this. While she lay I removed the motionless hand from her breast and the heat billowed from the sheets. My sweaty legs were chilly to touch by my own hand. I wondered if she actually felt me warm.

Some woman told me that she had the right to love one man. I immediately thought of a pornographic movie I saw, where two girls were satisfying so many guys with expressionless coming.

Another woman told me that her life was her own. She asked me if I would follow her. I immediately thought of a highway motel bedroom with a TV at the foot of two separated beds. Above the TV was a gold framed mirror. It reflected the plastic asymmetrical scene, since I sat alone unmoving on the end of one bed.

A woman friend spoke clearly to me once about each change that was part of herself. We sat down in a bar to lean against a table. With a diluted scotch in my clutched hand I nodded my head understandingly. I knew what she said sounded so clear. I thought of myself seeing as she spoke of her insights. She told me she had no man and was not taking the pill anymore. I knew she was my friend and I asked her to stay the night. We spoke about women and men and how some men really don't like women. Then I seduced her. She is a big woman and I thought she was out of practice. We finally finished and she told me that I really must like women. She seemed satisfied before she left in her car. I remember her straining face, her eyes closed and her trying hard to make sure that I could care too.

A woman whose life became mine for an instant while we were alone in the ocean used to feel as if she wanted to die. Unhappily she cried that all her relationships brought pain. She could not give enough and everyone expected her to come at least halfway. She waited for me to become involved. We often talked about love. I insisted that it was not oppressive. She preferred to be careful and alone. She did tell me once that she would let me have what I was looking for. I wondered why it couldn't be more feeling than that. We did sleep together and my answers to her riddles of

how to make a relationship impressed her. Once we made love and I saw it in her eyes. All night I stayed awake happy to know that I'd reached through to her. I fell asleep anxious for the morning to make love again. When my eyes opened she had gone.

Recently I went out to an acid discotheque and I immediately noticed an image of a girl in the room. She danced like this woman I know and it wasn't till the night was over and the lights went on that my spell was broken. The woman still writes to me about the failure of her relationship. She is looking for the ideal one but in the meantime she is seeing someone with whom she'd rather not get too involved. She asked me if it was all right "since the two of them knew it was only casual from the outset, right?" I only can sit and watch the image of her smile and the lines of heavy mascara, while the tears dissolve her from within.

A woman who loves me pulled me close. She is powerful and her hands are small. Her flesh is smooth and I know these same hands slave in a laboratory chancing chemicals instead of bathing in lotion. When we make love she does not always play with my body. She closes her eyes as tight as she presses against me. I don't see her often so I know she is making her moment an eternity. I wonder when she'll have to go again, and why can't I be part of eternity.

This woman I love asked me if I would ever see her after this time was over. You see, we all go our ways. I continued to wonder about it in the evening darkness long after she lay asleep. I tried to take the heaving breasts from my eyes so I closed them tight and shook my head. What are you alone I asked myself. I thought of an early moment, dawn, as she arose. Then we could talk. She told me there are moments of solitude she treasures. I denied solitude in fear of being alone. She told me that she knew my strengths but could not respect my weakness. I believed her quietly and pressed my face against the soft warm flesh of her breast. I pulled the rest of my body tight against her. I tried imagining myself enveloped and yet I thought to look up into her eyes. Time won't lie in comfort next to your body I thought.

KB □

Lonesome I sits
in the shade.
Lonely me knows by myself
that we loved,
Once and together. I tried
In me lies a seed waiting
by darkness, a
memory in purple array and
radiant corona.
Proudly standing alone.

Passing brave blossoms I paused,
taking her hand:
Reflecting, "even a flower
needs love,"
"A weed," she said.
Dust settles over that path
where sun rays
warmed the trees. And where
we laid,
Leaf carcasses remain.

KLB □

and when we rise, still tired,
to stand drinking coffee side by side; and stare out
the kitchen window
you ask me: why are you here? confused and gray,
and I remember, like a secret,
the joy in your face as you watched me
when you thought I slept, and the way
my arms tightened around you
suddenly, as a child starts and moves in his dreaming.
SARA MILES □



Women and Professions

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When someone complimented Claire Booth Luce on having a "masculine" mind, she replied, "I must refuse the compliment that I think like a man. Thought has no sex. One either thinks or one does not." But the fact remains that women who think and wish to assert their thoughts are all too often "praised" for thinking like men — and then are rejected as women. This dilemma has special implications for a college woman since, as a member of a supposedly liberal and intellectual community, she is encouraged to perform well academically, but her femininity is jeopardized in the process of vocalizing her intelligence.

So a woman college student, particularly at a coeducational institution, is faced with several alternatives as to how to deal with her ability and is forced to choose one of them. She may choose to voice her opinions and adopt a careless attitude when she is denied from her sex, or she may merely remain silent and be looked upon with favor for "knowing her place." Neither of these alternatives are viable, however, for the woman who is proud of her sex and recognizes the special problems she must face as a woman. The first choice represents the unfortunate fact that, consciously or unconsciously, society connects certain characteristics with one or the other sex. Although there is nothing inherently masculine about ambition or success and accomplishment, they are often defined as desirable male traits and regarded as unnatural for a female to display. This attitude leads to the demeaning stereotype of the female executive — she is an "old maid," unattractive, loudly aggressive, and wears tweed suits.

To choose to remain silent is equally as frustrating for a woman who is aware of her own potential. Her silence represents a compromising of her abilities and an abdication of her human facilities for thought and the right to voice those thoughts. How many times have we women been told not to perform too well in order to protect the delicate male ego? But what about a human ego; why should a woman deny her individuality — either as an active consciousness or as a female — and live through and for others (namely men) and not for herself?

I was talking to a friend the other day, and I told her how insecure I felt intellectually with men. I have women-friends who are very intelligent, and I respect them for that, but I've never felt inferior to them in any way. A man — that's a different story. I know some men who can really be put-down on that level, and I resent that terribly. It makes me feel you don't belong in think territory.

KATHY BECKLEY □



When we sit down to talk, our artfully gilded masks grow excruciatingly taut and we are made to feel uncomfortable in each other's presence. It is no wonder why men feel that women are only capable of indulging in gossip and petty conversation. We look hard and superficial only to disguise the hurt and frustration that lies beneath our "stone-wall" facade.

ROE BRUTICO □

overcome with the "unnatural" desire to speak during a class discussion. I experienced the excitement of contributing part of my knowledge to those who for so long had been adding to mine. I refuse to give that up and to thus capitulate to societal expectations when they are suppressing my individuality. I have also discovered that I have not had to reject my feminine identity in the process of "succeeding," although at times I have had to face the fact that many other people regard the mind which exists within a female body as somehow less valuable than the mind existing within the body of a male. But as Clare Booth Luce points out, thought has no sex, and although obviously my femininity is part of the perspective from which I speak, it does not give negative value to my thoughts.

PS □

One Friday night a girl sat by herself in Swartz Lounge reading. The front door made its characteristic crunch of admittance and she heard rowdy male voices and the stamp of heavy boots. Although she continued reading, she was aware of the guys proceeding through the lounge to the other door.

"Look — a little intellectual", she overheard one of them say. Startled, slightly injured by his derisive tone, she looked up at them. Maintaining their laughter, they bunched hastily through the door while she looked down at her book without reading it.

LR □

I have found myself wishing wildly for supporters in certain classroom situations. In one case I had an English professor for a composition course who, on the first day of class, wrote the words "female" "feminine" "womanish" "womanly" "womanlike" and "ladylike" on the blackboard as part of his discussion on defining words. He then very solidly gave rather antiquated definitions of the terms and then proceeded to denounce the "women's libbers" and declared that they were only a small frustrated group of women who were given too much publicity by present-day irresponsible journalists. He spoke about women throughout the semester and he assigned us essays written by men (e. g. "The Educated Man") which occasionally referred to women, but they were treated as "others" and in Thurber-ish ways.

I was still new to the school yet, and I was afraid to be too outspoken because it didn't seem to me that I had fellow students supporting me, backing up my argument. Also, I wasn't sure if it really was worth it to argue the point because I was afraid to be a "marked" student, afraid that my personal opinions would count against me when I handed in assignments.

As it was, I sort of beat the system by waiting around until my grade was a pretty solid "A", and then I turned in an essay on the effects of a sexist society on children; the essay focused on the argument that children are not allowed to develop to their full potential as people because of the restrictions imposed on them by rigidly defined sex roles.

Was it really beating the system? I think maybe I just wanted to prove something to myself, that I was not afraid to let my views be known. Still, I would approach the situation differently today. Because of my involvement with women's groups on campus, I know basically who can be depended on for support, other women who have indicated that they felt as if they were second-class citizens in a classroom. It happens when your Philosophy professor smugly asks, "Why are there no women philosophers, ladies?" Or when you come here for math — hopefully to go into theory or research — and you are advised to go into teaching. Or when you are told outright that you "don't have much of a chance" majoring in Chemical Engineering.

If women study too hard, their intellects may be appreciated but socially they are "out of it"; hence they will "never make it in the real world". If a man devotes the major portion of his time to his studies, he may be a bit of a "stick in the mud", but basically he is just preparing for his future. In short, his behavior is more excusable: after all, he will most likely have a wife and children to support in a few years.

The difference is that while both men and women can be "devoted to his/her studies, the women are the ones who are "too concerned" with their studies. This brings us to another basic question: why are women in college anyway? And, in particular, why are women in Bucknell? It is nearly impossible to find a woman who will say, "Yes, I came here to catch a man." Through talking personally to women on campus, I have found various responses to the question, "Why are you here?" They range from clear-cut solid responses to vague I really don't know.

The clearcut solids all tell me that their work, their study, is of primary importance to them. Most of the "solids" know basically what they want, where they're going. Most indicate that they must be financially independent, must be autonomous economically. A woman I know replied, "to learn, to become disciplined, and a basic lack of confidence in myself." Perhaps the women-fear-success theory has been proved statistically true, but it is true, too, that many women have never felt compelled to succeed in



the same manner as men. The impetus to achieve must be self-innovated in the case of the woman, while the man feels pressure from outside forces.

I still have many questions with regard to the motivation of college women. Could it be that some women are here to get a college education because a high school education is no longer considered adequate for middle class youths of both sexes? Are some women here to learn just enough to "keep up" intellectually with their husbands? Or perhaps some women go on to higher education in order to have "something to fall back on in the event that _____". Fill in the blank with "husband dies" or she gets a divorce" or "she must go to work in order to send the kids to college" or maybe even "in the event that she finds something missing in her life, she can go out and do something about it." More and more, you find middle-aged women in college today who are known as "mid-career women". This phenomenon occurs when the woman decides that she wants to go back to college, even though she may have children in school. She returns to further her education not to find another husband.

MW □

I was talking with a friend and somehow the subject of physics was mentioned, and it dawned on me that since I had never studied the physical sciences in high school, I really had no idea what was meant by physics, that I didn't know what was studied when one studied physics. So I asked him to tell me about physics, and he did. I listened; and realized that the approach in physics was a whole new way of perceiving, being and living in the world; a way which was totally alien from me, and I wondered what difference it would have made in me if I had been introduced to that type of thinking before. I wondered if it would have made a difference in the way I approach the world.

I come to the world emotionally and subjectively from my inside-out, and taking what I find outside-in, which is where I digest it. Everything I encounter becomes a part of me, and is flavored by what goes on inside; and being internalized they are imbued with emotion. Listening to and analyzing the kind of thinking that is involved in studying physics made me see the study of the physical sciences as a process of keeping the outside outside, not digesting it, but rather intentionally keeping one's distance from it in order to analyze, not integrating the outside with the self, but rather holding it as knowledge. And I wondered if I had been introduced to a scientific mode of thinking at an earlier age, I would not now invest so much of my experience with emotion.

After that discussion with my friend, I became conscious of the fact that my experience in an all-girl's high school, whose curriculum emphasized the humanities and social sciences and limited my experience with the physical sciences to Biology, nurtured the way I, as a woman, approach the world — rhythmically from within, subjectively, emotionally, softly . . . And conversely, my male friend, whose experience with physics, chemistry and mathematics was broader, seems to come to his world objectively — intellectually and at a distance.

JANICE MURAKAMI □

I realized rather quickly that I could spend the rest of my life being defensive about my sex or I could just do well at whatever I did well at and not worry much if I flopped sometimes. The more often I felt successful at something, the more often I recognized that, after all, I didn't have anything to be defensive about. I guess it's more like I defend my sex — because we're worth it.

Someone else thought I was worth it because I was asked to do an honors' thesis. I thought of it as my golden opportunity to make up for a serious gap in my college education — I mean, I'd been an English major for three years and hadn't been assigned one book written by a woman, and I knew for a fact that there were a few daring females who had ventured to put a pen to paper. Having chosen Virginia Woolf as being a reputable author and well-known enough that it would be hard to deny having at least heard the name, I went in search of a sponsor.

The first person I approached informed me that he didn't think a woman made a particularly interesting topic for a lengthy study. He wished me well in finding a sponsor and assured me that someone would think it a worthwhile project.

My second potential supervisor listened politely and then said he was inclined to think that I really ought to compare Mrs. Woolf to a male author — to balance the paper. I thanked him politely for his time and as I was closing the door, I asked him if I had wanted to study James Joyce would he have been inclined to think that I really ought to compare Joyce to a female author — just to balance the paper, I mean. I heard him stuttering as, undaunted, I approached a third door. This one opened onto a scholar who was interested in studying literature and not too worried about the sex of the author. Aside from the fact that we're teaching each other some fascinating things, it's a relief for me to discover that someone can answer Edward Albee's famous question with a resounding "Not II!"

PS □

I don't have to compete with a man for the position of a preschool teacher — not yet, anyway. But I've been in situations that if I feel confident in good ideas I have, and present them forcefully, (which I have a tendency to do when I become excited). I'm penalized for being an aggressive woman. It infuriates me to think that I must succumb to a sugary stereotype in order to play sexual politics with men. I can't. And I resent other women who do. It keeps perpetuating a ridiculous myth. Do you know how old I was before I came to realize that WOMEN had egos??? I'd be ashamed to tell you.

KB □



The Home

Recently I read a newspaper article about the court decision to allow girls to play Little League baseball — on a trial basis — because technically the Little League is supposed to benefit the whole community. The National Organization for Women played a major role in the decision and were elated by their victory, but there was one woman, the mother of several Little Leaguers, who announced that she and several other women were going to take the kids to the beach this year because they were so disappointed by the decision. With regard to the N.O.W. women who fought for the decision, she said something like, "What do they know about being mothers? **We're** mothers!"

I tried to understand her embittered feelings toward N.O.W. and I realized that the women's movement has had an alienating effect on mothers and wives, women in the home, because it has been so often equated with the equal job opportunity idea. There is an understandable tendency for the housewife to feel resentment toward women who seem to be all fired up about working, getting a job which will fill their needs, and competing in order to achieve personal satisfaction. It is understandable when housewives feel resentment toward feminists if they feel that they are being look down upon because they are not "working." Unfortunately, the media perpetuate the myth of women's "libbers" as briefcase-carrying tomboys who never grew up, or women who sleep around or women who hate housework and babies, dresses, and probably men, too.

It is difficult for housewives to relate to such stereotypes, obviously. What they don't realize about the women's movement is that it is for them, too. Any housewife who has been asked, "Do you work? Or are you just a housewife?" is led to believe that the hours she spends in the house are really not worth mentioning at all, and she may or may not accept this.

Actually, being a housewife is a very creative thing, a career in itself. Certainly, bringing up a family can be a tremendously fulfilling experience. This is recognized by the women who call themselves feminists. Feminists are simply saying that the decision to become a housewife should be a **conscious choice**. Only when women are aware of the options open to them can they decide upon a career that will offer a satisfying future to suit their individual needs.

MW □



Very smart people live in the houses on our street. The men are all clean and clever with words. The women are all involved. The children do the best they can.

We do not fit in and because we do lots of things with our hands and have no children and are friends with the funny old timer next door and always set extra places for supper and on Sundays (which should be spent reverently reading the New York Times) people can't understand how we can live in such a madhouse.

