

blue hen II 1975









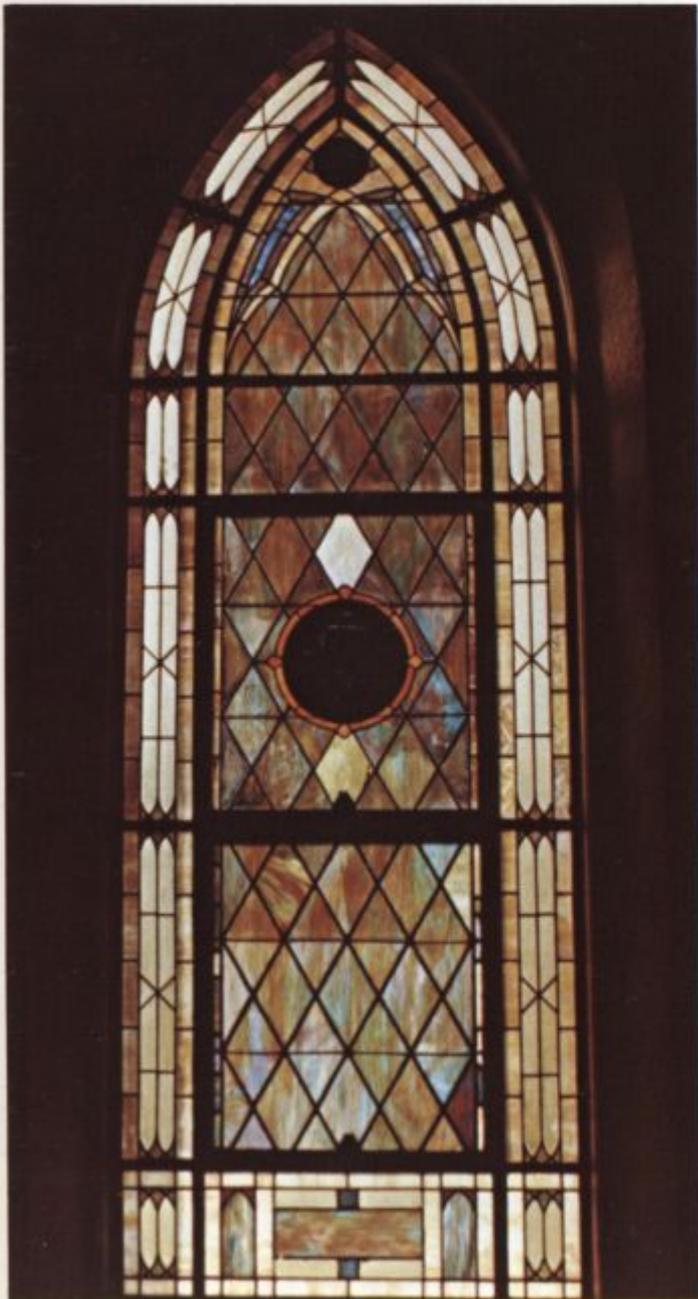


UNIVERSITY OF DELAWARE  
1975

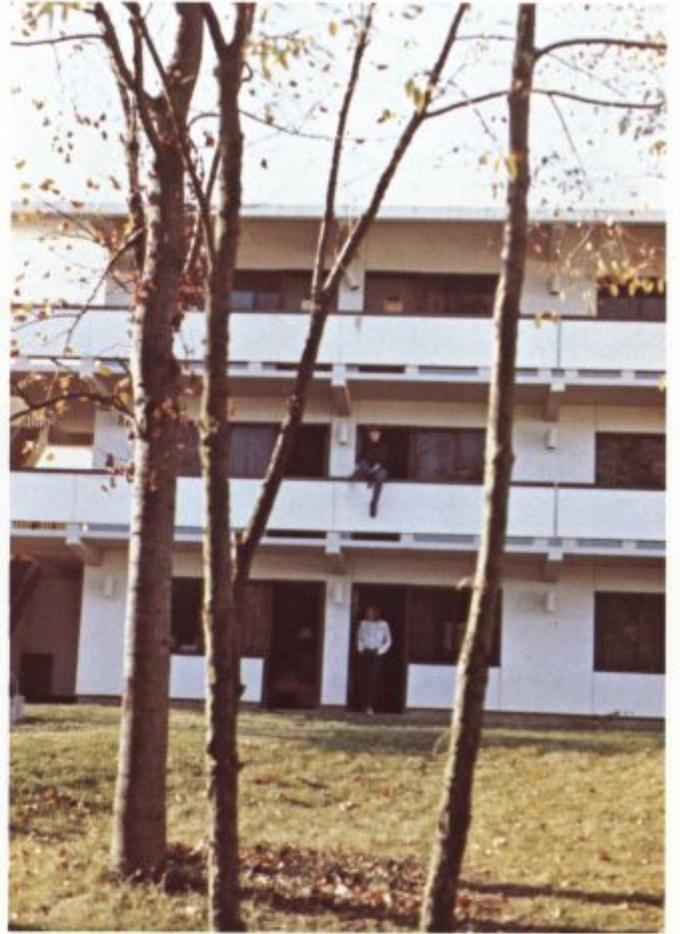
# The 1975 Blue Hen II

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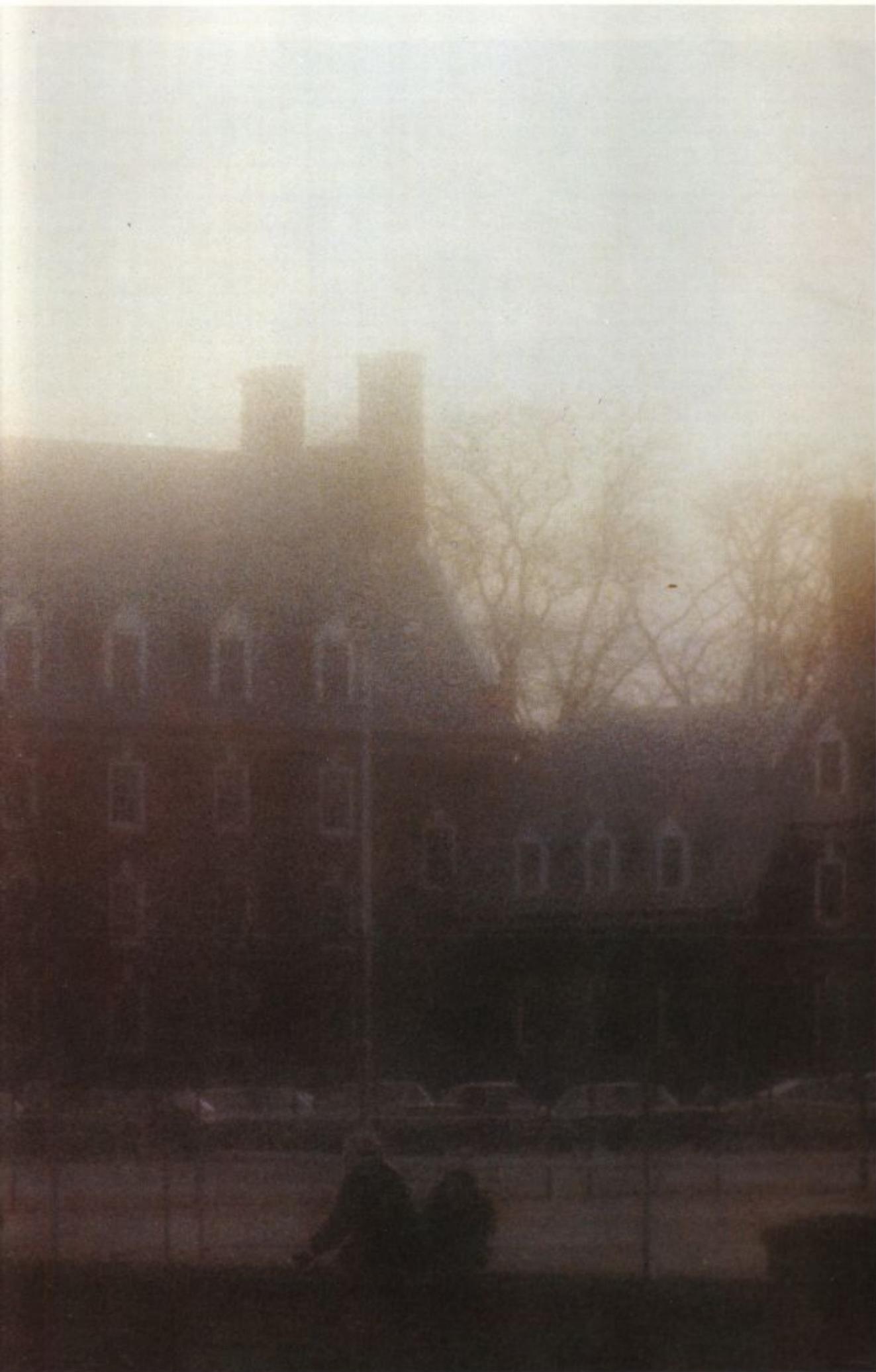


