Address of
Dr. Theodore A. Distler
Association of American Colleges
President Emeritus
Franklin and Marshall College
Commencement Exercises
The University of Baltimore
June 10, 1965

EDUCATION FOR SERVICE

The mere fact of the existence of your University is an exciting thing. The variety of types of institutions of higher learning that we have in the United States is unparalleled anywhere else in the world. We have colleges that offer education for the two years following graduation from high school, colleges that offer four-year courses leading to the baccalaureate degree and stop there, colleges that go beyond the initial degree and offer master's or even doctoral programs in certain fields, and universities, which, of course, combine instruction with a vast range of graduate study. In addition to these, there are a great variety of more specialized institutions which provide professional preparation at the undergraduate level or the graduate level or both. There are both tax-supported and privately endowed institutions, colleges that are affiliated in various degrees with one or another of the churches, and colleges with no such affiliation.

This incredible array is always a source of amazement to foreign observers of our educational system, as well it might be, for it is a truly American phenomenon. It results from the sensitivity and responsiveness of American education to the needs of our society, for as a pragmatic people, when a problem arises which cannot be solved by an already-existing institution, we simply create a new kind of being. As a matter of history, each of the different kinds of higher education in the United States was developed to meet a definite social need that people recognized at a particular time. The first liberal arts colleges were established in the American colonies on the Oxford and Cambridge model to ensure that the churches should not lack a literate ministry. The land-grant colleges were created by the Morrill Act of 1862 to provide education in the agricultural and mechanical arts for young people who did not look forward to careers in the "learned professions" for which the traditional college education was designed. The two-year colleges were developed, almost entirely in the present century, to meet the needs of those who did not wish to commit themselves to four years of post-secondary education or were unable or unwilling to face the expense of attending a college far away from their home.

And the University of Baltimore, as you well know, similarly came into being to meet a definite social need. It was founded some forty years ago. Its existence has been one of struggle and fierce independence. In a sense the institution has carried the torch of competition and free enterprise into our modern educational world. Business, industry, and management have accepted the product of the University gladly. The University has "builted better than it knew." It cause of "education for service" to every element
of society, economic, social, and other, has become an enormous force in the community (now extending throughout the State), and it deserves the financial support of business and industry even if it does not ask for it. Six thousand students this year came to it for learning.

What caused the University to attract to its support business and professional men of insight into the future; with an understanding of the hopes and aspiration of people who saw no hope and no chance in existing educational institutions for the education of their children. This is said with no reflection whatsoever upon other educational institutions. Why did this institution attract as one of its early educational leaders a man respected throughout the community for his educational attainments? Why did it later attract as its educational leader a man developed in the finest New England tradition of classicism, the son of a professor of Latin and Greek in Yale University, and a holder of four degrees in classical and theological fields from Harvard University? Why was the former head of one of the two or three greatest technical schools in America persuaded to become the acting head of the University for a short period? What caused the retiring head of one of the greatest public school systems in America to accept the presidency only recently? The answer, of course, is quite obvious; the University of Baltimore is a unique educational institution; it is doing things and breaking new ground. It is "no mean" university, and there are those of education, culture, and wisdom who wanted to be a part of it.

Let us examine briefly some of the practical results of the work of the University of Baltimore. Why do some six thousand students this year attend the institution? The fact that these six thousand students pay their own fees is enough in itself to make one consider the importance of its place in the community.

If the University of Baltimore had not existed:

Would the graduates of its various divisions have received a degree from any other institution?

Would the Governor of an adjoining state have had the training necessary to bring him to his high office?

Would six judges of the Supreme Bench of Baltimore and several judges of other State courts have attained their positions?

Would eight vice-presidents of one of the most important banking and investments companies of Maryland have attained their responsible position?

Would the executive vice-president of one of the largest banks on the East Coast have attained his position?

Would the entire trust department of one of Maryland's banks have attained their high positions?
And now to another aspect. Why are the children of some of the most respected professional men in Maryland along with students who are "fighting their own way" attending this university? The obvious answer is too simple. The University is educating for service and in so doing is attempting to find the appropriate education for all.

Although I could go on in this vein indefinitely, I wish to emphasize at this point the theme of my address, "Education for Service." Regardless of the theorists, education, public and private, in any nation should exist to develop and improve the purposes of its government and the common good; anything else would be subversive. The purpose, of course, is broader than government per se. It is preservation of the system of government or the orderly change thereof. Our nation's greatness is based primarily upon humanitarian idealism and its economic policies and practices. The purpose of the University of Baltimore, as I understand it, is to become an integral part of the entire life of the community (which may be nation-wide in its concept) and to see to it that no one is deprived of the advantage of participating in the business, cultural, and governmental process.

Those who have directed the affairs of the University are themselves practical men! Who but practical men could have acquired - and paid for - the old Baltimore Dental College on Howard Street, the old Baltimore Athletic Club and added it to a million dollar classroom building on Charles, have acquired practically all the property surrounded by Charles, Mt. Royal, St. Paul Street, and the Jones Falls Expressway, have constructed a million and a half dollar library on Maryland Avenue and Oliver Street, and have acquired the beautiful St. Paul's School property on Rogers Avenue and still be solvent?