I am not a cerebral person, nor am I "liberated" in the upper-middle-class-sense of the word. I am, you should please pardon the expression, a housewife. My life is accordingly uncomplicated: yesterday I learned to tile a shower. Day before I did the income tax. Today I skied down a Pocono. And tomorrow I will spend ALL DAY out in the sun scratching the garden, wiggling my toes in the cool dark soil, thinking about how sinfully sweet and warm a cherry tomato squishes when you pick it right off the vine with your teeth.

So when I walk down our street in the clean morning sunshine past the empty houses and gardens, I remember how it was when **my** house was empty, and I smile.



I'm thirty-three years old, and **I'm moving** — two terribly exciting words to me. All of a sudden, after years, (four? five? nine? ten? how many?), you realize your life has come to a total STOP. You don't read, you don't do, you don't think. You've been too busy trying to fulfill the overwhelming role of wife-mother-teacher-lover-nurse etc. ad nauseum — that society places in front of you. Oh, I DID, but when I think back, I really didn't do for ME. I just accepted the duties that came along. If you want to get technical, yes, I did choose to get married and have children and become a teacher. But, did I? I was the type that slid easily into the things nice girls do, and never had the courage or desire to question any of it.

Now, I am! And I feel like I'm entering into a second adolescence. When it began, it scared the hell out of me because my first was horrendous, and I thought that would do it for life — when I just get to be an "adult" and have a nice home and family, I'll be there. I wasn't. And the same feelings of fears, insecurities, discontent, and what's-it-all-about descended upon me again. For several years I tried to cope with these feelings myself, never really confiding in another person, not even another woman. I felt terribly alone, very unstable emotionally, and afraid.

Now, I find that personal relationships are a necessary part of my existence. I became a member of a consciousness-raising group over a year ago, and find people stimulating — but only on an un-superficial level. The first time I unburdened myself to another woman, I felt relieved, yet totally vulnerable before someone else. It's terribly difficult for me to do that; I guess I'm more proud and self-reliant than I realize. But it was the beginning of becoming for me.

I know that "some day" is today; that people never really change inside; that life always offers new beginnings. So I look long and hard at myself now because now is where I really am and have been here all the time.

BA □

KB □



How dare I presume to raise a child,
when I am just a child myself?

BA □

When things are bothering you, you talk about them. Get them out. Find some perspective. Then act to change them if they need it. That's the way my husband and I have always done things.

One day, much to the dismay of the household, I read some articles from **The First Ms. Reader**. With no malice of forethought, I found myself comparing my personal situation with those truly oppressed women who were the subjects of the articles. True, I recognized a few signs in my case which indicated that my "role" as housewife had been dictated by a sexist tradition.

This did not surprise me. But what **did** surprise me was the conspicuous absence in my husband of most of the symptoms of a terminal case of male chauvinism. We are ahead of our time, I thought. But even so, as I read, **little** things kept nagging at me, needling, and pointing very tiny but very sharp accusing fingers at us, yes. There were **little** things which smacked of sexism. (The human nature in me deftly overlooked the **big** things which didn't.) The more I read the more steamed up I got till I decided we had to have it out. So one day at lunch I challenged.

"Do you or do you not consider the work I do around the house beneath your dignity and/or if not totally unimportant?"

"Oh God! Burn that damn book!"

"I wish you would read this damn book and tell me what you think of it because you are a very reasonable person and I value your opinions." (I knew the articles would appeal to his sense of reason and his basic desire to treat all his fellow people fairly.)

He took a deep breath and launched into a well-controlled statement of position, typical of his ability to get to heart of the matter.

"It is my understanding that when two people enter into a marriage agreement, the responsibilities thereof are divided according to abilities, interests, and time available to accomplish some. If you are dissatisfied with the present definition of roles and related responsibilities, by all means let us discuss it and make the necessary changes at once."

I could tell I was about to find myself in a box. What he meant was: "O.K., sweetheart. If you don't like the way things are, YOU go to work every day and I will stay home and play in the darkroom and work on my cars and cook." And he knows how I feel about honest labor.

I wanted to back down but didn't dare. So I proceeded to list my grievances, which, hearing myself say them out loud, suddenly sounded ridiculously insignificant. Things were rapidly coming into perspective. I remembered the **big** things — the many compromises he had made for me, how those "traditionally male" tasks (like the income tax and mowing the lawn) which I had assumed were ones which I truly enjoyed, and





how the two of us had always been two independents spinning off in our own directions but always coming together again. (He spins a lot faster than I do, but just about everybody does.) He never discourages me from any creative endeavor, and is himself a living example of the premise that there are more important things to do than clean up. Our discussion brought us around to a very crucial point — priorities. He made me a cup of tea while I loaded the dishwasher.

"You have to decide what is most important to you and do that first. If I were you, I'd leave those dishes and go outside and dig in the garden or ride out in the country and look for

photographs. But no. You can't leave the kitchen in a mess."

"It's not that I mind **leaving** a mess, it's **coming back** to one that bothers me", I said. "If I don't clean it up now no one else will later, (DIG), so I guess I'm putting the removal of an inevitable frustration at the top of my list."

As I thought about it, there were many of those little things that I thought I was doing for everybody else which everybody else couldn't care less about. Those things apparently **are** important to me for my sense of order, and I would probably do them regardless of my sex and/or marital status.

contribution of an anonymous housewife □

The Arts

The woman as artist expresses experience in terms of her perception as creator. Any limitation imposed in time upon her range of experience would tend to alter the range of experience if it were not for her freedom of imagination. Her intellectual capacity being given, her ability or talent for expression depends not only upon the history of her perceptual development, but also upon her freedom of mobility, both physical and temporal. This being true for all artists, for a woman the visceral nature of her work may still be somewhat a function of her being "woman". The accumulating effect of social expectations associated with role behavior upon an individual's propensity for expression tends to confine expression within attributes associated with that role. The individual may be forced to modify the means of expression according to one's social situation.

Women are imposed upon not to participate in behavior outside their conventional realm; hence as artists, their expression outside their proscribed range of experience meets with frustration due to social reaction or simple misunderstanding. If this awareness results in loneliness, it also may include deep-seated fears of punishment for being too different. Social sanction is not merely inertia, it also poses degrees of threat.

The individual may be forced to modify the means of expression. In that a woman has the same propensity for expression as a man, she may yet have to be more indirect or suffer being considered overbearing. How directly her imagination becomes a substitute for vicarious experience or how much the intellectual ability is clouded by sanction can be determined only under the merits of the unique form of her expression and its outcome. Yet a woman who is an artist is classified as "woman artist" and is caught both in competition with male artists and competes as a "woman" with other women in "female" areas. Acceptance of her work depends upon a system of evaluation based on criteria which have arisen from the historical weight of male evaluation. As a professional she must beat the problem of staying independent of excessive male influence while she attempts to make it on ground considered male, or at least dominated by men.

Since the nature of her expression is not conventional, problems arise pertaining to evaluation of her work in terms of which criteria for judgement may be used. A woman is no

different than a man in her need to express the personal perspective. All artists must escape the confining limitations upon their imagination and experience. When a woman realizes her own capacity and abandons the emphasis on design, she reaches the point of departure, away from "home decorating". Where much was left to the surface, mystery of the nuances of her imagination begins to characterize her expression. According to Eva Hesse, "I wanted to get non-art, non-connotive, non-anthropomorphic, non-geometric, non-nothing, everything but another kind of vision, sort . . ."

The means of expression are modified by the social development of an individual. In terms of sex delineation, one may wonder whether the character of individual expression is a function of social roles. We have to understand the effect upon the individual who attempts to communicate perception about experience outside the expected range of their role. Yet we cannot determine so precisely the relationship between a woman's intellectual development and the types of experience characteristic to being female. Why then do we identify the woman who is an artist as "woman artist"? Is there a visceral perception peculiar to woman's art?

The answer to these questions may lie in the kinds of individual expression. Since the characteristic of expression is individual, the influence of sex may or may not really exist. Although there are not subjects favored according to the peculiarities of the sex of any artist, the interpretation depends upon the individual perspective. In this manner, anthropomorphic art may reflect a characteristically female nature when created by a woman. Surely she does not see her personal world the same way as any man. Surely the underdog does not see the world in the same manner as the guy on top.

Having developed the confidence in their own intellectual capacity, many women recognize freedom of their intellect as being the point of departure for expression. Women have for years exercised this freedom in the abstract. Temporal art presents no evidence for judgement over the sex of the artist. It is possible that more women than men have been abstract in their expression all along.





I feel happiest when I'm creating. I feel that some vital part of me escapes into what I'm doing, and it's one of the few times I get to see myself. I get a great sense of accomplishment, intensely involved in the creative act itself, and it's totally mine — no one else's.

KB □



On the confidence of **this** artist:

. . . like going out somewhere and getting a little bit high and feeling uninhibited and supremely clever. Then you see the look on the face of someone who knows you very well and you know you are making an ass of yourself.

BA □



Living happily ever after is not conducive to fits of angry passion and blackest despair which seem to be necessary for creative activity.

BA □

Here I am, atop a mountain — wondering if I belong to the valley or to the sky . . . my happiness is in existing. How often I wish there were people here beyond these walls.

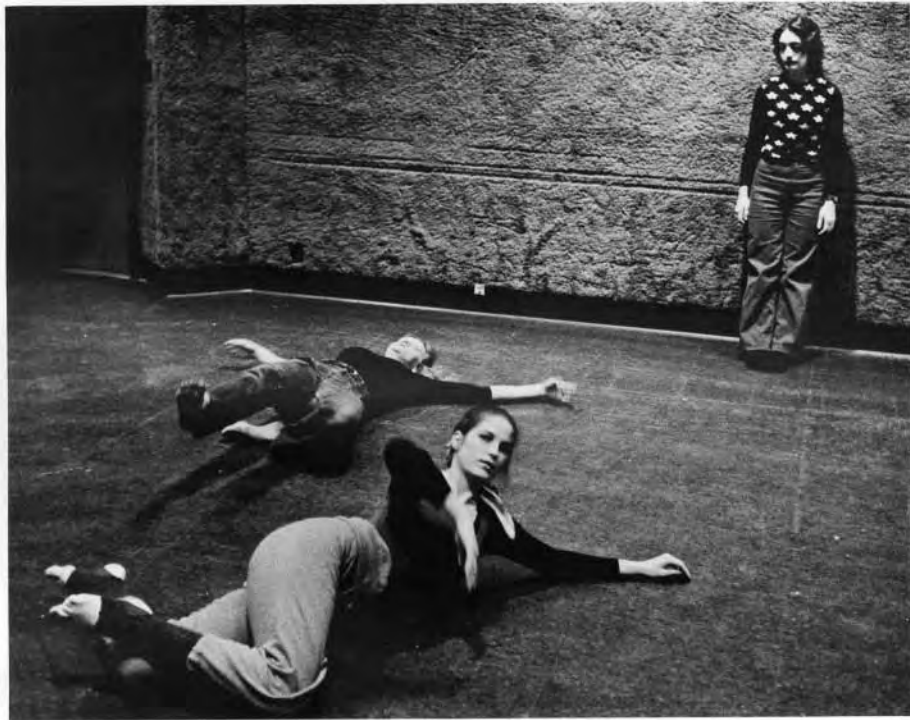
The more I grow, the more I realize this growth must remain within me and that I am alone, here. Oh mountain oh valley — please, one claim me soon — I can be a cloud no longer.

EVELYN FILKA □



When I sit down, pen in hand, the chaotic mass of thoughts swirling through my mind are caught on paper. I let you see through my eyes, view my world. Because I write, it is hard for me to see why there are so many who remain encased in tiny worlds — why there are so many who pass up their chance to be heard by others.

KK □



There are times when I feel my concentration slipping away. It drains out through the unseen cracks and splintered slices in the wood of my consciousness, and I lose myself and my tangibility . . . drifting away. Each time the return to wholeness is more frighteningly slow, and each time I am more unsure I shall ever rebuild myself.

JC □

By the time I arrived, the women had already split up into different groups. I walked by a girl who was just bringing in the last of her lithographs, as others were deciding exactly where to hang what — further down the hallway a step-ladder was being set up, and the wires, metal hooks, and pliers were exchanging hands between the photographic and fine arts display people.

I arranged a portfolio of photographs in a sequence that I felt was most natural; they were portraits of city people with city scenes — wire fences, storefronts, porches. Then we “arrangers” stood back and looked at the row of photographs propped up against the wall. We checked the whole wall — spacings, arrangements, flow — before finally putting them up, measuring all the way.

Behind us, there were some very powerful photographs, (one of a nude woman in motion diving off a rock and another of a woman long-dressed sitting at the foot of an Andrew Wyeth field,) being hoisted up to a girl who sat on the top of the stepladder. Everyone wanted to know who had done them, and one of the members of the Arts Festival committee said that they were the contribution of a woman from Penn state. (Jennifer Tucker — she came in later on, and, finding herself overhearing people talk about her technique and photographic images, she spoke up from behind and they all had a good talk once they stopped being embarrassed.)

I left the activity outside Jim Hammerlee’s office, being careful where I stepped, and went into the Cave. The floor was cleaned and ready for the dance workshop but the room was much too cold. They told me that if they turned on the heat in the Cave that the whole U.C. would be heated — or something like that — but it really didn’t matter anyway. I felt moving bodies warm the room up and the heat was





held by the carpet walls — The Cave held the heat of people moving over set floor patterns: coming from opposite directions three people met in the same spot; one ducked around and snuck away along her pre-defined zigzag path as the two remaining held an argument with moans and head circles, then one shrieked in laughter and suddenly terrified-ran. Her partner turned quietly in place and walked back to his starting position stiffly. Only his arms were circling smoothly, sustained in odd, aimless spheres.

After the dance workshop, the Cave was warmed by Coffeehouse-goers and the people who participated in the Improvisational Theater Workshop. They, too, must warm up bodily before they loosen up. Once warm and loose the interplay began. I realized then that workshop means working at being **warm** so as to be **loose** so as to be **open** so as to be **receptive** to on-the-spot-creation. (Such a progression! Are we really so tight-assed?)

Later on my way to a dinner in the Buttery, I passed by the crafts room where an exhibitor was carefully packing away her weaving. A girl who had taken her turn helping out in the crafts room was just leaving.

I got my food and sat at the end of a long table listening to snatches of conversations (between the lulls) around the room. Randi Collins was continuing her discussion of women in the theater and her own future in directing; Nancy Greiner of Women Make Movies was talking with someone about the impression she got of the students who came to view W.M.M. films and discuss them afterwards; Cathy Martin was smiling, and we talked about Bettyanne Galloway's Magnuss Opuss before I left to take one more look around. People clung around anxious for more activities. Everyone appreciated the opportunity to express themselves, together.

Women: Conclusion

When I was a kid I was told all the do's and don't's. Such a pain in the ass! They had to be right because the big people were telling me. So I obeyed pretty much, except for the inconsistencies which kept cropping up. I once swallowed a plum pit (they had told me not to swallow the pits because I'd grow plum trees in my stomach). I was petrified — and I waited around all day feeling as unusual (growing?) ache-sensation in my belly but no tree. I wondered why adults always seem to lie about things and I figured that they were essentially in the habit of not telling kids the truth. Probably because they didn't know how to get the point across.

Later on as I grew up I managed to swallow more plums. I learned that I could not expect to be scientific since girls never can but I was told not to worry because I could read and spell better than my brothers. I read books about Doctor Dick and Nurse Nancy, and later Cherry Ames, R.N., and I saw that all the doctors on General Hospital were men, but my physician was a woman, older than my mother and quite wrinkled (one day I asked her why her skin didn't fit her body and she just laughed) and anyway it seemed that she was the only doctor to have until we moved and then I didn't see her anymore. But she was another inconsistency and I remember her.

