American

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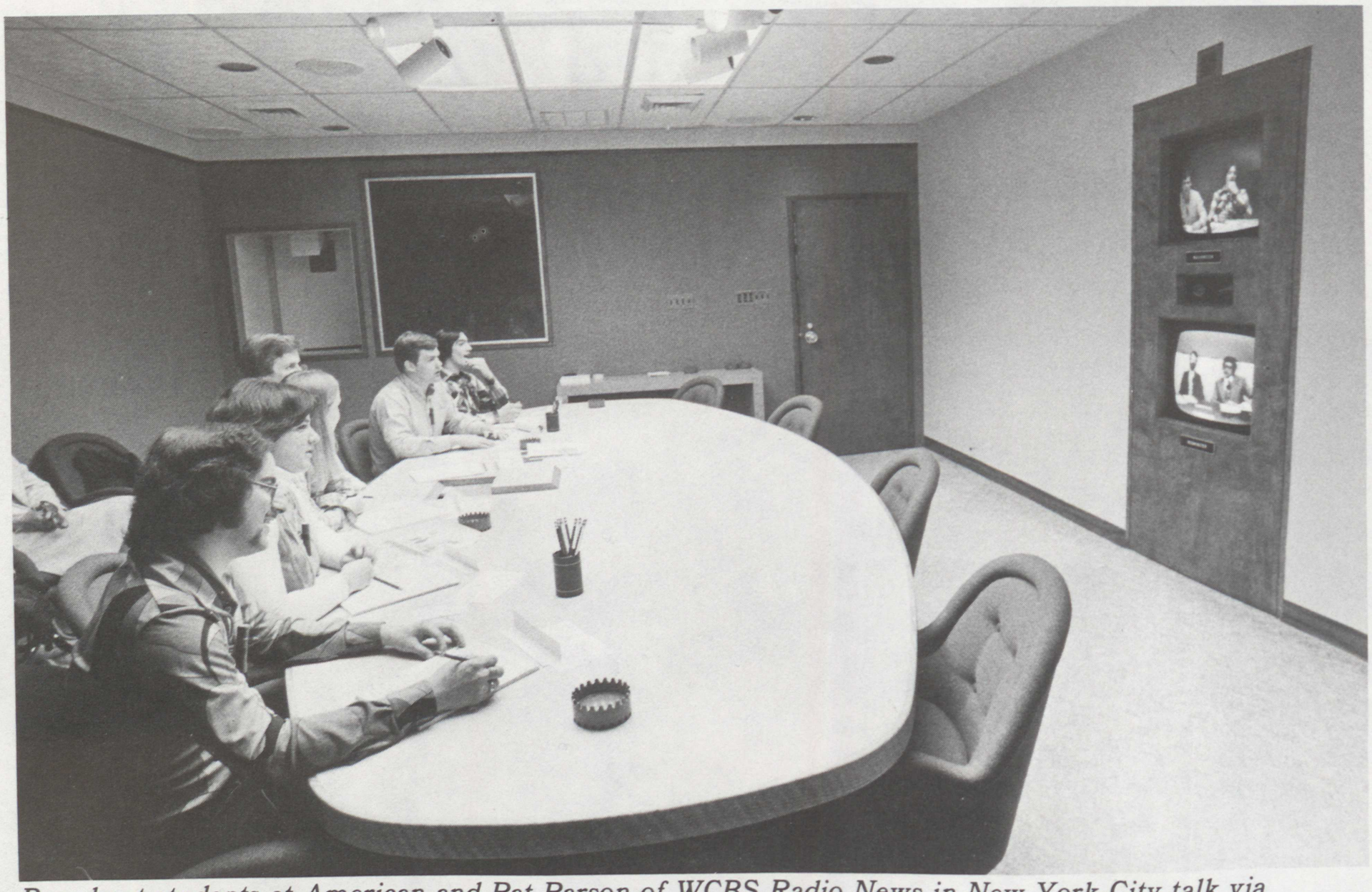
March/April 1978



Broadcast students at American and Pat Parson of WCBS Radio News in New York City talk via Picturephone Meeting Service in the first demonstration using Picturephone as an educational tool. The one-hour discussion on the broadcast profession was possible through the Bell System's audio-visual communications service that enables face-to-face meetings between persons in centers in New York City, Washington, Chicago and San Francisco.

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Cover: Students take to the waters with the onset of spring. Through two classes—one for undergraduates and one for continuing education students —they learn to sail using the university's fleet of six small sail boats. Taught by Giles Kelly, they sail afternoons, evenings and weekends in the Washington channel near Hains Point.

Filmmaker Lina Wertmuller visits campus on Valentine's Day. See story, page 8.

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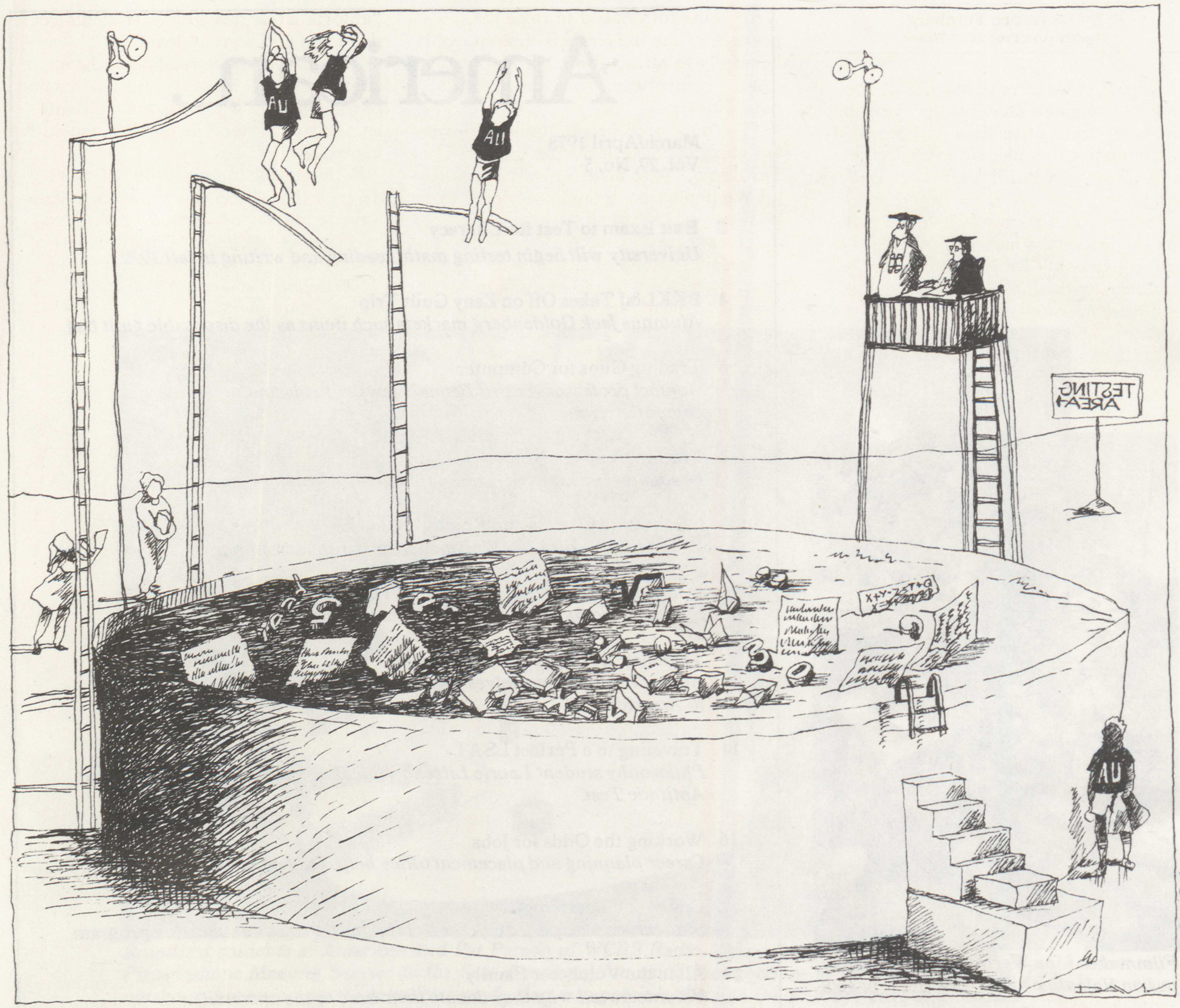


Illustration by Susan Davis

Exit Exam to Test for Literacy

The Washington Post article (right) underscores that quality of education at American University is going up. As evidence of this, the article commends American University in a very positive way for its new basic skills exit testing program. Even though it has received wide national news coverage, I wanted all readers of American *to see this article.*

Our new exit testing may well be a first for U.S. universities. We have received strong, positive response to this innovation, which will go into effect in fall 1979. The new tests will measure the abilities our undergraduates have acquired, not only at American, but more importantly in their prior schooling. The tests are our way of ensuring that The American University will be awarding diplomas to only those equipped to deal competently and expressively with the complexities of modern life.

This significant development is only one of the many substantive innovations taking place on campus. Starting this fall, the university will reinstate the credit hour system for undergraduates. Students will receive 25 percent more classroom time, answering a growing demand by our students to be better challenged by more — and more taxing — courses.

Also beginning this fall, new undergraduates will have distributive requirements. Very simply, this system will preserve the valued university tradition of freedom and flexibility in choosing electives, but it will guarantee that each undergraduate studies a core curriculum in the key areas of mathematics/natural sciences, the humanities and the social sciences.

The new library, opening next spring, will supplement our innovations toward a quality education by providing our students with the material support they have needed for so long.

I look with pride at American's accomplishments, especially as I read the daily papers. I have read articles about the plans of other schools to revise their curriculum to include distributive requirements and a core curriculum. I have read articles describing many of today's high school and college graduates as being functionally illiterate in math, and I read frequently of my colleagues' concern at students' inability to express themselves in writing. At American we have gone beyond talk and plans; we have taken action.

I share your pride in American University as academic standards continue to improve. **—President Joseph J. Sisco**

By Lawrence Feinberg
Washington Post Staff Writer

American University has decided to begin testing new students next year in the basic areas of reading, writing, and mathematics to make sure they achieve a "high standard of literacy" before they graduate.

Freshmen and transfer students will take the exams, which will include writing an essay and solving math problems with algebra, as soon as they enter the university.

Those who fail will be encouraged to enroll in remedial courses and will be allowed to take similar tests each semester, Provost Richard Berendzen said.

However, unless students pass the tests by the end of the senior year, they will not be awarded diplomas no matter how well they do in their courses, he said.

"We want to make sure as best we can," Berendzen said, "that the degree from the university means not just (passing) courses, but at least a reasonably high level of literacy in basic skills. Right now we can't be sure.

"Our impression is that the achievement of students in basic skills is less than it was 15 years ago," he continued, "not just at American University but at many others around the country. Now we are going to insist that before students can graduate they have the skill that we think a college-educated person should have."

The new examinations, approved by the American University faculty-student senate several weeks ago, are part of a national trend to raise academic standards at all levels of education after a decade marked by loosened requirements, "relevant" courses, and student unrest.

American University is one of very few around the country that have adopted uniform tests as the means to insure a minimum standard of performance by all graduates.

Such tests, usually in reading and foreign languages, were fairly widespread until the 1950s and mid-1960s, according to Frederic Ness, president of the Association of American Colleges. Almost all colleges dropped them, he said, and very few have had the "courage" to bring them back.

"I think the testing makes a lot of sense," Ness said. "But I think they're going to have real problems making it stick. There will end up being a group of maybe 30 students who do not pass the exam (even though they have completed all their courses), and the pressures in that sort of situation are very tough."

Frank Turaj, the dean of arts and sciences at American University and an English professor, said the tests also were being introduced to raise the prestige of the university's diploma and hopefully to attract more students despite competition from low-tuition public colleges.

"The only way private universities are going to make it during the 1980s," Turaj said, "is to have a quality product . . . We don't want a student of ours to graduate and have people say, 'He went to American University. Oh my God, he can't write.' Conversely, we want people to know that if students did graduate from American University, they can write, and if somebody had to pick between a graduate of American and one from someplace else, he'll pick our graduate, because he'll know the standards we have."

To raise academic quality American University also is increasing the number of courses students normally take each semester from four to five and requiring students to pass a range of courses outside their major field.

The average College Board scores of new students have risen sharply, Berendzen said, after a 10-year slide.

"In the face of very tough financial problems," he said, "we have made it tougher to get in here and we are making it tougher to graduate . . . I think we are changing the nature of the institution."

Even though many other colleges also are re-introducing required courses and "core" curriculums, Berendzen said American University officials decided to have a competency test too, because "unfortunately, the grades students get don't tell you a great deal."

"We already have reading and composition courses," he said, "but when some of the students who pass them submit an essay (in other courses) it is woefully inadequate."

Berendzen said university officials decided that all students must also pass a mathematics test, including algebra, because "competence in math is part of what a college graduate should have."

Throughout the country about 30 states, including Maryland and Virginia, have adopted minimum competency standards for high school graduates, but in almost all cases the standards are set low and so far only Florida has begun to enforce them with statewide tests.

The City University of New York, which has an open admissions policy for all high school graduates, has decided to require competency tests, beginning next fall, for students entering junior year.

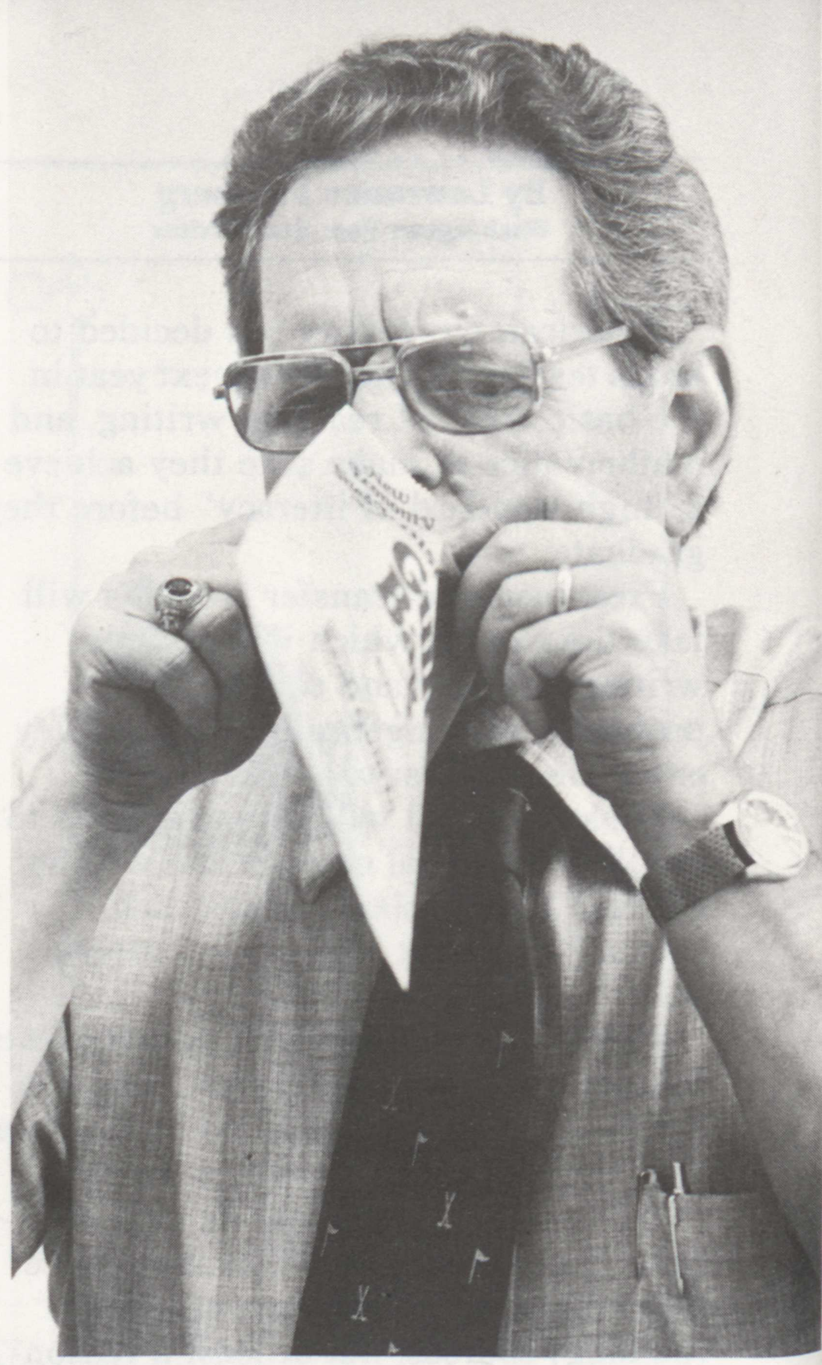
However, the standards are pegged to the 9th grade level on national tests in mathematics and the 12th grade level in English.

"That's preposterously low," Berendzen said. "The role of a university is to be a university and not go back and be a junior high school We're going to set a much more sophisticated standard."

Berendzen said a committee of faculty members and deans would write the questions for American University's exams. ©*The Washington Post* ■

Academic Revisions

- *Exit testing* (starts in fall 1979 for all entering undergraduates): To determine literacy and facility in reading, written expression and college-level math. Tests will not be national models (like SATs), but will be developed at AU, with the math test a straight set of exercises and the English test reading and writing samples. Students will be required to take tests soon after their entrance to AU to ensure that those who fail will have ample time to remediate their problems before reaching graduation. These are exit, not entrance, tests; admissions requirements, which call for specific and increasingly higher standards, will continue to be the criteria for admission to AU, while the exit tests will measure skills and competency acquired both at AU and in prior schooling.
- *Distributive requirements* (start in fall 1978 for all entering undergraduates): Students will be required to complete 24 semester hours—out of the 120 total needed for graduation—spread among a "core curriculum." The three curriculum fields are natural and mathematical sciences, arts and humanities, and social sciences. The University Senate is reviewing the curriculum to determine which courses can be used to satisfy the requirements, while an honors program and general education program are being developed as options for meeting them.
- *Semester hour system* (starts in fall 1978 for all undergraduates): Instead of the present course unit system in which an average full semester course load is four courses, the semester hour system will have an average semester load of 15 hours—or five courses. Thus, the new system will give a student 25 percent more classroom time. A full-time student will carry between 12 and 17 credit hours a semester, and, within that range, will pay a flat tuition fee of $1,845 a semester (as opposed to the current system of paying a per course unit charge). The university is devising a conversion equivalent formula for those who have begun their studies under the course unit system to guarantee that no students lose any progress toward their graduation.