- 296 involvement at the U. of D.: organizations and events. Space paid for by The Gregorian Chant Preservation Society. Section includes Newark community Days, A Day in Colonial Delaware, band, cheerleaders, speakers, more speakers, the Blue Hen II, WDRB, Student Center Day, two guys (a picture), theatre, the Review, info center, frisbee team, outing club, cement canoe races, more candid.
- 340 sports. The sports section comes to you direct from a small, cramped room in Murray Hill, N.J., home of our sports editor WMM
- 384 sundries, Blue Hen II specials. A lingering case of procrastination made it impossible for the traditional "Editor's Note" to appear in this spot. However, bound copies will soon be made available at the yearbook office, Room 308 Student Center, 738-2628.
- 386 some Blue Hen II photographers say hello
- 396 more trash
- 397 trash continued
- 398 the staff. Well, hell, we had 'em over a barrel.
- 400 the end

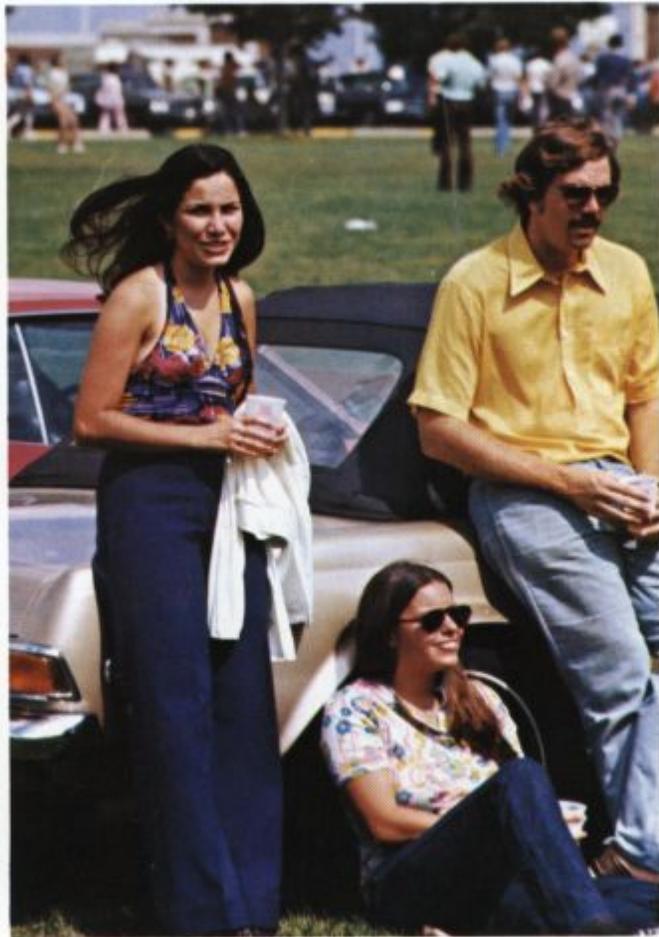


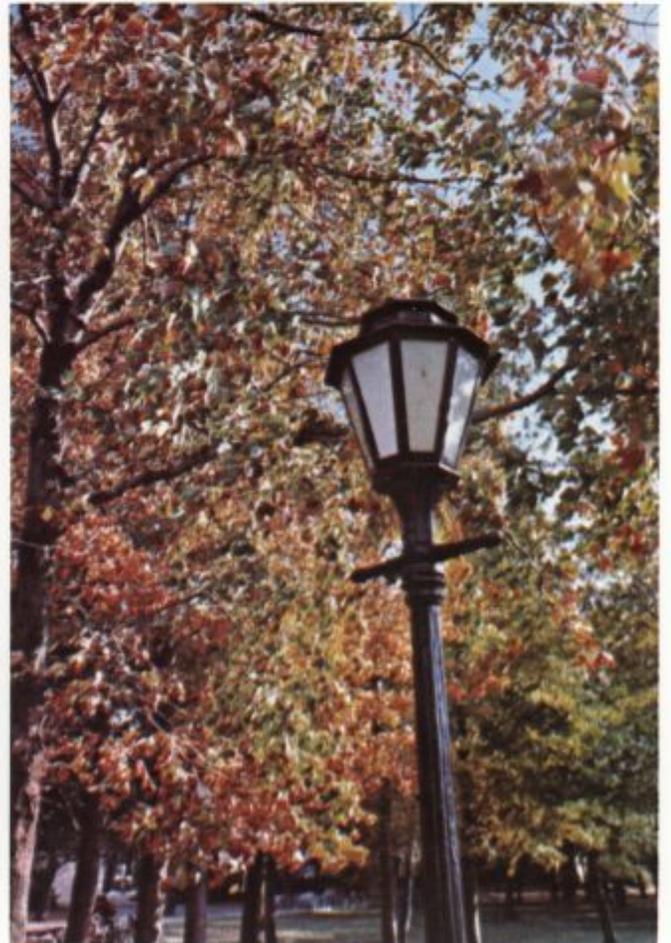




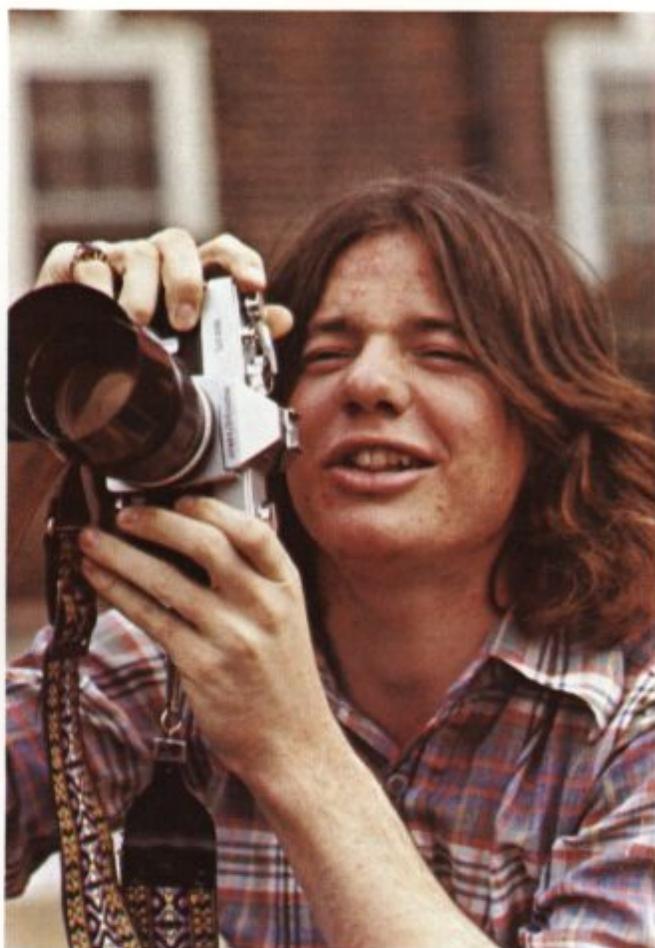










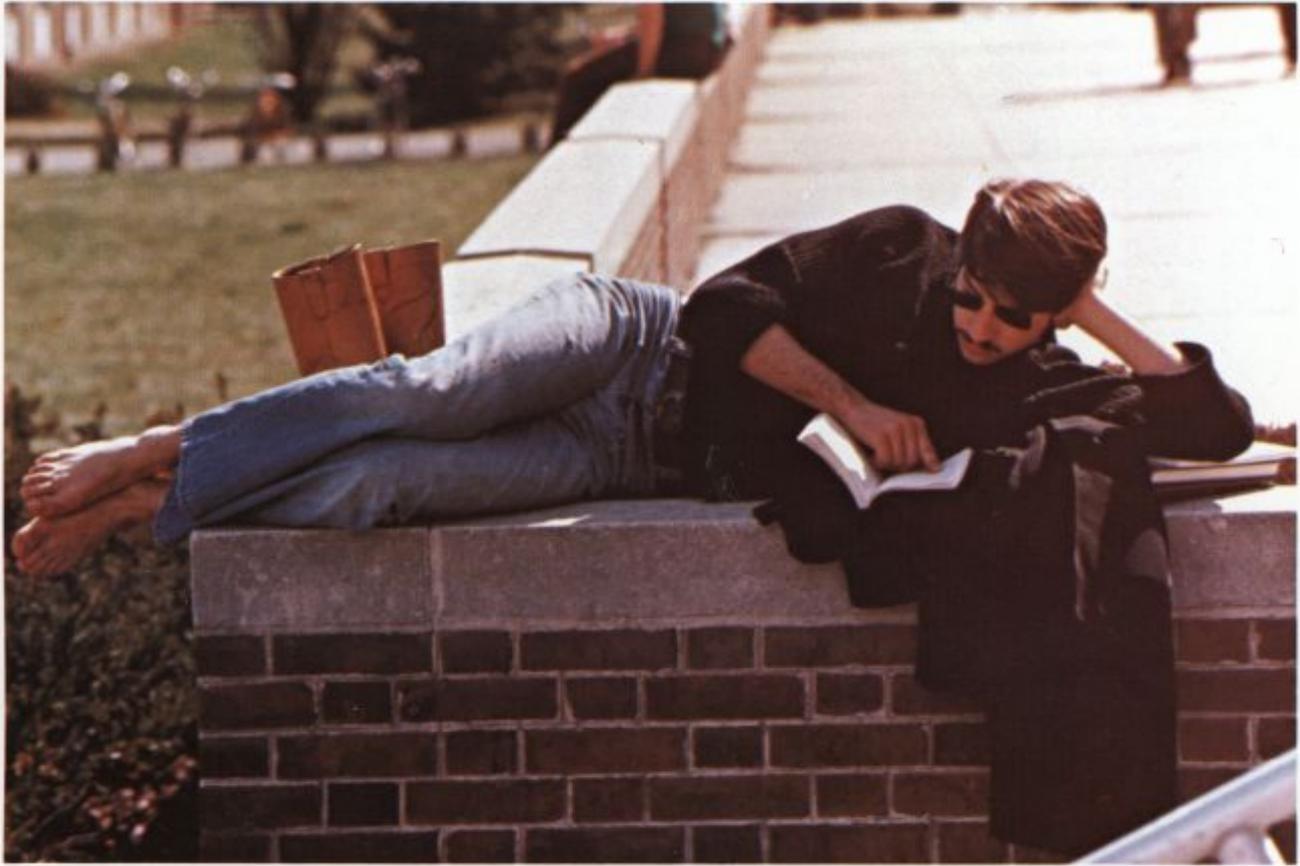






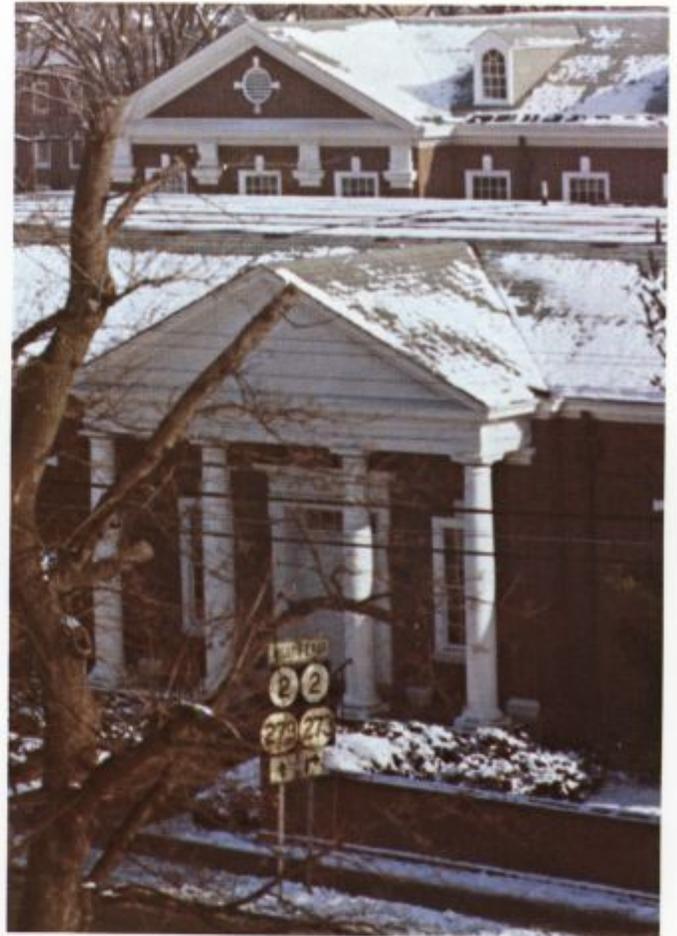




















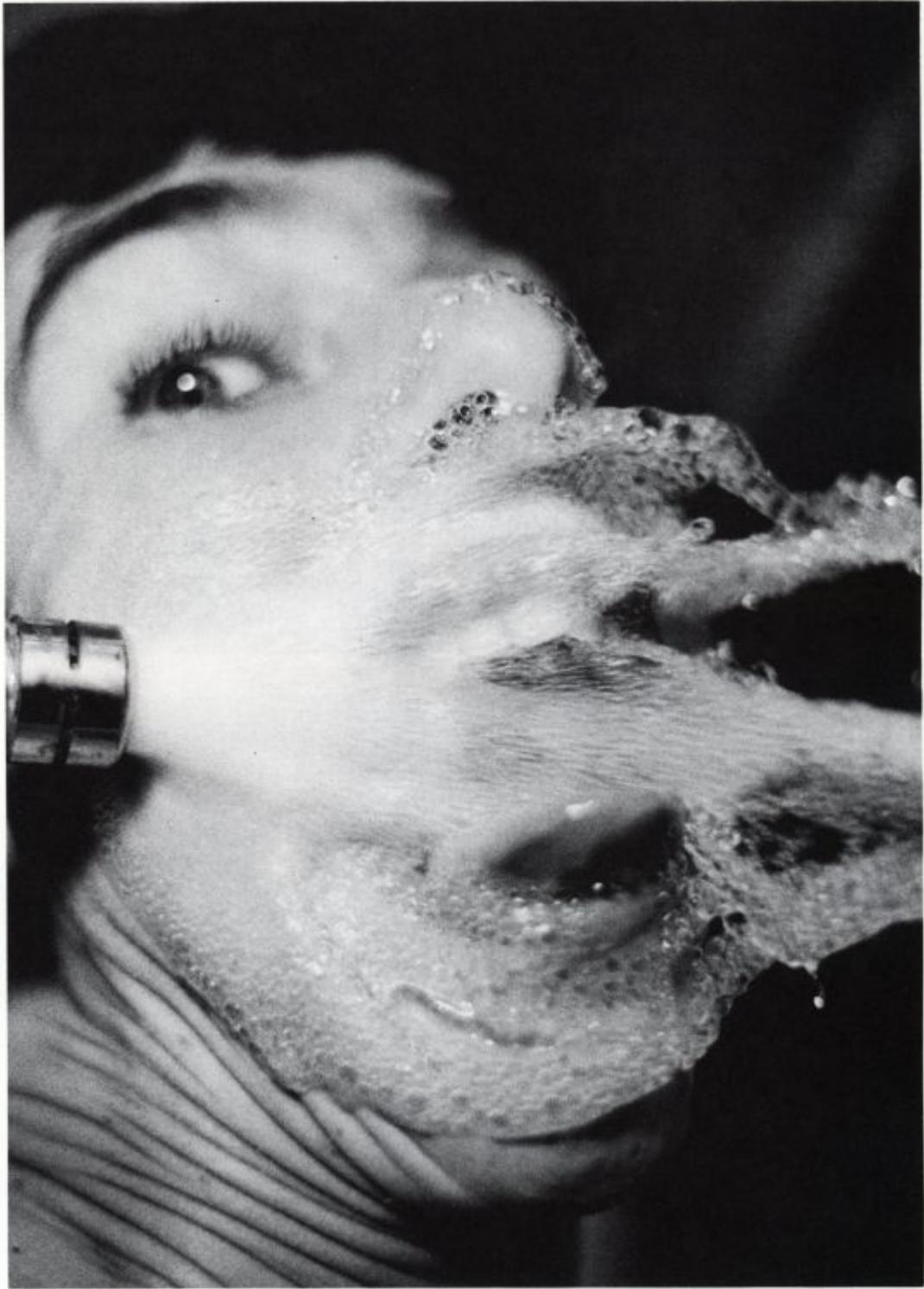


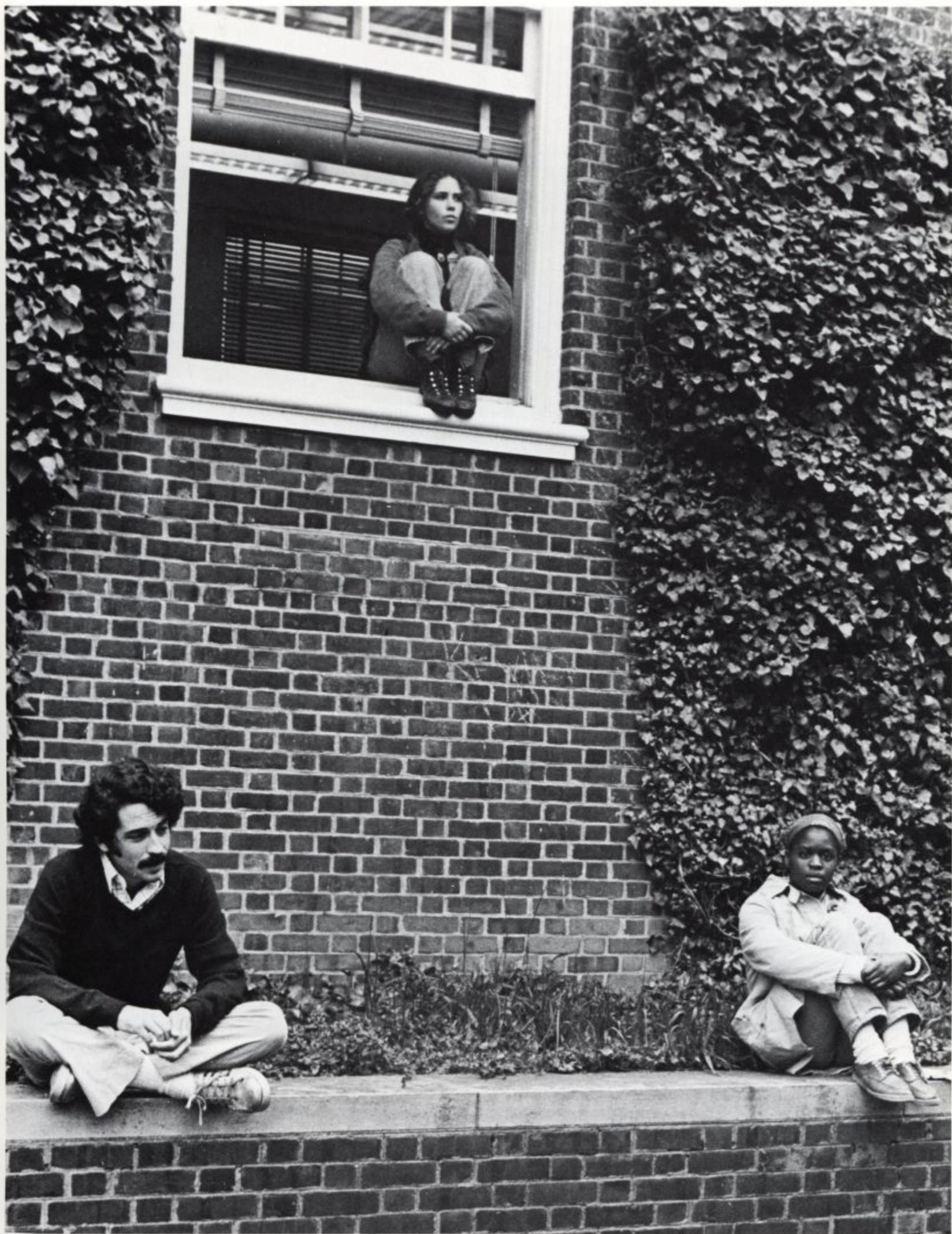






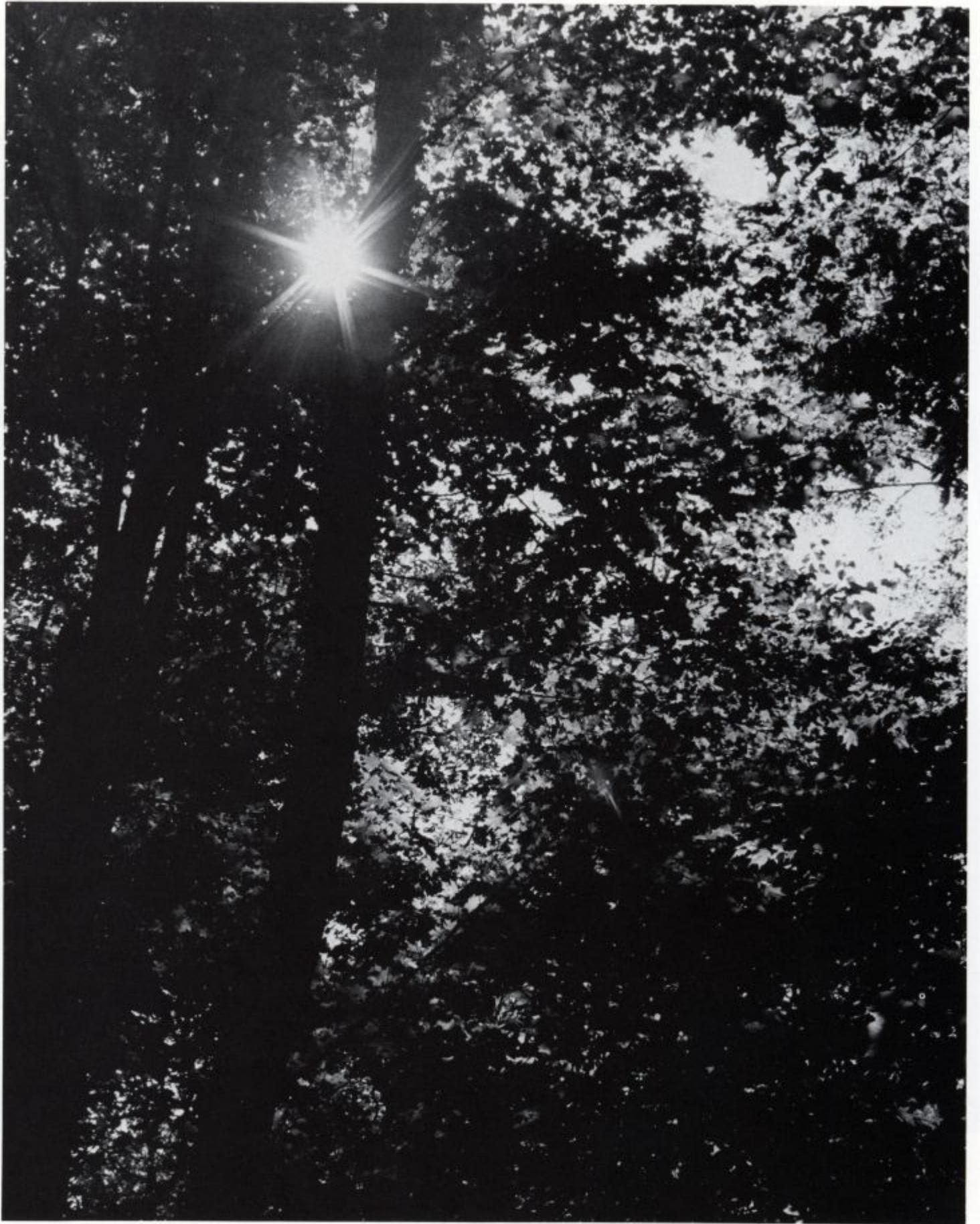




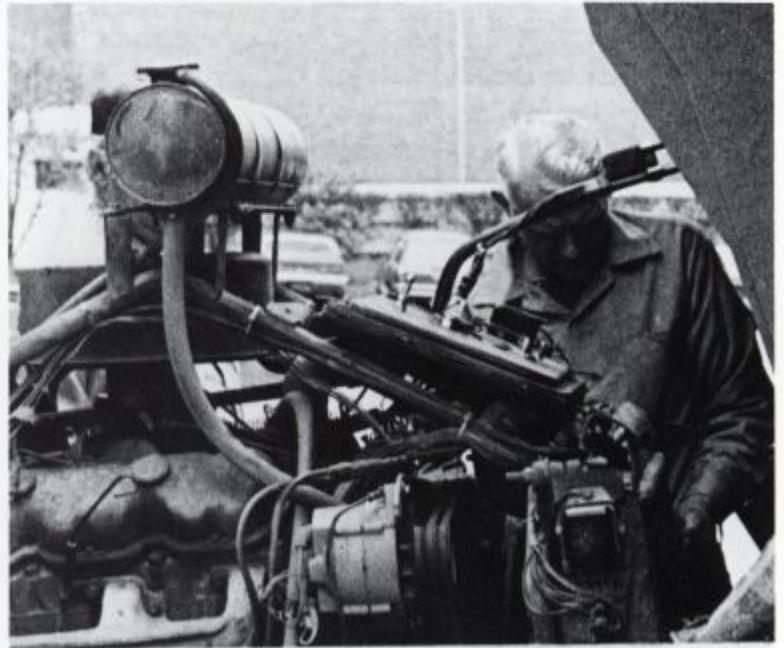
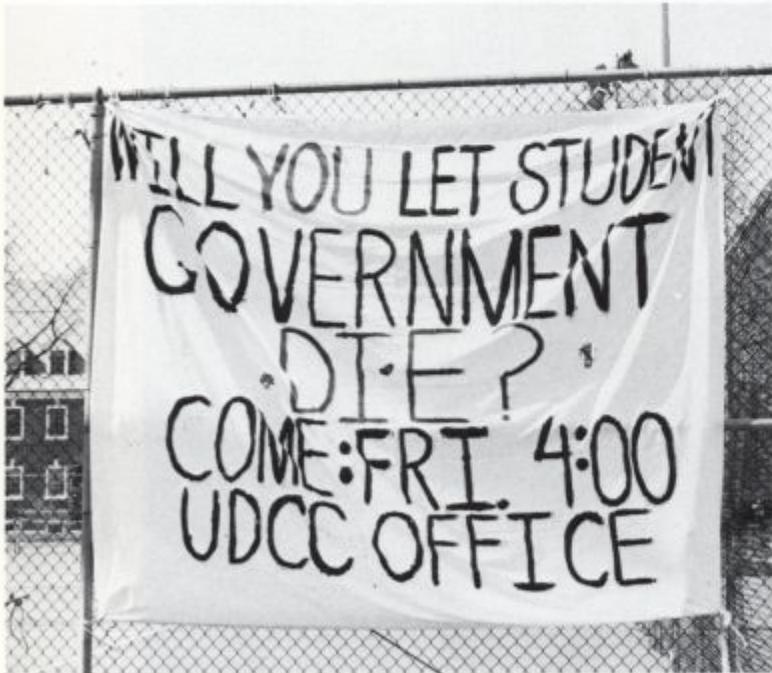