I'm thinking now that my grandmother's funny saying — whistling girls and crowing hens always come to some bad end — had a catchy little beat when I was younger, but now it sounds awfully close to a real threat to me. Today the words are not as catchy or couched in my experience. I hear "you must not be too strong or you will lose your man (be a poor mother, never be happy, never have but a few friends, lose your ability to sympathize, etc.)" and no matter how you look at it, it says be-this-way-or-you-will-suffer. Inconsistencies again. My mother is a strong woman and she never suffered from her strength as far as I could see; she held us all up.

The pattern became clear; there were three ways to keep me away from the plum pits: 1. circumlocution and/or direct lying (e.g. the plum pit growing inside me) 2. vague statements and/or non-sequiturs (e.g. the line they gave me about innate abilities of boys to grasp science) 3. obscure threats and/or cliché generalities (e.g. whistling girls — the problem with strong women). It didn't really matter how it was said, tho': the do's and don't's, expecteds and not-expecteds, the supposedly unquestionable absolutes came across anyway.

gaining perspective

looking back and looking now around me. where was I then?

What was the situation then? Who were you to tell me what you did? What was it you said — "Congratulations on your acceptance. I understand it's very difficult for a woman to get

into Bucknell."

For a woman, for a woman. For me, the woman, a woman, any woman, it was not a bad thing coming to this college the way I did. It was not an easy thing though, because the assumptions cripple me — you know, the assumptions: the expectations and non-expectations.

Assumptions (Four of the Great Cripplers)

- (1) It's natural for there to be more men than women at the university.
- (2) Women haven't a head for figures, which explains why there are a lot of women in education and English, and why only a few "brave" ones "attempt" to major in the sciences or mathematics or engineering.
- (3) A woman's career is secondary to a man's in importance.
- (4) A woman's career is inconsistent with a family.

The Assumptions: intangible, widespread, engrained from early childhood, often use the phrase "for a woman", easily perpetrated/perpetuated in the suppression of evidence to the contrary, inherently oppressive,

gaining perspective

going back to a time when I couldn't recognize discrimination/sexism/prejudice — in classrooms, the department, health services, admissions, social life — for what it really was. Those were days.

Being admitted in a school where the women/men ratio was a stable 3:5; flattery was not the feeling. It was more like I felt lucky to be chosen, yet as if I didn't have a right to be here.

In time

Meeting, knowing women who were ahead of the game (they knew the score) let me know I was not alone. Together we have learned not to internalize anger — it only eats away whatever guts we have. We have identified our demands and our needs must be met for Bucknell to be considered a positive environment for women. The admissions people say that they are trying to equalize the women/men ratio but that less women are applying these days.

I say: Why are there less women applying?

But the need for change is bigger than the university, and the answer is to question the fabric of the system; the root of the problem is not the lack of women faculty but the whole structure of social mythology. We must explode the myths. We must break away from the assumptions, the pre-conceived notions, the set roles, the Image. We must look at those who have broken away from the inertia of a non-productive system by exposing/proposing alternative life-styles.

MW



my sensitivity — I must learn to appreciate it as a gift
rather than shoulder it as a burden, or hide it in the
already aching rooms of my heart

JC □

The Fine Arts

I'm a mother, wife, student, and lover of life, but most of all, **artist**. These aspects of myself tend to get involved with one another. But because I am aware of myself as individual, I see myself conceptually as artist. As far as I'm concerned, is a state of mind **and** an active creative response to that state. I know I look at life and see it with that creative response guiding my eye and my hand.

Some say only insightful training is needed to bring everyone to an understanding and creative response. However, there's an innate, intangible quality which goes beyond talent. This is a sensitivity of interacting with the environment not simply by enjoying or disliking, but by experiencing in extremes. In ecstasy I see ex-cruciating pain, in exhilaration severe depression. I have no choice but to embrace all emotions, all thoughts, all experiences.

I do not attempt to duplicate nature, but strive to understand and respond to it with integrity of personal satisfaction. What I sense I find adequate and rich in itself. But my mind and soul urge me to fully react to it and with living. Nature sets up a chain of events which alters my life and attitudes. I react by creating an existence outside the representational realm. I feel but not in symbols.

And yet in many respects my art cannot exist until eyes other than my own see it. While working on a piece, I may discuss it with others: my feelings about the piece, my reasons for attempting it and the technicalities involved; but regardless of the interaction with others, it remains selfishly and protectedly mine. While watching my image grow, I may wonder if someday it will be public domain but I can't really seriously consider public appreciation. I would be deceiving others and altering my own responses — public acceptance and recognition are after the fact products of the initial conception and execution. The images are mine: created in me, by me, and essentially for me.

Carol Brockhaus □



The early afternoon light filtered through the venetian blinds and into Rima's sunny den. A yellow and black striped wasp — of the kind that enjoys broken sugar pears on the ground in Fall — was butting relentlessly against the solid invisible glass. Without a second thought Rima cupped her gentle hands around the wasp, carried it to the porch, and tossed it into the air.

"I wouldn't give up my experience in jail for anything. You can never conceive of what it's really like to be trapped and helpless till you've been in jail." Anger fired her vivid blue eyes as she remembered Tucson not many years ago — the painful chain of circumstances and a battle of wills which forced her to run away from home, 16 years old. The adventure ended in a jail cell where she spent two months charged by her own mother with a string of offenses, like "incorrigibility".

Having established the fact that these two fiercely independent women needed some time apart, the Arizona courts finally arranged for Rima to live with an uncle who taught at "some obscure eastern college, some place called Bucknell . . ." She finished high school in Lewisburg; then, by means of her own personal initiative, finances, and hard work, entered that same obscure college as an art major.

Rima Mitchell's life has been anything but ordinary. She speaks of it with a frankness which is startling, yet curiously appealing to those of us with more conventional histories. The business of living has forged her into an iron-willed, supremely determined, bold individual, but it has also tempered her into a compassionate, sensitive spirit — solitary and thoughtful.

"One way to influence people is to be an example yourself. Jesus was a moral example. I'm not a religious person, but I do believe that there are certain natural laws and a harmony of the universe." Though Rima does not practice the occult, she does believe that there is a level of spiritual existence about which

few people know. She spoke matter-of-factly about her parents: *her father practiced witchcraft, while her mother in self-defense practiced transcendental meditation to protect herself and the children from their father's visiting demons.*

It was clear that Rima had thoroughly worked out her stands on a number of topics. One of the most frightening things about jail, Rima recalled, was its complete lack of intellectual stimulation. And, in practically the same breath, as if crossing a solid yet invisible bridge of logic, she denounced most television programming as "intellectually stifling". "I won't have one in my house," she declared, and cast disparaging eye at the antiquated TV set which obviously had come with the apartment.

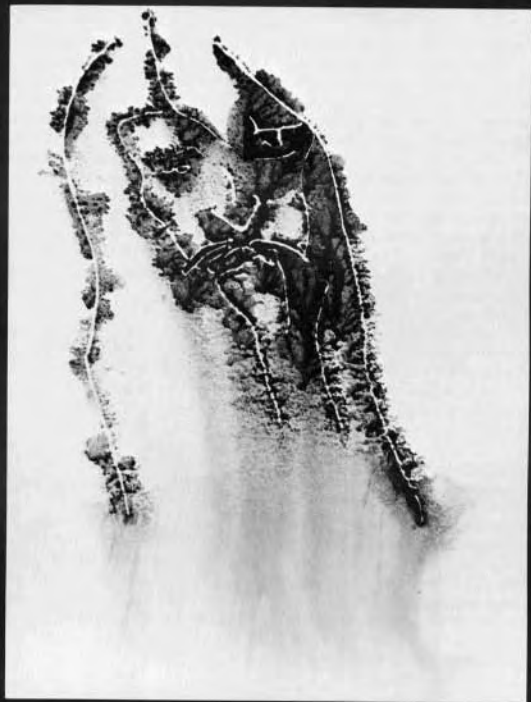
Only once did Rima hesitate with an answer. I had asked her what she liked to do least. There was a very long silence.

"I don't do anything I don't like to do." To paint, to knit, to bake bread, to throw a pot, to plant a flower, to work with her hands, to rely on herself — these are things Rima likes to do. "Sometimes I feel really inadequate in my material possessions. So this summer I'm going to make a **whole** new wardrobe — my own designs. I made this —", and she swirled around to demonstrate the *clean, simple lines of the long flowing print dress*. She knew how perfectly in color and design it complemented her shining long dark hair and bare feet. "I'm going to learn to grow my own vegetables, too, and spend a lot of time outside."

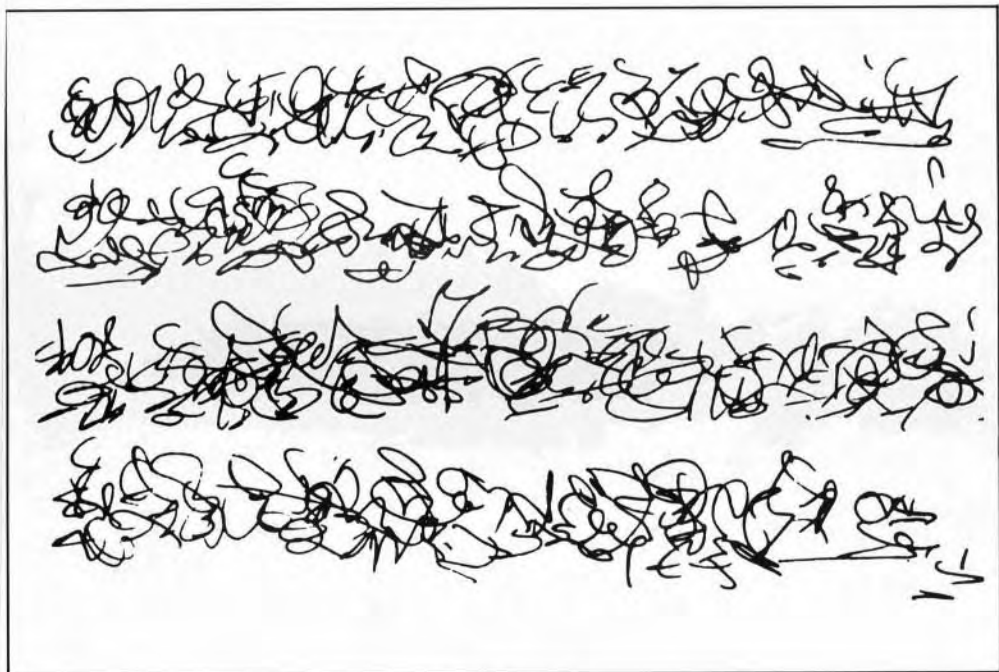
Rima is close to natural things — critters and tall wild grasses, thunder storms. "I really like the smell of the soil. When we lived on the farm I used to sneak out in the summer and go up in the field and take all my clothes off and run around."

Yes, I could see her doing that. Given a field, I know she would love to do that now. And she would be beautiful and belong there.