American's purchasing agent, Alf Horrocks, demonstrates correct usage of the Disposable Guilt Bag. Following directions, from left, "To relieve Guilt Pressure Build-Up, place bag securely over your mouth . . . Take a deep breath . . . and blow guilt out . . . Dispose of bag immediately."

Photographs by Ann Stevens

BKKL&J Takes Off On Zany Guilt Trip

By Cynthia K. Moran

Friday, 4:30 p.m. New York office of Benton and Bowles advertising firm. Jack Goldenberg, BA '69, is being interviewed over the phone. Two more phones ring in the background. "Can you hold a minute?" he asks.

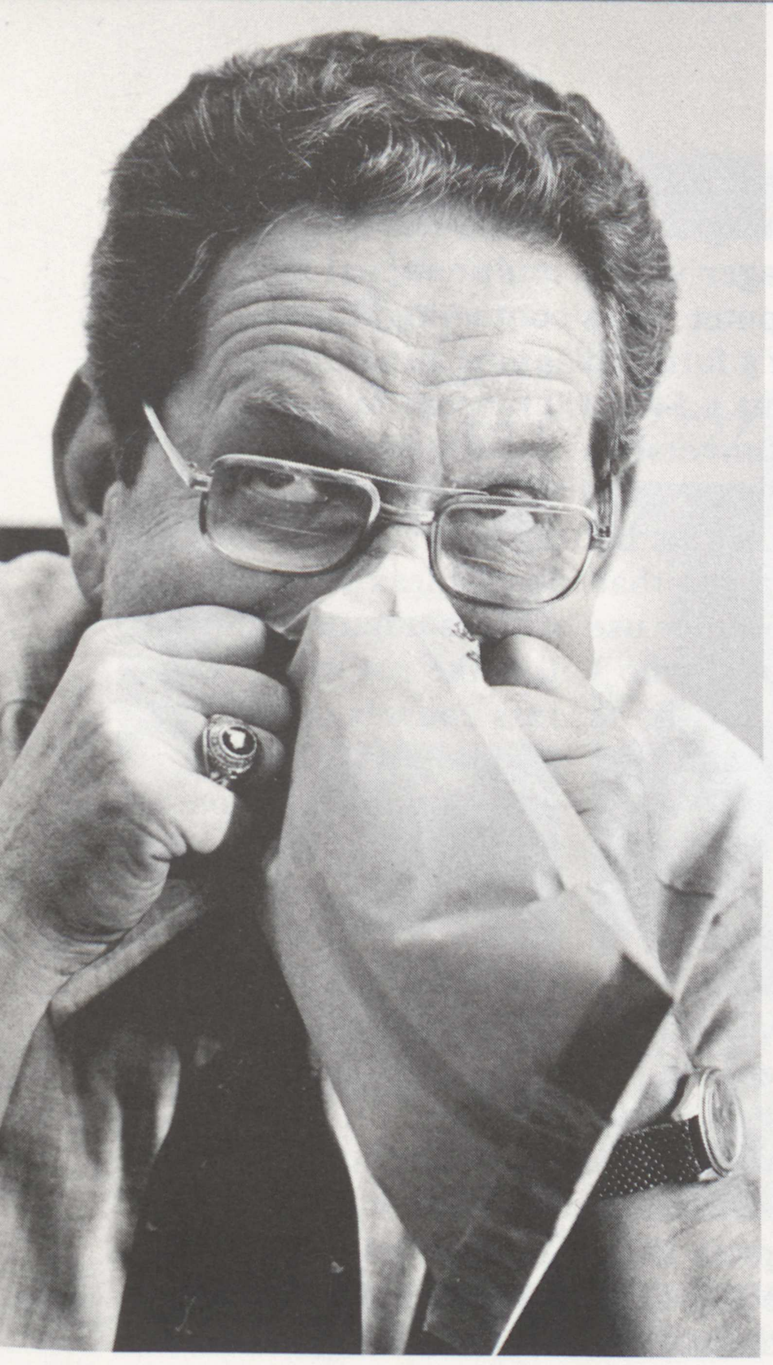
"I'm back," he says over a clatter in the background. "I just knocked everything over in my office, but don't worry." Earlier in the afternoon, he has taped an interview with ABC Network, and a recent Associated Press story has also started the phone ringing.

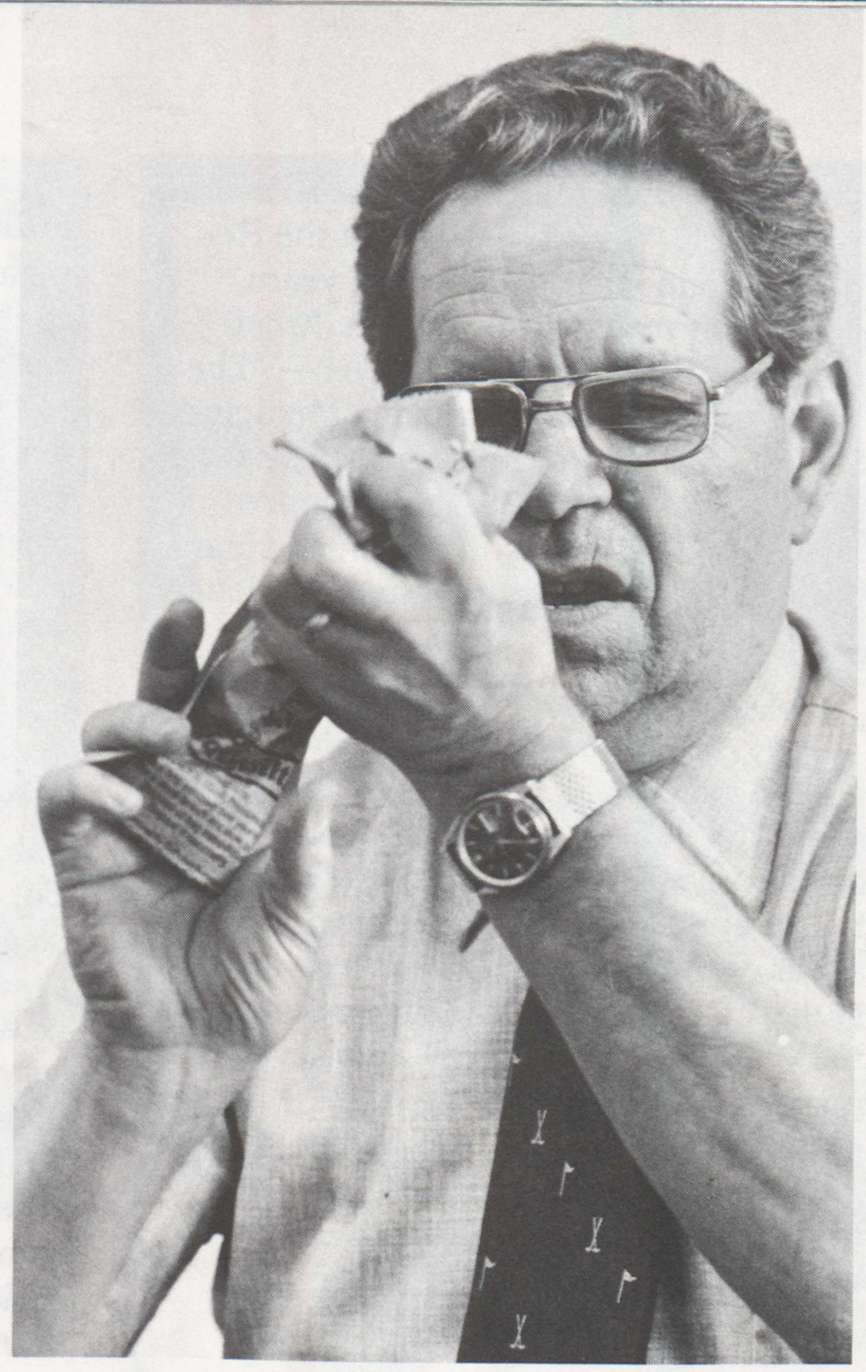
"There's the phone again . . . I feel rude," he says, putting the interviewer on hold. "Back again," and he promises to send a copy of his newest product. "Can I write your address in pencil?" he asks without stopping, "They don't give us sharp objects around here."

Mix together the demeanor of Woody Allen, the delivery of George Carlin and the zaniness of Steve Martin, add the goodwill-toward-people nature of Pollyanna and the merchandising instincts of Col. Sanders, and the hybrid will be Jack Goldenberg, marketeer and inventor of novelties and campaigns that bring guffaws to America's offices and living rooms.

For the 30-year-old Baltimore native, being acting associate creative director at Benton and Bowles is a full-time job. But spare time is devoted to heading his own company, Burns Keene Katz Lord & Jefferson.

Though he starts all of his sentences with "we," BKKL&J has no partners,





you understand. "Burns is my German shepherd who lives with my parents in Baltimore," he says, and, after an Allenesque pause, "the others are imaginary.

"It started out as Burns Keene Preston Lord & Jefferson," he explains. "Burns was the token WASP, Keene was the token woman, Lord was British and Jefferson 'a Harvard black.'" Then Goldenberg realized Preston served no real purpose and he'd moreover forgotten the token Jew, so he did away with Preston and added Katz. Today the company has "two principal offices across the United States: in Baltimore—at my parents' home—and in New York—at the apartment I share with my wife, Peggy," he says, adding, "the company also travels in my attache case."

BKKL&J is largely responsible for bringing you the Disposable Guilt Bag, a product invented by friend Debra Sullivan and marketed nationwide by Goldenberg. Disposable Guilt Bags? While the uninitiated might mistakenly regard them as simple, brown lunch bags, a guilt bag—kits of 10 sell for $2.50—has the special purpose of "relieving guilt pressure build-up." Instructions tell the guilty party to "place bag securely over the mouth, take a deep breath and blow away your guilt. Then throw it away immediately."

As the Music Man knew when he went about selling a product, you gotta know the territory. Goldenberg's done his homework, from knowing production detail—"It took us eight months to design it, to decide it should be this color and that color"—to seeing that it gets out to the people in sufficient quantities.

"Thinking things up is not carrying them out, which is the difficult part," he says. "I'm sure people will think guilt bags were an overnight success. But, after you design it, then you find a distributor, and, if you find one and he's no good—and everyone said he was good, well . . ." he trails off.

In the tradition of pet rocks and Slime, though, the Disposable Guilt Bags appear to have taken off, with initial buyers including (according to reliable New York sources) Candice Bergen, Margaux Hemingway (a whole suitcase of them), William Holden and Ingrid Bergman.

"I like opposites, irony," Goldenberg says, describing the types of qualities which tickle his unusually sensitive funnybone. "A disposable guilt bag. I mean," he says in his best Carlin tones, "these aren't JUST guilt bags, they're DISPOSABLE guilt bags. You have to THROW them away." Then, switching to his philosophy that you have to do things for people, "The best thing about them is they have a REAL usage. I don't aways think people use them, but then I know they do, 'cause I've used them sometimes. I don't use them ALL the time, but then, just as a goof, I'll puff into one and then, wow, I'm REALLY feeling BETTER after using it."

Unlike the guilt bag, most productions of BKKL&J have been inventions of Goldenberg himself, their genesis coming generally "about 3 a.m." Take, for instance, the fully-costumed vigil on a Baltimore street corner in the 1960s on behalf of Santa Claus Anonymous, or, of the canned drinking water project. His AU classmates will remember the 1968 record, "Silence," played on juke-boxes and billed as "the record not heard all across the country." With music and lyrics by Goldenberg and arrangements by fellow student Allan Pullman, the 45 rpm disc was five-minutes-and-16 seconds of orchestrated silence, "which could also be played in stereo if you had two record players and two records going at the same time," he recalls.

While studying political science at AU, Goldenberg was hardly silent, and—though always entrepreneurial—not always bent on being funny. Through his efforts, the first "97 Carryout"—American's answer to McDonald's—was established, as was the Dirty Shirts Laundry, a campus institution whose profits supported scholarships. He also recalls developing with Dr. Abdul Said a one-semester course, Research in Community Development, something he believes was a forerunner of the increasing number of internships American now stresses.

"That course was a way of saying we needed life experience as much as book knowledge. To be in this class, you had to meet regularly, but you also had to pick a project—tutoring or something else—that would help one person or a group of people or, if possible, the whole city of Washington, D.C.," he says.

Beneath the frivolity and craziness of Jack Goldenberg is an almost naive dedication to helping people by helping them cope. "I love promotion because I like dealing with people; I have a real love for them. I never really realized it. I thought it was the idea part I liked, but it's really people," he says. "Yeaahh," as though he's made an important rediscovery, "yeaahh."

That feeling led him in 1970 to proclaim himself Head of the Earth. He developed a whole promotion package for the already-established April observance of Earth Day, including tickets for admission to earth—"not mandatory, but $1 for adults, 50 cents for children under 12"—received UN endorsement, negotiated ticket handling with Ticketron and planned to turn over all proceeds to worldwide environmental groups. But he bombed on locating a credible place to have the money sent. A friend at Chase Manhattan materialized two months too late: Goldenberg had shelved the drive because "I just couldn't let donors think they were supporting a fake company."

Perhaps not obviously, many of BKKL&J successes have not been financial ones. One, the United States Intercollegiate Streakers Association, was announced with great p.r. fanfare in the midst of the gasoline crisis when Goldenberg felt people needed a lift. Complete with tee-shirts and a motto—"Study hard, but get a little behind in your work"—the association enjoyed national publicity, but Goldenberg was its first and only member.

Since graduating in 1969, Goldenberg's career has taken him from copywriting for Richardson, Myers and Donofrio of Baltimore to Donor Advertising, also as a copy writer and later as director of public relations. The last Baltimore stop was at Rosenbush Advertising, where his accounts included the Maryland lottery and Gov. Mandel's re-election. Today at Benton and Bowles, he handles "a variety of national packaged goods accounts," and, like all people in his business, stumbles periodically over mental blocks.

Burns Keene, et al., may be his catalyst for getting the creative juices flowing again. "I've really been lucky that my employers have understood that BKKL&J is a hobby and it doesn't take me away from producing extraordinary amounts for them," he says.

Several items sit on BKKL&J's agenda. Goldenberg will probably continue, at least in national election years, to conduct the Goldenberg Children's Poll—an undertaking which pitches utterances from the mouths of babes against the findings of Harris and Gallup. Those polled are second through fourth graders who, in the 1976 election, elected Carter (94) over Ford (89) and described busing as "not good or bad, but who you sit next to."

Then, of course, there's the Invisible Doll. ("The invisible boy dolls come in a blue box, the invisible girl dolls in pink ones.") They might have been on the market sooner says Goldenberg, "but I didn't like the way they looked. We're looking at new production models right now," he says in mock serious tones.

There's selling to be done of his TV show—the only information he'll divulge is its name: "Saturday Night at the Re-Runs"—and his movie—eight years on the drawing boards, now in "treatment stage" in search of a buyer—"The National Traveling Marijuana Medicine Show" (and yes, there are already tee-shirts for it). Though read and appreciated by George Carlin and Buck Henry, both have turned it down, says Goldenberg, undaunted.

"I never knew I was creative 'til I really looked at myself," he muses. If he had to attribute his creativity and sense of humor to anything, he'd say they're due to "an understanding of the world and a fear of the world. They don't go together . . . not really. If you understand the world you don't fear it," he says, puzzled (Woody Allen again). "I've long understood the world, but recently I started fearing it. I realized I had been hiding my fear. The outlet is partly humor, partly in trying to help others."

Trading Guns For Computers

A new wave of criminality is coming, warns August Bequai, an adjunct professor in the Center for the Administration of Justice. The crimes he foresees could provide scripts for enough television shows to make Bequai a rich man.

No common street criminals, gun-toting bank robbers or stealthy cat burglars loom in Bequai's mind. Instead of force, he envisions computers as the vehicles through which the new criminal mind will operate.

To wit: A group of terrorists takes over 20 computers in Great Britain and cripples the country until their demands are met. An industry's computer is infiltrated by organized crime. Seemingly innocent employees steal millions of dollars from their company. A financial officer of one firm sabotages the computers of a second so that it will sell out. An assassin feeds a hospital computer false information, causing the death of a hospitalized political figure.

Computer crimes are on the rise, as is the entire genre of white collar crimes, says Bequai. (He defines white collar crimes, which include computers, as any illegal act characterized by deceit and concealment and not dependent on the direct application of physical force.) White collar crimes cost the nation $40 billion annually, computer crimes $100 million and rising.

Among the numerous computer-related cases he cites is the one in which Equity Funding Corporation bilked the public of $2 billion in a scheme that involved falsifying insurance policies and inflating assets. In another a fired manager with a multinational firm stole computer tapes containing all the company's future planning programs and sought a $400,000 ransom for them. At one university—not American—an employee used the computer to keep track of his betting operation.

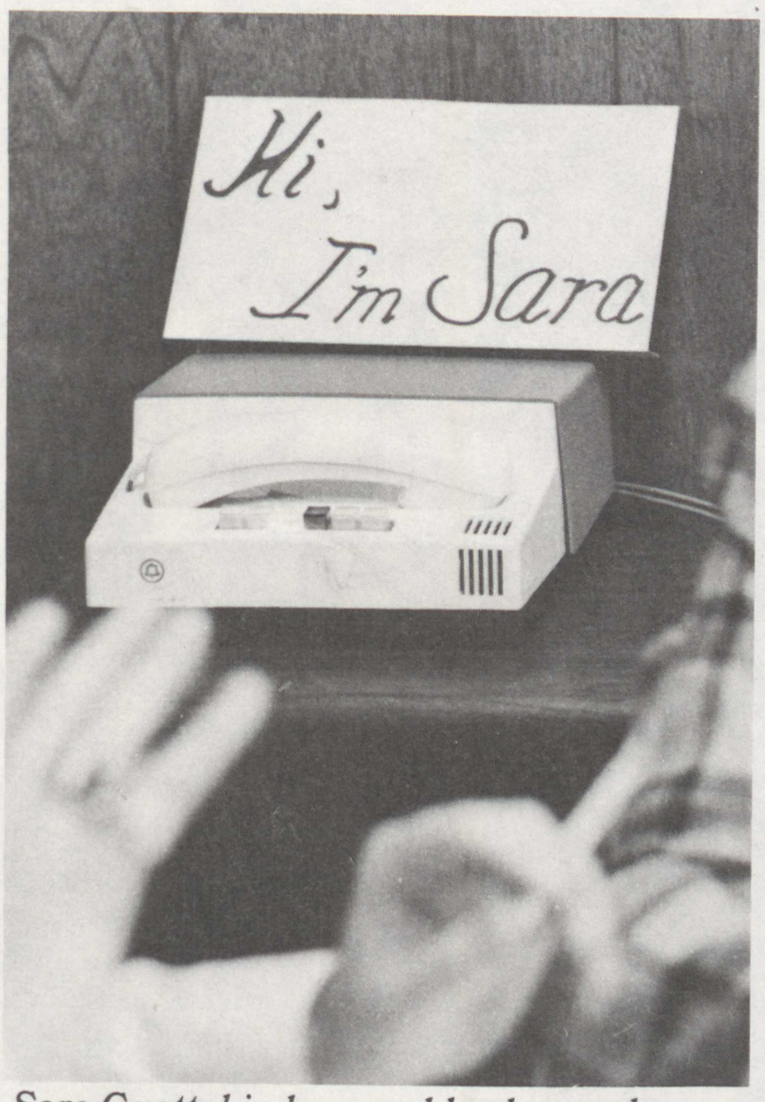
"I think that the cashless society will see greater use of the computer and the criminal who will make use of it," says Bequai, who teaches courses on white collar and organized crime and has authored two books, *Computer Crime,* published in January by D.C. Heath and Co., and *White Collar Crime,* another Heath book due out in spring. A 1972 graduate of the Washington College of Law, Bequai is in private practice and serves as a legislative and industrial security consultant.