Who but high-minded men would have declared in their Charter and by-laws that all income over and above expenditures must go to University improvements and that should dissolution of the institution ever occur all assets must go to an educational institution selected by the Board or by the courts?

"By their fruits, ye shall know them."

Pragmatic though we are, I think as a nation we are becoming a bit tradition-conscious too, and perhaps we are tending to perpetuate certain kinds of institutions to the detriment of others that are equally as valid. There is no inherent superiority in one type of college over another - and, in fact, if an institution does not serve a real need, it is not doing a good job on any front. All institutions that have a useful purpose and perform well in terms of their objectives are good institutions. Probably we already have too many colleges that are merely imitations of others and are not really performing a service to their students, or their communities. In this connection, I think it appropriate to recall the advice of Polonius to Laertes: "This above all: to thine own self be true, and it must follow, as the night the day. Thou canst not then be false to any man."

This takes courage for an institution, much as it does for an individual. It is often much easier to hide behind an already-accepted pattern than it is to create a new one and let it stand or fall on its own merits. But this is
something we have to do, particularly in the field of education. For if there is one thing certain about this business, it is that higher education is a process that demands of its practitioners constant reflection and self-examination. It cannot proceed through the mechanical repetition of familiar routines. We cannot be content just to do what our predecessors did - or what we ourselves did the day before yesterday. On the contrary, we must never cease from redefining our traditional goals and re-examining the means by which we pursue them.

At this level particularly, we are supposed to be concerned with the pursuit as well as the dissemination of knowledge. Enlarging the frontiers of knowledge should be inherent in the nature of the enterprise - and this necessarily involves open-mindedness towards new avenues of approach, new methods of dissemination. I think the open-mindedness and sense of adventure of the people of this area has been amply demonstrated in the establishment and continuing growth of the University of Baltimore - and I think you will agree that the adventure has proved eminently worthwhile. The University and the community have joined in a common effort, and have established a pattern of interaction and support that could well be said to portray, in an immediate and most direct way, the interrelationships which should exist between all higher education and the society it serves. We hear so often that at this point in our national history it is imperative for us to make use of all our national talent and develop all our human resources.

Endless discussions focus on this contention, and many wise heads are nodded in agreement with exhortations to develop our resources to the fullest. But you are the people who are actually doing something about it. You have been willing to recognize that there is nothing magical about the age of eighteen as far as the development of talent is concerned. You have been willing to contradict the saying that opportunity only knocks once and to make available the opportunity of a college education to those who might otherwise have been denied it. Further, you have extended to the professional level this opportunity so that those who seek to do so can ultimately increase their contribution to society. And, perhaps most significant of all, in this day and age where we are so worshipful of technology, you have recognized the dangers inherent in the narrowness of specialization, and you have sought to avoid those dangers without violating your own main reason for existence. This is a most important awareness.

In this very complicated world of ours, too many of us have found it necessary to compartmentalize our thinking and have gotten into the habit of categorizing both people and institutions, simply in an attempt to "keep straight" all that is happening around us. But compartmentalization of attitudes is a dangerous tendency, one which would lead, for example, to the assumption that while a liberal arts college should legitimately deal with liberal education, a specialized institution ought to stick to its particular bent. This would be a terrible mistake. While the specific aims of the programs of education must necessarily differ among types of institutions, it still must hold that whatever the variety of approach and emphasis, all colleges must offer a combination of vocational and liberal elements. Many people who allow themselves to indulge in over-classification make the mistake of dismissing technical education as mere training. They delude themselves
if they do this. After all, teaching a person a means of making his way in the world is a perfectly respectable activity, one which over the centuries has been accepted as one of the legitimate aims of education.

But if this nation and the world at large are to survive the perils of our age and to emerge into the brilliant future which the growth of knowledge holds out to us, we shall need college graduates who are endowed with more than mere professional skill. Let us not forget John Stuart Mill's famous assertion that "Men are men before they are lawyers or physicians or manufacturers; and if we make them capable and sensible men, they will make themselves capable and sensible lawyers and physicians." We have only to look at Hitlerite Germany or Soviet Russia to see what becomes of a nation that cares only for professional and technical competence without regard for human and spiritual values. The acquisition of facts and the capacity to utilize them with intellectual agility should not be taken as the meaningful products in the process of any type of education, technical or liberal. It is not even an efficient use of our human resources to make our students into middlemen, passing facts on from professor to employer, and remaining unscathed in the process of transmission. It seems to me that the men and women that we prepare for the professions, for business, law, medicine, and for public service, must be capable of seeing their chosen careers as part of a larger whole, and of exercising their professional skills with a sense of social responsibility. They must not be content to succeed in the world as it is and to adjust themselves as painlessly as possible to whatever conditions they may find in it. They must look on the world with the eyes of critical understanding and be ready to devote some part of their energies to making it better than when they found it. It is not enough for them to know how; they must ever be moved to ask "why."