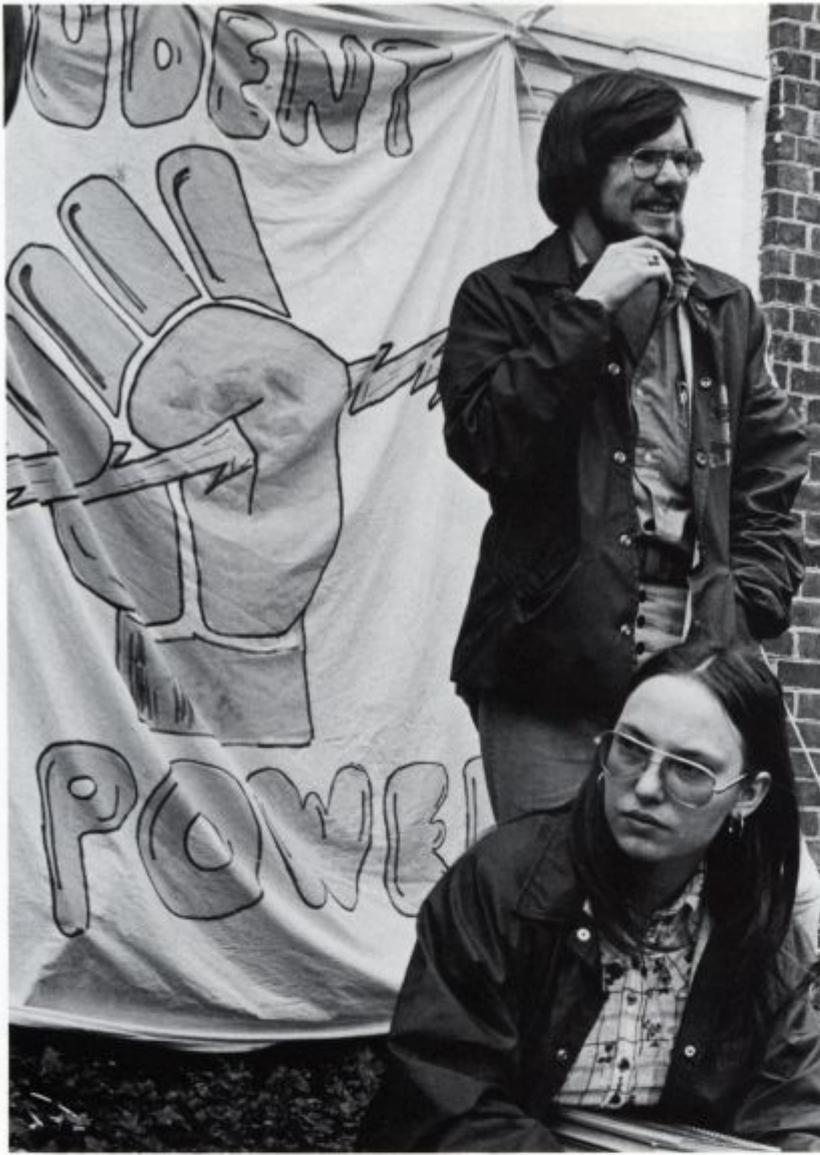






# ADMINISTRATION







**Dr. Edward A. Trabant**  
President, University of Delaware



Changes in our society and, indeed, in the world have been occurring at an accelerating pace. That pace will doubtless increase in the last quarter of the twentieth century. Most important, changes in once remote sections of the earth now have almost instant impact in the United States.

Problems of population, food and energy are global in scope and ramifications and yet personal to each of us. Concerns about social justice, the quality of our air, streams and woodlands, and employment add to the complexity of the world in which the Class of 1975 must live, work and eventually assume positions of leadership and responsibility.

The years spent at the University should awaken an awareness of the great challenges and opportunities that lie ahead. The last quarter of this century will require exceptional men and women — exceptional in mind, courage, sensitivity and imagination. I have confidence that in the Class of 1975 of the University of Delaware there are many who have the dedication, skills and concern to provide this leadership.

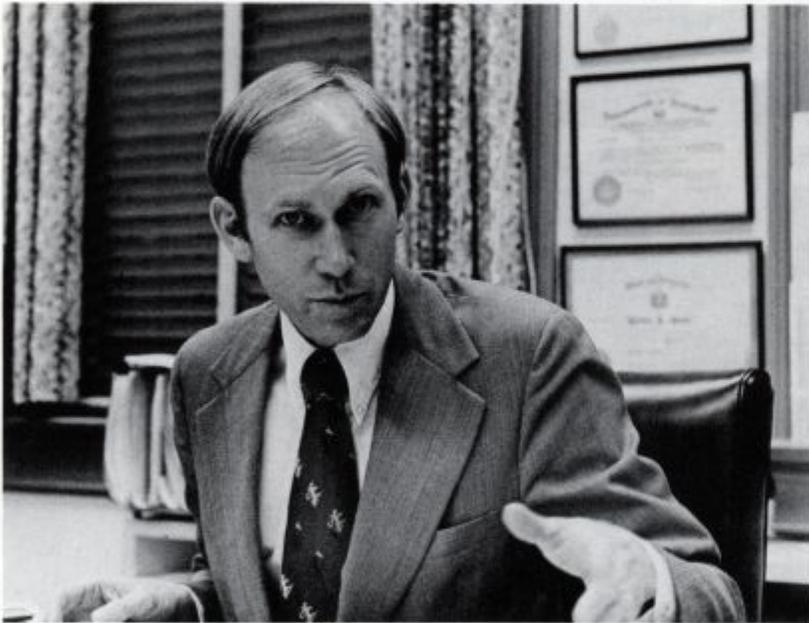
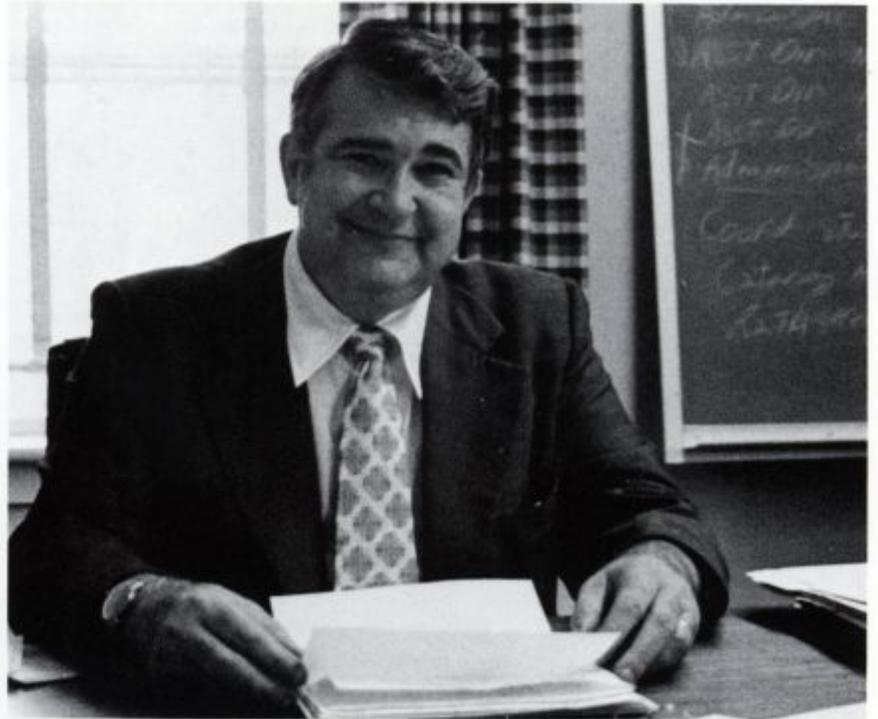
To each member of the Class of 1975 I extend my congratulations on accomplishments to date and best wishes for personal and career success.



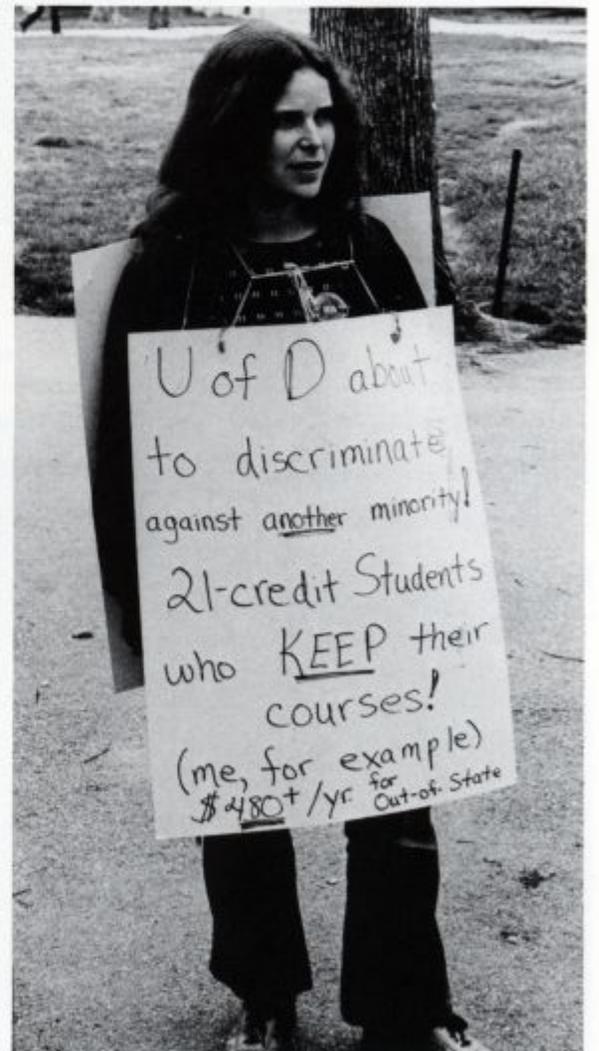
As our university enters into an economic "steady state", or worse yet, a recession, it will provide a real test of an important concept which many of us have verbalized — the concept of community. While our patience and understanding may be stretched during the coming months and years, it is my hope that we will retain a level of civility and trust in each other and our abilities to withstand the various pressures placed upon each of us toward the end of adapting and improving upon the University community in which we live and spend our lives.