BA □



The Fine Arts
artist; D. RIMA MITCHELL



Letter to Nixon; lithograph
opposite page etching

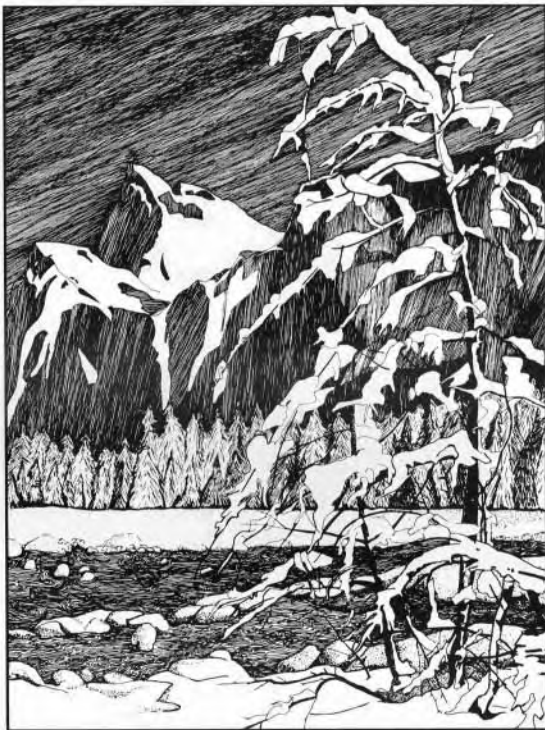
The Fine Arts
artist: JENINE STROBLE



pen and ink

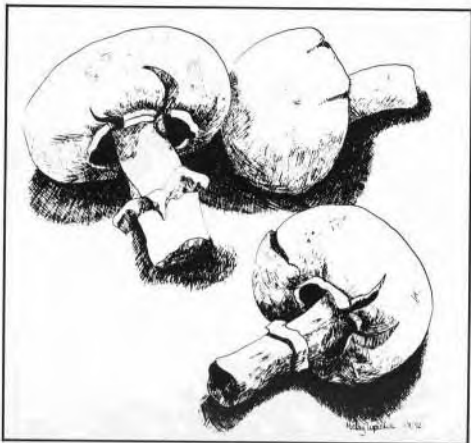


pen and ink
above; JENINE STROBLE



pen and ink

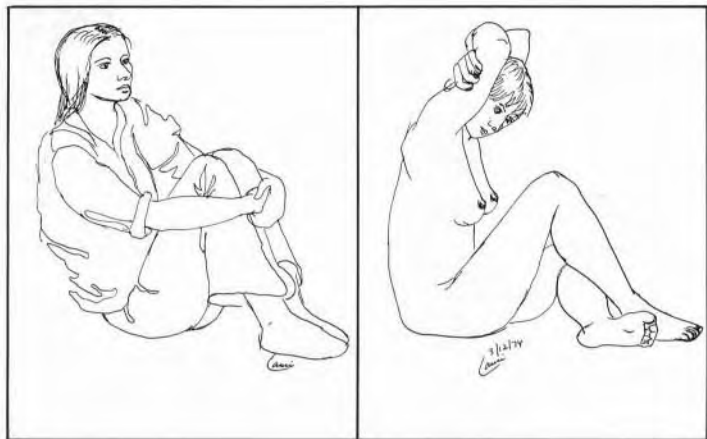
The Fine Arts
artist; MICKEY LUPICHUK



pen and ink
below, silk screen



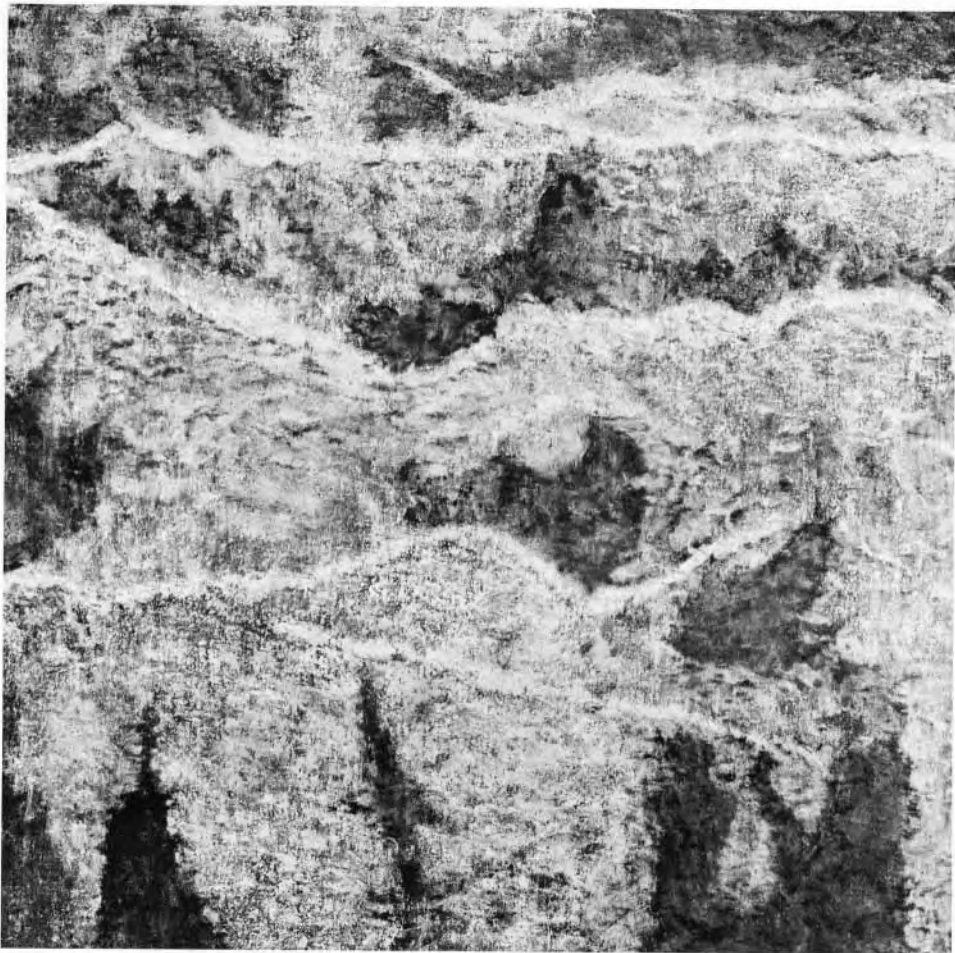
artist; LAURIE RUSSEL



above right; pen and ink
right; lithograph,
below; LAURIE RUSSEL

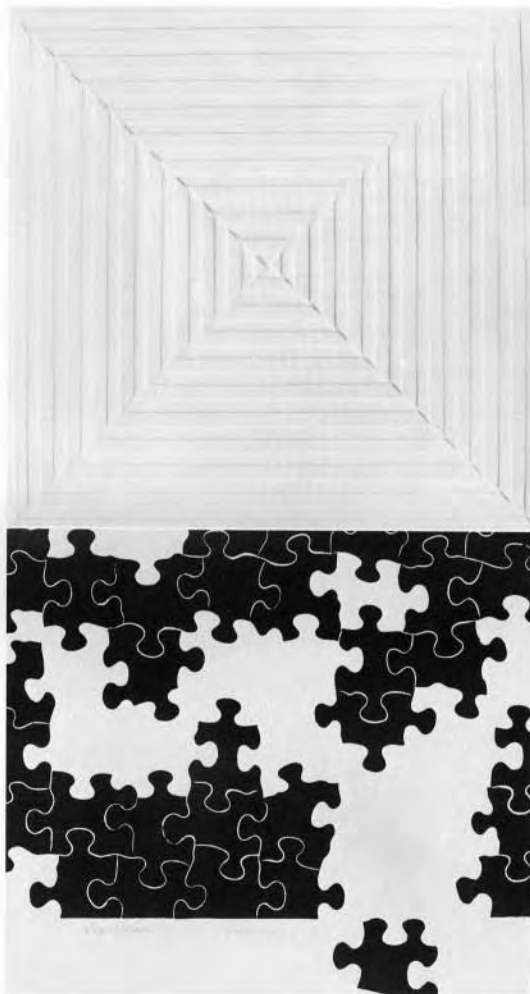


The Fine Arts
artist; PAT BENSEN



The Wall; oil and canvas

ARTIST: CAROL BROCKHAUS



Creating is breeding confidence in ourselves as sensitive human beings. What we do speaks louder than our words — and it lives longer than our impulses. I wonder though, if I can take my sensitive moment apart and capsulize it into an image. Will anyone know what is really meant?

KLB □

embossments; above
Self Portrait

The Fine Arts

artist: PETER SHEERAN

I'm filling a house, in my mind —
filling it with mason jars of apricots,
filling it with two quilts and embroidery,
filling my mind with a house.

I'm painting its washed-out shutters white,
sandblasting its sides and its steps,
planting the pale-green herbs to cook with,
whitewashing the peeling-paint fence.

I'm honing down bumpy floors,
cleaning the fire-spots from the ceiling,
stipping the walls of striped chipping paper,
caring for it, fleshing its bones abain.

I'm making a home where none exists,
in my mind; trying to settle my life,
daydreaming that I locate in air
a spot, security — a place that is not.

NK □



lithograph



artist; JUSTIN ESTOQUE

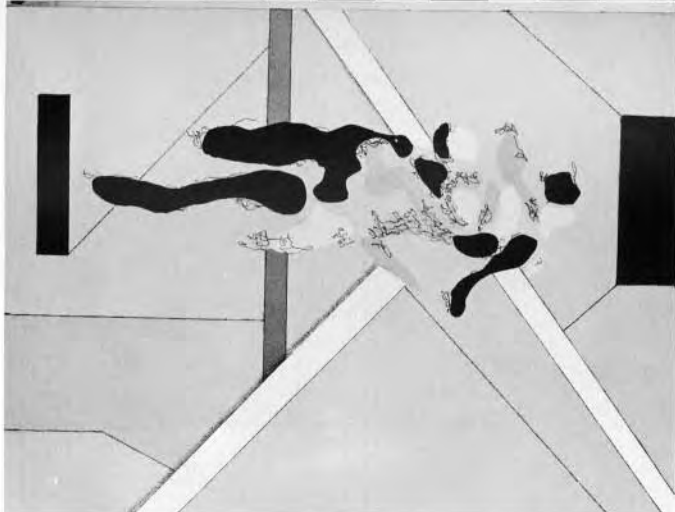
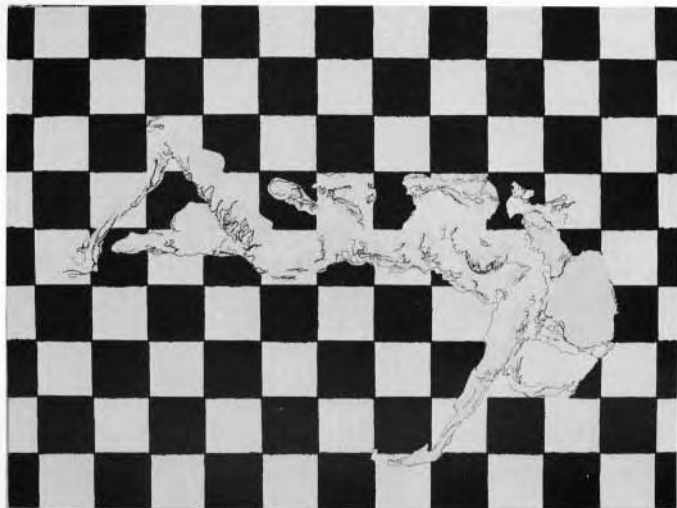


pencil drawing



etching

The Fine Arts
Artist: Tom Helsher





Dotty; Pencil

The Fine Arts
Artist: Linda Chirico



Cement



Linda Chirico



Bronze



Clay



Bronze



Wax

Artist: Dave Marshall



Bronze

Sculpture is a learning to see both the parts and the whole of something outside of you. In order to create a face in clay, I must first learn to see: to notice how the eyelid folds into the eye, how the shape of the nose becomes the softness of the cheek, how the lips curve with the face. I become aware of how people look again, how their features work as a whole. I notice expressive eyebrows, dimpled chins, the shape of eyes, and the sharpness of cheekbones; sparkling eyes elude the clay.

By trying to recreate what I see into a clay portrait forces me, the sculptor, to look again, to see. The face is elusive if seen as a whole so I must look at the parts objectively in order to recreate the whole. I begin not to see the face but rather how the face is made, how one plane changes into another plane; I must first become distant from the person and come back to the face. This is the beginning of seeing with the eyes rather than the normal failure of people to notice the world. It is the sculpture which forces me back to the model to notice more, to see better; it is an ongoing process I have just begun.

Dave Marshall □



Bronze

Fine Arts

Photo: DAVE STAEBLER



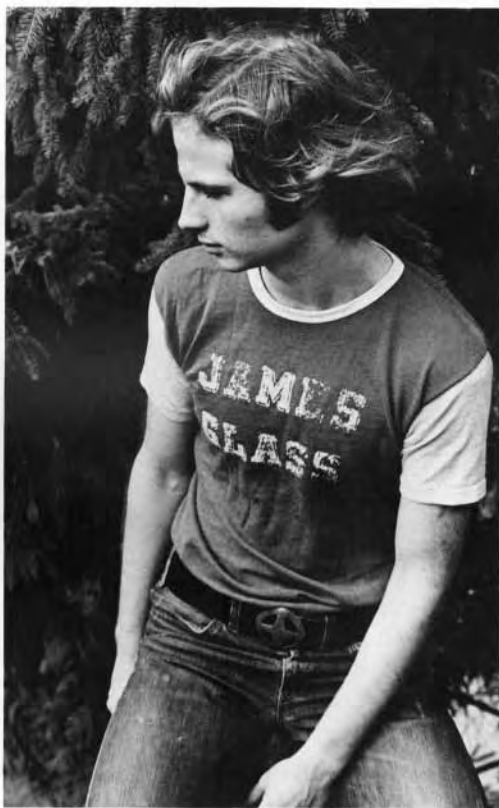
DAVE STAEBLER
Self Portrait



The Fine Arts

Photo: MARYANNE WASIOLEK





The Fine Arts
Photo: KEN BLOOM



Self Portrait



Afterwards



Down inside me, deep down in the gut. It's often bursting. I can't sleep, nor sit. I can't even eat. I'm anxious to be busy creating. If I like something I take it to heart and become totally involved be it music, art, or love. I feel as though I have to start immediately, but I don't know where or how. There is never enough time, so I think I'll figure out some way to beat time. None else ever has I've been told. I don't believe that really, there is a way, it's just that none I know or have heard about have done it yet.

KLB □



We must show women that there is an alternative. Women must know that they may choose the course of their lives and have the right to speak out and exhibit strength. They must know that once they choose against convention, they won't be punished somehow. A woman must not fear alienation if she is without "her man," otherwise she may never realize herself. The fear of loss will always suppress her expression.

KLB □

Performance

Black Arts Festival

Once again we are gathered in the midst of our selves for the purpose of further defining our essence and actions as Black people. The crucial directives which we exercise in stabilizing us as a one body cannot be assigned too great a significance. We come together combining our spiritual forces to communicate between and within ourselves the energies encompassed within our total existence. It is the resultant strength of will which then allows us to better ensure our survival. Through the maintenance of our psychological, social, and artistic being, we are able to approach the more extensive development of our entire self. The wisdom and seriousness we apply to our task is clearly reflected by the dedication and fullness with which we incorporate that self-definition into our life-style.

For long we have perpetuated misconceptions of our selves and miscalculated our capabilities and potential to a large extent. These unreliable self-appraisals have been the result of not recognizing our social and cultural distinctiveness. We have adhered to alien standards of existence; grafted and detrimental to us. Having attained a deeper racial and political consciousness, we can begin to determine our potential realistically and set about establishing and meeting our own qualifications. The concepts which we formulate in relation to our selves must be manifested in our behavior. They must be made to function in our behalf; for the sake of survival. In asserting ourselves as able to define the selves we are not attempting to fashion the social concepts of others. We will, however, no longer permit our selves to be assigned definitions of being by persons external to our experience or those too often concerned with ideas other than our survival. We can never again deny the self-obligation of solidifying our statements of being. Any social event, such as an arts festival, promotes a political statement on and of self. This is our concern: the conception, growth and fortitude of an image determined and projected by and for Black people. It is within this directive that we move and the chief priority of survival to which we make our strong and ultimate dedication.

Roy Hampton Farrar □



for Nikki and all Black
mothers
u tlk of growing old
yet the fires/lifeblood
of revolution within
yrpoems of warriors
r just beginning
to burn
u who have given birth
to many revolutionary
brothers/isters say
yr time is
past
yet l(theblk ink of yr
poetic
pens) say to you
yr time is not past

u r all time
all places
all love
all rhymes
of bittersweet truths
and I also say to u
do not put yrself into a
grave
before we/who r yr
children have matured to
yr golden age of love/
strength and vitality
besides, there r those who
will try to do
that for u
Otis C. Workman. □



The Black Students Association Choir

To those of you who know who you are
 (a poem by an ex/non-drug pushuser
 and his women) —
 to those of you who know who you are
 or maybe
 don't really
 i/we am not children
 anymore stealthily slipping
 do not touch-poison
 out of medicine cabinets
 to play with (becaus you said
 it was alright . . .)
 we are not tenyboppers
 any longer dippin nd
 weavin dodgin jivin
 primpin nd shit trying
 to convince ourselves . . .
 (we should know by now)
 we am grown enuf
 nd we all know that
 we am not transporters
 of death images

and slow hell for Black People . . .
 we've been that way before —
 we have brought us to you
 so that we may share
 we have come seeking you/
 realizing our sameness of situation
 nd longed for you all beautifully
 expressive people-persons
 to bring you to us
 nd us to ourselves —
 we am not sorry for th
 death desire there might be
 in you which cantt fulfill
 but i/we have given what we can/
 may have thought positive nd Black
 (th two must go together since that is
 th bridge that Black images build . . .
 new standards)
 nd you must realize that
 all you have taught/reminded
 me/us to do nd be about is real

shaken my bones over nd made me new
 Blacker for th experience of you —
 all of this is to say that
 if you project to me a character/
 an image of yourself
 that i no-two-ways-about-it
 dig for real
 nd then flash/flush it away
 i will not waver
 though my strength in you dissipates
 for i too am a dreamer sometimes
 nd will not have
 my dreams
 destroyed —
 you all be real
 nd strong
 til we get back
 together
 i have wished upon you
 all now come true

RHF □

Black Arts Festival
"Johannus"





Black Arts Festival
"Day of Absence"





Images On Display

Watch me behave and you may see what you expect. You may never know me to be as I am, as I see myself. You can not expect me to be that way. Outside me is an external image; I am another thing altogether.

Anyone can see as much as I expose, or try to prove, at a glance. Someone may try learning about the I, myself, not the costume. The facade has developed, not necessarily so monolithic, but it can be an unknown. I can't always tell how much I become what I portray. My many projected images become selfsustaining characters.

I perform outward untouched, expecting you to react to me. I become depressed and disconnected if you don't react at all I keep my distance sense-lessly. Because I see outward, behind my eyes are infinite private imaginations, and the persistent fears and confusions. I don't consider what I look like from behind, I always keep my front ahead of me. I remain protected.

Becoming other people if even only on the outside, is not merely an exercise in nostalgia. It is to be my expression as complete in scope as my consciousness. At best I perform to show that there is an alternative to the confines of behavior expected of me. I develop with exposure. It helps to strengthen my confidence. Because I act out my ideas at a distance so I can watch whether or not they'll be approved. If I can strip myself of the dependence on distance so can anyone else. We can participate in effecting the future. We can help people to free themselves from the fat on their relationships. The extra weight of expectations, assumptions, external restrictions that are placed on one another, can be reduced.

When I ignore the personal investment in another person, the person who knows my weakness, I stop fearing the vulnerability, even that disappears. Love must be the emphasis where personality flourishes. You cannot justify the subordination of an individual by love, only by fear and ignorance.

KLB □

the difference of time and nature to man
is constant: proposal the concept
of each being altered according to the
perspective and culture of humanness —
time tho like words on a page
runs out
and nature in all its proper
balance is a woman
and lashes out at the
extremity/obtuseness of
man's perception of himself
as commanding
raping her at will-
death/like some lives
is swung between the con-
creteness of time and nature
to be abstract only in its
approach and is ultimately
final and final in each second
since nothing but concept
allows for infinitum —
we are strong
we think we are
but actually exist temporally
everything we cast projections
of ourselves as is transient
— birds will continue to fly
long after the last
B O E I N G!!!
747 has hit the ground —
the significance of us is
only as image and just-
ification for survival
which is understandable
(tho never really discussed or understood)
since we feel we must do that
and even that will op out in time
i still believe in the sun —
RFH □





"Day of Absence"

The Supper Was the Purge (that didn't work)

One in the act of being
two for nation-hood
three our wholly sacred trinity
and the master-plan . . .
the chill is in there eyes
and they proclaim there sterility
gathered in the massive
passivity in motion to calamity —
there must be one who said that! said
in reflective objectivity
"the crowd
in its very nature"
and capability to absorb/obliterate
individuality
"is untruth":
they proclaim self-determinism and

of self-determinists
and feature the crowd's oneness as it
becomes single body
blind in its
slovenly absurd movements
and caress of heathen doctrine
preach void of practice
and double-standard
apathy snag nation
three our wholly sacred trinity
two for nation-hood
and one in the act of being . . .
B O O M !!!
who is in the act of non-being
abused youth thru
non-utilization of the wisdom of learning
stolen giftedness and lost by thief to

nothingness
BLACKNESS sifted thru a screen into
little
colophane bags and sold to maintain
self-prostituted minds —
say grace
for no piss in the wine this time
and god knows all you ruthless
politicians
(he taught you in the way of righteous-
ness)
where is the commune?
one in the act of being
two for nation-hood
three the wholly sacred trinity and
the master-plan

RHF □



There was a time, not long ago, my world was blurred by tears, obscured by self-preoccupation. My mother warned me big girls don't cry and I believed her . . . time has gone by and pain has increased, yet, now there are no tears. I find no such soothing release of emotion at my service. I want to cry, to throw my arms about my mother, to run until I tumble into the protected realm of childhood. I want to cry, the hurt is oh so deep — yet I cannot. Tears will not come, and so I remain outwardly impassive. Inside pain tears me apart, devouring my very essence.