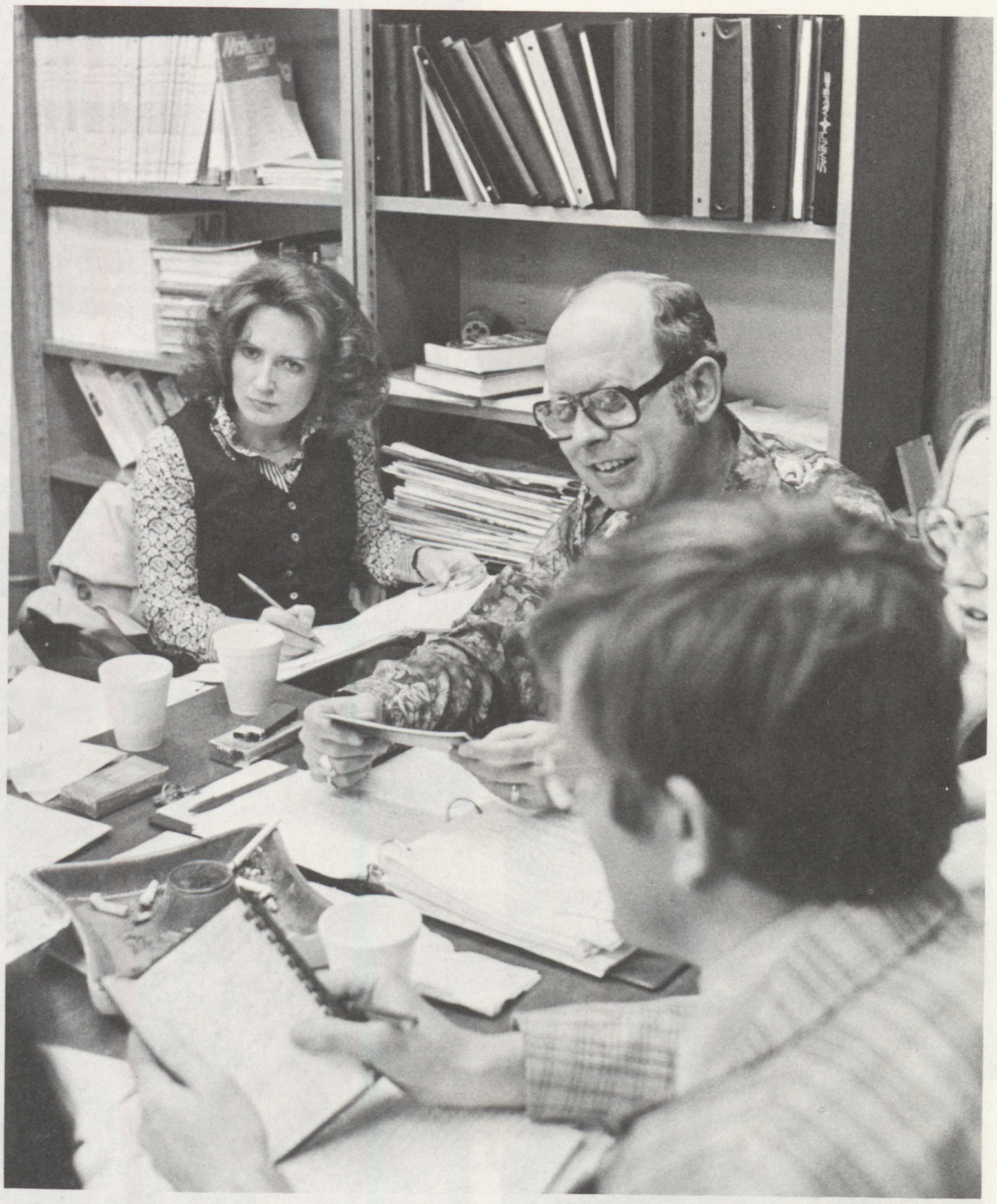
The computer crimes already uncovered and those that will be committed comprise Bequai's major concern: that society is not equipped to deal with them. No federal laws dealing with computer crime exist, though some other laws can be construed to be used against computer criminals. He had helped draft a federal law—Federal Computer Systems Protection Act of 1977 which was introduced by Senator Abraham Ribicoff but not passed—that is aimed to aid federal prosecutors of computer crimes.

Even with such a law, Bequai sees problems. "We don't have the capability to investigate these crimes. One problem is who investigates them and proves (the allegations) and then who prosecutes? We're not trained. They're still debating in law schools what John Locke said and whether Cromwell was neo-Puritan or Puritan in philosophy." Procedural and evidentiary problems make prosecution difficult, he says, and even if a case goes to court, "the judge and jury don't understand what they're talking about. In Maryland there was a simple case, but it took a week for the jury to decide . . .

"And once convicted, where does the computer criminal go? There've been a number of recent problems with suspected sentences. Inequity exists with the white collar criminal, opposed to the traditional criminal. A bicycle thief gets a year in jail. Yet in a computer case when someone used a computer to take Pacific Telephone and Telegraph for $1 million in equity, he was given 60 days in jail and three years probation, and he didn't have to give the money back.

"The guide sticks for criminal personality are not applicable to a white collar or computer criminal. He has the things that judges look at—he has a stable home environment, is good to his wife and goes to church—but he still uses the computer to steal."■





Sara Guettel in her weekly class role, above, and as her real self, seated center left of professor James Butts, during two pre-comprehensive visits to the marketing class.

Present In Spirit, Not Body

Have you ever thought of attending your regularly scheduled class seminar from your place of business? Maybe you'd like to participate in the seminar from home one week. Or how about the luxury of not missing a class because of a business trip to Seattle or Dallas, Tokyo or Rome? How would you like the opportunity to join in discussions with your colleagues and professor from anywhere in the world—as long as you are in class "on time"? Well, that's what Sara Guettel does.

MBA candidate Guettel can do all of the above; however she usually chooses to attend her Wednesday evening marketing seminar from her headquarters office at Southern Bell Telephone Co. in St. Louis, Mo.

This innovative approach to classroom attendance via phone hookup became a reality for Guettel because she wanted to complete her MBA at American. She had interviewed with Southwestern Bell Telephone Co., which led her to St. Louis and landed her the position of Marketing Manager, General Wholesale, at the company's general headquarters.

A year later she decided it was time to take a course and the comps to finish the degree. When her employers preferred that Guettel stay in St. Louis, discussions ensued on the options: grant her a leave of absence, fly her here to Washington each week to attend class, or install a special phone line and equipment whereby she could "attend" class and remain on the job in St. Louis, too. Once the third option was decided on, Guettel and James Butts, associate professor of marketing, worked on the logistics, and just days before the first class was to meet, her facilitator, the phone equipment, was in place. Guettel became known to her classmates by the two mikes dangling from the ceiling, the phone receiver resting on its cradle in the equipment box in the corner and the green light that shines when Sara, as she is known to her classmates, is on-line.

Butts is noticeably pleased with what this whole operation has meant for Guettel and with the group's enthusiasm throughout this semester. "Sara is one of them. She fully participates in every class session."

What's the future of class attendance "away from home" so to speak? Explaining that the equipment itself can accept calls from any phone, anywhere in the world, Butts can conceive of a multitude of ways for the system to be beneficially used. For a university it means a dean could be away on sabbatical or attending a seminar and phone-in to conduct a departmental business meeting. Administrators could phone-in for advisement while away on business, and students of all types (undergraduates, graduates, foreign students, exchange students) could call in for consultations while in the field conducting research projects. The possibilities are endless, including satellite professors and/or classes anywhere.

For more than half of the course, only Butts and one student could match Guettel's voice with her face. When she came to campus in late March for her comprehensives, however, she attended class in person and became more than just two dangling mikes and a green light to her classmates.

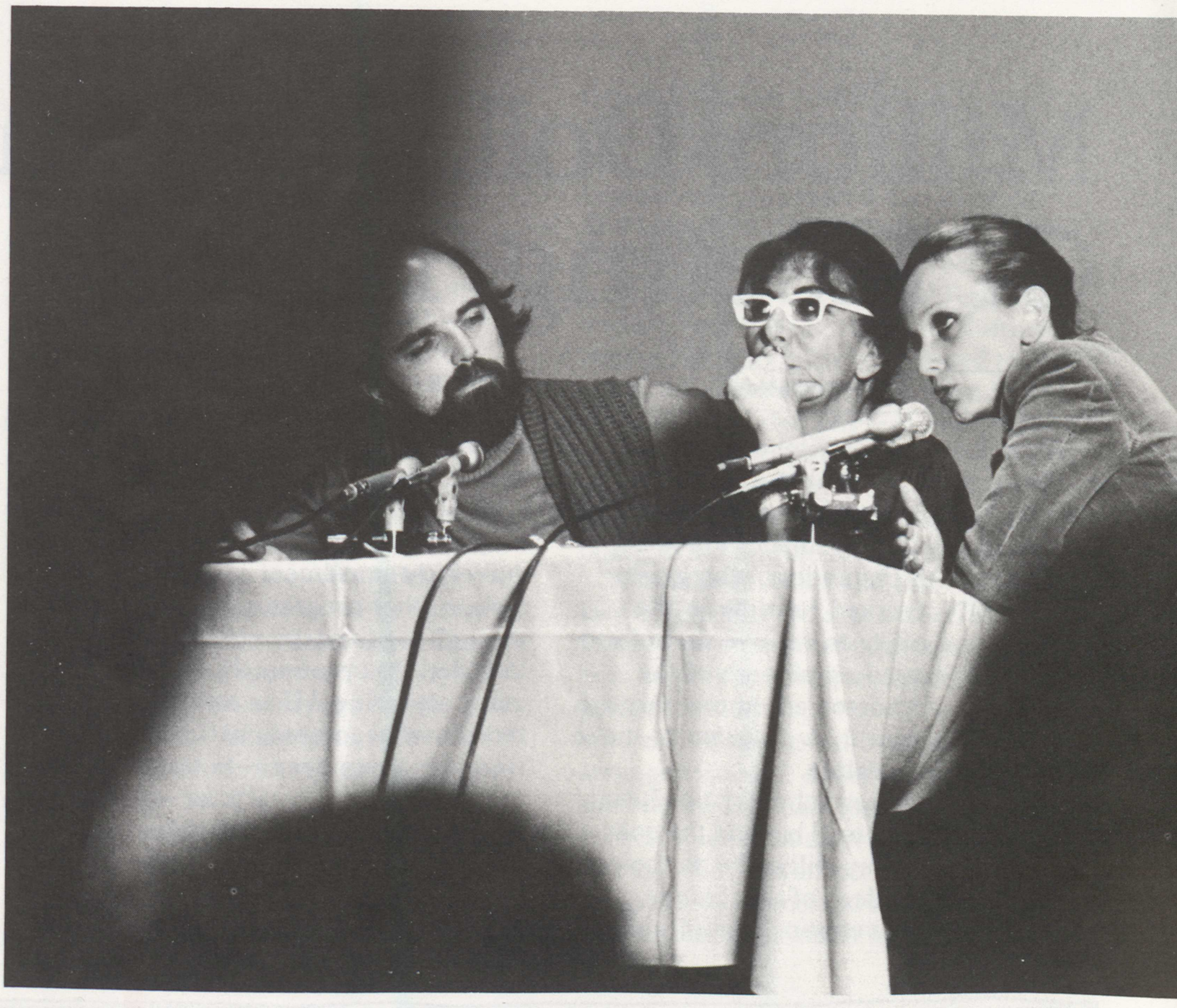
—Jean Doherty

Celebrating Cinema and Roma . . .

Frank Turaj, dean of the College of Arts and Sciences, responding to Lina Wertmuller's captivating question-and-answer session with an overflow audience that had just viewed her film "Seven Beauties." Lina Wertmuller, right, during the screening of her film.

Photographs by Ann Stevens

Participating in the post-film discussion: Jack Jorgens, director of cinema studies at American, Lina Wertmuller and her translator, Juliana Davidson.



Lina Enraptures AU

"My English is disgusting," exclaimed Italian film director Lina Wertmuller in perfectly understandable English to more than 450 students who jammed New Lecture Hall to see Wertmuller's "Seven Beauties" and ask questions about her work. Her words only exhilarated the already enthusiastic audience.

Wertmuller was on campus to call attention to the new master's degree in film that the College of Arts and Sciences will offer in the fall and the upcoming ties between the university and the American University of Rome. Wertmuller frequently teaches film at AUR, which will serve as an extended campus of American for study not only of the arts and humanities but of core courses as well.

Speaking through an interpreter for over an hour, she spoke of her method of contrasting grotesqueness and laughter, the portrayal of those out of the mainstream of society, the lack of money for filmmakers (both experienced and beginning) and her own writing style. She called the grotesqueness that she pursues in films "maybe the most difficult, for it goes around the genre of what happens in life." By contrasting grotesqueness and humor, she said that scenes become more dramatic, and neither loses its own value.

Writer, editor, director and producer of her own films, Wertmuller called her writing method absolutely original, often producing 600 pages when 30-40 are needed. "When I have an idea, I need to look for every lead, follow the story in every direction. I work in excess and from quantity try to make a major synthesis . . . I pay for this with time, more time than anyone else."

During a National Public Radio interview while the screening of her film was going on, a relaxed, laughing Wertmuller said, "My dress (referring to her colorful beads and long dress with fry boots) perhaps it's a bit much, a bit gypsy, but it's fun." As for the why of her famous white glasses, Wertmuller tells it this way: She found the first pair so comfortable that she asked the store for another pair. None were in stock, they had to be ordered. The manufacturer said the minimum order was 2,000. "So I now have about 1,800 left," says Wertmuller, unabashed. ■

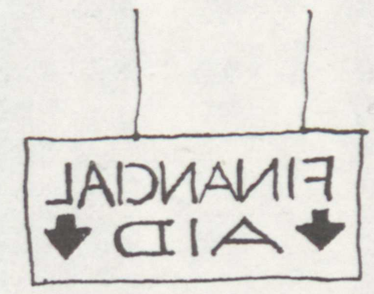
Million-Dollar Business Of Meeting Tuition

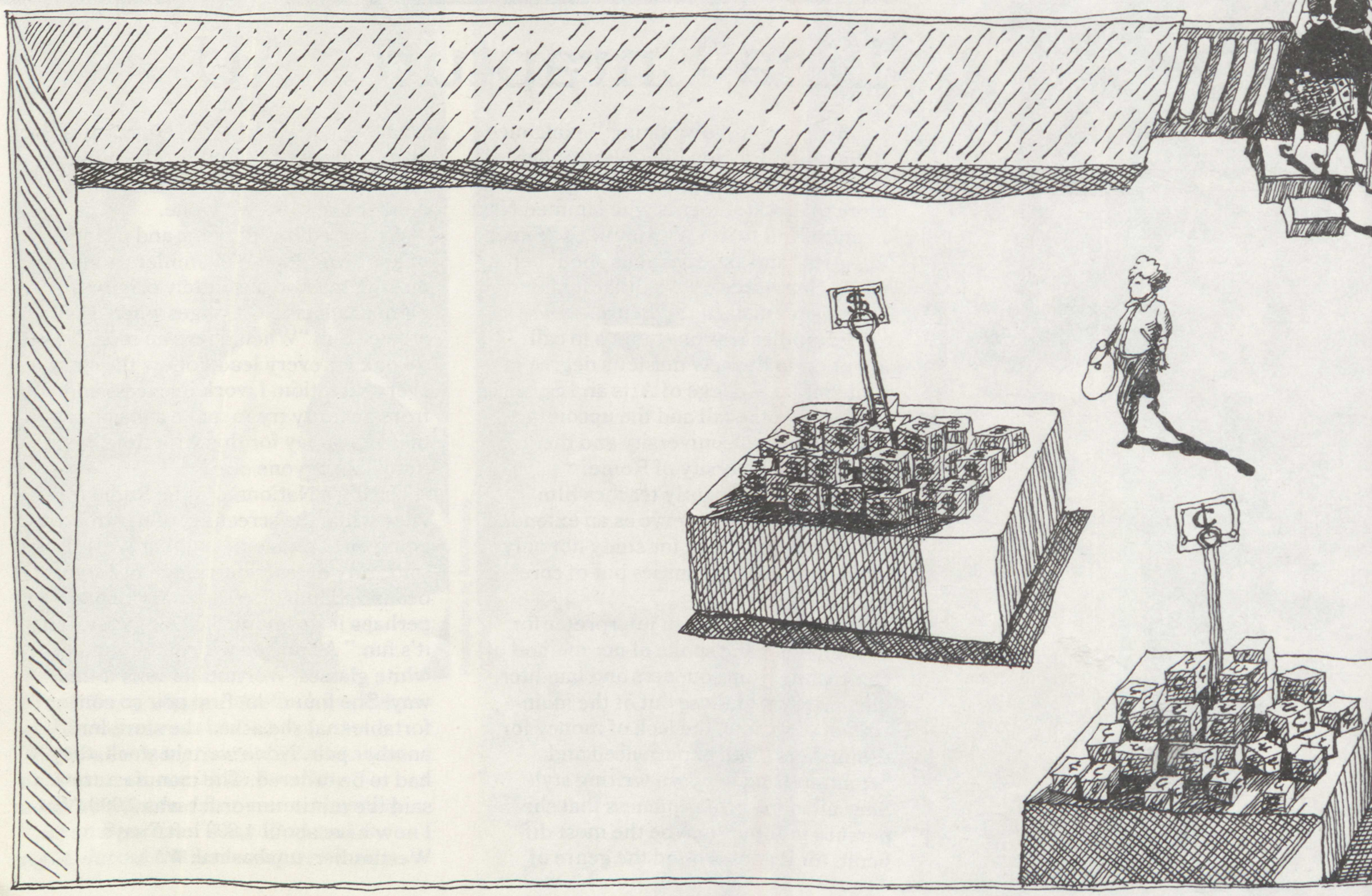
By Jody Goulden

When Edward van Kloberg III attended graduate school at American in the 60s, he took out a National Direct Student Loan to help finance his education. Jeannette Piantadosi, who graduated in 1977, worked fulltime in the financial aid office to receive the tuition remission granted employees of the university and borrowed money through the direct student loan program to make her education possible.