**Raymond O. Eddy**  
Dean of Students

**Gilbert Volmi**  
Director, Housing and Food Service



**Dr. William S. Gaither**  
Dean, College of Marine Studies





A liberal education has been largely justified in the past for its contribution to something called the Quality of Life. There are now more powerful arguments. As President Kemeny of Dartmouth has noted, "What do we say to all of our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?" We say, I think, that the best preparation for a vague future of new careers, and almost certain multiple careers, is a liberal education — one that leads to flexibility, openness to new ideas, a sense of history, and the ability to solve problems.

**Dr. Helen Gouldner**  
Dean, College of Arts and Science





Congratulations to the graduating class of 1975. Your successes, your difficulties and the efforts demanded from you are part of the preparation for your entrance into the engineering profession. Your responsibilities will be challenging in the next decades because technology stands in delicate balance with nature, and every innovation must be carefully scrutinized as to its effect on the environment and society. The redevelopment of our energy resources and their more efficient use will likely be a task for many of you in the future, and no doubt, you will contribute to the solutions of these and other important problems with sound engineering principles and moral responsibilities. I have personally enjoyed interacting with many of you in classes, meetings or discussions, and I wish you success.

**Irwin G. Greenfield**  
Dean, College of Engineering





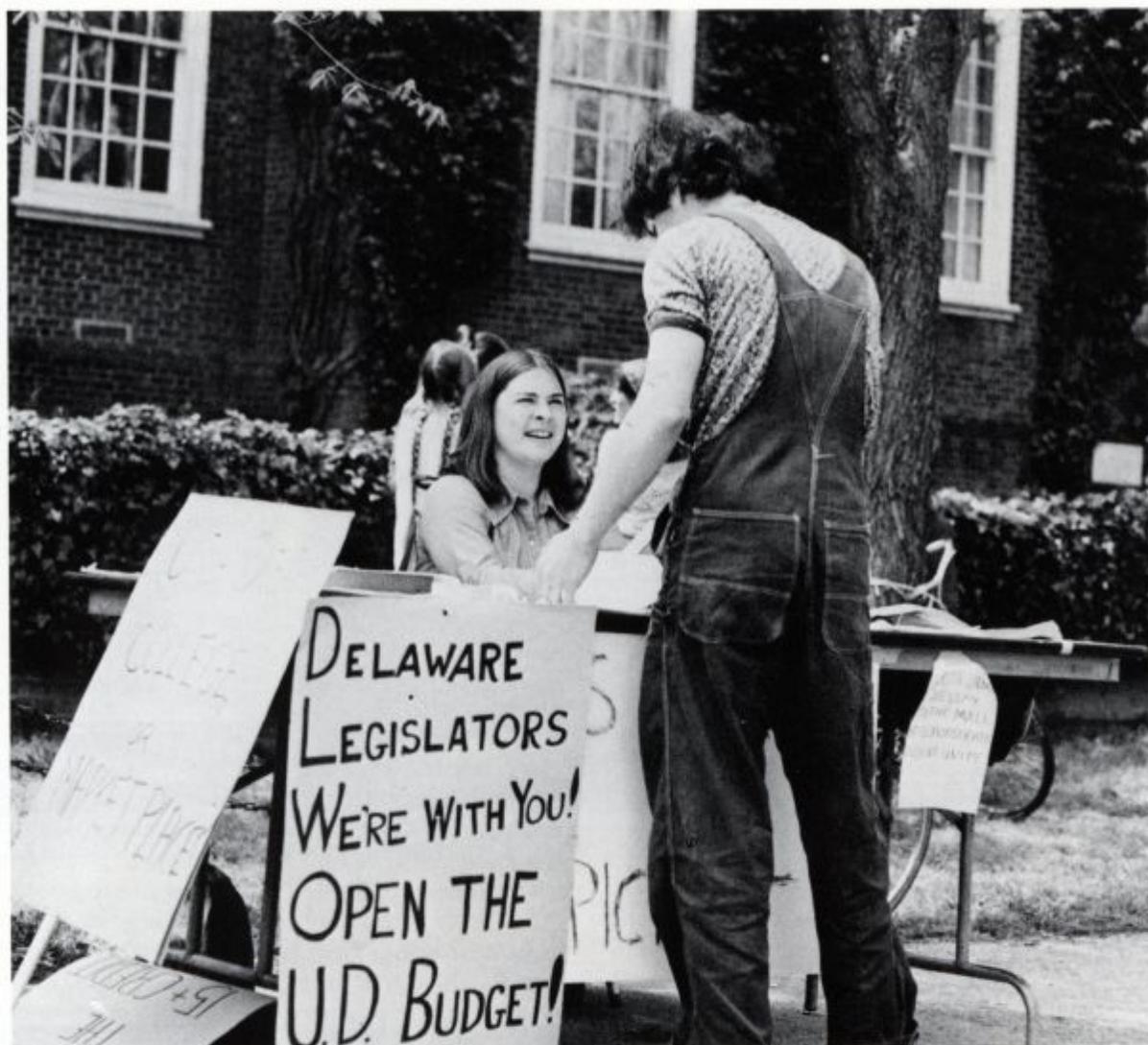
The mission of the university is to transmit knowledge, to preserve it, and to advance it. In the advancement of knowledge, the important components are graduate education and research. The graduate college at a university provides opportunities for realizing the university's mission by attracting quality faculty, by providing advanced courses not otherwise available to its undergraduates, and by creating and maintaining the facilities and equipment that enhance and promote university education. The transmission of knowledge is often accomplished when undergraduates are able to have contact with graduate students. Graduate students can relate not only their perception of education and their value judgements, but also their experiences, since they are close in age to undergraduates. It should be remembered that the activities of the Graduate College are of salutary benefit to the various undergraduate colleges at the University of Delaware.

**Arnold L. Lippert**  
Dean, College of Graduate Studies

During the past academic year, two important world-wide conferences have been held; one on population growth and the other on world food problems. With continued increase in world population, Americans are recognizing the necessity for increased food production. The graduates of the class of 1975 of the College of Agricultural Sciences have great challenges before them in the fields of agricultural research, education, food production, distribution, and in the many associated agricultural industries. Your education at the University of Delaware has prepared you to successfully meet these challenges. We have great confidence in your ability and wish you the most of success.

**William E. McDaniel**  
Dean, College of Agricultural Sciences





As we look toward the future with some apprehension, no doubt some are wondering just how your educational experiences will fit in. It is important to realize the future is filled with people, and home economics deals with human situations. Unlike our natural resources which are finite, the human mind has infinite dimensions which are limited only by one's ability to see the issues at hand and apply knowledge thereto. Crises must be recognized for what they are: challenging opportunities. Be ready to accept the challenge whenever it arises.

**Helen F. McHugh**  
Dean, College of Home Economics

Naturally, education students are concerned about the shortage of jobs in elementary and secondary schools. Many students are concentrating on teaching fields in which jobs are still available. Some are finding other education fields, such as adult and continuing education, or social service occupations. All realize that professional study in education provides excellent opportunities for personal development and growth in interpersonal skills.

**Daniel C. Neale**  
Dean, College of Education



**Richard A.  
Norman**  
Dean, College of Business and  
Economics



# COMMENT

Larry Hanna

By the time this yearbook appears in the fall, there may or may not be any students around to pick it up. Yes, at this writing, it appears as though the delicate ecological balance which has, for the most part, kept students, faculty, and administration from turning on each other during most of the Class of '75 tenure is finally breaking down. With the administration screaming about being one million dollars in debt, the faculty apparently going on strike for real this time, and a group of student leaders having already staged a pseudo-strike and a vicious boycott of lunch, things seem to be heating up quite nicely, and the U. of D. seems to be joining right in with the current trend in higher education across the country — going all to hell.

But, then again, who knows? The old U. of D. may manage to bumble its way through again. The administration (Trabant and Campbell? Campbell and Worthen? The Board of Trustees? William Mahoney? Just who is the administration around here?) will find a way to gouge some extra dough out of everybody. How about a surcharge on everything above three credits? Why not take twenty years to graduate? The faculty will chicken out again, the student government people will all go off and join the Marines and everything will return to "normal."

Those of you who have continued reading this instead of wandering off in your search for pictures of girls in bikinis (one of the photographers is a voyeur) may well be saying to yourselves: "But why is he no **negative**? Why is he so cynical? Why doesn't he talk about the good stuff that goes on here? Why doesn't he talk about the football team? Why doesn't he talk about the trees on the Mall? Why doesn't he talk about the intellectually stimulating courses? Why doesn't he talk about **DRINKING BEERS**? Why doesn't he talk about the personal interactions and human relationships of dorm life? Why doesn't he talk about the **GREEKS**?"

Well, okay. So it's not really all that bad here. The Mickey Mouse regulations that characterized life at Delaware up until the late sixties are gone (except for the few "special interest" pockets of alleged resistance); the atmosphere is for the most part, pleasant and relaxed; the campus is aesthetically pleasing (provided the trees don't all die or get cut down for parking lots or buildings); the faculty is apparently fairly good; the university in general is a pretty nice place to be around and we do have a good football team (if they can just avoid playing Central Michigan in the near future).