He thinks of me without feelings, here, as we sit on the very edge of separation. He clears his throat . . . I feel a dreamy unreality about me, the pain is dulled by disbelief; pain lurks behind the anesthetized present. Alone I break down, all is out, pain racks my body, my sobs endless — Is this how life must go, my unresponsiveness detour to our growing love? **Mother, why wouldn't you let me cry?**

KK □

Images On Display

Things do tell. Some things people use do, not directly like doormats (door mats? or words themselves as well as silences) door mats tell, and we like people that use them, but like **Musical Things**

the ability to sing is ordinary
the ability to play is exceptional
where we can shroud ourselves in the
mechanized clarity of emotional vandalism we
do not see your owlish obstinancy staring back

This, an extension of Frank O'Hara's self called On Rachaminoff's Birthday (his 86th Birthday), will be used extensively through because I like the sound, because it rings true, because echoes elope and so backhand forth. But the play is the thing. One may play a triangle, tambourine, sackbut (medieval form of trombone, **saqueboute**, lit., pull-push and in Biblical usage, a stringed instrument — ed.), bass, a tympani, tuba, French horn, or oboe, clarinet, the piccolo, the dulcimer, the big bassoon, the saxophone, the harp. Frankly, as with the mythical Mrs. Jefferson, I am most moved by the man and his violin, viola, cello,

my strings are unstrung I am undone.

but that is neither here nor there. And I suppose I have to include an upright piano and an electric guitar. DaDum!

Jock Things

I didn't know what happened.

I looked up and there it was. Bobby Clarke Philadelphia Flyers

I thought it was a two-way game. Ken Hodge added.

Not everyone plays hockey at this school. On the other hand, ping pong paddles, tennis rackets, and baseball bats and balls abound. Wiffle balls in the case of us flakes. Why just today I got a whiffle ball with dandyions enchaind through the holes and laid upon a frisby. I am undone. In a little pitch and catch between two or a synchronized swim-dance among a team there surfaces a sort of recreative reassurance through the medium the players immerse themselves in: snug as a bug in a rugby scrum, as the famous saying goes. But this is neither over nor under the net. And my roommate asks what's the score here anyway? Love, love.

Architectural Things

The education that sticks after school is aesthetic education. G.B. Shaw. No room here to go into it in depth, but this is the place to mention these things. On the surface monotonously, squarely, Georgian, inmates enter and in searching find a haunt to call their own. Sunday peace graces a white chapel. Monday efficiency sounds from Dana. The Bison beams. The mods Swing. People showing by going, being there.

Mail Boxes, Musical Instruments I Forgot, Means of Riding & Other Miscellaneous Things

Some people receive and write a lot more letters than others, and some people just check their mail boxes more often. Just like some use the elevator more despite the fact you might get stuck pausibly between the first and ground floor with someone you never know . . . and one at least (person) goes about in an assault-yello volkswagen (at first I thought I heard "a salt halo"), just as snug as a rug in a bug . . . some persons like to be fast and flaunt 10-speeds with odometers reading a million miles like some persons save their beer cans . . . like clothes once used but more often now directly. Jeans signify everything and nothing depends on who is wearing the pants, whether blue, white, or Green Jeans; often the tucking in of the shirttail giving it all away . . . among the instruments I forgot to mention but remember are harmonica, crumhorn (because I do not know how to spell it and know no one who plays, but not wishing to offend, include at last), jug. And at last the camera. People carrying them make me shutter, but without them this would not be.



Barbara Welliver □



Bucknell's Own Country Band

During the summer, I used to spend a lot of time with a college boy who was buddies with my brother George. They had met on the beach and together spread rumors of a man-eating fish. Ordinarily I didn't pay much attention to my brother's friends and this guy would have remained sort of nonexistent to me except for one thing: every night my brother would come home late, after spending the evening with his friend, and the next morning over breakfast he would tell these fantastic stories about what he and his friend had done the night before. One time he told us how they had gone visiting at the home of a very wealthy family where George was given a surprise introduction as "Sears Roebuck III by his friend. The daughter, believing, asked, "Oh, and do you model for your father?" Whereupon my brother replied, "Oh yes. As a matter of fact, my friend here does, too." Delighted that she believed their story, the two demonstrated a few poses for her and then left to laugh about it all evening as they sat on benches in the park.

Another time, my brother told me how he and his friend had driven to the next town dressed in wet suits with a surf-board on top of the car. They then took turns walking up a crowded main street carrying the surfboard, beginning at 7 in the evening when there was still a good hour of light left. It worked like this: While my brother walked up Main Street, his friend would wait with the car running, ready to pick up George at the end of the street; then the two would trade places, and drive around the block to begin the act all over again. Friendly vacationers would stare incredulously, shake their heads, and smile. Some asked point-blank, "How are the waves?" and the tired-looking surfer would reply earnestly, "I'd like to know where I could find some water! This board is getting heavy. Do you know the way to the beach?" My brother said that after the second walk up the street, he thought of going into a men's clothing store to ask where the waves were, but the surfboard was too cumbersome. At any rate, though neither of them could ride a wave if they tried, they talked "surf talk" with the vacationers as they were old pro's. Still another time, the two of them bought four pairs of swan sunglasses for themselves and another guy; one pair was kept in the glove compartment. Wearing swan sunglasses and smoking long thin Nat Sherman cigarettes, they cruised around picking up hitchhikers wherever they could. The hitchhiker was always directed to the back seat and once the car was in motion the two in the front seat would ask their rider if he or she would please put on the extra pair of sunglasses and join them. In the days to follow, they began to develop the game into something more elaborate: by the end of the week, in addition to the glasses and the cigarettes and glasses, they were handing the extra pair of sunglasses wordlessly to the rider and then acting very intimate with one another — in short behaving like "fags" as they put it. Often they would remain completely uncommunicative to their rider, or begin a conversation which went something like "I can't find the end of the road."

"Oh? Then don't feed your cat so much celery."



DOTTY SCHNURE

"When the trains ran backward in Mississippi, the four-cornered concert pulled Lassie and the wagon train."

It was not hard to play non-sequitor talk games, my brother said. While he was in the car watching the road through his sunglasses, the thoughts of odd places, things, ideas, actions came easily to him, and he spoke them aloud quietly and quickly, looking out of the side window. The object was, of course, to guess how soon the rider would ask to be let off.

Personally, I thought that most of the pranks were kind of silly, but it was something to do with the summer, so when my brother's friend began to show an interest in me, I didn't mind at all. Actually, I was rather intrigued. Through George, I knew that there was another side to the boy who came to the door and asked politely if I was home.

When I asked him about the infamous escapades he would give a nervous little laugh, and although his ears turned red, he looked sort of pleased. It was hard to get him to open up to me at all about the things he did with George, but as he grew to trust me, he began to talk about other times (like the time he and a school friend drove around in a Mercedes wearing gas masks) and his ideas, and the disappointments. In his mind, the Clockwork Orange Droogs' theme would have been perfect if there had only been another person. (I didn't count as a performer until later on, and even that was short-lived.)

It was a funny thing — our relationship. Once we drove 45 minutes to a peanut store so that he could point out the Planters Peanut man to me, but the people told us that the Giant Peanut had quit his job a week earlier. Mostly we went to movies or



bars or the theater; often we dressed up to go out to the best restaurants in the area. Sometimes we went to a place where all the top summer theater people hung out and we'd dress in sloppy jeans, expensive shirts (I also wore a wide-brimmed straw hat) and sunglasses to go there. The vacationer crowd which came in order to catch sight of the stars always turned their heads as one and whispered behind us when we walked aggressively in; even the waiters were fooled. It was so supremely simple — the directions were "just look and act like you know what you're doing."

We figured that since all famous people are notorious for being able to do whatever they want, we would order odd foods like shredded carrots on vanilla ice cream, and we rarely used silverware. We spoke intimately to one another at times, sitting close together, and then we acted as if the other were a million miles distant, checking out the place with a cool eye. We held our noses up, but not too far up, and we walked smoothly, casually, assuredly to the restroom. We knew instinctively that if we tripped over a table leg, or knocked against a chair that we had had it. So we were very careful about absolutely everything, and haughty on our way out to those whom we suspected had suspected us.

The summer passed — it had been leisurely but certainly not boring. My brother was understandably upset because I had "stolen" his friend from him, moved into a leading role. Strangely, though, it seemed as though our mutual friend wanted to quit the planned dramatics with me. It all started and ended with a fifties party given by a couple we barely knew, an end-of-summer get-together before we — the summer people — all went our separate ways. Oldies parties were the most popular thing happening and everyone got greased up in jeans and t-shirts, ponytails, skirts with poodles on them, ribbons, saddle shoes, and red lipstick. Of course we had planned to go and he knew I was looking forward to it, but he told me abruptly the night before the party that he refused to get greased up and that I had better not expect him to dance because dancing was, as he put it, "showing off." I was hurt that he should make it sound like a cheap affair, and he being unprepared for my reactions, hurried to make amends. "I'll tell you what. We can make it fun by pretending that we don't know each other. Mingle for awhile, and then we will meet for the first time with quite a few people in earshot. We'll make a few overt comments to each other and then leave together."

I thought his idea sounded like fun, so we set our lines that night. His line was to be, "Excuse me, but wouldn't you like to go to bed now?" and my line was to be a simple "Yes, I'd love to," and we would leave the party less than twenty seconds after we had "just met."



The next night I entered the party a full ten minutes after he did. The place was so crowded that I almost couldn't find him. He was standing against a wall near the bar, watching the people — myself included — do the jitterbug, the swim, the monkey — all those crazy fun dances I did in high school or watched my babysitter dance.

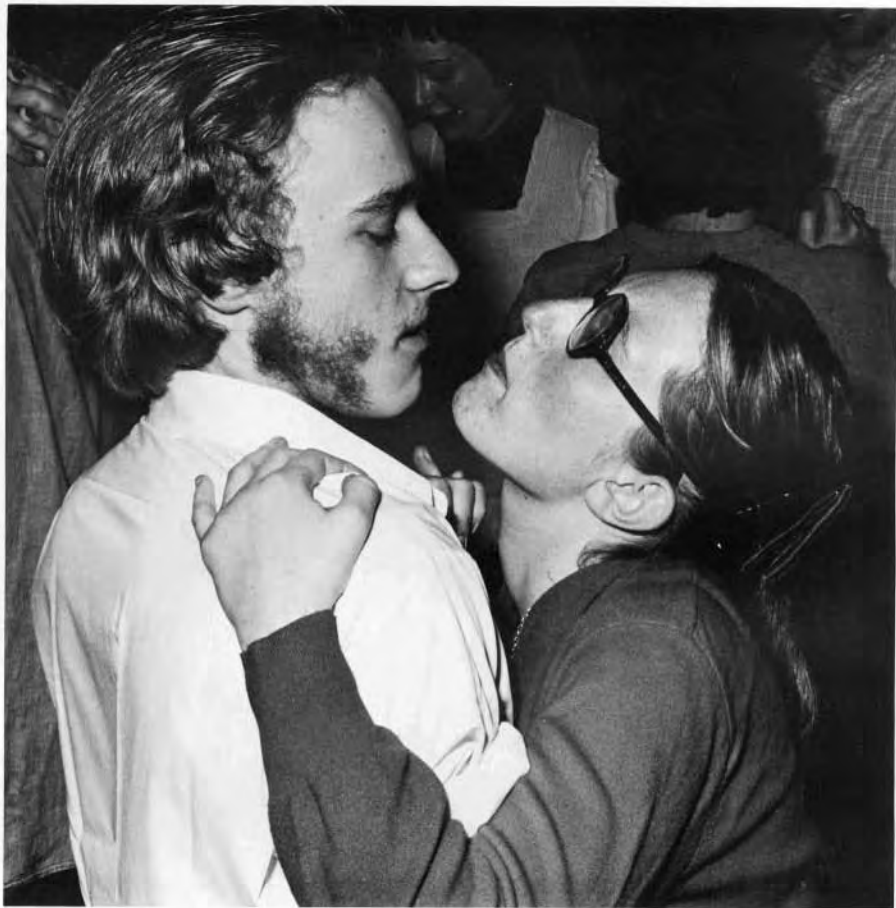
The man who had asked me to dance had a pack of Camels rolled up in the sleeve of his white shirt and he wore tight black pants with big black basketball sneakers. He was kind of big, and sweating in the crowded room made him smelly but he was bringing me drinks and I couldn't complain. It dawned on me that I could increase the intrigue of our game by flirting with this greaser so that when it came time for the planned act to begin, the greaser would be absolutely stunned by the sequence of events.

I would have been perfect except that when I looked to the bar, I could see that my brother's friend was tossing drinks down his mouth staring straight at me all the while, so I left my greaser and walked over to the bar. His eyes were glassed.

"Excuse me, but wouldn't you like to go to bed now?" I asked.

I half-carried him to the car and got the keys from his pocket. I rolled my jeans down over white bobby-socks and drove him home.





Larison Dining Hall was packed. The Bucknell Jazz and Rock Ensemble blared yesteryear into the crowd. Most people tried to jitterbug by imitating those who could. My girlfriend and I stood to the side watching the dancers and simultaneously checking out the prospects for a little boogying ourselves. I saw some guy — tall and well-built with curly, reddish-brown hair. Naturally I played it cool till he saw us and came over. We chattered about things in general in very loud voices since we were competing with the music, my friend slipped away and was engulfed by the gyrating bodies on the dance floor. I wanted very much to dance, and waited for this guy to ask me. I stood looking up at him, flashing little messages with my eyes. My friend returned and planted herself squarely between the two of us and immediately gazed into his eyes too. I couldn't get over the gall of her actions so I shrank into the background. Being diplomatic, he continued to include both of us in conversation . . . I began to look at the whole scene as if I was observing it from the outside looking in and it was really comical. No guy could be that important . . . if she could exert that much effort in her flirtations then she deserved him.

Carolyn Pernice □



Dance to Boogie Woogie Bugle Boy — Record insert

It all comes down to one thing —
that the answer happen —
between people, person to person.
A person who can feel just like
another needs the other.

Dance

You don't mean "I don't care" when your back is so stiff. We all have heartbeats and our own personal rhythms. Your beat isn't mine, yet we can move to either your's or mine. Some people take one and a half steps to my one. Our strides are different and we walk to our own paces, yet I can slow down and you can speed up.

Even places have rhythms about them.

There is a special "Lewisburg timing", you might say, which we all adjust to if we come from outside. Rhythm and timing; I place you in an environment and watch you adjust to rhythms and let rhythm determine your movement.

Rhythm, timing, place; dancer lingo.

Your body is an open book to those who read you. We read best those people whom we touch. You can sit on the floor and look crumpled and I can sit in the same spot and look attentive pensively elated.

So how do you know me without words? It is not in my eyes; they only reflect. It is in the bend of my spine. But sometimes we can fool everybody by holding ourselves in positions that do not give away our feelings. (example: in a horse-show, the riders leave the ring sitting erect as always; you cannot tell a winner by posture). Nonetheless, movement tells a story and you can read it. (Substitute "dance" in place of "movement".)