In 1978 the interests that the two have in financial aid go well beyond the quarterly payments they still make on their NDSL notes. As dean of admissions, financial aid and veterans' affairs, van Kloberg and Piantadosi, acting director of financial aid, oversee and direct a financial support system that disperses over $5 million to 1,800 students.

The total number of students receiving aid jumps to nearly 4,000—out of a total university enrollment of 11,277—when certain other programs, not administered through the financial aid office, are included. Approximately 1,200 students, many attending AU on a part-time basis, receive what amounts to financial aid from their employers—both the government and private enterprise—through full or partial payment of tuition. Another 600, mostly policemen, receive aid through the Law Enforcement Educational Program or special contractual





agreements with an employer. Some 325 employees of the university or their family members receive tuition remission for courses they take.

Exact figures are impossible to ascertain, however. The Guaranteed Student Loan Program permits students to obtain loans through local lending institutions. Since these are approved through the state and lending institution, no figures are available on the number of AU students borrowing funds or the amount borrowed. Some students find aid through work on university research projects, which are funded by outside sources, but no figures are available as to the numbers.

In 1977-78, American University students received almost $5.7 million through federal, university and special loans and grants. The monies dispersed through basic federal programs included: College Work Study, $295,000; National Direct Student Loan Program, $1.02 million; Basic Educational Opportunity Grants, $577,117; Supplemental Educational Opportunity Grants (SEOG), $132,175; Law Enforcement Educational Program (LEEP) grants and loans, $423,080; and nursing loans and scholarships, $19,896.

The university itself appropriated $3,169,800 the same year. These funds went for scholarships, most based upon need, but some upon academic achievement; graduate assistantships; tuition remissions for employees of the university and their families, as well as for children of ministers; athletic scholarships; and university contributions to the work-study and NDSL programs. Some $25,000 in scholarships and loans from private sources also aid AU students.

Financing an education is big money—and big government—these days. The Board of Trustees approved in early March the 1978-79 university budget, which boosts the financial aid provided by the university to $3,467,100, an 11 percent increase, and Congress is deep into proposals and hearings about increased aid to our nation's students of higher education,

The various proposals under consideration in Congress—which seek to more fully include the middle class in higher education aid—deal in figures almost beyond comprehension. Carter seeks $5.2 billion for a total student-aid budget for fiscal 1979 (a $1.6 billion increase over 1978) with $1.2 billion directed to middle-class college students. Tuition tax credits, which his plan hoped to preclude, are estimated to cost from $1.4 to 4.5 billion. While Congress debates the merits of the proposals, no one seriously doubts that some form of monies will be allocated, or deducted from taxes, to aid middle-income students.

When the millions and billions of dollars in financial aid are divided and focused on an individual student, the figures assume a manageable and personal perspective. Mary, a New England sophomore, holds a typical financial package arranged through American. This year she borrowed $1,200 through the National Direct Student Loan program and $1,500 through the Guaranteed Student Loan Program. She received a $1,000 university scholarship, which is awarded on

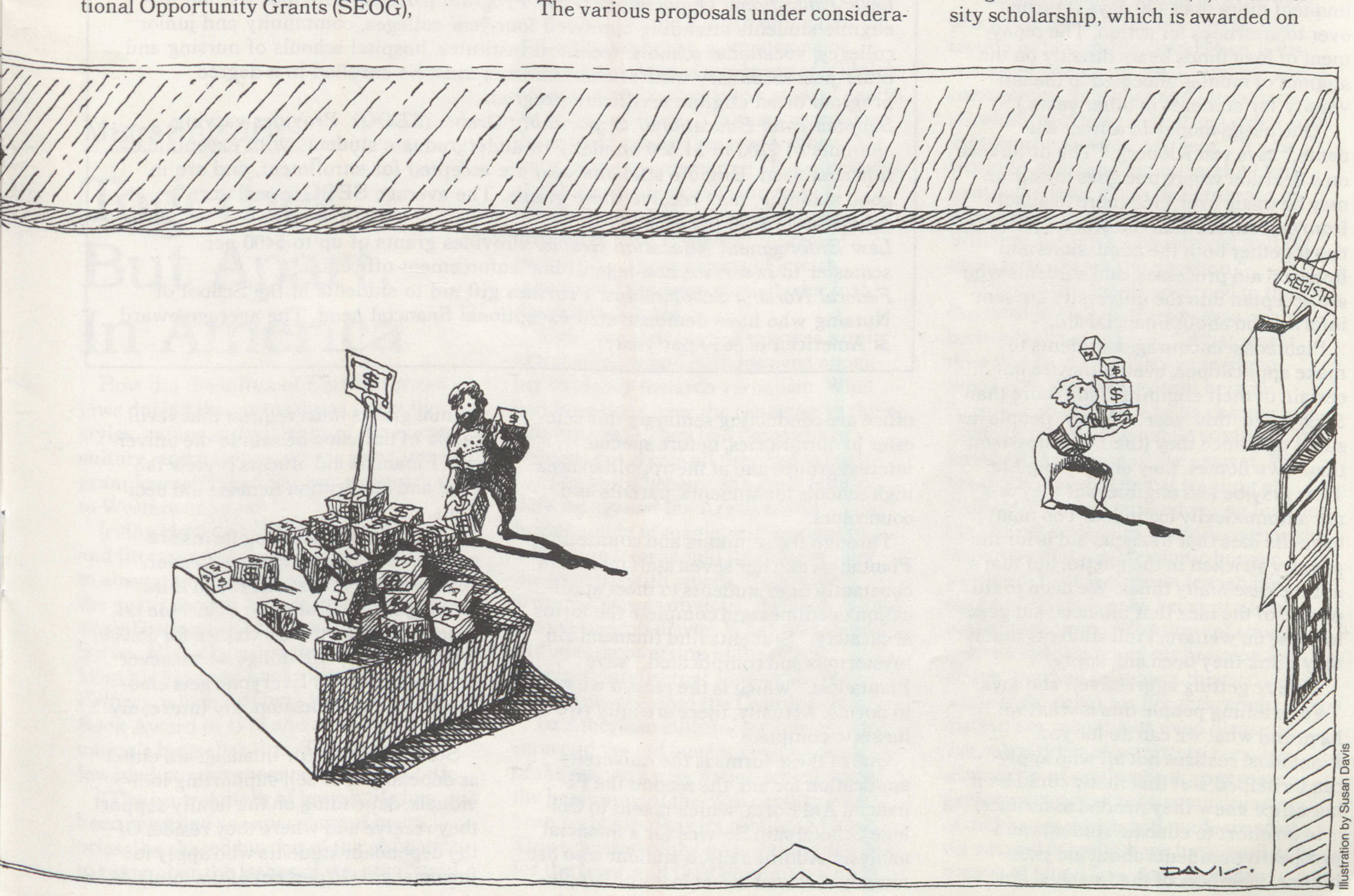


Illustration by Susan Davis

the basis of need and requires a 3.0 grade point average, and she earns $800 annually through the College Work Study program. The combination provides her with enough money to pay for about 75 percent of her university expenses.

"If it hadn't been for financial aid, I couldn't have come," she said, reflecting on the role that financial aid plays in determining if and where one goes to college.

John, a freshman, chose American partly because of the financial aid he could receive. He holds a NDSL loan, a university scholarship, a Basic Educational Opportunity Grant (BEOG) and a Massachusetts state scholarship. He also works about 15 hours a week. The combination meets nearly 85 percent of his financial needs. "School doesn't cost much this way," he says, "but I worry about the loans I'll have to repay when I graduate." According to his present calculations, he'll owe about $5,000.

(While John may be concerned about repaying his direct student loan, 16 percent of AU's former students fail to repay theirs. Nationally the default rate is 20 percent, and more than one million former students have failed to repay their guaranteed or direct loans. Under NDSL students may take up to 10 years for repayment, at a minimum of $30 per month. At American, an account which is delinquent more than 120 days is turned over to attorneys for action. The repayment of loan funds bears directly on the amount of monies allocated to the university for students in other years.)

"One needs money to attract students," says van Kloberg. "The difference on a decision where one goes to college may be made over $150 more available from one school than the other." AFAVA ties together both the admissions and financial aid processes, and students who are accepted into the university are sent information about financial aid.

Piantadosi encourages students to make applications, even if they're uncertain of their eligibility, and more than 5,000 have this year. "Many people assume that since they (their families) own their own homes, they are not eligible. They may be less eligible, but they are not automatically excluded. Too many have the idea that financial aid is for the poverty stricken in the ghetto, but that's not the case many times. We need to rid people of the idea that financial aid goes to those on welfare. I tell students that if they think they need aid, apply.

"We're getting aggressive," she says. "We're telling people this is what we have and what we can do for you." Piantadosi realizes not all who apply can be helped, but that many could be if her office knew they needed assistance.

In an effort to educate students and prospective students about aid possibilities, members of the financial aid office are conducting seminars this semester in dormitories, before special interest groups and at metropolitan area high schools for students, parents and counselors.

Through the seminars and counseling, Piantadosi and her seven staff members constantly urge students to meet application deadlines and complete the forms accurately. "Students find financial aid mysterious and complicated," says Piantadosi, "which is the reason we go to dorms. Actually, there are only two forms to complete."

One of these forms is the university application for aid, the second the Financial Aid Form, which is sent to College Scholarship Service for a financial analysis. Additionally, a student who has already received direct loans or supplemental grants must request that verification of the same be sent to the university. Financial aid officers review the FAF and application to make aid decisions.

"The general incoming forms are simple," says junior Harvey Leader, "but so much is at stake. If you miss sending an application to Princeton on time, you miss out on a chance for $5,000. We're dealing with things we've never dealt with before. Everyone gets emotional. It's my education, my future, my life."

Students apply for financial aid either as dependents or self-supporting individuals, depending on the family support they receive and where they reside. Of the dependent students who apply for financial aid (76 percent of the total), 44

Federal Aid for Students

The College Work Study Program (CWS). Provides part-time work on campus. Students must demonstrate financial need and be enrolled at least half-time. The average award at American is $800 per year.

Cooperative Education Program. Integrates job experience with academic study. Students earn academic credit toward the degree for employment in full-time work assignments related to their educational and career interests under faculty supervision.

The National Direct Student Loan Program (NDSL). Provides loans for students who are enrolled at least half-time and who demonstrate financial need. Average award at American is $960 per year. A student may borrow up to:

- $2,500 if enrolled in a vocational program or has completed less than two years of a program leading to a bachelor's degree;
- $5,000 if an undergraduate who has already completed two years of study toward a bachelor's degree. (This total includes any amount borrowed under NDSL for the first two years of study.)
- $10,000 for graduate study. (This total includes any amount borrowed under NDSL for undergraduate study.)

*Guaranteed Student Loan Program (*GSLP*).* Enables students to obtain loans from local lending institutions in amounts up to $2,500 per academic year for undergraduates and $5,000 for graduate students; the total aggregate loan may not exceed $15,000.

Nursing Student Loan Program. Provides loans to students in the School of Nursing under the loan program established by the Federal Nurse Training Act of 1964. Loans up to $2,500 may be made per academic year for full-time students. The average nursing loan at American is $800 per year.

Law Enforcement Education Loans (LEEP). Grants loans of up to $2,200 per year to full-time students who are employed by, or on academic leave from, a non-federal law enforcement agency, or to full-time students preparing to enter a law enforcement career.

Basic Educational Opportunity Grant Program (BEOG). Provides gift aid to eligible students attending approved four-year colleges, community and junior colleges, vocational schools, technical institutes, hospital schools of nursing and other post-secondary institutions. Students must be enrolled in a degree program or an eligible certificate program.

Supplemental Educational Opportunity Grants (SEOG). Provides varying amounts of $200 to $1,500 annually to undergraduate students with exceptional financial need. Eligible students who are accepted for enrollment, and are in good standing, may receive these grants. The average SEOG award at American is $690 per year.

Law Enforcement Education Grants. Provides grants of up to $400 per semester to in-service non-federal law enforcement officers.

Federal Nursing Scholarships. Provides gift aid to students in the School of Nursing who have demonstrated exceptional financial need. The average award at American is $650 per year.

percent come from families whose gross income is less than $15,000.

Several programs have been established at American within the past few years to assist middle income families. Two scholarship programs—The American University Scholar Awards and the Presidential Scholarships—are based exclusively on merit. The scholar award provides half-tuition scholarships annually to four freshmen and four transfer students. It is based on merit and the results of an essay contest and is renewable. Presidential Scholarships of $1,000 go to 25 freshmen and 25 transfers each year and are renewable.

Students from middle income families —who have felt the economic pinch of paying college tuitions with little or no support—will stand to gain from any of the current proposals under consideration by Congress. Van Kloberg, like many educators in private institutions, prefers the Carter proposal over tuition credits because the middle income group will receive assistance, but not at the expense of the lower income groups. "We're just beginning to look into the proposals (and the effects)," says Piantadosi, "and it's very exciting." ■

Migrating Jews

Together, But Apart, In America

How did the influx of East European Jews during the past century affect the styles, values and outlooks of American culture, and how were these same immigrant Jews changed by their exposure to Western culture?

Irving Howe, author, scholar of history and literature, professor, critic—sought to answer these questions when he gave the year's second lecture in the university's Distinguished Scholar Lecture Series. His talk pulled the highlights from his 714-page book, *World of Our Fathers,* which had won him a National Book Award in 1975 and weeks on the nation's bestseller lists. The theme of Jewish distinctiveness pervaded his talk.

"The central myth of Jewish life has been regarded as experience of memories, the shared burden of the obligation to remember the lashes of the past," said Howe. "Precisely this consciousness controls or at least covers the East European Jewish migration to America in the 1880s and helps to make the migration different from all other migrations."

The collective enterprise seeking a utopian experiment and the personal goals of escaping the programs and czar's armies and searching for bread came together in the migration, he says. "I'm convinced that when the barely literate Jew with his few scraps of Hebrew and his kitchen Yiddish ran away from pogroms to sweat and sometimes starve in the slums of America he was indeed thinking of himself. But he was also thinking of himself as a Jew, which was different from simply thinking of himself."

Beginning in the 1880s, two million Jews migrated to the United States, bringing with them a culture intonated in a separate tongue, distinctive in its world outlook, and full of stories, myths and jokes. The migration included the Jewish intelligentsia, a group missing from other ethnic migrations. Whereas, for example, the Italian intellectual had no reasons to leave Italy, the Jewish in Russia did, and here they lived and worked with the masses, expressing and living out the ideologies and visions they had accumulated in Eastern Europe.

"Here everything was in flux, with everything open to debate, so that youngsters encountered a touch of the rabbinical orthodox scene, a smattering of socialist ideology, a smidgeon of Yiddish culture, all mixed up into a stew of excitement," said Howe. "Cultures sometimes reach their peak of creativity when they are starting to come apart. The quickness of debate, the ferocious intensity of belief, the preference for openly expressed feeling as against repressed gentility . . . these strains of Jewish culture and life were carried over into American culture.

"One complete sign of this was a quite extraordinary and perhaps even appalling tendency towards verbalism. What had Jews done over the centuries in their helplessness? They had thought and written, but above all they had talked. . . . The word became the great Jewish defense against the Aryan world . . . the Jewish mode of magic, and those of us who came later would literally shower the country with words. Now with writers this was obvious. But look at your Jewish taxicab driver. What a crude and rudimentary version of the word-obsessed intellectual. One talks. We talked our way into the Gentile world."

To American culture, the immigrants returned the old world, giving a sense of the past to a new nation which since the beginning of the 19th century had been trying to deny its past, said Howe. This rejection of the past was impossible for the Jews, and they brought not only Jewish folk culture but Russian culture to America, said Howe.

The connection was two-way, for alien Americans could also connect for the first time with the modernist culture of the 20th century. "The streets were crucial, booming each day a great fair of Jewish life," said Howe. "The immigrant streets became a training ground for Jewish actors, comics, singers . . . Jews all held in check by the caste system of the old country now discovered that their turn had come.

"It helps . . . to see the culture of East European Jews as resembling a tightly coiled spring, held in for centuries by external pressures, strained always to rent loose, now suddenly in America, uncoiling with the joy of surprise." To art, the Jewish immigrants and their children brought modernism; to literature, a sense of reality spawned by the integration of the intelligentsia and the masses into the plebian Jewish culture. "The immigrant Jews introduced a new voice into America, ironic, complex, poignant. How hard it is to describe that voice, and yet how many of us are certain that we can recognize it.

"In the end, America may have had more impact on the immigrant Jews than the immigrant Jews may have had on it. But, inevitably, that is the price America exacts for its blessings."

The migration is one step in the long process of modernization and secularization of Jewish life, said Howe, a discovery of the world, its diversions and corruptions, its riches and attractions, all which had been earlier regarded with suspicion, contempt and fear. "It was a world to enter and conquer. How brilliantly the Jews made this entrance is a remarkable fact for modern history. Whether the Jews who entered will remain Jews, that is the question."

To conclude, Howe returned to the theme of Jewish distinctiveness, which had underlined his talk. "What was it then that made the Jews so ready to break into Western culture here in America, so receptive to its charms and illusions, its glories and its scandals? We know some portion of the answer. We know that the dialectical training of Talmudic study prepared young Jews for the logical acrobatics of modern thought. We know that the Messianic hunger sweeping East European Jewish life prepared them for the heavy strife of modern ideology. We know, of course, that the disciplines of suppression for which they had to subject themselves made them eager for breakthrough, distinction, sometimes even pleasure. Yet, something of a mystery remains: some form of restlessness, eagerness, perhaps even madness, some dread of difference which had made us what we are and for which we have paid with oceans of blood." **—Jody Goulden**

Traveling to a Perfect LSAT

By Carol Gerstein

Laurie Litzenberg, 19-year-old senior and philosophy major at American, recently scored 800—a perfect score—on the Law School Admission Test (LSAT). Taught by her parents to read at age four, Litzenberg skipped first, third and fifth grades. She started life on the right foot and has kept several steps ahead of the game ever since.