No institution of higher education is exempt from the obligation of doing all it can to produce well-rounded citizens who have something to contribute to their society. No institution can truly fulfill its responsibilities to its students without making them conscious of the humanities, for these are the studies which are committed to reminding men and women of the tradition of courage, honor, hope, compassion, and love to which they are heirs. The humanities confirm that man is immortal - as William Faulkner put it "because they demonstrate that man has a soul, a spirit capable of compassion and sacrifice and endurance."

Whatever the college attempts to teach, however, its ultimate success or failure will be determined by the students it is trying to reach. In this, Baltimore University has been particularly fortunate. Its students know why they come here, unlike many people who, I am afraid, go to college for the wrong reasons, or for no reason at all other than that it is the "thing to do" after high school. You people came here because you wanted to, not because you were sent by someone else. And for this reason your motivation to learn was strong, being a product of your own desires and needs. Since your experience with higher education was part of a life of work and study, it was probably at the same time more meaningful as well as more burdensome than it might have been had you pursued it singlemindedly. You were subjected to many distractions, and the requirements of a double, or even triple life of study, work, and family obligations made tremendous demand on your time and energy.
But the fact that you were able to accomplish all this simply reinforces the validity of the old saying that if you want to get something done you go to the busiest person you know and ask him to do it for you.

I suspect that the average college student considers his lot a hard one, and thinks he has all he can do to keep up with the seemingly endless rounds of classes, papers, and exams. And yet Professor Hannaford of Ripon College has said of them "they are...astonishingly free. They have leisure to pursue each passing thought to its conclusion. They can talk till dawn, go swimming at midnight, or begin to write the great American novel. They can lose themselves in generous enthusiasms...They can pursue every whim. Or they can just run their toes through the grass and think of all the things they might do." I am sure that none of you has the time in recent months or even years to run your toes through the grass in contemplation. I am sure that every waking moment, and probably many moments which should have been spent in sleeping, were carefully plotted out and scheduled for study. But I think that they were compensating factors. For one thing you were able to avoid one of the major pitfalls of the typical college experience; the so-called "ivory tower syndrome." Your learning took place as part of your daily lives, against an awareness of what was going on outside the campus. You were not shut off in what F. Scott Fitzgerald once called "the sequestered vale of star and spire." You did not have to leave the campus, as a friend of mine used to do, and walk to the nearest town to recapture your perspective and reassure yourselves that there really were policemen, and grocers, and druggists, and mothers and children who were pursuing their daily lives without any interest whatsoever in your academic concerns of the moment. But more important; you did not acquire one set of values on campus only to find upon emerging that the world outside held different views. Your educational experience encompassed both theory and practice, and you met up with Plato's ideal forms and the profit motive on the same day.

And yet, with this unique experience, I would still hope that you allowed yourselves the same "generous enthusiasms" said to characterize students leading more conventional college lives—for these enthusiasms surely should not be limited to occurrence in barefoot pastoral situations. I would hope that your more worldly perspective has left you neither cynical nor complacent, and that your greater capacity for understanding has given you the impression that there are still things in the world that merit commitment and belief. Your formal association with the University of Baltimore ends today; perhaps with it your connection with any educational enterprise. But as a result of the experience of higher education, you will forever have a responsibility to your ideals. You have already learned, in your work-study program, that these ideals must be more than abstractions to be enunciated on suitable academic occasions—that, in order to be meaningful, they must be translated into ways of behavior. Your opportunity to influence society by your behavior is immediate. Unlike those who have up till now experienced only an academic environment, you already have a pretty good idea of the way the world works. You can avoid that long and sometimes painful period of initiation during which you find out, the hard way, how to go about translating your ideals from term papers into practice. Your chance for service comes now, and I earnestly hope that you will make the most of it.
UNIVERSITY OF BALTIMORE
Baltimore, Maryland

THIRTY-EIGHTH ANNUAL
COMMENCEMENT EXERCISES

The Civic Center
Thursday, June 10, 1965
Eight o'clock in the evening
NOTICE
For your own safety LOOK for your nearest EXIT.
In case of emergency, WALK, do not RUN, to that EXIT.

By order of the
MAYOR AND CITY COUNCIL OF BALTIMORE
Program

PRELUDE—“Prelude and Fugue in E-Flat”.......................Bach

PROCессIONAL—“Processional March”............................Harris

INVOCATION..........................The Right Reverend Noble C. Powell
Retired Episcopal Bishop, Diocese of Maryland

ADDRESS..............................................Dr. Theodore A. Distler
Past President, Association of American Colleges

INTERLUDE—“Allegro” (Concerto III).............................Walther

CONFERRING OF DEGREES AND CERTIFICATES

President Thomas G. Pullen, Jr.

PRESENTATION OF ACADEMIC HONORS

College of Liberal Arts by Henry R. Hergenroeder,
Dean of Students

School of Business, Industry, and Management
by Clifford C. James, Dean

Transportation Honor Award
by Charles M. Meese, President
The Traffic Club of Baltimore

School of Law by John H. Hessey, Dean

CONFERRING OF COMMISSION

Lieutenant Lucille R. Kuhn, U.S.N.