Dance tells a story and you can be read.

Dance does not have to be symbolic.

(All you people out there who are afraid to talk about dance or afraid to go to a concert fearing that you might miss the symbolic meaning. Relax a little. One thing dance is not . . . and that's an extended metaphor.) When I dance I experiment with space, energy flow, time changes, floor patterns, people patterns, and variations on simple movements. All of the elements of my moving: rhythm, timing, position in space, energy levels, (etc.) make up an expression. Call it dance. Learn to know and from knowing rejoice the body





and inter-relate your bodies and objects and space and time and all the other things. Exploring movement leads to an awareness of the body in space. (And I don't mean "just dancers"). Can you know when your muscles are taut, relaxed, straining or stretching your mind.

I've watched you dance; the difference was in your personal awareness. After a dance concert a friend came up to one of the performers and said, "I don't see how you can remember all the movements, how you can make the distinguishing difference between one arm movement and another. It seems so complicated." He thought he had no understanding yet he never took the time to examine the way he handles his own body. If he did, he would remember that the way he held his arm to catch a fly ball in the left field was not the way he extended his arm in a handshake.

Let me give you an experiment. A sensory experiment.

Pick a spot (Any spot will do.) Stand

Smell Taste Hear See

Feel Feel

Have a Someone read directions to you from this point on. Close your eyes. Breathe consciously. Slowly. Regularly. Hold your body in one position. Don't move. Where is your right hand your left knee your stomach your head? You may begin to feel a bit off balance. So sit. Find a position that is comfortable for you. Stop moving. Describe to Someone how you appear to them. Tell Someone that you are going to move some part of your body (head, legs, finger, elbow, back, torso) and, before you do anything, say exactly where you are going to place this bodily part. (Your eyes should still be closed.) Now move to your pre-set position. How do you know that you are in the right position without looking? Open your eyes for a cheat-checking. Are you close to or exactly in the position you

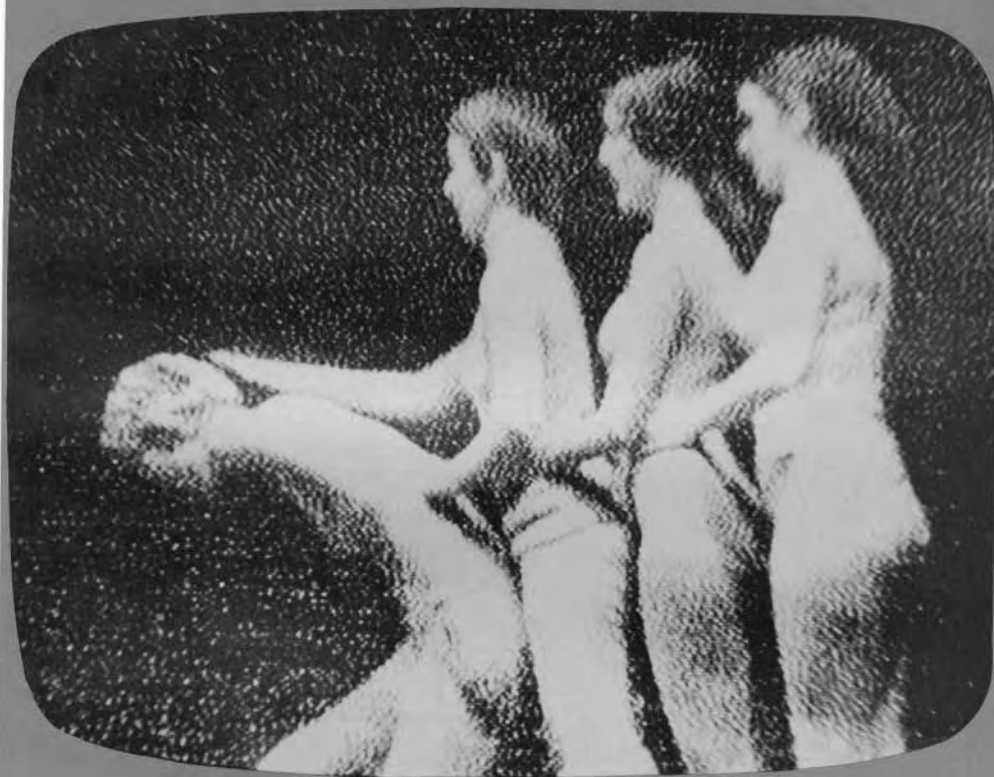


had envisioned? Close your eyes again and fool around with positions and patterns; make circles with your arms in the air and have your Someone check their accuracy. Lie down flat on your back, legs straight ahead but relaxed. Relax your whole body. Moving your arms only, and keeping them extended, place them straight from the shoulders so that your body makes a cross. Have your Someone check to see that your arms are perpendicular to your trunk. If your arms are where they're supposed to be, if you find that you have little trouble placing your body in a position without looking in a mirror, if you can, visualize yourself as you must appear to others — then you have developed your kinesthetic sense, your sixth sense. Once you have a sense of your body position, presence, movement, you may not call yourself a dancer, but you will feel a confidence in your self through knowledge of your body.

MW □







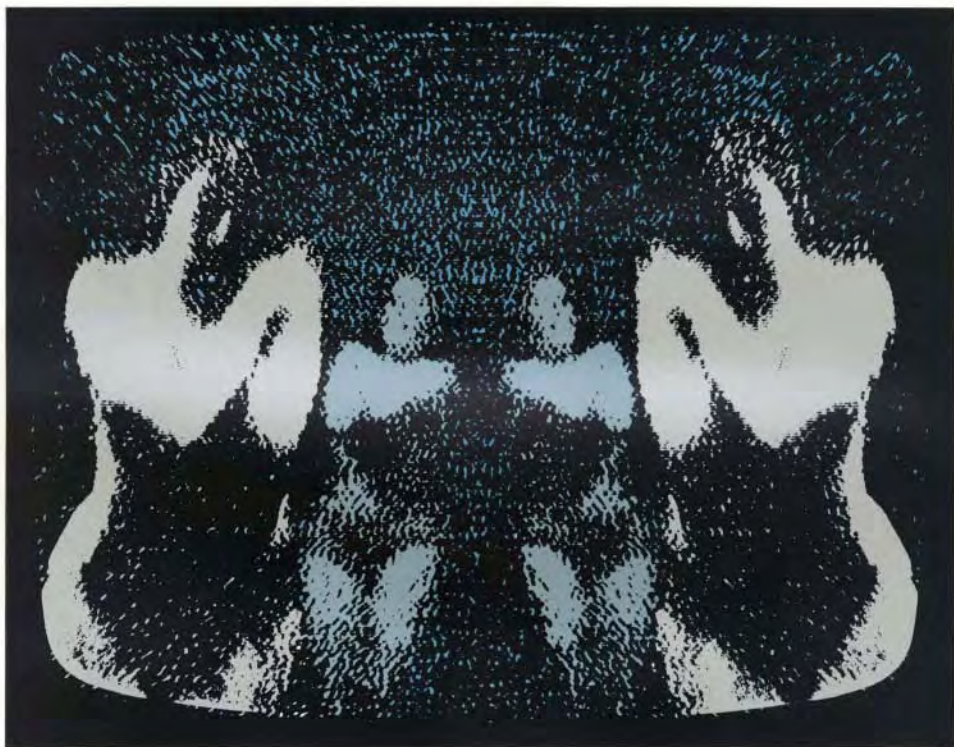
Projections

Illusions

Inside my eyes I can see my mind's mirages. They are visions of my fears and fantasies; imaginations of what I am; these colors in the dark.

I have been watching a performance where the people danced before me and became what they wore. They behaved as they imagined they had become. I laughed at this everyday circus. But it was everyday and to escape their images I could turn only to my own designs. Like when I try so hard not to think of something in particular — and I do, it becomes stranger than ever. It transforms itself before me in its own display inside my eyes. No matter how fine, nor how terrible, I cannot avert my eyes from my own projected illusions. I can always imagine movements in the shadows and what exists behind a mask.

KLB □



Emergence, KEN BLOOM



Look around you. Where are your walls? Can't you see what I see? You only look out at me; world before your eyes, but I look at all your sides. From my distance I watch you watch. Look around the room — at the walls. Are you interested only in all the others? How can it be? They must see you much the same as I see you. It's that being watched — that incessant, eternal feeling of being watched.





Lying on her bed
 blind to what she sees —
 Frivolous thoughts leap through
 her mind;
 Unaware of the obvious
 She meets the obscure.
 She strives to live
 but trivia occur —
 She withdraws
 into
 frolicking queens
 and wizardly kings,
 galloping horses
 and scandalous sorcerers;
 Vanishing into the obscurity
 of the night —
 She sleeps.

Roe Brutico □

The face is elusive if seen as a whole,
 so I must look at the parts objectively in
 order to recreate the whole. I begin to not
 see the face but rather how it is made,
 how one plane changes into another. I
 become distant from the person and
 come back to the face. This is the
 beginning of seeing.

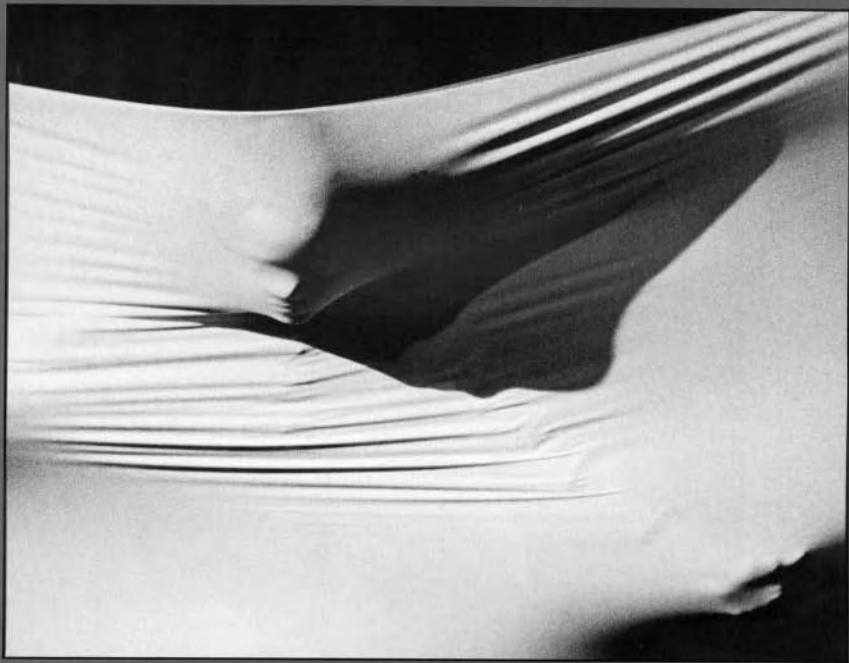
DM □

Sculpture by Dave Marshall













When I stare directly into their eyes without asking them if my idea is acceptable, being old for my age, I am considered a "precocious child". The authorities expect me to be 'unorthodox'. That is easy for me since I'm expected to be different.

The authorities are prepared enough in their expectations to avoid taking any of it too seriously. But, they still say that creative innovation is — wonderful. Usually that refers to something like a generally well-accepted historical event which has academically been determined to be of key significance spotted along the hindsight linear development of human-kind. These are always before our time. Innovators must be dead or 'successful'. Or enough time must pass for the critics to give up being jealous so that they can coopt the new idea and transform it, discouraging its realization as an achievement of people. Critics call it genius in their post date recognition. Only experts recognize and appreciate the exclusive club of the geniuses.

Innovators have consistently been called anarchists. Artists suddenly become political enemies until the posthumous genius stage in their lives. Suddenly Jackson Pollack made order out of chaos — when he was not creating anymore and his work was digested, he became a textbook. The personality is lost when we learn an individual's achievement out of context, without spirit, out of time. There is no longer pain and elation; when the energy of creation is ignored, the passion of creation is frozen. We learn to contain it in the mind of genius. It becomes academic. But it does not all come from the head; any real artist can tell you that.

I don't expect conventionalists to smile when I look them straight in the eye and tell them the old new is old. Precedent happens only in the present; change is now. When I say that "Master So and So is defunct. It's a dead image", they gasp — Blame it on my youthful arrogant ignorance about discipline — and forget the beauty in passion!

I insist that innovators are laughed at every day. The laugher's world is still flat, same as it was before the great discovery of the New World. Critics evaluate the artists of today by pointing in comparison into the past at all the great ideas of men and women who allegedly lived before their time, minus the many who may yet be too different for recognition. At that time, then, people like them were laughing. So it may be a fact of life that there are innovators and laughable sorts.

In discomfort the evaluators laugh — or issue a grade "commensurate with the value of the work"; when confronted outside their neat little realm by innovators with the insight to strike out at convention, the evaluators, with the authority given them by the institution, need only battle in words.

It is impossible for me to develop insight in a given time so as to be evaluated on the level of my growth in a system which does not grow with ideas but tends to fit them in with comfortable tastes.

Splash! The water I throw rushes over the dusty floor they are constantly sweeping. You see, the dust will always settle.

You have shown myself to me, Mother; a myriad of petals and colors, sweet odors and textures . . . but which is the true, the core self? Which color of my soul is it that is eternally reborn in the round and round movement of my life? I see myself and I am afraid that I am too numerous to understand myself.

JC □

KLB □

When I was young, I thought that I wanted to be just like Mother and marry a man just like Daddy. Then I was eleven and my parents seemed to fight a lot and I swore that I would never marry. When I was old enough to date, I thought of every boyfriend I went out with in terms of a prospective husband.

I discovered later, after all those years, that the thoughts were not original. The ideas were those I learned. I've wondered through whose eyes I was seeing, and by what standards all the little girls were made to be. An array of plastic smiles, painted faces, malleable twist and turn bodies. Pointed breasts standing delicately on craftsmen's shelves.

Dress up your Barbie doll. She has a nice new white wedding gown and now she can stop dating Ken doll every day in your long hours of play and become married finally and you didn't know what to do after Barbie finally married Ken doll her gown stained. You will know someday that the lies we were told as children are what stunts growth and not coffee.

Now at this point in time I'm tired of being told how pretty and sweet I am. I'm tired of being analogous to daisies. I don't think about dating anymore. I think about knowing people. People. Women, too. Women are people. For twenty years I spent my time confiding to men, dancing with men, hugging men. A few men respected my interests and a few men listened to what I had to say and a few men loved me. But there were many men who thought I had great legs and many who said they loved me and there were those who said they could commit suicide if I left them and they are alive and well today because when I left them they had nothing but the image of my breasts in their eyes.

There are men I would like to know and there are women I would like to be close to. You, my friend, I want to grab your shoulders urgently and shake you until I can hear your bones crunch and your teeth rattle because you seem to live so blithely and how blithe are you really? You are my sister and when I speak to you of sisterhood I can see that the word pains you and you hurt me — you hurt me so goddamn much when averted eyes and whimpered apologies are your answer to my reaching out. And when I say that you hurt me I mean that I cry because you are not crying. Listen to your laughter it sounds like crying to me and perhaps if you listen to yourself! You have long been asleep listening to the hypnotic words of your own mother.

I used to be afraid to touch but now we can hug, our breasts fit together, and when you cry I have shoulders strong enough for both of us. You have said you needed me and I used to think that you needed the physical presence of a friend, but now I see that it is me you need — my head, my words, my silent eyes watching everything you do, my touch. We will hope for each other. We will know who we are.

MW □



Perceptions

Communion of senses

Be what you will, I have seen you and I watched you perform the images of your mind. Your many identities have confused me sometimes because I did not always feel you were what you appeared to be. I was frightened at times and I even laughed at your clowning but I wonder if you are satisfied with your words. You have told me too much.

I felt a weakness come from you as I watched you pretend. I saw insecurity — the same as I often feel. Strength, too; I watched you be strong against all odds — you were a giant amidst the crowd. I saw you stand while they laughed at you — while I cried. I know you were crying, too, behind your mask, so I removed mine and stood before you unclothed, pure in myself and more vulnerable than you. I felt you would understand because only you who suffered so much could respond with love.