Discussing her second philosophy course, Introduction to Philosophy: *Zen and the Art of Motorcycle Maintenance,* Litzenberg seems to have stepped out of the pages of this book she so admires. She typifies the adventurous person—the seeker of roads less traveled by—Robert Pirsig describes therein. Like the narrator of *Zen,* she approaches life with curiosity and practicality; she evaluates a situation, determines which actions must be taken and carries them out herself as often as possible. She strives to integrate the various sectors of her life to make the whole harmonious and the parts more meaningful.

Daughter of a lieutenant colonel in the U.S. Marine Corps, Litzenberg's travels began shortly after her birth in Birmingham, Ala.: "After I've lived somewhere a year or two, I start feeling bored." Living also in California, Virginia, Maryland and Maine, all before the age of nine, allowed her little time for boredom. Does leaving friends behind disturb her? "I always figure there will be more the next place!" she responds optimistically.

In 1967, Litzenberg moved to Europe, her home for over four years. She spent the first three in Yugoslavia, where her father was stationed with the American Embassy. After staying out of school one year to learn the language, Litzenberg attended seventh and eight grades at a Yugoslav public school. "It was a real experience," she explains, "because all classes were conducted in Serbo-Croatian. The Yugoslav school system is a lot tougher than ours. In seventh grade, we studied 13 subjects: algebra, geometry, chemistry, physics . . . Everybody had to take everything. Boys had to take home economics, and girls took shop. It was like a college schedule, with different classes every day."

When her father was subsequently stationed in Vietnam, Litzenberg and her mother moved to Germany for a year. Lacking sufficient time to become fluent in German before reentering school, Litzenberg enrolled in an American school and picked up a working knowledge of German in her after-school hours. She understands the language better than she speaks it, she says.

During her years in Europe, Litzenberg visited all Western European and several Asian countries. Particularly memorable are a six-week camping trip through Denmark, Norway and Sweden; a month-long sojourn in Paris (where her father was an advisor for the peace talks); and an excursion to Bangkok and Hong Kong.

Last summer, she introduced her cousin to Europe, taking him to visit old friends in Yugoslavia and Germany. Not surprisingly, Litzenberg endorses learning a language by spending time among those who speak it as their native tongue. She claims she learned more German during her six weeks in Germany than in a year of college instruction.

Upon returning to the U.S. in 1971, Litzenberg entered high school in North Carolina. Her three years at the same school set a new record for attendance of one school. This record has since been broken by her four years at AU, which she believes is "a good school. I've really been impressed with all the professors I've had." Typical of her seize-the-day approach to life, Litzenberg has taken advantage of the Consortium of Universities to study philosophy at Georgetown this past year, one course per semester. She reports excellent instruction in both courses, referring to her current professor of a course in Kierkegaard and Nietzsche as "fantastic—one of the most interesting people I've ever met. She knows no other undergrads who have participated in the Consortium and considers this "a shame; it's such an opportunity."

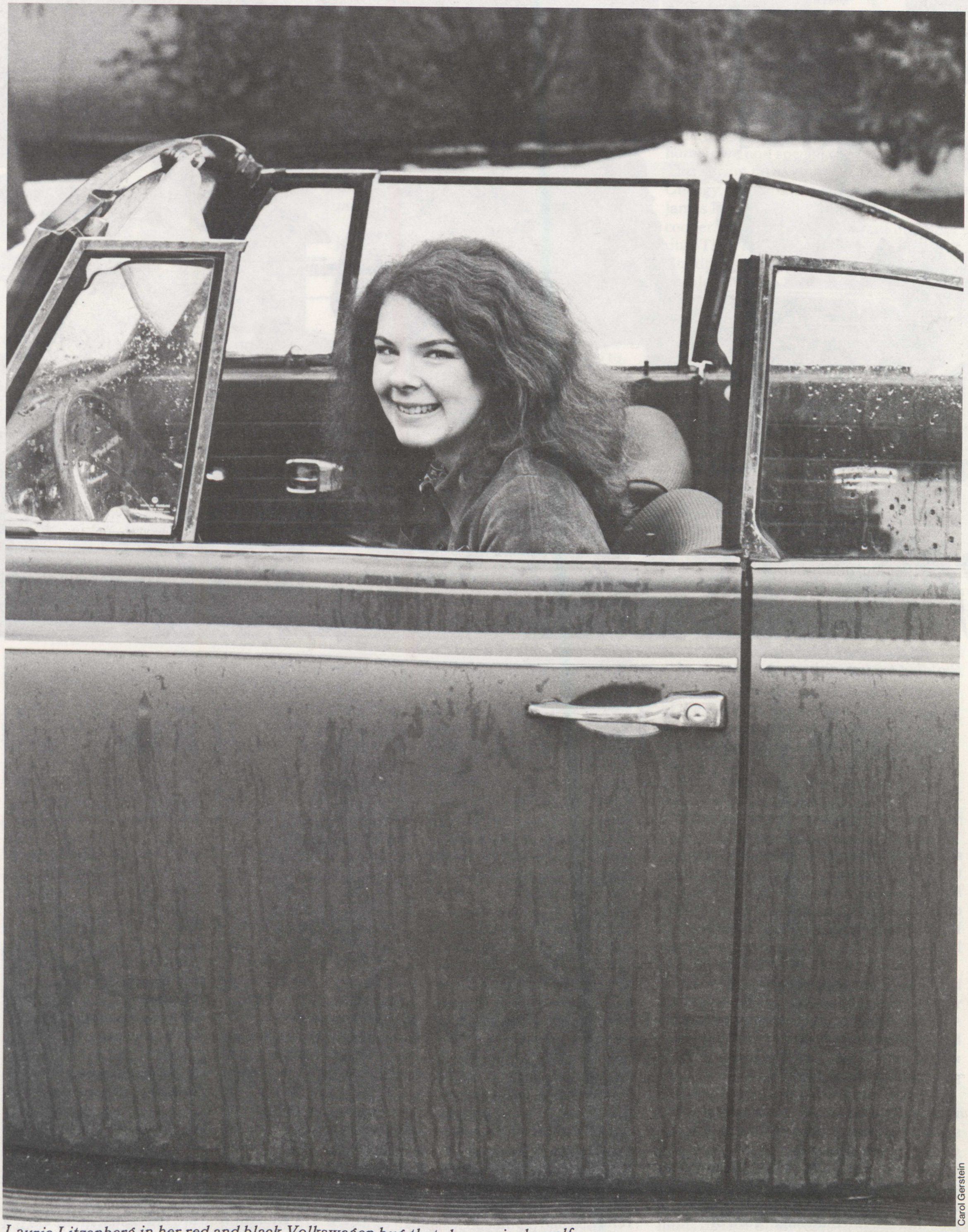
Litzenberg's LSAT score follows a history of academic success. In high school, she excelled as a National Merit Finalist, an Outstanding Teenager of America, an Outstanding High School Student of America and a member of the National Honor Society. Her current overall grade point average is 3.67. Of her reaction upon learning her LSAT results, Litzenberg says, "I scored 670 on the SAT, so I was hoping to score somewhere at least in the 600s on the LSAT. I was *amazed.* I was bouncing around the house all day!" Her preparation for the test consisted solely of completing the sample questions furnished by the Educational Testing Service. "I'm sure a 'perfect score' doesn't mean I answered every question correctly," she says, not having completed the nonverbal section of the LSAT. She attributes her success in part to her relative calm before and during the test. "A lot of it is probably luck, too," she adds.

Litzenberg is manually in addition to mentally dexterous. Technologically-oriented, like the narrator of *Zen,* she regularly repairs her red and black VW bug. She first bought books to teach herself auto repair, later learned additional techniques from a friend and finally took an auto repair course last year at Mount Vernon College. In addition, after researching stereo equipment, Litzenberg decided the best way to obtain a high-quality amplifier was to build one herself. She purchased a kit, had a friend teach her to solder, studied the diagrams, followed the instructions and produced a fine audio component. Litzenberg is as modest about such accomplishments as she is about her impressive LSAT score.

Other avocations include archaeology, cooking (especially northern Italian dishes), skiing, leatherwork and guitar. Back trouble forced Litzenberg to give up karate last year, two weeks before she was to have gone for her green belt. Of the three years she studied karate, Litzenberg found most rewarding the semester in which she studied it concurrently with Eastern philosophy. Meshing the theoretical with the practical, the mental with the physical, she arrived at a fuller understanding of this martial art and of the culture which gave birth to it.

Litzenberg will learn this spring which law school she will attend in the fall: Harvard, Yale, University of Virginia, Duke, Boston University or Georgetown. Acutely aware of today's competition for admission to law school, she views her chances of acceptance humbly and realistically. She by no means considers herself a shoo-in because of her LSAT score.

She is as yet unsure which branch of law she would like to pursue. Although looking forward to further visits abroad, Litzenberg plans to practice law in the states, preferably in the eastern half of the country. When asked how she will control her wanderlust long enough to establish a practice, she responds, a little wistfully, "By then I will have found a place where I really want to live." And she hopes she will adapt as well to putting down roots as she has to pulling up stakes.■



Carol Gerstein

Laurie Litzenberg in her red and black Volkswagen bug that she repairs herself.

During the spring Job Fair, 600 students visited the classrooms of Ward Circle Building to chat with representatives of the 50 participating employers.

Working the Odds for Jobs

By Ann Stevens

"We're not trying to get jobs for students, but we are trying to do everything we can to see to it that students have jobs," says Ron Lambert, director of the university's Career Planning and Placement Service. "That's a very fine line."

Most students' first job problems begin, he finds, when they don't know what their interests are. And liberal arts students are the worst, Lambert says, because they have been involved with many subjects and are far removed from precise vocational training.

In the key areas of planning and placement, CPPS offers a series of related seminars to show students how to conduct an active, independent, nontraditional job search, prepare resumes and handle job interviews—skills necessary to find one of the 80 percent of jobs that are filled through word of mouth and contact rather than through advertising.

"The odds for us helping them get jobs is much better if they come in early, when they're freshmen and sophomores," says Lambert. Nevertheless, CPPS also offers the Job Seeking Institute for people who, "because of procrastination or ignorance, put off job hunting until late," says Lambert. "It crams every kind of job-seeking technique into three days."

Even with the best laid plans of mice and men, students can still run into the classic Catch 22 problem: no one will hire them without experience, and they can't get a job that will give them experience. The answer, according to Lambert is early involvement, in this order, with cooperative education, internships, extern program, summer jobs and volunteering.

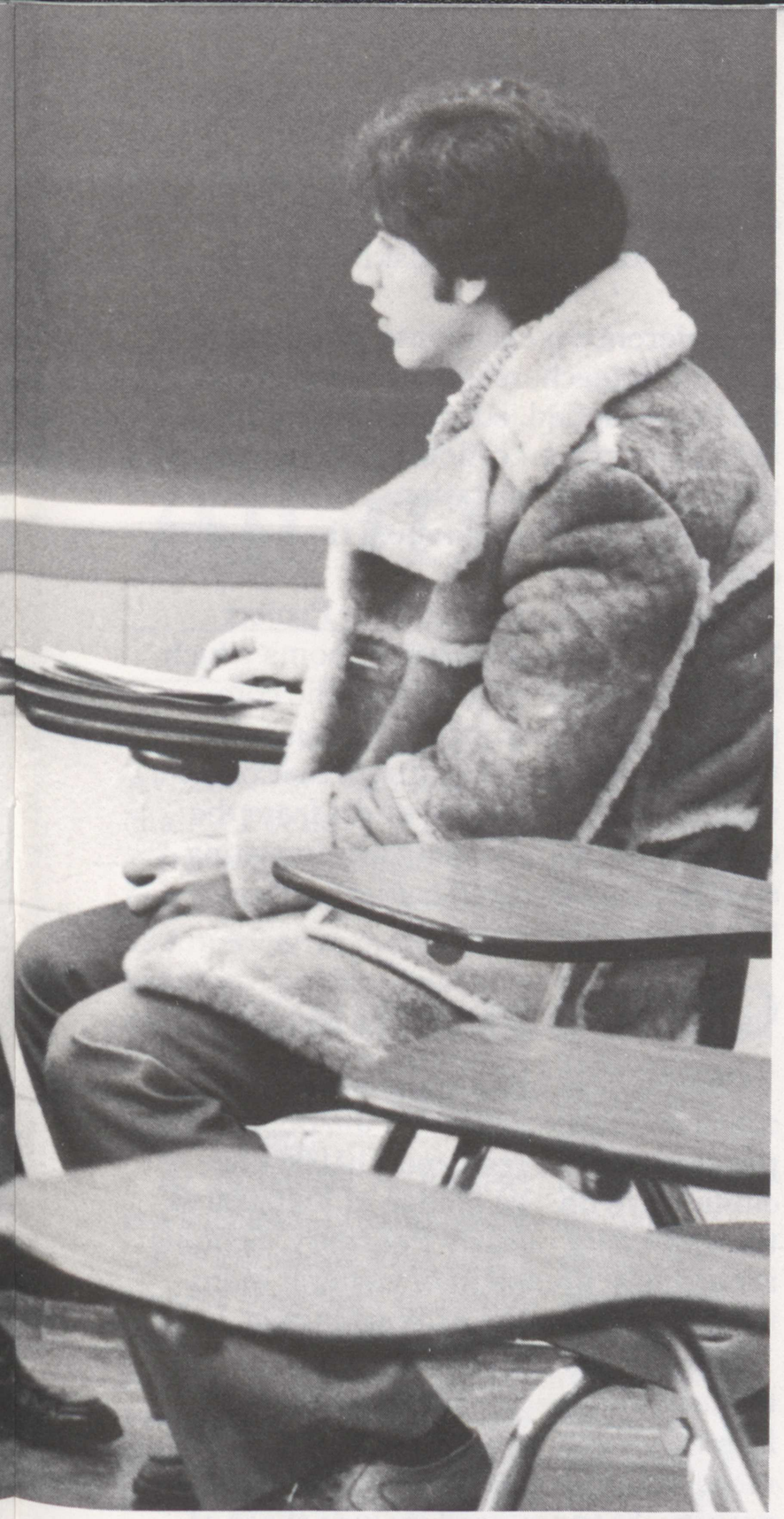
To increase the odds for jobs, CPPS also conducts dorm programs, evening programs and miniworkshops. With the Cooperative Education Office, it started this semester a program called On Target in an effort to enlist alumni to help students with career information, job referrals and on-the-job learning.

Over 600 students signed up for this spring's annual Job Fair. "The more connections we have with employers, the better for students," says Lambert. "We had 14 employers at the Job Fair last year, and we had 50 this year."

Through the On Target program, alumni can aid students in five areas.

- *Career Information.* Alumni meet individually with students to discuss career information.
- *Career Tapes.* A career services staff member interviews alumni on tape for students to hear at their convenience.
- *Extern.* Students work with alumni during the spring vacation to obtain a look at different businesses or professions.
- *Cooperative Education.* An academic program in which students gain first-hand experience by working fulltime.
- *Job Referral List.* A list maintained by the university's placement services containing information about job vacancies in different organizations and businesses.

Alumni who are interested in the On Target program, should contact the Alumni Office, 202/686-2803, or the Career Planning and Placement Services office, 202/686-2068.■



On-the-Job Learning

The first step on the career ladder is being taken by a number of students through the university's cooperative education program which combines academic work with practical employment.

About 400 schools in this country offer jobs with school work, but mostly for undergraduates in some vocational specialty such as engineering. American is one of only 86 schools with a program for liberal arts students and one of only 57 for graduate students.

Students at American may carry up to two courses while earning up to two course credits for a full-time, six-month placement. This semester, there are 127 students in the cooperative education program, making a total of 270 for the year and 675 since the program began in 1974.

Tobie van der Vorm, director of the cooperative education office, says "the program attracts motivated students whose primary interest is in acquiring working experience in conjunction with their academic program."

Because of the interaction of academic life with job, most of the work programs are in the metropolitan area. Two exceptions are placements in the student's hometown and special overseas projects. This spring three students, Suzanne Gnaegy, Raymond E. Piirainen and James Roberts, are participating in a cooperative education program in Palestine. They're working in the Mt. of David Children's Orthopedic Hospital in Bethlehem, The West Bank. The hospital, which also serves as orphan home and trade school, is a non-denominational religious charitable organization.

On a research basis, the students are helping Dr. A. G. Zuaiter who has developed a new one-stage method of treating congenital hip and club foot problems.

Back in Washington, Kathleen O'Pella, a graduate student in international development, found a job working with the editor of the Wilson Quarterly, published by the Smithsonian's Woodrow Wilson Center for International Studies. About a half dozen co-op students are working with the center's 50 international fellows.

Sheryl Taylor, a 20-year-old junior, is taking a course in publication layout and design and at the same time is working on publications as a promotion coordinator for YMCA of Washington.

On the employer's side, Wendy Rogers of the National Geographic Magazine puts her co-op students to work on direct mail surveys of reader opinions and field tests of materials which National Geographic produces, including booklets and film strips.

Tom Morris, of Accountants for the Public Interest in Washington, D.C., has his co-op student help him put out a newsletter, maintain membership lists and write up tax-paying guidance for people of low income. He also involves them in providing accounting and financial reports to non-profit and community organizations.

The cooperative education activities are supervised by 11 faculty members who work closely with individual students. They evaluate the students for credit on the basis of academic assignments as well as evaluations from job supervisors.

The university's cooperative education office is receiving financial assistance this year with a $76,000 grant from the Office of Education. Last year, the university's office was self-supporting, but did operate with Office of Education funds its first three years in existence, 1973-76. Congress permits the Office of Education to provide academic institutions with funding for cooperative education programs for a period of five years.■

Biology student Virginia Welch finds out what goes on in a medical laboratory from Esther Williams, right, a 1970 alumna of AU. Welch spent her one-week spring break at National Institutes of Health, working with Williams, a clinical pathologist in microbiology, as part of a new program called extern. Five other students also worked with alumni during spring break. One of them covered the Senate debate on the Panama Canal with a Houston reporter.

Grant Funds Cancer Research

The American University has been awarded $150,000 to establish a laboratory of the National Foundation of Cancer Research to study Nobel prize-winner Albert Szent-Gyorgyi's bioelectronic theory of cancer.

The three-year long research project—an examination of the biochemistry of enzymes and their interaction with small molecules as they relate to cancer—will be directed by Dr. Frederick W. Carson of American's Chemistry Department. The foundation also has provided the university with a $90,000 Fourier transform nuclear magnetic resonance spectrometer, a piece of equipment used in studies of the structures and dynamic properties of biochemicals associated with the cancer problem.

The American University becomes the fifteenth research center of the National Foundation for Cancer Research, an internationally-oriented project founded in 1973 to support research of the submolecular cell theories of Szent-Gyorgyi, the Hungarian-born scientist who discovered Vitamin C. The private, non-profit foundation, which is funded through donations from the public, operates on a "laboratory without walls" concept, funding research and clinical laboratories in association with universities and university hospitals.