BENEDICTION..................The Reverend John Wesley Lord
Bishop, Washington Area, The Methodist Church

RECESSIONAL—“Trumpet Tune in D”.............................Boyce
Verle R. Larson, Organist

NOTE: The audience will stand during the Processional and Recessional
Candidates for Graduation

COLLEGE OF LIBERAL ARTS

Bachelor of Arts Degree

Carolyn Lee Acock
Donald Raymond Anders
Robert Theodore Barr
Donald Lewis Benfer
Ronald Irwin Berger
Gilbert Bernard Bielski
Charles Michael Bona
Sidney Isaac Bravmann
Stuart Charles Burman
Jean Marie Christensen
Thomas Edward Clawson
Arthur Clarence Conaway
John Henry Coster, Jr.
*Joffrey Michael Dornon
Joseph Hunter Elliot, Jr.
Salvatore Joseph Finazzo
Alfred Marvel Francis, Jr.
Terence Philip Gallagher
Frederick Arthur Garrett
Mary Devorah Gendason
Theodora Anne Geseking
William George Gillespie
Saul Gluckstein
Richard Reid Globus
Gerhardt August Gosnell
*Thomas Edward Grouling
Frederick Herman Habicht, Jr.

Jean Anna Hansen
Lois Sydney Hausman
Charles Wayne Kempke
*Laubiston Livingston Keown, Jr.
Elmer Leon Lagrelius, II
Matteo Joseph Lamas
*Edward Jerome Lang
Steven George Lichtstrahl
*Mary Catherine Lynch
Peter Joseph McDevitt
William John McNamara, Jr.
Ralph Sappington Moore
Edward Hyde Morse, Jr.
Warren James Myers
Eduardo Diego Nodoa
Elliott Lee Oppenheim
William Ernest Osbourn, III
***Richard Henry Pfau
Gloria Roll Fleet
William Jay Rhoades
George Michael Schenk
John Arthur Sherwood
Dorothy Talmadge Sparrow
*Howard Paul Stieffel
***Robert Anthony Testudini
John Wissler Triplett, Jr.
Theodore Philip Valmas, III
Jacob Louis Winner

Joseph Bruno Yankowski

*Cum laude
**Magna cum laude
***Summa cum laude
Associate in Arts Degree

JEFFREY HARRIS ADUS
DANIEL MARTIN ANSHEK
STEVEN BRIAN ASCH
BRUCE DELANO ASH
GEORGE JOSEPH ATKINSON
DAVID EARL BAKER
MICHAEL RAYMOND BAKER
BEVERLY MAY WAISMAN BLIBAUM
SAMUEL BLIBAUM
ROBERT MICHAEL BOSAK
WILLIAM GERARD BROWN
MATTHEW CASTLE, JR.
LAWRENCE BAILEY CHAMBERS
JAMES EDWARD CHEW
WAYNE JOSEPH CYMEK
FRANK LINZER DAVIS, JR.
EUGENE WILLIAM DORR
CHARLES WILLIAM FRIZZERA
ALAN EDWARD GERSH
PAUL ANDREW GIBBONS
ROBERT MARK GREENE
WILLIAM CRAICHTON GROVE
CHARLES CARROLL HOOPER, JR.
ANNA MARGARET HUBER
JACK INGRAM HYATT
RONNIE GERALD IRVIN
MARKAY DOLORES KACALA
KENNETH KEITH KING
***HARRY COLEMAN KIRBY, JR.
JAMES GOLDSBOROUGH KLAIR

HAVEN HOWARD KODECK
NED SANFORD KODECK
ABRAHAM PAUL KOROTKI
DENNIS GERARD KRISSLEIN
MARTIN BRUCE LESSANS
*ALLEN OTTAVO LIBERATORE
*ANDREW JOSEPH LONG, III
DAVID PAUL MACIOCH
EDWARD MALL
RONALD ALLEN MISOLOWSKY, SR.
CHRISTOPHER JAMES NENADAL
DAVID LOUIS PHIPPS, JR.
DONALD SINGLETON POOLE
KENNETH NORMAN REESY
DENNIS WRIGHT REIMANN
HOWARD FRED ROSENSTEIN
ROBERT STANLEY SAUNDERS
STUART NELSON SCHUCHALTHER
GERALD ALLEN SEARS
WILLIAM EDWARD SEEKFORD
CALVIN FREDERICK SHILLING
FRED GRAHAM SMITH, 3rd
ROBERT WILLIAM STANGE
LEONARD ALAN STEINBACH
**EVELYN WOLPERT STINCHCOMB
KENNETH BARRY TAUBENFELD
ROY CORIA WALLACE
WILLIAM ROBERT WALLIS
FRANK JOSEPH WAXMAN
HENRY HOWARD WEITZ

DONNA SHARON YOFFE

*Cum laude  **Magna cum laude  ***Summa cum laude
SCHOOL OF BUSINESS, INDUSTRY, AND MANAGEMENT