The fact remains that there are some disturbing facts about Delaware though. Maybe all large universities have pretty much the same problems, but then again this one just might be unique in some ways. Most universities, for instance, are either

"public" i.e. state, or they are "private." This one seems to be public for some purposes and private for others, whichever best suits its purpose. Of course, the administrators can always blast some sort of semantical path through such assertions. Most of them seem to have taken a graduate course in semantical gymnastics. At any rate, communication of a more normal sort seems to be more the exception than the rule at Delaware. Much noise is made about not having "adversary relationships" and drawing **INPUT** and **FEEDBACK** from students and faculty, yet decisions still tend to be made in a rather arrogant fashion, and there seems to be an obsession with secrecy running through this university, not only at Hullahen but even in faculty dealings and student government.

At this point, a drooling paranoid would probably start raving about the "DuPont influence" and its pervasive domination of the U. of D. climate. But more realistically, the problem seems to be one of mere bureaucratic arrogance among the people in charge. Just how much or how little the DuPont company is calling the overall shots is, of course, beyond the ability of an ordinary clod to determine.

It is true, of course, that faculty and students have not always shown themselves to be experts in the art of decision-making either. Faculty Senate meetings have often taken on a Ringling Brothers—Barnum and Bailey tint, and General Faculty Meetings might be even worse if enough people ever showed up to actually have one. As for student government, well, the much ballyhooed Student Government of College Councils, which was supposed to replace the circus of the SGA Senate, crash-landed before it even got off the ground and has never since managed to work itself up even to circus status. By now, about ninety-nine percent of the student body probably have no idea as to what the hell the SGCC is or what it's supposed to do. The other one percent run for office.

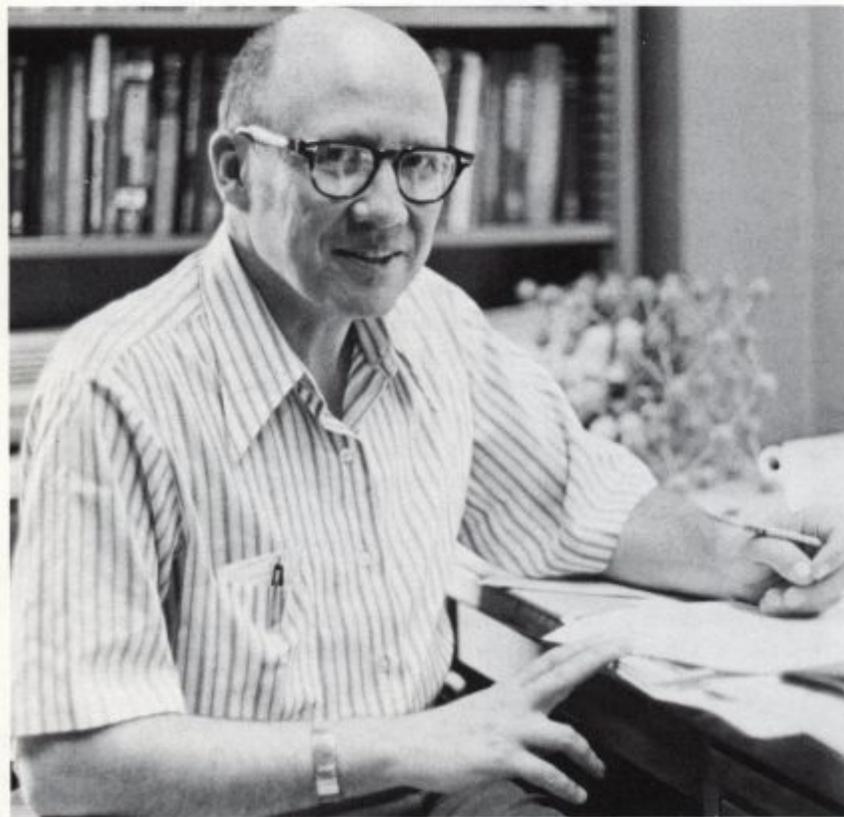
Perhaps then the University of Delaware has reached some sort of turning point here at the midmark of the seventies—relations among members of the university community can only get better, they can't get much worse. The signs are not too encouraging, however. Even as this is being written, the service workers at the university are out on strike, and this action quite obviously could be a prelude to things to come in September. The post-Vietnam malaise at colleges seems to be ending all across the country, and Delaware in the future might be a lot less apathetic campus — in a very negative sense — than it has been for the Class of 1975.

**Larry Hanna is a former news and editorial editor of the Review, the campus newspaper.**

# Outstanding American Educators



**Dr. L. Leon Campbell**  
Provost and Vice President

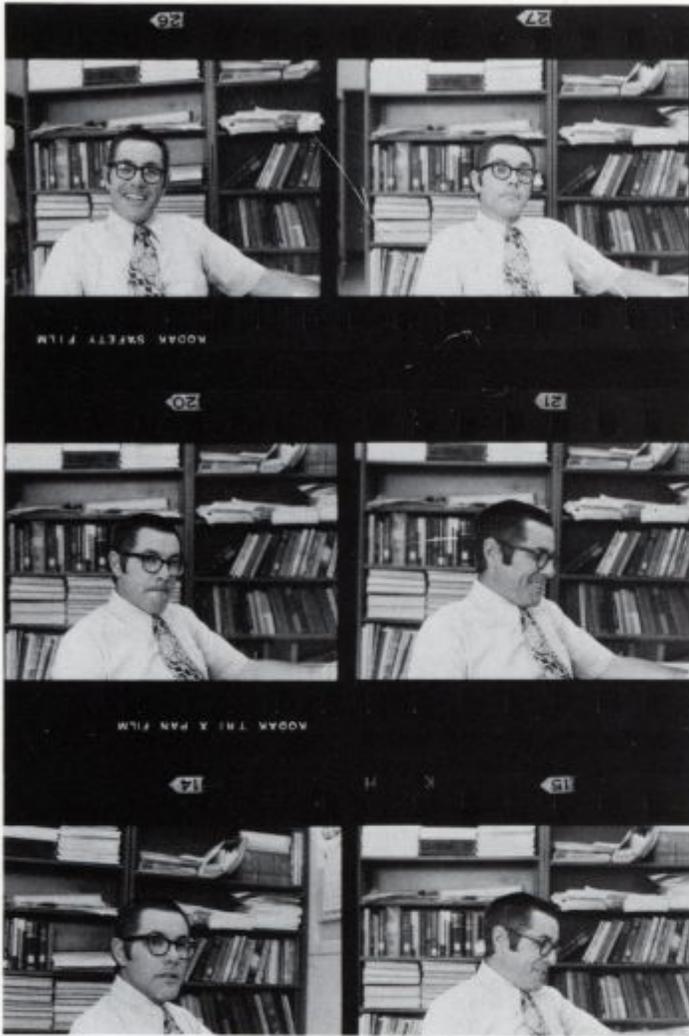


**Dr. Roger K. Murray**  
Assistant Professor of Chemistry

The criteria for recognition as an Outstanding American Educator are talent in the classroom, contribution to research, administrative abilities, civic service, and professional recognition. University of Delaware Provost L. Leon Campbell and the six faculty members featured on these pages were selected as Outstanding American Educators of 1975.



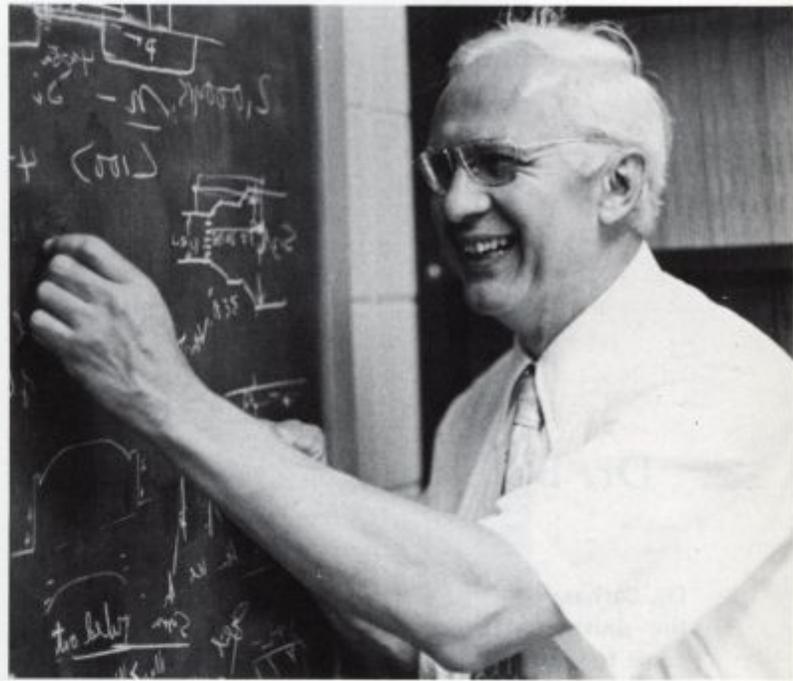
**Dr. Allen L. Morehart**  
Chairman and Associate Professor of Agriculture