Today the foundation has projects under way in Wales, Ireland, Scotland, England, West Germany, France, Japan, Australia and Italy as well as the United States. American joins five other United States counterparts: Woods Hole, Mass.; University of Miami; the Medical College of Virginia, Virginia Commonwealth University; University of West Virginia; and the City College of the City University of New York.

Szent-Gyorgyi's bioelectronic theory centers on the assumption that man must first know the structure and nature of cells before he can find a cure for cancer. Sometimes referred to as the "submolecular theory," Szent-Gyorgyi's work involves the application of quantum theory principles of mathematics, chemistry, biology and physics to cancer; it thus represents a departure from the cancer research which tends to concentrate on the larger, molecular level. Each foundation project concerns a different aspect of the theory, and project directors gather periodically to discuss their findings.

Senses in Science

A national invitational conference on Laboratory Science and Art for the Blind, Deaf and Emotionally Disturbed Children in a Mainstream Setting will be held April 25-27 at American.

The purpose of the conference is to share Project Seefee, which Dr. Doris Hadary, a chemistry professor at American, founded in 1971 to teach science and art to the handicapped in a regular classroom. The project trains teachers in methods of working with the handicapped, adapts laboratory science and art materials for use by the handicapped, develops and implements a six-year science and art curriculum in a mainstream setting, and tests and evaluates the program.

Project Seefee emphasizes the use of hearing and touch in teaching the visually handicapped and of sight and touch for the deaf. Students are encouraged to discover for themselves through exploration and inventiveness. They work in pairs, under the supervision of a specially trained teacher.

These methods are practiced at the Horace Mann School, with which American University cooperates, where handicapped children are bused into the school from other District of Columbia schools to be taught in a mainstream classroom setting.

Both the conference and the project are funded by grants from W. T. Grant Foundation and the Redskin Foundation.

Conference participants will include scientists, teachers of both science and the handicapped, educators, administrators, government officials and representatives from organizations concerned with science, education and the handicapped.

They will be introduced to Project Seefee through model classrooms which will be established and to all the components necessary for its implementation. Hadary, who will direct the conference, sees a duplicating effect from the conference, with participants initiating similar programs and conferences in their geographic areas.

Gift from Alumnus

Charles Schools, alumnus, former coach and former director of American's physical plant, presented $10,000 of a cumulative library pledge of $110,000 to the university in early February. Schools is currently president of General Maintenance Service Co. of Washington, D.C.

This significant gift and pledge marks the latest in a series of pledges to the library since mid-summer, now totaling more than $1.2 million. Other pledges previously announced include those of The Bender Foundation, $500,000; The Kresge Foundation, $250,000; The Agnes and Eugene E. Meyer Foundation, $100,000; National Home Library Foundation, $50,000; Irene and Abe Pollin (for the establishment of the Pollin Center for American Judaism), $100,000; and the Abraham S. Kay Foundation and family, including Sylvia and Harold Greenberg, $100,000.

In presenting his $10,000 contribution, Schools said, "My enthusiasm for American really increased when I saw the library construction under way. I'm glad I'm able to give this kind of support to the university."

Exchange

By the end of February, outside grants totaled an all-time high of $4,294,893 for the fiscal year. Grants received during January and February for university projects include:

- To Richard Anderson, biology, $11,419 from the Department of the Interior/National Capital Park Service for "Acquisition of Resources Basic Inventory Information Rock Creek Park."
- To Richard Myren, administration of justice, $155,760 from the Department of Justice/Law Enforcement Assistance Administration for "Deinstitutionalization of Services for Delinquent Youth."
- From the National Endowment for the Humanities, $60,000 to Kay Mussell, American studies, for "Regional American Studies Information Clearinghouse."
- To Earl Callen, physics, $8,680 from the Department of the Navy/Naval Surface Weapons Center for "Crosstie Memory Development."
- From the National Foundation for Cancer Research, $57,499 to Frederick Carson, chemistry, for "Laboratory for Cancer and Bio-Electronic Research."
- From the Organization of American States, $24,957 to James Sood, business, for "Product Profile Study in the U.S. Market."
- To David Malone, technology and administration, $84,769 from AT&T Long Lines for "Systems, Telecommunications, and Business Functions."
- To Brad Schiller, economics, $71,967 from Department of Health, Education and Welfare/Administration on Aging for "Private Pension Plans and the Older Worker."
- From the National Science Foundation, $12,610 to Leo Schubert, chemistry, for "Summer Science Research Participation Program."

All in the Volunteer Family

By Skip Ohle

Preparations for the annual phonathon bring together volunteers Peggy Smith, secretary of the alumni association; Ed Wilber, alumni chairman of The American Fund '78, and Stuart A. Bernstein, national chairman of the fund.

He sat behind his desk at his Cathedral Avenue office and leaned back in his chair. "I believe in American University—for what it meant to me as a student and for the ways in which my experience at American continues to shape my personal and professional growth. Serving as the national chairman of The American Fund '78 is one small way of returning to the university some of the benefits it gave to me."

At 39, Stuart A. Bernstein, SBA '60, is a successful real estate developer in the Washington area and is among the newest members of the university's Board of Trustees. His attitude about serving in the university's annual giving program is not unique; it is shared by the other chairmen of the fund drive, by more than 50 major gift solicitors and by nearly 350 phonathon volunteers.

Bernstein insists he accepted his volunteer position not only because he believes in AU, but because he is convinced that the success of The American Fund '78 is the university's most critical and immediate need.

"Most alumni probably feel as I do," Bernstein says. "We relate to American University on two levels. As alumni, we have, first, a personal involvement with particular colleges or programs or people on campus. And we also relate to the university as an institution, a major competitive private university growing rapidly in academic excellence and distinction. Serving as chairman of The American Fund '78 is my way of helping American to meet its goals."

Robert Giovacchini, vice president of Gillette Company, has received widespread recognition in the corporate world. The Wall Street Journal called him the "watchdog of Gillette" in his role—over product integrity—of being directly responsible for the safety and quality of Gillette's 850 products. His interest and involvement in American began when his daughter was a student in the College of Arts and Sciences. He served as parents' chairman of the 1977 annual fund drive—the year his daughter Diane was graduated. This year, he's continuing his involvement as business and corporate chairman for The American Fund '78.

"I believe in The American University and am serving as business chairman for the annual campaign partly because my daughter received a fine education at the university, and I want to help others do the same," Giovacchini says. "But I also believe that American, with its location in Washington, D.C., and with its fine faculty and deans, is in a position to render a real service to the business and corporate community. Its resources for my colleagues in the business world remain largely untapped."

As business and corporate chairman of this year's drive, Giovacchini is working with the deans and provost's staff to initiate a seminar program for business and corporate personnel in the Washington area. The subjects of the seminars—which will begin next fall—will come from the businesses themselves.

"American University has the resources to address some very pressing problems that are experienced in the day-to-day corporate community—in procurement, business/government relations, government reorganization. By offering seminars to business officers, the university serves its larger environment and demonstrates firsthand to the business world its excellence and the validity of its mission as an institution of higher education," Giovacchini says.

Last year, Edward Wilber, SBA '57, marketing manager for IBM, was president of the AU Alumni Association. This year, he's chairman of the alumni board of governors and alumni chairman of The American Fund '78. "My connection with American University has been a long and rewarding one," Wilber says. "Like Stuart, I believe in AU, what it offered me as a student and in what I see it becoming—an even better university."

As alumni chairman, Wilber has helped organize and recruit other volunteers in support of The American Fund '78. There are now more than 50 Washington area alumni making direct gift solicita-

tion for the annual campaign. Getting other alumni volunteers involved is as much a part of the task as alumni chairman as raising money itself. The response from alumni willing to work as volunteers has been overwhelming, and I know it will be a major asset to the campaign," says Wilbur.

Ann and Frank Ittner serve as parents chairmen for The American Fund '78. Ann works for the university, Frank is an accounting manager for General Electric, and their daughter, Martha, is a junior art major in the College of Arts and Sciences. "Martha's receiving an excellent education," the Ittners say. "Our son attended an Ivy League college, and Martha had the choice of attending several other schools. She chose American for the vast resources for art study at AU and in the Washington area.

"Because of our unique position—with one of us a university staff member—we're well aware that tuition in itself doesn't cover the cost to the university of providing education," they say. "We realize all too well that tuition costs are high, but we certainly feel they're worth paying for a better education for our daughter. That's why we're working on The American Fund '78."

Ed Bell was once assistant director of alumni relations for AU, but left the university's professional staff to join The Travel Committee, Inc., a Washington-based travel agency. Bell is serving as a volunteer chairman for The American Fund '78, and, as such, was chiefly responsible for the success of the March phonathon. "The annual giving program is the lifeblood of the university," says Bell. "Without the monies generated by the campaign, the university simply couldn't exist as it should and does exist today, as a total, well-rounded center of education.

"The phonathon is especially important," Bell says. "Mail solicitation will continue to motivate the traditional contributor, but getting previous non-donors to begin to contribute to AU is a different, more difficult matter. Telephone calls made during the phonathon are the best possible ways to motivate the non-donor. This year, I hope we got many previous non-donors into the habit of giving to their university."

While the organization of the American Fund phonathon was engineered by a volunteer chairman, the real success was made possible by the volunteer work of the approximately 350 alumni, faculty, staff and students, who staffed 25 phones for 12 evenings in March.

"So far this year we've had about 425 volunteers working on the different aspects of The American Fund '78," says Judith Boerner, a member of the university's development staff and staff director of the campaign. "That's up from 165 workers last year, and that's great."■

Property Seminar

A real estate seminar sponsored by the D.C. Area Alumni Club will be held on April 20 in the Kay Spiritual Life Center at American.

The program at 7:30 p.m. will start with an hour of prepared remarks by guest speakers, followed by refreshments and an open-ended discussion session.

Topics and speakers include:

- *Residential Sales*
  John B. Calio, president of Calio & Associates, Gallery of Homes
- *Condominums*
  Bruce M. Brenneman of Brenneman Associates, Inc.
- *Investments*
  Peggy Brooks Smith of Shannon & Luchs
- *Real Estate Benefits*
  Donald Brenner, associate professor, School of Business Administration

Complimentary parking will be available in the Nebraska Avenue lot across from campus.

Daphne Smith, CAS '72, coordinator of the event, will moderate the seminar.

Seven Interns For Government

Seven graduate students from the College of Public Affairs have been accepted into the Presidential Management Intern Program. This is the second highest number to be accepted into the new program from a single institution. Only 250 master's level students from colleges and universities across the country are accepted each year.

The program, established by President Jimmy Carter last summer, places students trained in management in government jobs at the professional level for a two-year internship. After two years, the intern is eligible for permanent assignment to a government career position.

The AU recipients, who will have received their master's degrees by August 1978, are Karen L. Seifer and Reta J. Lewis, justice; Jose Fiallo, international service; and Richard Belfiore, Margaret L. Catron, Penny G. Jacobs and Laurinda J. Anderson, government.

Application for acceptance in the new program is "intensely competitive," said Dr. A. Lee Fritschler, acting dean of the College of Public Affairs. Applicants must pass a board of review and successfully participate in a panel interview. Those accepted in the program this year will begin their government jobs by Sept. 1.

New Trustees

James Richard "Rick" Baker, a 1976 graduate of AU's School of International Service, has been elected to a two-year term in the "recent graduate" category. An economics policies coordinator for the city of Memphis, Tenn., Baker played an active role on campus during his undergraduate studies. He served as the 1974-75 president of the Student Confederation, as a member of the University Senate, president of Pan Ethnon and as a co-chairman of the 1972 International Week. He held a United Methodist Scholarship for two of his years at AU and was elected to Who's Who Among College Students. In 1976, he was awarded both the Stafford Cassell Award as Outstanding University Graduate and the Frank Willis Scotten Award as the SIS Outstanding Graduate.

Robert P. Kogod, a 1962 alumnus of the School of Business Administration, has been elected to a three-year term on the board.

Kogod is president of the Charles E. Smith Management, Inc., and also serves as secretary/treasurer of both the Charles E. Smith Building Corp. and Charles E. Smith Insurance Agency. A local resident, he is active in civic affairs. He is a past president of the Jewish Community Center of Greater Washington, a past vice president of the Jewish Community Foundation of Greater Washington and serves on the board of trustees of Sidwell Friends School.

Kogod is vice president of the National Research Center of Children's Hospital and of the American Friends of Hebrew University. He serves on the board of directors and executive committee of the Madison National Bank and on the board of trustees and executive committee of the United Jewish Appeal Foundation.

Kemmons Wilson, a resident of Memphis, Tenn., was elected to a three-year term on the board. The founder of Holiday Inns, he is also a realtor and builder and presently serves as board chairman of Holiday Inns of America, Inc., which operates some 1,589 hotels here and abroad.

Wilson is a member of the University of Tennessee Development Council, a trustee of Lambuth College and on the board of directors of Memphis State University.

Trustees Named, Budget Approved

American's Board of Trustees approved the university's $38 million 1978-79 budget at its March 6 meeting on campus. In other business, the 30 trustees in attendance elected three new members and heard details on the university's endowment portfolio management.

Prior to discussion of the budget, trustees heard a report by President Joseph Sisco who traced recent progress in the areas of academic development, student life and in the university's financial status.

James Richard Baker, SIS '76, was elected to a two-year term on the board, replacing Dan Norwood as the board's "recent graduate" trustee. Robert Kogod, SBA '62, and Kemmons Wilson were named to three-year terms on the board. (See accompanying story.)

Finance committee chairman Donald Calomiris opened the budget discussion by outlining budget guidelines for 1978-79. In speaking for the finance committee Calomiris said, "We are not happy about finalizing these tuition increases. We are not taking them lightly. But we are approving them because this is a sound, balanced and responsible budget."

Rep. Berkley Bedell asked what the university is doing to increase its endowment, specifically whether AU has an active deferred giving program. Development and University Relations Vice President Douglas Trout said that, while a deferred giving program was in the process of being developed, staff allocations to the program were inadequate due to budget restrictions. The board passed the budget, simultaneously making a request of the finance committee to develop and submit a report by the May meeting on a program for deferred giving.

Trustee Philip Dillon Allen gave an extensive report on the work of the new subcommittee on investments, which he chairs. He said in the last year his committee has conducted "an in-depth study of the university's investment portfolio. Tests show we rank below the national median in terms of investment income," he said, underscoring the committee's feeling that AU must establish a capital effort to increase the endowment. The subcommittee is expected to report to the full board in May and make its final recommendation.

In other business, the trustees:

- Approved the sale of the university's 370/145 model computer and gave approval to lease a larger, more up-to-date 370/148 model. With this action, the university will save some $3,000 a month in purchase payments, while alleviating the current "saturation level" problems of the present model computer. The leasing arrangement is expected to give AU better flexibility in providing computer services.
- Approved adding $13,000 to architectural and modification fees to the part of the new library that will house the Center for American Judaism. In a brief report to trustees on the center, President Sisco explained that the research institute project idea was developed a year ago—within trustee committees —as a complement to the rapidly growing Jewish Studies Program. "We conceived this project as a way not only to strengthen the university's academic offerings but to aid in construction of the library," he said. Thus, pledges to that center—which now total $275,000—are for a combination of "bricks and mortar" as well as for academic and programmatic development of the center. Sisco said the board would have a fully detailed report on the center's academic approach and allocation formula for funds raised by the May meeting.
- Heard from Student Confederation president Brad Smith, who spoke against a tuition increase, asked for a codified system for electing the "recent graduate trustee," and commended the board's use of students on its committees, although he asked that representation be given equally to graduate and undergraduate level students.
- Approved moving the May 3 trustees meeting to May 12. The regular meeting will occur Friday, May 12, in the afternoon, to be followed by a retreat from Friday evening through Saturday afternoon. Trustees will then be able to participate in Saturday's Honors Convocation and in Sunday's commencement exercises. ■

Key Points of Next Year's Budget

- *What does the 1978-79 budget include?*

This is a transitional budget which includes not only new debt service and new library operational costs of $599,700 (plus $167,600 in library acquisitions for the University Library and the WCL Library), but also includes funds for the expansion of WCL of approximately $292,000, an increase of $345,300 for student financial aid, an increase of approximately $400,000 (largely from recent budget cuts) for academic program support, $250,000 for partial renovation of Battelle building, aggregate increases of six percent in the salary base of returning fulltime faculty and staff, increases in the social security tax of $204,700, increases of $161,000 in utilities expenses, and a small budget of $100,000 for neglected maintenance of the physical plant. Every attempt was made to allocate funds based on the priorities discussed by the University Senate and other university constituent groups. Although the budget allocation for academic affairs does not reflect the highest percentage increase, 54.3 percent of new funds allocated went to academic affairs' budgets.