Bachelor of Science Degree in Accounting

Levin Albert Anderson, Jr.
Anthony Jude Azzaro
John Thomas Back
Wildor James Baughan
Louis Steven Benda, Jr.
Paul John Bonomo
August Charles Bonsall, Jr.
*Paul Philip Botwinik
Ernest Albert Brandenberg, Jr.
Robert Harold Caplan
Jerold Martin Cohen
Merton Earl Cohen
Edward Joseph Cohoon
Leo William Daviden
Ronald William Deise
Jerome Edward Dyba
*John Charles Eichhorn
Gilbert Allen Fell
Charles Joseph Fink
Joel Howard Garrett
John Paul Gill
*Alan Fred Goldberg
**Gene Harrison Granger
Preston Edward Greene, Jr.
Earl Stephen Hewitt
Donald Howard Howser
Raymond Joseph Hyza
Carroll Joseph Johnson, Jr.
Everett Craig Johnson
Luther Ellis Justis, Jr.
James Edward Keel
Gary Webster Kelly
Rein Kimma
Alan Robert Kobin
Bernard Kraft
**Richard Earl Kreisel
**Stanley Joseph Kronstadt
Robert Charles Kroupa
Basil Lambros
Frank Henry McGrath, Jr.
Thomas Augustus Malony
Francis Xavier Marshall
Robert Bruce Martin
William Craig Matlak
John Wesley Meeks, Jr.
**Thomas Lawrence Milan
Harvey Irving Milhis
Thomas Lawrence Mowl
Paul Anthony Murphy, Jr.
Daniel Joseph Novak
Philip Howard Pemberton, Jr.
Richard John Piekarski
*Joan Faye Rickert
Joseph David Rote
William Rand Rubin
Joseph Alfred Salafia
Donald Thomas Schatz
Joseph Anthony Scher
Simcha Shapran
Sanford Ronald Shapiro
Robert Carroll Simmonds
Larry Victor Singer
William Earl South
Ronald Larry Spath
John Lawrence Stahl
Charles Frederick Stecker, Jr.
Kenneth Allen Summers
Morton Stanley Taubman
Richard Rocco Toskes
*Harry Edward Townsley, Jr.
Joseph John Ustasiewski, Jr.
William Claude Vaught
Paul Joseph Vojik
Gordon Lee Warfel
Edwin Samuel Warfel
Charles White, Jr.
Joseph Philip Wieland, Jr.
Herbert Jerry Wolf
*Thomas Anton Zamostny, Jr.
Bachelor of Science Degree in Business Management

JOSEPH JAMES AMREIN
WILLIAM EVERETT ANDERSON, JR.
JOSEPH JAMES ARMETTA
RONALD MORTON BALOTIN
LAWRENCE ANDREW BANASHAK
OSBORNE PRESTON BEALL, JR.
JAMES WAYNE BENNETT, SR.
PHILIP HENRY BETHEKE
BARRY ERWIN BIRCH
ROBERT BLOCK
BRUCE BERNARD BOBIE
DALE CLIFFORD BOWER
GORDON KENNETH BOWERS, JR.
CHARLES MICHAEL BROWN
ANNE ELIZABETH BURROWS
**JAY LEE CHALMERS
ROBERT CARROLL CHILCOTE
CHARLES ROBERT CHRIST
JOHN ERNEST COO
THOMAS JOSEPH COYLE
CHARLES ALBERT CRAWFORD
TERRY RICHARD CROSSFIELD
KENNETH WILLIAM CUNZERMAN
JAMES EDMUND CUSACK
BILLY PAYTON CUZZART
EDWARD JOSEPH DABROWSKI
ROBERT LOUIS DAV
JAMES WALTER DEBARD, JR.
JOSEPH WATSON DEER
DONALD WILSON DEW
JOSEPH DANIEL DEWEY, JR.
JOHN NELSON DONLON
DONALD RAYMOND DROSKI
HENRY JOHN EBELKE
ADOLPH WILLIAM EBERSBERGER
JOHN GEORGE FINK, JR.
MARYNARD M. FRAZIER, JR.
LEO GEORGE FROMKNECHT
JACOB WILLIAM GEIS
ROBERT JOHN GETZ
ROBERT Glickstein
RONALD CARL GomPP
RICHARD KOLBE GREEN
HAROLD THOMAS GROFT, JR.
WILLIAM ROBERT HOFFMAN
JOHN LOUIS Hoos, III
HENRY CRANVILLE HORN
DAVID ENSON HUBBARD
**GABRIEL MICHAEL INGRASSIA
LOUIS KARCZESKI, JR.
SOLOMON KESSLER
COURTNEY HENRY KILCHENSTEIN
CHARLES LOWELL KINES
DONALD OLIVER KLAPPROTH
LEONARD MICHAEL KOERNER
JOSEPH LOUIS LANG