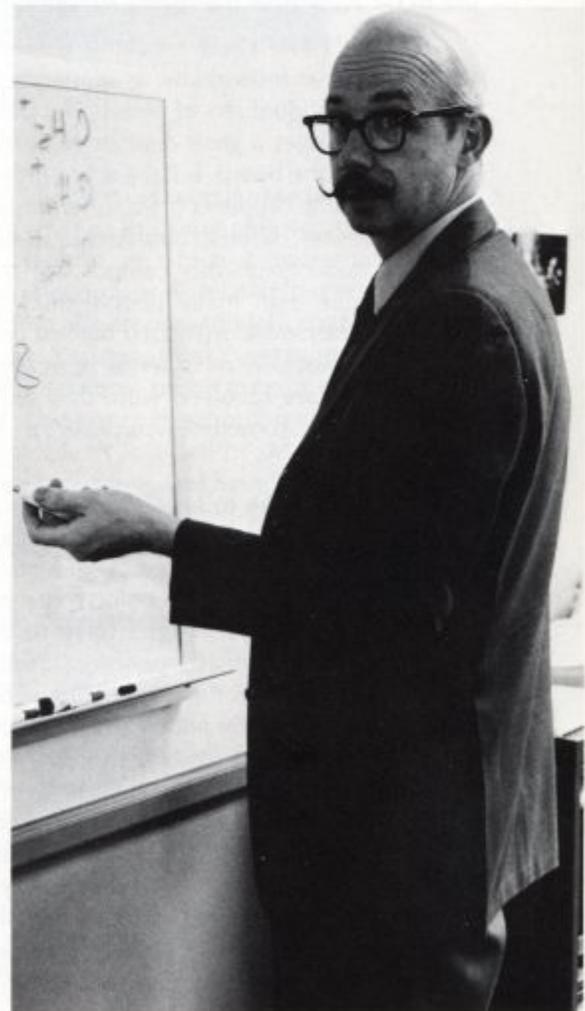
**Norman E. Collins**  
 Assistant Professor of Agricultural Engineering



**Dr. John L. Burmeister**  
 Professor of Chemistry



**Dr. Ferd E. Williams**  
 Chairman and Professor of Physics



**Dr. Burnaby Munson**  
 Chairman and Professor of Chemistry

## Dr. Barbara T. Gates

Dr. Barbara Gates is an assistant professor in the university's English Department. She came to the University of Delaware in 1971, having received a Ph.D. from Bryn Mawr. In 1974 Dr. Gates was honored with the Excellence in Teaching Award, and the following are excerpts from an interview conducted by the BLUE HEN II in the spring of 1975.

— What I like about teaching is meeting with students as individuals, as human beings with very individual sets of needs. The student body has changes a great deal since I arrived — not across the board, but there is a different climate, I think. Students have different aims, different desires, different approaches to studying. But students on this campus are much more capable than many people think they are. When they work up to their highest potential, either creatively or in terms of academic material they are involved with, they are excellent and are sometimes surprised at their own abilities.

— Ideally, I'd like to get to know each student in my class, but this gets increasingly difficult as the ratio, the number of students gets greater and greater and I become more committed to the various things I have to do. I don't know if the English department is enlarging proportionately as the whole student body is enlarging, but I don't notice any marked decrease in majors. Possibly though, other majors may be moving a little faster than English but this is to be expected today. People go into things which seem to make sense for the way the world is at a particular time, or where — nowadays in particular — they think they have options for a job. This certainly makes sense.



— Whatever the case, the humanities never change, and what they have to offer us never changes, basically. Approaches and so on can change. The humanities have so much to say to human beings. They have a different approach to human nature from the approach of social science, for example. One can learn a great deal about human psychology from courses in psychology, but one can also learn a great deal about human psychology from courses in the literature of philosophy, or history.

— One of the strengths of the

Poetry and Ecology course for example is that we deal not only with one genre, but also with one problem of humankind — of human psychology. A course like that can attract a wide variety of students, students from every discipline and with many different kinds of interests. I like to see the way they come together and focus on poetry, the environment, ecology, the landscape, man's relationship to nature and also his artistic way of expressing that relationship. The humanities provide that avenue for both variety and expression.



## Dr. Donald W. Harward

**Dr. Donald Harward is an associate professor in the university's philosophy department. In his graduate studies at the university of Maryland he specialized in logic and analytic philosophy. Dr. Harward came to the University of Delaware in 1968, and in 1974 he was a recipient of the Excellence in Teaching Award. The following are excerpts from an interview conducted by the BLUE HEN II.**

— I don't approach philosophy as a history of ideas; that certainly is an illegitimate thing to do, and I'm not in a position to do that. So, I teach philosophy in order to share with a student what a philosophical problem is like, why and how it differs from a scientific problem, or from a personal or theological problem. I want students to understand why philosophical problems are worth examining. Once students actually see the problem — get the gist of it, it is usually a very exciting thing for the teacher and the student. Philosophical problems are often very intriguing ones, ones which are difficult for the student to let go of.

— I get the impression that many students have favorable reactions to their philosophy classes because they recall the excitement, the intellectual excitement of exploring ideas without restriction of prejudices of any sort. That's a very exciting, interesting activity.

— In small classes in particular, one is very sensitive to a student's developing interest in doing philosophy. I think that philosophy is one area in which it makes perfectly good sense to take someone who is relatively untrained in the area and have them almost immediately engage in the activity of philosophy. You can, from the start, get them to consider genuine philosophical problems and consider alternate systems and solutions to these problems. This individual inquiry into problems is aided by discussions. Students can try out their arguments and have them examined by their colleagues and the professor. One's whole approach to philosophy is often defined by the spirit of discussion fostered in the classroom.

— The philosophy department gets a great benefit in most students who come to our classes because they are curious and want to be there. Very few feel obliged to take philosophy prior to the university so it's not a matter of it being old hat to them. There's a built-in positive impression on the part of the students, and they take philosophy seriously. And, I think part of the teaching award is the recognition that the students have understood and appreciated your efforts to take it seriously too.



## Dr. David Onn

**Dr. David Onn, assistant professor of physics, won the Excellence in Teaching Award at the University of Delaware in 1974. Born in Newark, England, Dr. Onn did his undergraduate work at the University of Bristol and the University of Oxford. He received a Ph.D. in physics from Duke University and has been teaching at Delaware since 1970.**

— What I've found in recent years is how broadly relevant physics is, and that's the reason I'm going in the direction I am — the applications of physics to medicine, in particular, the health sciences. I don't teach in what students think of as the "hard physics" area, but I teach more the freshman level, with this particular twist toward the biomedical field. I think this is an area where many students have a very valid interest. I myself still don't believe some of the applications I've seen — I was absolutely astounded at some of the diagnostic techniques available. So, I think that being at that sort of frontier means that it is possible to make connections for students. A frontier produces a definite response on their part.

— Other than teaching the medically oriented courses I have also taught two courses for non-physics majors, Modern Physics in Human Affairs, for instance. In general, the idea is to draw as many connections as possible between physical principles and any other area of the humanities or social sciences. We get into the impact of modern physics on modern art, for example, the effect of relativity on cubism in art. The idea is to

demonstrate that physics doesn't have to have a lot of mathematics to get you familiar with a lot of the principles. You can recognize a lot of the principles right around you. Look at a rainbow — it's physics. It's a physical principle right there. You can reproduce one in the lab and show how it is formed in the lab and so on.

— I really try to ask questions more than provide the answers. And these courses are fun to teach, really enjoyable. There are labs, but they are not the one that you have to go away and write lab reports for. They're open-ended labs; we call them auto demonstrations because the students really get to demonstrate to themselves a lot of the principles we talk about in class. The enthusiasm and interest in discovering on their own is really evident and helpful to the course.

— It's hard to define what accounts for my having received the Excellence in Teaching Award. I think in part that it was because I had a solid year of training in education. Also, I did have two to three years teaching experience before I went into graduate school and I think the effect of that has carried over with the years. But there is, you know, a theory that states that every scientific statement sounds more authentic when it's pronounced with a British accent. I don't know whether there's any basis for that or not but . . .



## Dr. James R. Katzer

**Dr. James R. Katzer is an associate professor in the university's department of chemical engineering. He did his undergraduate work at Ohio State University, and received a Ph.D. from Massachusetts Institute of Technology. In 1974, Dr. Katzer received an Excellence in Teaching Award from the University of Delaware, and the following are excerpts from an interview conducted by the BLUE HEN II.**

— You clearly develop your own teaching strategy and technique. You're really teaching to an adult audience, hopefully a subject that you know well enough that you can present to them clearly and precisely an overall picture of what the details are. And you've got to interact with the students. You've got to have a feel for what's going on in the class. Many times, it's a competition between the instructor, the material, and the students. In the educational process, I think the instructor is pushing a little bit all the time. However, there may be some portions of the class that are resisting a little bit, too, because maybe you are pushing a little too hard. If you don't have that interaction in the classroom to help you recognize what the situation really is — what the students are resisting — then you can't correct it. Sure my door is always open. That's necessary, I think, to do a good job.

— Frequently, the interaction in engineering classes tends to be very different from that in humanities, or even in other science courses. The way it operates largely, is this: we're trying to present an idea or a set of ideas and an example thereof typically to illustrate the problem. The format becomes one primarily one of lecture material, equations, and what have you on the board, and questions from the class when things aren't clear. It tends not to be the open back and forth discussion typical of other courses, because basically you're not probing for something. Everything is pretty concisely understood and you are trying to present it to the class. It's not the philosophy of science, it's science.

— I think teaching is fun, and that's really important. When it comes down to it, if you didn't enjoy interacting with the students, it wouldn't work. It's the development of that interaction and the cooperation between you and essentially every individual in the class that makes it work out well. If you have too many other commitments and no time, then it just won't work.



**Dr. Mary C. Carl**  
Dean, College of Nursing



**Dr. Benjamin J.  
McLuckie**  
Assistant Professor of Sociology



**Dr. George M. Worrilow**  
Vice President Emeritus, Former Dean, College of Agriculture

## In Memorium