- *What will the tuition rates be?*

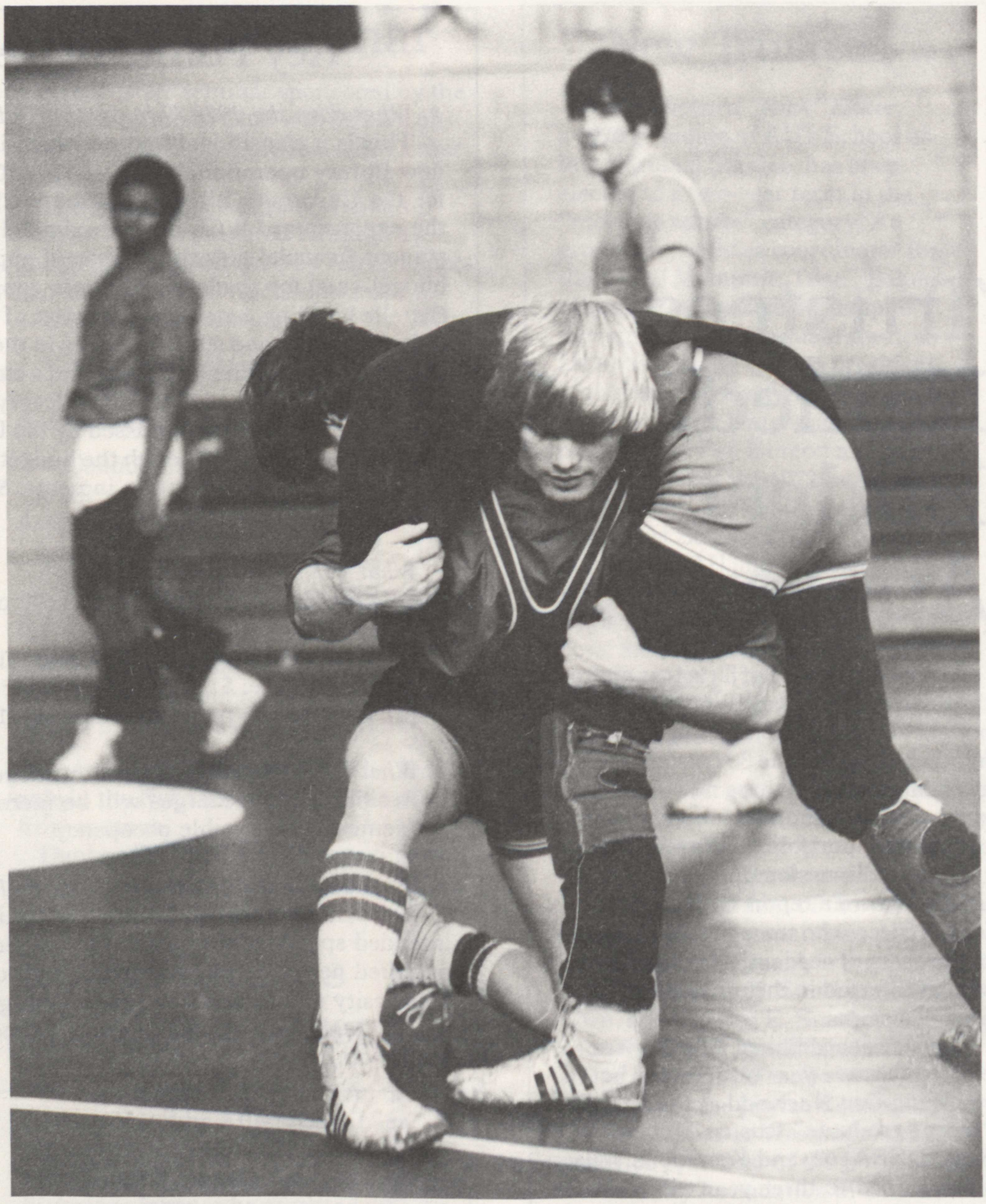
(a) Full-time undergraduate: $3,690 per academic year (13.9 percent increase from '77-'78)
(b) Graduate: $129 per credit hour (13.2 percent increase from '77-'78)
(c) Non-degree: $123 per credit hour (13.9 percent increase from '77-'78)
(d) Law: $3,700 per academic year (13.9 percent increase from '77-'78)

- *What will the charges be for residence halls?*

Residence halls charges will be increased 11.0 percent per semester to $575 per semester for double occupancy.

- *What additional amounts of financial aid will be available to students?*

A special increase of $100,000 in tuition remission for scholarships is intended specifically to assist the university's efforts in attracting highly qualified new students who would not otherwise attend The American University and to assist in retaining highly qualified students who would leave otherwise. (These funds represent an increase of 16.6 percent in tuition remission.)



Loren Danielson practices for final wrestling competition. He had a 9-2-1 season and took the city championship for a 142-pounder.

Injuries Fire Desire To Wrestle

Loren Danielson, American's 142-pounder, had to work harder than usual to make the recently ended wrestling season a success.

A sophomore, Danielson missed the fall semester when a chipped tooth—suffered during his rookie campaign at American—became infected, requiring oral surgery. Since returning, Danielson has suffered torn cartilage in both knees, but has kept grappling despite facing the possibility of off-season surgery on both knees.

"That (the torn cartilage) really doesn't bother me that much," Danielson said. "It's really not a factor, but I know how it limits me. As far as missing half the season, I'm not in as great shape. I can't run (for conditioning). It's really hard running on bad knees."

Danielson, however, has managed to see an advantage to his frustrations. "I really want to wrestle now," he said. "After the long, grueling wrestling season, you get tired of it. But I'm fresh, I haven't been wrestling that long. I'm ready to go."

During his abbreviated season he compiled a 9-2-1 record, capturing the city championship at 142 pounds and hoping to accomplish the same in the East Coast Conference Tournament scheduled March 3-4 at Hofstra.

Eagle coach Bob Karch wishes he had a few more competitors like his fair-haired middleweight. "He's what most coaches would call an ideal athlete," Karch said. "He's a good athlete, intelligent, a hard worker . . . and he's a gentleman on top of that. What more can you ask for?"

Danielson hails from nearby Silver Spring, where he was a star football player and wrestler at Springbrook High School. He capped his career by winning the Maryland state 145-pound wrestling crown and also was named an All-Montgomery County running back and placekicker.

He originally had hoped to attend a small college where he could play football and wrestle, but the lure of American's growing wrestling program drew him here, despite the lack of a football team. "I liked the location, I liked Karch. I like being in a program that's just beginning to build," the 5-foot-7 Danielson said. "This season has been sort of misleading because we've had a rash of injuries like I've never seen before. There's no question we have the best talent in the history of AU. But not one time this year have we been able to put our whole team on the mat."

American finished its regular season with an 8-10 record and finished second in the city championships.

Danielson has no regrets about giving up football to attend American. "There's no question I'm getting a good education," he said. "I'm a marketing and finance major. I don't know if I'd like it as much if I didn't live here. You get a lot more out of college that way."

The McDowell Hall resident also enjoys seeing his parents, Donald and Georgianne, at most of his matches.

Danielson came to American well-prepared for his marketing and finance major, and he's also put what he's learned to good use. While in high school, he ran a profitable lawn-mowing and snow plowing business. In addition to plowing snow and regularly servicing 15 lawns per week, his enterprises have expanded to painting, sealing driveways and landscaping. His high school work crew of two has doubled.

"The lawn business has really grown," he said with a grin. "It's a great way to make money." **—Gary Davidson**

A Season Of Promise

By Steve Lurie

Jim Lynam isn't about to be mistaken for a Cheshire cat, but if you happen to see American's head basketball coach sporting an ear-to-ear grin, don't be surprised.

The Eagles overcame numerous hardships to post a 16-12 mark, winning as many games in a single season, with the exception of the 1972-73 Kermit Washington era, since they started playing a major college schedule in the late 1960s.

But the real reason for the grin is that only two of 11 varsity players are graduating. On campus already are three transfer students who should make up the difference.

Lynam assesses the recently completed campaign this way: "We played very well in stretches, even more so when you consider how young this team was. We started the season with only one player (Howie Lassoff) who had had any appreciable starting time and had to play our first 11 games in 26 days.

"After Christmas break we played exceptionally well, probably better than we had a right to anticipate prior to the season.

"No doubt our win at William and Mary, where highly-ranked North Carolina previously had lost, was a big one. So was our final regular season win at George Washington.

"We were a young team which had to go through a learning process, and the players did that extremely well."

The one who did it best was Russell "Boo" Bowers. At times he seemed like "Boo" in wonderland. The 6-foot-5, 203-pound freshman from Westfield, N.J., played so well that he was the leading vote-getter on The Washington Post's Capital Area all-star team. He was selected by East Coast Conference coaches to that loop's first all-star unit while sharing rookie of the year honors with his namesake, La Salle's Marcellus "Boo" Williams, a second team all-ECC selection. Bowers also was selected two times to the ECAC weekly all-star team and twice was ECAC rookie of the week.

"Boo far exceeded our greatest expectations," Lynam says. "The most noteworthy thing about him was he was able to play so consistently as a freshman."

That consistency was shown by Bowers being the team's leading scorer in 16 of the 28 games played and the

Six-foot-5 forward Russell "Boo" Bowers, a freshman from Westfield, N.J., came to American with what many coaches would term "high potential," and during his first season with the team disappointed no one. "Boo far-surpassed our highest expectations of him," said coach Jim Lynam at the season's end. "His consistency was remarkable; he just had a terrific season." Bowers — whose mother had nicknamed him "Boo" as a young boy — led the Eagles attack 15 times during the season, averaging 17 points per game, and scored the highest point total for the team when he chalked up 31 points against Washington College. His efforts were not unnoticed. He was the top vote-getter in running for the first team all-Met squad named by The Washington Post, and the East Coast Conference coaches voted him to the first team all-ECC squad. He was then elected Co-Rookie of the Year of the EEC along with St. Joseph's Marcellus "Boo" Williams. After receiving so many honors as a freshman, is Bowers nervous about the attention he'll receive as a sophomore superstar? "I thought about it," he says, "but I'm confident that if I keep practicing a lot in the off-season, I'll do well in all phases of the game next year."

leading rebounder 11 times. He had a high game of 31 against Washington College and finished his initial season with a 16.9 points-per-game average, based on 53.9 percent field goal accuracy, and grabbed off nearly seven rebounds per game.

"There's no question about the impact Boo has had upon our program," says Lynam. "So many times he came up with the key play to help us win in a crucial situation."

The unselfish Bowers (he averaged just under 13 shots per game) was by no means a one-man team. Nine of the 11 players scored in double figures at one time or another with six of them having high games of at least 21 points.

Help came from 6-foot-10 senior Howie Lassoff, a Jewish Times first-team All-American selection, who led the team in rebounding (7.9) and was second in scoring (12.0). Lassoff saved his best for the end, averaging 18 points per game for the final three contests of the season. Lassoff likely will be playing professionally in Israel next winter.

Also saving his best for the end, and what a best it was when he had everything in gear, was Stanley Lamb. The 6-foot-2 sophomore entered the final six games of the season with a career high of 15 points. He erased that mark in less than nine minutes at the end of the first half of the regular season game against Hofstra, coming off the bench to hit eight-for-eight from the floor, scoring 19 points in the first half alone. He added 10 more in the second half.

In his last half dozen games, Lamb scored 130 points (21.7 average) and shot 60.7 percent (51 of 84) from the floor. He is at least partly responsible for Lynam's grin.

Also adding to the team balance were junior floor and assist leader Mark Garlitos (7.8 points per game), sophomore Leon Kearney (7.3) and classmate Michael Abner (7.3).

Joe Mitchell, the 6-foot-8 sophomore center, played well in spots as did junior swingman Ray Voelkel, while Tom Pfotzer and Rodney Adams showed potential to be helpful next year.

Trying to replace Lassoff and Donald Kelly, who played brilliantly on occasion, will be the three transfers already here and whomever Lynam lands in the recruiting war.

The transfers are 6-foot-7 front court man Robert (Piper) Harvey from LaSalle, 6-foot-2 guard Chris Dye from Manhattan and 6-foot-10 center Steve Kearney from Virginia Tech who will be eligible second semester.

"With the majority of our players returning next season," Lynam says with a grin, "we're hopeful of continuing the upward trend of the past several years."■

Supreme Court Justice Byron B. White and Beverly Purdue, law school assistant dean, at the reception for participants in the Upperclass Moot Court Competition. Justice White served as presiding judge.

Degree Options

One degree and four new majors have been added to the curriculum of the university.

The College of Arts and Sciences, with support from the Division of Continuing Education, will offer a new degree, the Bachelor of General Studies. When admission to the program begins in fall 1978, the Bachelor of Science degree with a major in general studies will be phased out.

New majors now available include audio-technology, within the BS degree, offered through the Department of Physics; literature: cinema studies, within the BA degree; special education, with the BA degree, formerly offered only as a second major, through the School of Education; and film, within the MA degree, jointly offered by the Department of Literature and the School of Communication.

Justice Semester

An intercollegiate honors program for students interested in the American system of justice enrolled its first participants this spring.

The Washington Justice Semester, offered by American's Washington Semester Program and Center for the Administration of Justice, gives students from other colleges a view of the operation of the criminal justice system from the vantage point of Washington, D.C.

The program's core is a seminar that features meetings with justice officials on all levels of government. The growing impact of inter-governmental relationships on agencies that create and administer the criminal law is emphasized.

Students also spend 16 hours per week on an internship with a government or private agency involved with the study of crime and the administration of justice. To round out the program, they select either an independent research project or a course elective.

The Washington Justice Semester is designed for seniors, juniors or second semester sophomores, especially those majoring in criminal justice, sociology, political science and communications.

The program serves a limited number of accredited colleges and universities which are cooperating members.

Campus Day Care

A day care center will provide care for children of university students and employees next year in the Hughes Hall Informal Lounge.

Sponsored by the Student Confederation, the center will be run in cooperation with the School of Education and will provide laboratory experiences for education students.

While the center will occupy the lounge during the working hours, provisions are being made to store its supplies and equipment in one area of the lounge, thus freeing it for classroom and other use during the evening hours.

The Student Confederation is providing the funds to begin the program, and the university will share the costs in making the necessary physical improvements to the lounge. The center itself will be self-sufficient, with charges to the parent-user covering the costs of operating the program.

Aging: No Need to Stop Living

By Jody Goulden

When Arthur Flemming, Secretary of Health, Education and Welfare under Eisenhower, retired from his post as U.S. Commissioner on Aging in February, HEW Secretary Joseph Califano presented him with the department's highest award in a special ceremony and named an employee lecture series after Flemming and another former HEW secretary, Wilbur Cohen.

One oddity marked the event. "No one used the word retirement in the ceremony," says the 72-year-old Flemming, who received his master's from American in 1928 and began his career here as an instructor of government.

The omission was fitting. Flemming may have left as chairman of the Administration on Aging for five years, but he's not retiring. He'll continue as chairman of the U.S. Commission on Civil Rights and consultant to AoA and will begin work on a foundation program which deals with careers for older Americans.

That pattern of continuing participation in society and work, despite age, has been emerging as a national trend, and, at press time for *American,* Congress was expected to pass and Carter to sign a law which would eliminate compulsory retirement at 65. Interest in aging and the aged has accelerated, too. News magazines run feature articles on the aged in America. Communities establish services to meet the needs of the elderly. The Gray Panthers have become a household word.

"Our society has developed a more positive attitude to the issues in the field of aging," says Flemming. "We're more aware of and willing to be responsive to the needs presented."

In talks with older people, Flemming says he finds four messages emerging. "People want to be in a position to make their own decisions regarding their own lives. They don't want others to make them for them. Because of this they put at the top of their list of priorities the question of income. This is understandable because a reasonable level of income provides more opportunity for independent living and 3.3 million older persons have incomes below the poverty threshold. Thus, he finds their interest in the operation of the social security system and that of Supplemental Security Income.

"Second, people want to be in a position to live in their own homes as long as possible, avoiding the need to go into an institution," he says. "Seventy-five percent of the couples over 65 own their own homes and 60 percent of all citizens over 65 do.

"People want to continue to be involved in life, not to be put on the shelf. This is why older persons are opposed to personnel policies in the public and private sectors that require a given age retirement, regardless of merits. It's why many older people are interested in two or three careers and consequently interested in being on the receiving end of counseling, training and placement services so that they can be involved.

"Above all, they want to be treated with dignity. This cuts through the other issues," he says, "and is especially appropriate to the lives of older people who find it necessary to live in institutions such as nursing homes."

The Administration on Aging which Flemming headed provides guidance and planning support for state agencies on the aging, which are comprised of 540 area agencies. They operate on a $504 million budget, up from $40 million four years ago.

Through these organizations, nutrition programs provide older citizens with 425,000 meals during weekdays at about 8,000 sites, and a program of home health services offers home health assistance, transportation and legal assistance. Such services, says Flemming, make it easier for older persons to live in their own homes and maintain a continued involvement in life.

"I'm concerned particularly about involvement," he says, "for non-involvement results in a rapid mental, spiritual and physical deteriorization and with non-involvement the nation deprives itself of the unique services of older people, which it can ill afford to lose."

Through the Civil Rights Commission, Flemming was involved in a report on discrimination against the aging in federal programs. Among its findings:

- Some discrimination against age occurs in all federal programs studied, including mental health services, vocational rehabilitation and health services;
- Age discrimination occurs when programs are earmarked for certain groups, to the exclusion of others;
- Decisions discriminating against older persons sometimes result from an evaluation of the end-return on the investment in older versus younger persons;
- Job training programs of the government are often impeded because job placement of older workers is difficult;
- Negative attitudes of staffs towards older persons or lack of training in dealing with them.

"I've been working in the field for seven years (since he was named chairman of the White House Conference on the Aging in 1971), and I'm not surprised with the findings," says Flemming, "but I'm somewhat surprised at the acceptance on the part of many people of the policies that lead to discrimination against older persons in the delivery of services. It's clear that whenever you turn your back on an individual in the delivery of services because of age that it is in direct conflict with the dignity and worth of the individual."

Despite the emphasis on aging in recent years, Flemming's career has covered many areas, all tied together by administration. "I believe that there are certain basic processes of administration that run through all institutions of society," he says. "It's easy to shift from government to education and back from time to time. Essentially I deal with the same kind of basic issues . . . I've tried to practice consultative management, tried to involve associates in the administrative process. I feel that when I'm successful in doing that the organization benefits."

Flemming has moved between government and academic circles, serving under every president since Roosevelt and heading three colleges: Ohio Wesleyan University, University of Oregon and Macalester College. Among his other accomplishments are director, School of Public Affairs, American, 1934-39; director, Office of Defense Mobilization, 1953-57; secretary, Health, Education and Welfare, 1958-61; president, National Council of Churches, 1966-69; and chairman, American Council on Education, 1969-70.

President Ford issued two executive orders and President Carter one in order to permit Flemming to continue working past his 65th birthday. "As an individual I've never encountered age discrimination," he says, "but I have observed it."

He plans to continue his active involvement in life through the Civil Rights Commission and his role with the foundation, which will establish a national commission on careers for older Americans. Retirement will mean cutting back somewhat. Heretofore, with his position with the Administration on Aging and the work on the Civil Rights Commission, he's basically held a job and a half. Now he's down to a normal workload with two half-time jobs. ■

Alumni

Arts & Sciences

Fred D. Carl, BA '47, executive director of the Armed Services Department of the National Council of YMCAs, has been elected president of the Naval Reserve Association . . . *Margaret Graham Kranking,* BA '52, had a one-person art show at Spectrum Gallery, Inc. in Georgetown, Washington, D.C. . . . *Bonnie Dunn,* BA '62, has recently joined Town & Country Properties in Rockville, Md. . . . *Catherine Rosso,* BA '62, is on the faculty of The Berkeley-Claremont School of Hicksville, N.Y., as an instructor in personal development, fashion selling and speech . . . *Frank S. Phillips, Jr.,* BA '65, is the new president of Frank S. Phillips Builders, Inc. in Washington . . . *Wynona Skinner,* BA '66, a grandmother in her 60s, writes a column on local happenings in Croom, Md., for The Upper Marlboro Enquirer-Gazette . . . *Bruce A. Brough,* MA '67, has been appointed vice president of Paul Pease Advertising, Inc., (Pal Alto, Calif.), to develop a professional public relations subsidiary . . . *Marilyn Cronenberg Florescue,* BA '68, and her husband, Leonard, announce the birth of their daughter, Heather Beth, on Dec. 17 in New York City . . . *Judy Johnstone,* BA '68, has been appointed full-time instructor in the department of elementary and secondary education at Mount Saint Mary's College, Emmitsburg, Md. . . . *Lillian C. Liburdi,* BA '68, has re-assumed the responsibilities and title of special assistant to the director, Terminals Department of the New York Port Authority . . . *Michael M. Nitka,* BA '70, has been appointed program director at WAMU-FM . . . *David Rosenberg,* BA '70, instructor in military history at the University of Wisconsin-Milwaukee, was a speaker at the Perspectives on America series at UW-Whitewater . . . *Jerome R. Garitee,* PhD '73, has published *The Republic's Private Navy: The American Privateering Business as Practiced by Baltimore During the War of 1812* . . . *Robert A. Herrmann,* PhD '73, assistant professor in the mathematics department of the U.S. Naval Academy, has been awarded a second consecutive research grant from the Academy's Research Council. He recently completed his 30th research paper in nonstandard mathematics . . . *Paul S. Kotsher,* BA '74, married Bonnie Balick of Wilmington, Del., in November 1977. He is editor of Southeast Real Estate News in Atlanta . . . *Douglas R. Linsenberg,* BA '74, received his MA in clinical psychology from New York University. He is director of a senior citizens' outreach project and a psychologist in the Cedar Outpatient Clinic in Paterson, N.J. . . . *Stephen Erway,* BA '76, sixth grade teacher at the Middlebrook School in Trumbull, Conn., presented an organ recital recently in Westport, Conn. . . . *Pat A. Sanfilippo,* BA '76, is teaching elementary school at the Berkeley Institute in Brooklyn, N.Y. . . . *Rob Stoddard,* BA '76, has been named managing editor of Station WNUS in West Springfield, Mass.