GEORGE JACKSON LAW
ROBERT EDWIN LEE
BERNARD JOSEPH LEIDICH
GEORGE MICHAEL LEVANIS
LARRY LOUIS LEVENSON
JEROME MARVIN LEVINS
CHARLES EDMUND LINN, JR.
GLEN CRAW LINHICUM
*JOHN PATRICK MCLENNON
WILLIAM CHARLES MALLONER
ALBERT EDWARD MANK
EUGENE MICHAEL MARCHESE
*CLAUDIJOSEPH Masrleri
LAWRENCE CLINTON MAUCK
THOMAS STUART MAXWELL
BARNEY ELL MEAD, IV
ALVIN MEYER
MORRIS BERNARD MILLER
LAWRENCE RAYMOND MINTON
RICHARD WILLIS MITCHELL
HOWARD MAXWELL MOSNER, JR.
JOHN THOMPSON MURRAY
Santo Guy Musotto
PAUL REGINALD NICHOLSON
DENNIS HANLON OATES
EMERY SYLVESTER OHRIN
BARRY LEE OSMOHERDO
CHARLES ANTHONY PICCIOLI
*FRANCIS RONALD PIPER
JOHN LEWIS PINKLEY, JR.
*SAMUEL DEAN POPE
AUGUSTUS BRYANT PUCKETT
EDWARD BERNARD QRK, JR.
JOSEPH BERNARD RABINOWITZ
VICTOR RICKET
CHARLES WILLIAM ROLLFING
EDGAR ANTHONY ROBBACH
GENE RAYMOND ROOTT
VICTOR EUGENE ROVITO
JOHN FRANCIS ROWLEY, III
JAMES WILLIAM RUTH, JR.
LAWRENCE ANDREW SAVIN, JR.
DONALD WAYNE SChEELER
PHILIP ARTHUR SCHOENBERGER
FREDERICK WILLIAM SCHWING
NORMAN FRANKLIN SEREBOFF
CHARLES JOHN SHRINER
ARTHUR GEORGE SWINSKI, JR.
JAMES LAWRENCE SMITH
VICTOR THOMPSON SPRECHER
NEIL SANFORD STEIN
*SAMUEL DEAN STERN
JAMES MILLARD STIRLING
HUGH JOSEPH ST. LEGER
PATRICK BARKIN SULLIVAN
JOHN CHARLES TERRY
Bachelor of Science Degree in Finance

George Vernon Frederick, Jr.  
George Frederick Kabus  
James Lee Scogg

Bachelor of Science Degree in Industrial Management

Alan Edward Abrams  
Ralph Anthony Barchuk  
Franklin Eugene Barnhart  
*George Alfred Basel  
Denis Edward Bauerle  
Leroy Michael Beck  
Peter John Binco  
Joseph Binder, Jr.  
James Sewell Blueford  
Benedict Aloysius Blum  
John Thomas Boote  
Joseph Paul Butta  
Varney Frederick Clement  
Edward William Conca  
Thomas King Cox, Jr.  
Ralph Carter Dettor, Jr.  
Frank Daniel Dockins  
John Richard Drab, Jr.  
Albert Thomas Fabosky  
William John Ganz, Jr.  
William Grafton Gerting, Jr.  
Paul Thomas Gosselin  
Raymond John Grant  
Theodore Charles Gross  
John Joseph Gunther  
George Arthur Hall, Sr.  
Walter Pyle Hammond  
John Joseph Hayden, Jr.  
Carroll Edward Heckrotte, Jr.  
William Leonard Henderson  
*Donald Edward Houghton  
*Theodore Robert Koons, Jr.  
Arnold Morgan Krell, Sr.  
Joseph Richard Lantz  
Donald Arthur Logan  
Wayne Carl McLaughlin  
John Alderson Manlove  
David Warren Meek  
Charles Ronald Menzel  
Dame Evans Merrill  
Stanley Miller  
James Anton Novotny  
Ols George Panageotou  
*Michael Pentak  
William James Peterson, Jr.  
Donald Arthur Pitts  
David Sheffield Potest  
Frank Edward Potepan  
David Francis Xavier Preis  
**Lawrence Rayboe, Jr.  
Edward Joseph Reilly, Jr.  
Richard James Robbins, Jr.  
Daniel Thomas Rupinski  
George Andrew Schaeffer, Jr.  
Joseph Raymond Shaw  
Robert Joseph Shepherd  
Terrell Hickey Shriver  
James Benedict Skolaski  
Charles Richard Spencer  
Edward Charles Sterling, Jr.  
Henry Marion Stupinski  
Jack Edward Thomas  
Alfred Edward Warren
## Bachelor of Science Degree in Marketing
- Carl Joseph Avara
- Joseph Melvin Ball
- Ralph Carroll Behning
- Henry John Carll
- Ukase Duane Chen
- Arnold Nathan Cohen
- Lawrence Elliott Epplein
- Robert G. Evirs
- John Randolph German
- Floyd Chester Green
- Calvin Joseph Grochmal
- Walter Joseph Hackett, Jr.
- *James Joseph Kehoe, Jr.
- Arthur Clarence King
- James Luden Lindsay
- Stanley Lee Lipman
- Michael Stephen Moran
- David Ronald Morganstein
- James Neilson Price
- John Hamilton Robinette, III
- John Frank Rodeseyer
- Christopher John Spakianos
- Peter Carroll Sheehan
- *Glenn Nelson Simmons
- Roger Frederick Smith
- Terrence Lee Smith
- Charles David Solloway, Jr.
- Ralph Joseph Steckel
- *Joseph Ernest Thomas
- David Henry Wallace, Jr.
- Carl Bruce Winston
- *Frank Richard Zichos, Jr.