I touched you and your mask melted from your tears. I meant to soothe your pain because I could not talk them away, I needed you to need me. I needed you to feel a thrill of my embrace as I felt when you rested your warm hand upon my shoulder and you cried. I closed my eyes and your face fell into my breast, your eyes dropped searing tears upon my flesh. In such pain because we touched, I found happiness.

When I need you, you must embrace me — ever tighter. Your heart must beat into my breast. Your arms must envelope me; squeeze against my back. Let me rest my head on your shoulder. You will hold my life within me. Our parting must be the tearing of an organ from my body.

Sometimes I will call you on the telephone in the evening to hear your voice. It soothes me so I can rest, my eyes closed, and feel you approach me in the night. You bend your head down to breathe warm against my throat, and into my ear you will whisper.

You see, I need you again, here to touch me — and save me with your body — not your words.

KLB □

I sat in your sleeping bag and thought that it was warm; I toasted bagels, spread on cheese and thought that I was full; I went upstairs to look at you and bite you on the knee. The light shone oddly on you and I moved closer to see. But then you turned and took my earring off into your mouth. And I felt warm and full and knew that you would be my friend.

It suddenly occurred to me that I really didn't thank you for last night. I guess that's not what I really want to do — not in so many words. I just meant to tell you how nice it was to stay overnight with a friend and to wear flannel pajamas and eat pancakes and watch intense movies. I love you.

pornoem
francesca dunn is
"On the Davenport —
marquee photo
of a windswept
airy free-spirit

broad.
just a broad
with bare shoulders

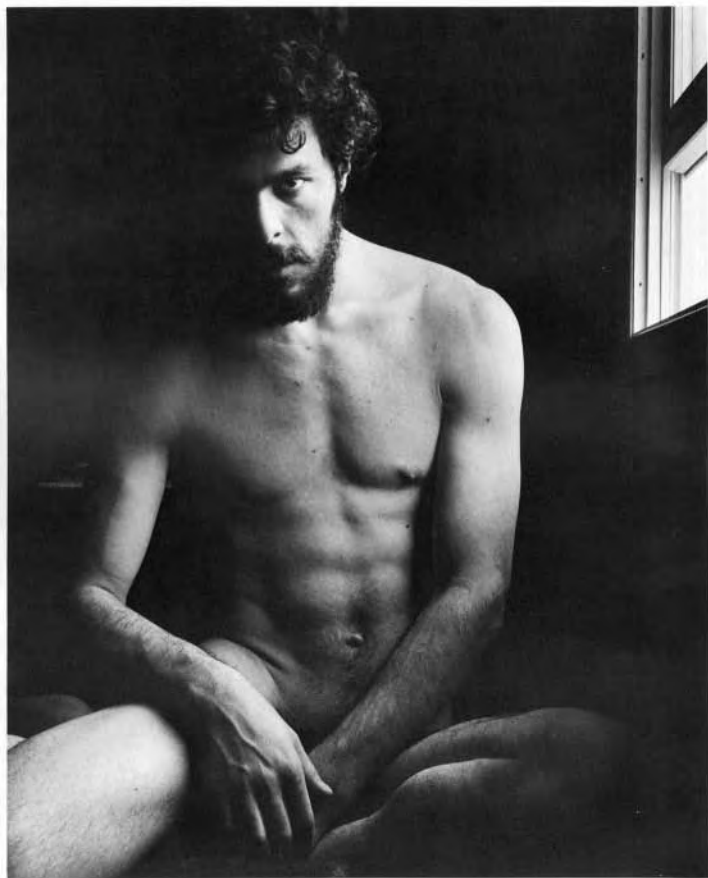
and a looking-at-you
pose of pure
dazedness born
of
cerebral underexposure

— NK □





There are two questions that I feel hopelessly at a loss to even begin searching for the answers: What do I, deep down inside, want out of a relationship? And how do I give of myself to another person? These questions have always remained with me and each relationship I've had. The second question, I am not able to handle unless my concept of giving is distorted: giving of oneself; sharing of your feelings, being honest with each other and communicating in every sense of the word.





I've fallen into a regular pattern now. It's quite easy to follow: I get up between 8 and 9 and have breakfast. I've been enjoying the cereal familia with just a touch of honey and milk. I rarely check the clock but I can tell if I'm on time, i.e. early, because the dew is not burned off the lawn as I walk to the Lab and my feet get wet.

We all look forward to having lunch together. The conversations are fun, so are the impromptu coffee breaks.

I leave the Lab at 5, my stomach growling and make dinner almost entirely vegetables, a piece of cheese and ginger or garlic seasoning. I have free time till about 7:30 when the courts are clear, and play about an hour of tennis, then hit the pool and swim. I guess I'll get into good shape.

Afterwards I can go back to the Lab or play my guitar, by 11:30 I'll turn out the lights, but I rarely get to sleep. I need you right now, to hug. I still cannot comprehend how far away you actually are. I can't understand why you are not with me now.





White Minstrels

A person without a well-defined self image is at the mercy of group persuasion. After leaving the relative security of home where for the most part serious decisions were not made independently, most persons must break into the untried university environment where they are expected to make social decisions themselves. Choosing to act independently of the new environment may mean loneliness since self determination is a path for the well developed self-image. On the other hand is the choice to follow a pre-determined path, formalized according to prescribed status relationships and exclusive membership and characterizing groups called brotherhoods or sisterhoods. These groups have established the basis for generalized social behavior upon arbitrary principals which none the less have become institutionalized, unquestioned as the mainstream models for role behavior. No individual can simply cast these un-official un-required sanctions aside; everyone must confront the values by convention no matter how arbitrary they appear.

The individual who suffers an ill-defined self image must also confront insecurity. As in any dominant social system, conforming to the status quo is attractive due to the weight of tradition and an inherent strength in numbers. Sanctions are specifically designed to inhibit outsiders from enjoying full status. The individual once again must be able to see clear of social mythology which claims that social mobility and happiness is assured by cooperation. The feeling persists that staying out means being rejected. For those who have managed to steer clear long enough to gain perspective, this pressure is reduced. One must consciously decide to stay out and that decision will constantly be under public scrutiny outside the chosen group of "independents". The birds of the feather negatively reaffirm the dominance of the traditional group structure. An individual must be independent of something, but usually that means traditional groups, not groups in total.

The funnelling of persons into one group or another is mainstream. A choice of group implies the degree to which one's individuality can be expressed. The pre-defined character of the traditional group subjects the individual to the dominance of established group identity. This is justified by political and social prestige as well as specific rewards associated with that group identity. Individual expression occurs only in a small circle of friends within the large group.

Social groups not of the traditional type are smaller and tend to reflect the characteristics of a small circle of friends without subverting the expression of personal identity. The advantage of this type of arrangement centers upon relative personal freedom insofar as an individual does not become type-cast according to the generalized mainstream model. Yet the person who chooses this type of association must be prepared to sacrifice the ritual advantage of the prestige associated with membership in a dominant group.

Once membership has been established in the brotherhoods or sisterhoods, ritual initiation reinforces exclusive membership. Energy is spent establishing a role in the system, not in questioning the system. That would require striking at the fabric of the arbitrary order of things. Since the very group identity has been established upon this order (as well as personal status positions), any recognition of the capricious nature of sanctioning conventional values becomes a threat to the whole "order". This kind of threat evokes the enforcement of conventional values by sanctions which are strikingly emotional and often violent.

The degree of response is often disproportionate to the instigating act. The violence originates in deep seated anxieties which have been developing over time. And while it seems as if no one individual is strong enough to cause injury on the system with its strength of traditions and numbers, that individual may cause group insecurity to emerge. Social sanction is designed to inhibit excessive change but the system is not complete in its dominance. This underlies the sensitivity of those who hold relative positions of power.

The homogeneous make up of the environment tends to support the system. Non-homogeneous members are tolerated only to the extent that they subscribe to the expected set of values; even if they avoid membership in the traditional structure, non-homogeneous people are subject to the dominant values that condone behavior which is not in their best interest. Black people, Jewish people, gay people are kept out to varying degrees. Women are dominated.

Irrespective of the individual nature of each group, stigma are carried over from society at large to the dominant group, exhibiting the institutionalized ideological basis for exclusivity. They engage in display of white "minstrelsy" whereby they mimic alleged generic characteristics of the people (who by



nature of their role are subject to such ridicule). When boys, in drag caricature women, they perform their own stereotypic impressions which reflect aspects of their own sexual development, acting out their own frustrations at the expense of the image of women in general; they perform caricatures of social mythological beings.

Any woman who has the gall to assert her womanhood by denouncing institutionalized slander of stereotypic image builders, must expect to be criticized by both men and women. She will have realized a new consciousness of the range of institutionalized oppression; she will not be able to bear the stigma attached to herself as a woman anymore.

Other women will criticize her due to their own lack of self awareness because the actions of the lone individual thrust sanctions into their face. Because they are also women they will be forced to answer for the actions of one (---- one rotten apple you know . . .)

The actions of any conscious individual strikes at the order of the exploitive system where the un-sure, the un-conscious, uninspired oppressed actually cooperate in fear or ignorance, and serve to support the inertia of the exploiting system.

Women who comply with the status quo are left to be apologizers for their oppressors. They become further and further isolated in that alliance.

The privileged who speak from a secure position in the conventional order remain unaware of their capricious behavior in the conventional but artificial social structure. That insensitivity is nurtured is indicated by individual isolation within the confines of traditional groups. The ability to imagine what it is to be an outsider, a person treated with contempt is limited by lack of experience.

To loosen the bind of unimaginative conformity a person has to be shocked out of the conventional realm by some event. Suffering breeds change. Experiencing the hardships of being an outcast tends to heighten a person's social awareness. It is the context of this kind of awareness that some very conscious (but alone) women speak out. They are trying to expose exploitive behavior at all levels no matter how couched it is in mundane excuses.





Observing the display of boys in drag who think they are ridiculing women, one does not notice innocence. Black people do not need to see minstrel shows to know how Zip Coon and Jim Crow affect them. There is no democratic principal involved in discussing nigger stereotypes. Similarly, when totally exploited women display themselves in white face, mimicing the boys who mimic them — it is not all innocent fun at their own expense, it is the virtual subjugation of their persons and self awareness as directed and applauded by the harrassing “young men”.

It is naive or cynical to excuse such behavior as purely individual. It should be noted that these white girls and the whole community should have already learned the lesson from the experiences of their Black Brothers and Sisters.

The cooperation of people who don't know any better does not justify the behavior of the principal person. The need to abolish such capricious behavior arises from the damage done to the social image of those who suffer the brunt of the humiliating jesting: namely Catholics, Jews, homosexuals, and mentally ill, and anyone else who is not genetically perfect or white Anglo-Saxon Protestant Male.

In spite of this, more energy is expended on these activities than any constructive venture because it is easier and securing to make fun of other people, but there is no excuse for supporting inequality — either directly or indirectly by institutionalizing damaging stereotypes, intrinsically a means of disqualifying people from full social legitimacy.

KLB □





White Minstrels





White Minstrels

A Woman's Choice

The most frustrating person to deal with is a woman who has been brainwashed into believing that she will always be identified in terms of men, in relation to men. Assertion of identity takes courage, not balls.

"Women everywhere rush to squeeze into the glass slipper, forcing and mutilating their bodies with diets and beauty programs, clothes and make-up — anything to become the punk-prince's dream girl. But they have no choice, if they don't, the penalties are enormous; their social legitimacy is at stake.

Thus women become more and more look-alike. But at the same time they are expected to express their individuality through their physical appearance. Women are kept coming and going, at one and the same time trying to express their similarity and their uniqueness.

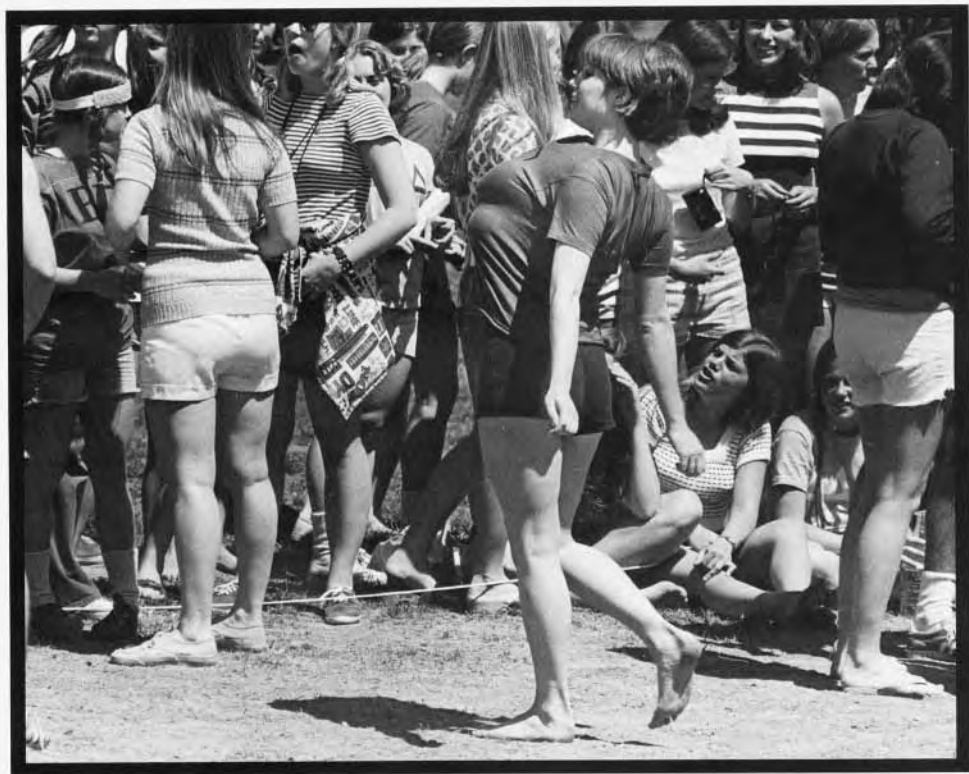
The demands of sex privatization contradict the demands of the beauty ideal, causing the severe feminine neurosis about personal appearance.

But this conflict itself has an important political function: when women begin to look more and more alike, distinguished only by the degree to which they differ from a paper ideal, they can be more easily stereotyped as a class; they look alike, and even worse, they are so stupid they believe they are not alike."

Women need to support each other in the struggle for recognition of individual and group identity, to give each other the courage to delve into themselves, to depend upon themselves, to realize that other options are open to them, to see beyond traditional roles by sharing ideas for alternative lifestyles.



* Shulamith Firestone





"When better Bucknell women are made, Bucknell men will make them."
— in orange and blue lettering on a banner formerly sold
at the University bookstore. (Women For Change enforced
removal.)



"Being a Bucknell woman can make you feel like God."
— Mademoiselle Magazine, August 1972

The following is an interview in which three female members of the Bucknell Black community express their opinions of themselves as perceived by themselves and various others within the society. In order to protect their identity, the persons interviewed have assumed the false names of Joni, Kathy, and Lisa. The small population of black students within the Bucknell campus is such that description of the individual student interests and backgrounds will likely reveal their identity. Thus, it is sufficient to say that the ages of the women range from nineteen to twenty-two years.

Circumstances have been such that not all of the women are represented throughout this written presentation. Flaws in the recording of the first taped interview necessitated the introduction of a second taped session. Unfortunately, the female who is herein referred to as Kathy, was not able to participate the second time. This article uses that portion of her conversation that is audible. At such points as her speech is incomprehensible, the reader will be informed.

What is your present day conception of femininity? How are you specifically and the black woman generally included within this ideal?

Kathy: My present day conception, I don't think is any different from my conception of previous time. I think that probably the major role is for a woman to complement the opposite sex. But this is not to say that such a function is conclusive. I think that we do have other things to offer. Well, there is a definite physical dedication in the sense that we are the child-bearers and therefore, the mothers of the race and I think there is a role to be taken care of that is as much important as going out and doing jobs in the bigger spectrum outside the family. But the mere fact that we are the mothers of the group should mean that we should be included outside the family because we have that special touch to add.