Business

Richard N. Thieke, BS '61, has been elected vice president in Marine Midland Bank's Institutional Asset Management Department in New York City . . . *Mitchell H. Gordon,* BS '63, has been elected vice president of INA Corporation in Philadelphia . . . *G. Wendell Heineman,* MA '64, vice president of marketing for Maryland Properties, Inc., has been elected president of the Baltimore County Chamber of Commerce for 1978 . . . *Joseph Patrick Brennan,* MA '65, is president and chief labor negotiator of the Bituminous Coal Operators Association in Washington, D.C. . . . *Buryl Kay,* MA '66, has been named vice president of sales for the Washington branch of Bache Halsey Stuart Shields, Inc., an investment brokerage firm . . . *William F. von Meister,* MA '68, is president of TDX Systems, Inc., in Vienna, Va. He has taken the latest in microcomputer technology and matched it with telephones, typewriters, facsimile machines and FM radio signals to build a $10-million a year business . . . *Elliot R. Jacobs,* MA '69, has been named vice president and urban lending officer at City Federal Savings and Loan Association of New Jersey . . . *Stephen Schuldenfrei,* MA '70, has been appointed senior management analyst for Optimum Computer Systems, Inc., in Washington, D.C. . . . *Michael Mann,* BS '72, and his wife, Meryl, announce the birth of their daughter, Betsy Lauren, on Jan. 9, 1977. He has been promoted to national sales manager of Lomie Casuals, Inc., in New York City . . . *Gary E. Day,* BS '74, and his wife, Sarabeth, announce the birth of their son, Gary, Jr., on Nov. 27, 1977, in San Antonio, Tex. . . . *Robert Merrill,* BS '75, recently passed the CPA exam in Virginia and has joined the firm of Arthur Young & Company in Washington, D.C. . . . *Bruce Taylor,* BS '75, has returned to the Philippines on a contract with the U.S. Peace Corps . . . *Sandi Sher,* BS '76, is an assistant sales manager for the NATCO Products Corporation in New York City . . . *Larry A. Stahl,* BS '76, has entered a masters program in hospital administration at Wagner College in New York.

Government

Jack C. Pleasant, BS '58, has been appointed director of the new Personnel Management Office of FDIC in Chicago . . . *Douglas Harman,* PhD '67, is now city manager of Alexandria, Va., after teaching urban planning and local government at San Diego State University and at AU for five years . . . *Frederick G. Harold,* MA '69, assistant professor of administration at Florida Atlantic University in Boca Raton, has published an article on computerized information technology in Data Management . . . *LeGrand A. Rouse, II,* MA '69, social studies consultant for the South Carolina Department of Education, is serving as chairman of the legislative committee and member of the executive committee for the South Carolina State Employers Association . . . *Howard B. Epstein,* BA '73, has been appointed assistant prosecutor for Somerset County, N.J. He fills the position of "case screener," created by a grant from the State Law Enforcement Planning Agency . . . *David John Montayne,* BS '75, has been elected treasurer of the Student Assembly of the Theological School at Drew University in Madison, N.J. . . . *Jay Opperman,* BS '76, has been named national sales manager and member of the Board of Directors of J & J Sales Associates, Morristown, N.J.

International Service

Betty Douglass Jansen, MA '50, had an article "Hope from the Hopis" published in the *Friends Journal.* She is serving on the Board of Governors of the Desert Mental Health Community Center at Cabazon, Calif., which has been funded by a grant from the National Institutes of Health . . . *Donald F. Bletz,* PhD '72, associate professor of political science at Wilson College, Chambersburg, Pa., has had his article "Military Professionalism: A Conceptual Approach" reprinted by the Department of the Air Force for instructional purposes by the Air Force Academy in Colorado Springs . . . *Anthony J. Petraitis,* MA '75, received an MBA from the University of Pittsburgh and has joined the public accounting firm of Haskins & Sells in Pittsburgh.

Law

Charles W. Phifer, JD '31, is serving a two-year term as governor of the Society of Mayflower Descendents in the state of Florida. He is a retired USAF Lt. Colonel residing in Tarpon Springs . . . *Judge James F. Couch,* JD '41, of the Prince Georges County (Md.) Circuit Court, has been appointed an associate judge in the Maryland Court of Special Appeals . . . *Mary Cook Hackman,* JD '60, has started the professional corporation of Hackman, Ellis & Hackman, Ltd. in Arlington, Va. The second Hackman is her son . . . *Herbert S. Ezrin,* JD '66, has been elected to the executive committee of the Montgomery County (Md.) Bar Association . . . *William P. Hise,* JD '66, has been elected to the city council of Minnetonka, Minn. . . . *David A. Slitt,* JD '71, the general counsel to the District of Columbia Board of Education, was recently elected secretary-

Whether you danced the waltz, the fox trot, the tango, the frug, the twist or the monkey while you were at American, you are invited to the annual Class Reunion Weekend May 13-14.

Classes of '33, '38, '43, '48, '53, '58, '63, '68 and '73 will be honored. The alumni are invited to meet on the steps of Mary Graydon on Saturday, May 13, at 10 a.m. for coffee and doughnuts preceding a guided tour of the campus. Reunion classes will meet at noon for a luncheon and informal class meetings in the University Club.

After the 4 p.m. Honors Convocation, they'll be honored at a wine and cheese reception with President and Mrs. Sisco in Mary Graydon Center. Festivities will conclude when the D.C. Alumni Group hosts a light buffet and gala finale at 7:30 p.m. in the University Tavern. On Sunday, May 14, alumni are invited to attend commencement exercises.

For information and reservations, call or write the Alumni Office, American University, Washington, D.C. 20016, 202/686-2085.

treasurer of the National Association of State Board of Education Legal Section . . . *Robert A. Newcomb,* JD '72, has taken the position of assistant to the director, Arkansas Department of Correction, Pine Bluff, Ark. . . . *J.C. Tim Scates,* JD '72, is now a member of the firm of Hindrey & Meyer in Denver, Colo. . . . *David W. Windley,* JD '72, has opened his own practice in New York City . . . *Warren Max Silver,* JD '73, is practicing in Bangor, Me. . . . *Anthony Theophilos,* JD '73, is associated with Cullinan, Burns, & Hilmer in San Francisco . . . *Michael A. Barcham,* JD '74, has joined the law offices of Richard L. Barbour in Toms River, N.J. . . . *Alan P. Joseph,* JD '75, is director of the Columbia County Legal Aid Society in Hudson, N.Y. . . . *Kevin E. O'Brien,* JD '75, is an attorney/advisor with the Administrative Office of the United States Courts in Washington, D.C. . . . *Gil Perlman,* JD '75, has left the IRS and will be practicing tax law with Gifford, Woody, Carter & Hays in New York City . . . *Marty Friedman,* JD '76, is with Rosenthal & Shandfield in Chicago . . . *Barry I. Hollander,* JD '76, is with Fisher, Christin & Sabol in Washington, D.C. . . . *Ruthellen Holtz,* JD '76, has opened a second law office for Harold A. Sakayan, this one located in Columbia, Md. Her husband, *Gerry Holtz,* JD '75, is with Harold A. Sakayan in the Rockville/Washington, D.C. offices . . . *Tracy A. Stewart,* JD '76, has her law office in Washington, D.C.

Continuing Education

S. Edward Ferrell, Jr., BS '72, is coordinator of the Troubled Employee Program with Potomac Electric Power Company in Washington. Also, at the 1977 session of the Baltimore conference, he was ordained as elder in the United Methodist Church . . . *William R. Fuhr,* BS '72, has been appointed manager of the Data Processing Department at Indian River Memorial Hospital in Vero Beach, Fla. . . . *USAF Frederick W. Morgan,* MS '72, has received his second award of the Meritorious Service Medal at Ramstein Air Force Base, West Germany.

Deaths

Harold Thomas Stowell, 80, WCL:JD '30, a patent attorney in the Washington area since 1930, of a heart attack on Jan. 23 in Bethesda, Md.

Wayne P. Larson, CAS:BA '33, of a heart attack on Sept. 24 in Harrisburg, Pa.

Frederick R. Gracely, 66, SGPA:MA '53, a retired scientist with The National Aeronautics and Space Administration, of cancer on Dec. 26 in Washington.

Frederick P. Todd, CAS:BS '53, on Nov. 9 in Cornwall-On-The Hudson, N.Y.

Ralph W. Lee, SGPA:BS '54, on Feb. 8 in Washington.

William W. DeWolf, WCL:JD '57, on Dec. 20 in San Francisco, Calif.

Fred Bartley (Bart) Jepson, 50, CAS:MA '68, a Montgomery County science teacher, of cancer on Dec. 1 in Washington.

Rev. Richard F. McFarland, 47, SIS:MA '68, a consultant and administrator at American and former pastor of Dumbarton United Methodist Church in Georgetown, of cancer on Jan. 17 in Washington.

David C. Linton, 27, SGPA:MA '73, a legal assistant with a Washington law firm, of pulmonary-cardiac arrest, on Dec. 18 in Philadelphia.

Thurman Lautenschlager, CCE:BS '74, deputy director of Procurement and Contracts, Office of Naval Research, of a heart attack on Jan. 4 in Arlington, Va.

George F. Hoff, SIS: MA '60, of Upper Marlboro, Md., employee of U.S. Tariff Service, on March 14.

Rose M. Mattingly, 59, WCL: JD '53, Washington area lawyer, on Jan. 13, in Adelphi, Md. **— Laura O'Mara**

Yoshihashi Dies

Professor Emeritus Takehiko Yoshihashi died Feb. 14. He retired last year after 17 years with the School of International Service.

Yoshihashi joined the university in 1959. He was made a full professor in 1965 and served as assistant dean and associate dean of SIS. He received his BA from the University of California at Los Angeles, his MA from Harvard and his PhD from Yale.

During World War II he spent two years as chief of the Japan Section, Office of War Information, in San Francisco, and taught at Yale for four years prior to coming to American. He authored and contributed to several books about Japan and the Far East.

He is survived by his wife, Chiyo, and a daughter, Jane Y. Hirose, who graduated from SIS in 1968.

WAMU-FM has a date with "Annie" on May 16 as host of the musical's premiere performance at National Theatre.

The 8 p.m. curtain will benefit the university's public radio station and help match WAMU-FM's National Endowment for the Humanities challenge grant.

Tickets for the station's evening-at-the-theatre range from $50 patron tickets to $30, $25, $15 and finally $10 for rear second balcony seats.

An after-theatre supper party on the rooftop terrace of the Hotel Washington will be held for WAMU-FM patrons. There they'll have a chance to meet the station's staff, the invited cast and the benefit's honorary co-chairmen, Willard Scott and Ed Walker, broadcasters fondly known to Washingtonians as "The Joy Boys." Scott is now with WRC-TV and radio, and Walker is with WMAL-AM and WJLA-TV. Former AU students, they are long-time promoters and fans of public radio at the university.

Elizabeth Hopwood who has worked on WAMU-FM's "Kaleidoscope" programs, is coordinating the committee of volunteers who are staging this event.

For more information and ticket reservations, contact Ann Stonehill at WAMU-FM, 686-2690.

Viewpoint

By Robert David

Violence and disruptions in public schools is such an emotionally charged issue that the most casual of school watchers will eagerly debate what causes school children to commit such violent crimes as murder, rape, robbery, arson, etc. The explanations usually offered are manifold: depressed environment, psychological abnormalities, abusive and oppressive teachers and schools, violent parents, lack of clearly defined rules and regulations, parental permissiveness, racial imbalance, lack of self-discipline, poverty, to name but a few.

Most of these causal explanations are being well-reported by the media, making discussion of them redundant, despite the immediate attention the issue demands. However, a look at the characteristics of public schools here and in Switzerland affords a better understanding of the social nature of violence and disruptions in America.

First, let us examine some similarities between Switzerland and the United States. Both countries have decentralized educational systems regionally controlled by the states. Geographically, they have urban centers with advanced levels of technology as well as relatively isolated rural areas. Economically, they enjoy a high standard of living with an active internationally based competitive market economy, and each has a multinational, multi-cultural history.

The most obvious difference between the two countries lies in the geographic size and the population. Another is that foreign workers constitute one tenth of the population in Switzerland.

One of the most important differences, however, is that Swiss public education relates directly to future employment. Competitive exams determine the students' future, specifically whether they will pursue a scholastic career or assume an apprenticeship. This major turning point for Swiss youth usually occurs at 16, an age in the United States when most youth are still attending school with uncertain educational or employment opportunities.

Robert David, assistant professor of sociology, has researched violence and vandalism in schools here and abroad.

The most significant difference is that Switzerland does not have the violence and disruptions found in American public schools. In fact, to draw any comparison, we are practically forced to compare a Swiss student who carves his name in a desk top with an American student who attempts to burn down a school. Nonetheless, Switzerland and the U.S. have common cultural stress factors such as divorce, ethnic and national differences, socioeconomic inequality, psychological differences, environmental differences, etc.

Part of the explanation for the equanimity in Swiss public schools can be found in the education itself and its direct effect on students' career decisions. Since almost three fourths of Swiss youth begin an apprenticeship at 16, it is safe to assume that the pressure for future occupational preparation is present early in the students' lives. The relevancy of education to a future occupation and its impact upon student attitudes toward school can be better understood when compared to American youths' work experience, which usually comes after graduation from high school or college and rarely related directly to their educational training. The question for Swiss students is not whether they can find a job but rather what type of work they will be able to secure given their educational training. In contrast, American students are uncertain of the relevance of their educational efforts.

Because of the apprenticeship system, the majority of Swiss students do not enjoy a prolonged youth or a fully developed youth culture as do most of their American counterparts. Neither do youth enjoy the personal independence or societal freedom in Switzerland as in the United States. But by comparison the majority of Swiss youth are not restrained from participating in society as adults. If anything, by 16 their exposure to and participation in the lives and politics of their work colleagues introduces them to adulthood and directs them to social focal points in local and national interest groups, labor unions and political parties. Such early adult involvement and participation is crucial in directing any personal antisocial feelings and experiences of the Swiss youth toward political parties and interest groups instead of toward individuals and isolated institutions. When youth violence or disruptions do occur in Switzerland, they are in most cases within the context of an institutionalized ideology, thus giving these social actions ideological and theoretical meaning explainable by both the disrupters and observers.

In the U.S., however, youth of 16 generally do not participate in or know of the variety of political actions between competing interest groups and thus cannot connect their antisocial acts to a larger social context. Generally, American youth explain their violent or disruptive behavior simply as "having kicks," "having fun," "wanting to be cool," "wanting to be number one," "wanting to get even."

One might conclude that violence and disruptions in American public schools could be reduced if education were more directly related to future employment and adolescence shortened. But, aside from whether this is possible in such a large country, a price would be paid for such centralized social control.

Part of the unique character of the American educational system is its flexibility, which forgives early failure in school and gives a second chance to those whose interest in education or career advancement surfaces later in life. The early matching of education with employment limits to a certain extent the ability to gamble with the future. The American system ironically creates stress by providing social flexibility that in turn breeds disrespect for authority.

In contrast, inclination to break, ignore or seek exceptions to the rules is not inherent in most of Swiss society. If Americans would accept restrictions imposed upon them in a more centrally controlled society simply remains to be seen. Transferring cultural solutions does not always have the desired effect.

But if the few politically motivated American students in the 1960s taught us anything, it was to make us aware of our societal intolerance of youth's political participation on par with miners, truckers, postmen, teachers, etc. Until a way is found to fully integrate youth into American society or educate them politically, their attention and frustrations will probably remain personally directed toward their immediate surroundings.■

The Big May Weekend

University Honors Convocation
Saturday, May 13, 1978

The Honors Convocation is a university-wide event to recognize those graduates who have been named to honorary and professional societies, and those who have achieved distinction in academic and extra-curricular activities during their years of study at the university.

The convocation begins at 4 p.m. at the Washington Hebrew Congregation, Massachusetts Avenue and Macomb Street, N.W. Parents, graduates and friends are cordially invited to join with members of the university community in this traditional event.

Sixty-Seventh Commencement
Sunday, May 14, 1978

9:30 a.m.
School of Nursing
Kay Spiritual Life Center
Robing: 9 a.m. Kay Center Lounge
Reception: 10:30-noon
School of International
Service Lounge

11 a.m.
College of Arts and Sciences, Division of Continuing Education
Constitution Hall
Robing: 10 a.m. Downstairs
Lounge Main Corridor
Receptions: Held individually by departments

2:30 p.m.
School of Business Administration
The National Presbyterian Church
Robing: 1:30 p.m. Youth Room-
Lower Level
Reception: 4:15-5:30 p.m.
University Dining Room
Mary Graydon Center

3:30 p.m.
College of Public Affairs
Constitution Hall
Robing: 2:30 p.m. Downstairs
Reception: Lounge Main Corridor
12:30 a.m.-2:30 p.m.
(Brunch) Lobby, Ward
Circle Building

4:30 p.m.
Washington College of Law
Washington Hebrew Congregation
Robing: 3:30 p.m.
Reception: 5:30-7 p.m. Hughes
Study Lounge and
Connecting Lounge

The university's library has another seven months to go to completion.