## Bachelor of Science Degree in Transportation
- Lawrence Martin Blume
- Joel Kasriel Conisberg
- Walter Conrad Gizinski
- Edwin Reges Kershaw, Jr.
- George Robert Lord
- Gonazlo Ruz
- Charles Stephen Stupack
- Robert Bruce White
- Jerry William Wisner

## Certificate in Accounting
- Howard Theodore Buxbaum
- Joseph Allen David
- Roy Henry Hartman
- David Katz
- David Hyman Luchinsky
- John Robert Myers
- Edward Stanley Ricklin

## Certificate in Business Administration
- George Alvin Edwards
- Edward Thomas Gilliss
- Paul Thomas Harris, Sr.
- Ida Mae Kelly
- Leonard Montague Ziegler

## Certificate in Industrial Relations
- Edward Jones Atkinson
- Joseph Charles Lannon

## Certificate in Journalism
- John Andrew Donohue

## Certificate in Production Management
- William Howard Boston
- Donaldson Richard Gorsuch
- Lee Thomas Hurtt
- William Richard Lock
- Joseph William Orr
- Charles Edward Shane, Jr.
- Norman Stanley Ziemski

## Certificate in Traffic Management
- Herman Reiser Martin

*Cum laude  **Magna cum laude  ***Summa cum laude
SCHOOL OF LAW

Bachelor of Laws Degree

Marvin M. Amernick
William Louis Atteberry
Charles Joseph Ayers, Jr.
Fred Gary Bank
Peter William Bartel, Jr.
Michael Charles Baumann
Stephen Kennedy Bennett
Alan Edward Berkowitz
*Mary Ellen Berlin
Henry Berniker
Alan Joseph Bloom
*Harvey Alan Blum
Robert Henry Bommer, Jr.
Robert Kenneth Boyd
Ronald Lee Bromwell
Walter Harris Burton, Jr.
George Latimer Carter, Jr.
Anthony Eugene Camarra
Gregory Lee Crowell
*John Madison Davis
Irvin Buddy Deane
Leonard Stanley Diamond
James Randall Dickson, II
Sasha Lassotovich Diges
Joseph Glen Duey
John Thomas Durish
Charles Moylan Elliott
Joseph Edward Emerson
Theodore Richard Eschenburg
Peter Francis Fedak
Ronald Feldbaum
Charles Elsworth Foos, III
Louis John Foudos
Allen Lee Fox
Barry Sylvan Frame
Harry Louis French
James Donald Gary
James Thomas Gelhard
Howard Irwin Getlan
Blaine Louis Gilbert
Richard Kurt Goll
Wesley Kain Harris, Jr.
Donald Roger Hart
Darrell Luther Henry
Ira Kenneth Himmel
Daniel Michael Hipsley
**Henry Holzman
Jack Coleman Hopfenstein
Alan Stanley Jacobs
*Donald Edgar Jenkins
Wayne Neal Jersin
Lawrence Orville Johnson
*John Ralph Johnston
Richard Elliott Knapp
William James Koritzka
Jerome Howard Lachern
Edward Hammond Lassotovich
Murray Harold Levin
Michael Jeffrey Lewis
August Luther Lundquist
Henry Allen Lubay
Elizabeth May Lutz
Eugene Earl McCoy
Marion Jeanne Morrow McCoy
Charles Edward McElwee
Edward Patrick Madigan
Gilbert Douglas Marsiglia
Louis James Martucci
Earle George Maseth
August Mastrocco, Jr.
Edward William Maxa
Thomas Minkin
Leonard Allan Monfred
Richard Wells Moore
Robert Marshall Moss
Edward Paul Moylan
Edward Joseph Mullaney
Gerald Edward Nelson
Harvey Martin Newman
BARRY ALBERS O'NEILL
JOSEPH FRANCIS OWENS
ROBERT ALAN PINKNER
JOHN PHILIP SOUSA PUGH
JOHN DONALD PURCELL
WILLIAM JOSEPH RAFFERY, JR.
RICHARD MIDDLETON RALL
BERNICE ELIZABETH RESTIVO
JAMES WALSH RICHARDS, JR.
HUGH YOUNG RIENTHOF
DENNIS MICHAEL ROGERS
HOWARD SCHROLL ROSENBLATT
HENRY GODFRIED SAUTTER, JR.
*MALCOLM MANNING SCHLOSSBERG
NORBERT JOHN SCHROEDER
LOREN JOSEPH SEIFERT
EDWIN SHAPIRO
***SHERRY BOYD SHARP
MICHAEL JAY SHERBIN
*MICHAEL HARVEY SIMONS
JOSEPH BERNARD SLUNT
CHARLES EDWARD SMITH