Joni: Well, I build my concept along lines of personality. I know some people who are very feminine in their personality. I don't include myself as one of these types of women. I think that black women are very feminine, at least they try to be. They know that this is what their men want; this is what will attract a man. In my opinion, the way for the future is to be less role-playing and more of just being yourself. So, those women who don't feel natural in this role won't feel the need to do this all the time — you know, do this or do that because it is expected of you as a female.

So your concept of femininity is just acting in the role of the traditional society?

Joni: Yes, I've seen some women who are actually suited to play the traditional female role. That's just the way they are, they will always be that way. Other women more or less just play the role and they play it to the point where it becomes very natural to them. Some women, however, who play the role are very uncomfortable with it. Then there are those who don't bother to play the role at all — and that's me.

Lisa: I don't think that there is one concept of femininity. It

deals with personality and you can't really define it. Women can be feminine in different ways without being traditional. When I say feminine, I don't mean the perfumed, dropping-handkerchief thing. You don't necessarily have to do that and label it feminine. You can play basketball and that can be your way of being feminine. Anything that you do as a female can be labeled feminine.

Kathy: There is also a special problem that the black woman has that probably ties her more to role-playing in the sense that she should be able to understand some of the problems that face the black man. Maybe he does need an ego boost every now and then. If playing a role will help that, then I don't see the danger in doing so if it means that it will help the group as a whole. The black woman is probably jeopardized more than most people but I think that she is needed to be.

Lisa: That might be nice initially, but after awhile it may . . .

Kathy: Right, well once we reach that point, it may be very well to move on.

Joni: I feel as Kathy does. As long as it doesn't interfere with something like a woman's career in the sense that there are some black men who feel that black women should not work or that black women should not compete for jobs because these jobs can be given to black men. I feel that as long as somebody blacks gets the job, the sex of that person is unimportant. When it comes to her activity outside of the home, a black woman cannot be so-called traditional feminine all of the time. You can't be feminine and, say, deal with white people. If you were, you wouldn't be effective for the whole group. Yet, when you're home with your man you can assume this role.

Kathy: I assume that if we are conscious of our responsibility that the males would be conscious of theirs too, and understand our problems. They should realize that we will reach a pressure point sooner or later and that they will have to help us relieve this by letting us get out of the role-playing every now and then.

It appears that, on the whole, you feel that the black woman's type of femininity is set apart from that of the white woman. It has to be more flexible, less rigid than is provided by white standards.

Kathy: Yes.

Lisa: Yes.

Joni: Yes.

What was your perception of yourself as a female when you were a pre-teen adolescent; were you personally satisfied or dissatisfied with yourself?

Lisa: That I can answer. It wasn't until I entered junior high school that the movement toward black awareness arose. You know, the afro came out, and people were no longer ashamed because they had thick lips and broad noses. But, in elementary school there were subtle racismisms just among the blacks. If we had a fashion show or anything like that, it was always the light-skinned girls with very good hair who were selected to participate. You couldn't have one or the other, you had to have

both. It never dawned on me until later when everything started to open up why it was the same type of girls who participated in these functions. I was dissatisfied with myself because I was always left out, though I couldn't understand why. It was like a big secret; there would be a fashion show planned and you'd go to it and all of a sudden you'd see who the models would be. I didn't necessarily look at myself as ugly, but I could see that something was definitely wrong.

Kathy: A lot of the older people don't seem to realize or probably don't have the time to deal with all of the problems that the child is going through. They don't try to counteract that reaction that is going on. But the child has to react; he or she has no choice. It causes a lot of anxieties and that's a very tender age for a person to have to be suffering with anxieties that trying to live up to a role can cause.

Joni: Sometimes, older people perpetrate these things without realizing it. As a child, I had a lot of light-skinned girlfriends with fairly long hair. I always remember mothers not knowing what they were doing or not meaning to hurt a child when they would say things like "put this in your hair or put that in." They would be overconcerned with your hair. This type of thing can really damage a child's ego. When I was young, I had long hair and I cut it all off. My mother beat the shit out of me. After that, it never really grew back, but my mother tried everything: hairdressers every two weeks, this, that and the other. I mean it was ridiculous! I never figured out just what was so important about me having my hair grow any longer than it was. Your mother loves you, she doesn't mean it, but she knows what's important about it, even though you don't; and, she can't really tell you why it's important.

Lisa: It's funny how the same girls who used to talk about how light they were and how straight their hair was, now sit around and argue over who's the darkest and who has the nappiest hair. I've got friends who now debate over who can and can't get their hair in a 'fro. I've got a lot of friends who can't and they feel bad about it.

Where does your sense of "who you are" come from? what are some of the events/people who have inspired your sense of self?

Joni: My parents, my brother, and my ex-boyfriend, not necessarily in that order. My parents, because parents bring you up. My brother, because he's shown me exactly what being black is and what it can be. And my ex-boyfriend because he's shown me some of the positive aspects of being a black woman.

Lisa: My sense of "who I am" comes basically from my parents. The rest, though, comes from people I have met who have shown me in various ways that I can be totally myself. They've taught me that I don't have to conform to certain social values. I can be myself and not worry about being accepted by everyone else.

How do you think the black woman of today is viewed by the black man?

Joni: There used to be a time when only very politically

aware brothers knew how to communicate with black women but this is no longer the case. Some brothers combine political awareness with backward attitudes when it comes to female-male relationships. There are black nationalists who feel that the black woman's place is totally in the home. On the other hand, there are those brothers who are not politically conscious but who know how to deal on a personal, one-to-one basis. There are varied opinions on what the black woman should be doing, but I definitely disagree with the idea expounded by some that the black woman's place is behind her man.

Lisa: Generally, black men are starting to see us as black people and judge us, by and large, on a black standard. But this only includes their opinion of our attractiveness and political awareness. When it comes down to a personal level, they still have some white attitudes. They still want you to be submissive. They want you to know that they are the male and you are the female.

Do you think that these attitudes are the result of the incorporation of white values into the movement for black liberation?

Joni: I think that this is true in some instances. In other cases, I think that some brothers who look to Africa for different lifestyles view only those lifestyles that are agreeable to them. What they don't consider is that, in Africa, there are as many different customs as there are tribes. Some do have women in the background while some have women in the forefront. Brothers choose to adopt these customs which place women in the background in addition to which they incorporate some of the white values and put them under the name of black nationalism. They claim that black women are not with their men unless they accept these values; but this is not necessarily true.

What role does the Black man play in your life? Where do you place him in terms of your career?

Lisa: He has a definite place. I think that by the time I really have a career, situations should be such that I won't be categorized as a black man or a black woman, but as a black person. So it won't matter as much if I hold a position which he might have held.

Joni: Right now, he holds a very secondary position in terms of what I have to do, in terms of an education and a career. Maybe later on he will hold a primary position, but right now there are other things that I have to get done, other obligations that I have which do not immediately include a man.

What incident/circumstance of the black woman's history in America affects you most deeply (in a positive or a negative way?)

Lisa: In a positive way, Rosa Parks who initiated the Montgomery bus boycott. Starting with her, I can directly trace the movement toward black liberation. I've lived that time with the progression of the civil rights movement. The thing that impresses me most about Rosa Parks is that she didn't have to be a woman to do what she did. She could have been a black

man whose feet were tired. That's affected me deeply.

Joni: On the negative side, the increasing number of suicides among black women who all of a sudden can't cope with the situation as it is. Black women have traditionally been the backbone of the black community. The idea now that black women are committing suicide and admitting that they can no longer cope, just makes me wonder what the black community is coming to — or what it will come to without this backbone.

On the positive side, someone like Eleanor Norton Holmes who is the Human Rights Commissioner in New York City. She has a very successful career that is definitely helping black people. She has a home life with a husband and children and still lives in the black community. So here is this woman helping black people in her area. She's making a five or six figure salary, yet she has decided not to desert the black community. The fact that she is combining at home life on top of that and raising two children just shows that it can be done and that, if she can do it, maybe all black women can have this type of success to be aware and involved on all levels while not sacrificing anything in terms of being a woman.

You refer to the black woman as the backbone. In what way does she function in such capacity?

Joni: The black woman has been and still is the backbone in the sense that, whatever the men have done, whenever they have had to leave an area to migrate here and there, whenever they have been arrested or murdered or whatever, it has been the woman who has raised the children. She has been stationary. The children are always the future and she has been the one who has had to cope with the idea of raising and instilling within them a type of pride. Rosa Parks or other women who helped at political organization, people such as Sojourner Truth and Fannie Lou Hamer, were an older part of the black community. People would turn to them when they were in need. Such has gone on throughout the history of black Americans. There are many black women who have taken care of their children and tried to help others in the process at times when, for whatever reasons, the men couldn't.

So, in your opinion, the black woman has this highly supportive relationship to the community more so than to the man?

Joni: Yes, I'd say so.

How do you respond to white American conceptions of the black woman as a superhuman or even more as a matriarch?

Joni: Just to demonstrate how successful this myth is — you have a lot of black men who believe in this type of image of the dominating, castrating female who does everything, who is a mother and a father or a man and a woman. It hurts me to think that black men could believe something like that when they should know that black women have acted as they have out of survival, not necessarily because they like to do everything in terms of working and taking care of children and husband. The idea that this myth has been accepted by the men just goes to show you how well white society works.

Lisa: There are also some women who believe in the myth. I think that the white society looks at the matriarch, or everything that the black woman is, not as a positive aspect of the black man but as a negative characteristic of the black man. They're using white standards and accordingly, the things that a lot of black women do are the things that the black men should be doing. They just can't take their standard out of white society and put it in the black perspective. White America realizes that black people do have a separate culture, but they don't really expect us to put that lifestyle to practical use.

Joni: The fact that some black women are bending over backward in an effort to dispel this myth, which has no basis, really shows you how well whatever white America instills within the black man's mind can work to divide the black community.

In your conception of your blackness and your womanhood, which comes first?

Lisa: My blackness, because it determines what type of woman I will be.

Joni: My blackness. It reminds me of a line I read in Josephine Carson's book, *Silent Voices*, when one of the student demonstrators got beat up. The demonstrator said you can't hit me. You're not supposed to hit women; and the man said, you're not a woman you're a nigger. And he beat her up anyway.

G.M.B. □



In Retrospect

You are asking a question which I feel can only be answered on a personal basis. Certainly, all of us feel lonely at times for one reason or another.

It seems to me that the source of loneliness lies someplace other than in the superficial living conditions, and I think that while it is true that loneliness crops up due to your inability to make friends, lack of involvement in activities, and being consciously cut out of activities by a sorority which "blackballed" you during rush, or whatever, the seeds of loneliness sprout with the individual's move away from home. The seeds are initially present — we all have the potential for feeling very alone. I had my lonely days when I was a freshman, but I hadn't yet had a chance to meet people, and naturally those days did not last very long. I do not refer to that kind of short-lived loneliness when I speak of loneliness.

Loneliness was overwhelming when I first began to realize that I was really on my own, (except financially, thank God), when I discovered that I had to do everything myself and/or see it all the way through in order to get anything accomplished. At one point, I thought I was surrounded by a multitude of fools until I realized that my peers were not feeble-minded, they merely had a very low level of commitment to anything other than grades for med school or the debate about the evening meal at the cafeteria. Since then, I have ceased to be quite as cynical — I have met many people who seem worthy of a helluva lot of faith, even though they are not always dependable. I refer to that kind of loneliness as the "everything is on my shoulders blues". It is common among many college students, and I, like everyone else, feel as if I have "the blues" far worse than anyone else!

At any rate, there is another loneliness which is at once intense, frightening, confusing, and never completely comprehensible to anyone but yourself. Several of my friends and I have identified it to each other, and we mutually understand the problem on one common, though shallow plane. The problem arises when you leave your home to live in a dormitory or apartment close to your university. The actual loneliness may not "hit" you until you are a junior or a senior, but sooner or later you begin to ask yourself, "Where do I belong?" Physically, you "belong" at school, living with your roommate or even lover, because that is where you are being educated, that is where half of your wardrobe is and your tennis racket and your bluejeans and your friends. You live a different life, the territory becomes yours, and, unless the atmosphere is unbearably oppressive, you genuinely enjoy being a part of the community.

Vacation comes, and you are expected to return home to your parents and the other half of your wardrobe and your friends from high school. Who knows, you may very well be dying to see your parents, especially if you are emotionally dependent on them to a great extent. You may feel as though you would rather stay where your new roots are, but you go home anyway because consciously or unconsciously you think your visit will cancel out the financial debt to your parents. Or you go home for some rest and some good meals and long conversations with your family, only to find that you miss your friends and your favorite sandals are in your dorm room and that your parents are strangers. Your possessions seem to be spread out, and consequently you feel "spread thin". Your home town is familiar but strangely unsettling; you see only a few high school friends with whom you can still communicate. You feel as if you should be financially independent, but you are not in a position to do anything about it. On the other hand, you love your parents and feel as if certain interdependencies should always exist between you and your parents.



This is not merely a state of confusion. This is real loneliness — even your friends are distant because they cannot completely comprehend the mixed feelings you have about independency-dependency, your special parent-child relationship, and your concept of “home”. You discover that “home” is not even back at school where you live most of the time, but that it is where you happen to be at any given time. You feel as if you “belong” nowhere. This feeling of displacement has affected many college students that I know, including myself. It is very definitely a type of loneliness, in that you feel as if you are really alone in the world, despite the empathy of friends. Of course, it is felt most acutely just before and during semester breaks, or as often as a roommate asks you to kindly spend the night elsewhere because she has a man over.

Unfortunately, loneliness brought about by a feeling of displacement is only resolved over a period of time through self-assertion, more changes in location, and a better understanding of oneself — but mostly time.

"You've got to be careful not to semestery your life away," he said to me. I sat on the edge of a cold slab of sidewalk with my legs in the grass. The wind was chilly but the sun's rays made the back of my neck all flushed and prickly with heat. I sat there and thought of how I could make things flow more smoothly. How not to think in blocks of time. How not to make assumptions about the length of time I will know people — or how deeply. Is that really what I had been doing?

I tried bringing back memories of past times and people just to see what kind of a whole picture they could form. I remembered a woman who sat in her back yard one morning on the back steps of her house. There was a patio with fancy white wrought iron chairs and a trellis with roses crawling over it. The woman was wearing a long bathrobe with her dark hair in a loose knot, and she was reading something — a paper, a magazine, perhaps — and she didn't see me. It didn't make sense that she should have struck me so oddly, but anyway, I walked very slowly and quietly so as not to disturb her — just watching.

I thought of a winter day after a blizzard when the trees were crushed with snow; they formed a canopy all along the sidewalk, their branches hanging heavily. A friend had her boyfriend here for the weekend; I forget whether he had just gotten out of the military or was about to. Anyway, a curious thing happened. The two of them were walking in the snow, and somewhere in a building nearby a door slammed. Within a second the man was flat on the ground — just lying there in the snow with the bending branches arching snowy above his head. Perhaps it seemed bizarre because the day was so clear and sunny, and the figure of the man so clear-cut on a snowy Lewisburg sidewalk — so far removed from machine-gun fire.

One night, not so very long ago, I walked with three friends in the late evening through the center of town. It was just before the warm weather came, and I remember thinking that it didn't matter that the trees were budding if the wind was so bitter. None of us said anything at all. But there was no strain between us, nothing but thoughts kept inside. There was no reason not to talk. And no reason to talk. I cannot say that there was an exchange of any sort, but I can say that I felt afterwards as if something oddly pleasant had taken place and I had missed out on it. On the other hand, I felt that if I had recognized our communion as it happened, then I would have totally missed out on it.

These are the images which strike me — people strike me — deeply, totally, for mere moments. Just scraps of time which do not flow along, but rather stick out along the way. They have their place, and I know that the "semesterying away" of time has restricted my perceptions. But I know, too, that the people who compose the images that remain are not all people that I know, and I never knew until later what place they would take. Memories are like the people that make them in a sense — I can't be sure where they will come from, and most of the time, I just can't make them happen.

MW □









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