SIDNEY JOSEPH SNYDER
*ALLAN SOSLAU
*GERRY ASHTON SUTHERLAND
THOMAS GEORGE TAYLOR
THEODORE BESHARA TOMEY
JACK MORRIS TONER
MICHAEL CURLEY VAETH
ALBERT THOMAS VAN CUTSEM
VINCENT JOSEPH VECERA
JOSEPH GERARD VINCENT
RICHARD EUGENE WALDT
LOUIS JAMES WEINKAM
HARVEY MARTIN WEISBERG
FRANK EARL WEITZ
WILLIAM EARL WHALEY
JOHN SCOTTEN WHITESIDE
THOMAS MITCHELL WILHELM, JR.
ALBERT RUSSELL WILKERSON, JR.
ROGER MITCHELL WINDSOR
ROBERT JAY YERMAN
STEVEN HERMAN ZELUBOWSKI
**WILLIAM JOSEPH ZIEGLER

Certificate in Law
BERT STANLEY MAZAROFF

---

*Cum laude  **Magna cum laude  ***Summa cum laude

Number of graduates June 1965   585

Total number of graduates (alumni 1928-1964)  7611
Faculty

George S. Aburn, B.S., M.B.A.
Sipho T. Agnew, LL.B.
John D. Alexander, B.S., LL.B.
John D. Alexander, Jr., B.A., LL.B.
William B. Alexander, LL.B.
Donald Larimore Allewalt, B.S. in Accctg., LL.B., C.P.A.
Frederick J. Alsruhe, B.S. in Accctg., C.P.A.
Harry W. Amtower, A.B., B.D., M.A.
Charles R. Bailey, A.A., B.A., M.A.
Sidney J. Barron, B.A., LL.B.
Wilson K. Barnes, A.B., LL.B., D.C.L.
Robert C. Bean, B.S.
Addison J. Beane, A.B., A.M.
Gordon B. Birrell, B.F.S., M.B.A.
Nelson M. Blake, A.B., A.M., Ph.D.
Mary Ruth Blocksma, B.A., M.A.
Charles V. Blum, B.S., C.P.A.
Donald J. Blum, B.S. in Mktg., M.B.A.
Jay M. Blumenthal, A.B., M.A., LL.B.
Robert F. Boldt, B.S., M.S., M.A., Ph.D.
F. Hooper Bond, LL.B.
Barry V. Bowen, B.S., M.A.
Lowell R. Bowen, B.A., LL.B.
Valerie F. Bowen, B.A., M.A.
Shirley Bramhall, A.B.
Lawrence Donald Bridgham, B.S. in Ed., Ed.D., A.M., Ph.D.
A. Berne Briggs, B.S., M.A.
Donald L. Brodsky, B.S. in Ind. Mgt.
Charles G. Butler, A.B.A., B.A., M.S.Ed.
David Robman Cohan, A.B., LL.B.
Leonard E. Cohen, A.B., LL.B.
Sidney L. Cohen, B.S. in Mktg.
G. Wallace Coleburn, A.B., LL.B.
C. Warren Colgan, B.S., LL.B.
Cary L. Collins, B.A., Master of Music
John Owen Colonna, B.S.

Hardy M. Cook, Jr., B.S.
Daniel B. Croft, B.A., M.A.
Donald Culbertson, C. in Adv.
James K. Cullen, A.B., LL.B.
Henry Merritt Cunningham, B.S., LL.B., LL.M., M.A.
Clayton W. Dakeker, C. in Law
George H. Dengler, B.A., M.A.
Jack Deutsch, B.S.S.
Nguyen X. Dien, B.S., M.B.A.
Olin Lowell Doane, A.B., M.A.
Louis R. Doucherty, B.A., M.B.A.
William H. Edwards
Daniel R. Fascione, B.A., M.A.
Allan H. Fisher, Jr., A.B., LL.B.
Charles Robert Fisher, A.B.
Samuel J. Fisher, LL.B.
Ariele Fletcher, B.A.
Abraham Fox, B.S., C.P.A.
Hyson Sonny Freeman, B.S., LL.B., C.P.A.
Daniel Friedman, LL.B.
Louis R. Friedman, B.B.A., M.S. in Ed., C.P.A.
Albert H. Gardner, B.S. in Accctg., C.P.A.
Harry F. Geelhaar, Jr., B.S., M.Ed.
Lewis Franklin Gerber, Jr., LL.B., LL.M.
Rubin Gertz, LL.B., C.P.A.
Charles McD. Gillan, LL.B.
Jack Edward Gillikin, B.A., M.A.
Hymon Ginsberg, LL.B.
Issboro Ginsberg, LL.B.
Catherine R. Gira, B.A., M.Ed.
Jay N. Goldman, Bachelor of Journalism, A.B.
Jerome L. Gottesman, B.S. in Accctg., C.P.A.
George Harold Gottshall, B.S., M.S.
Gordon M. Goudey, B.S., M.A.
John F. Graham, A.B., C.P.C.U.