





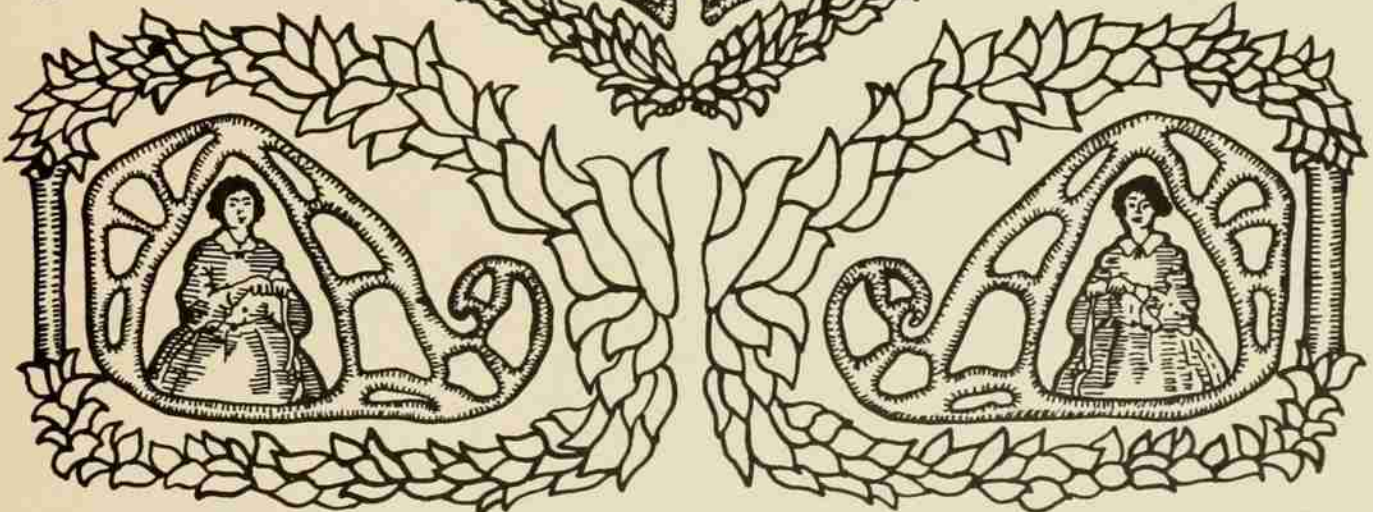
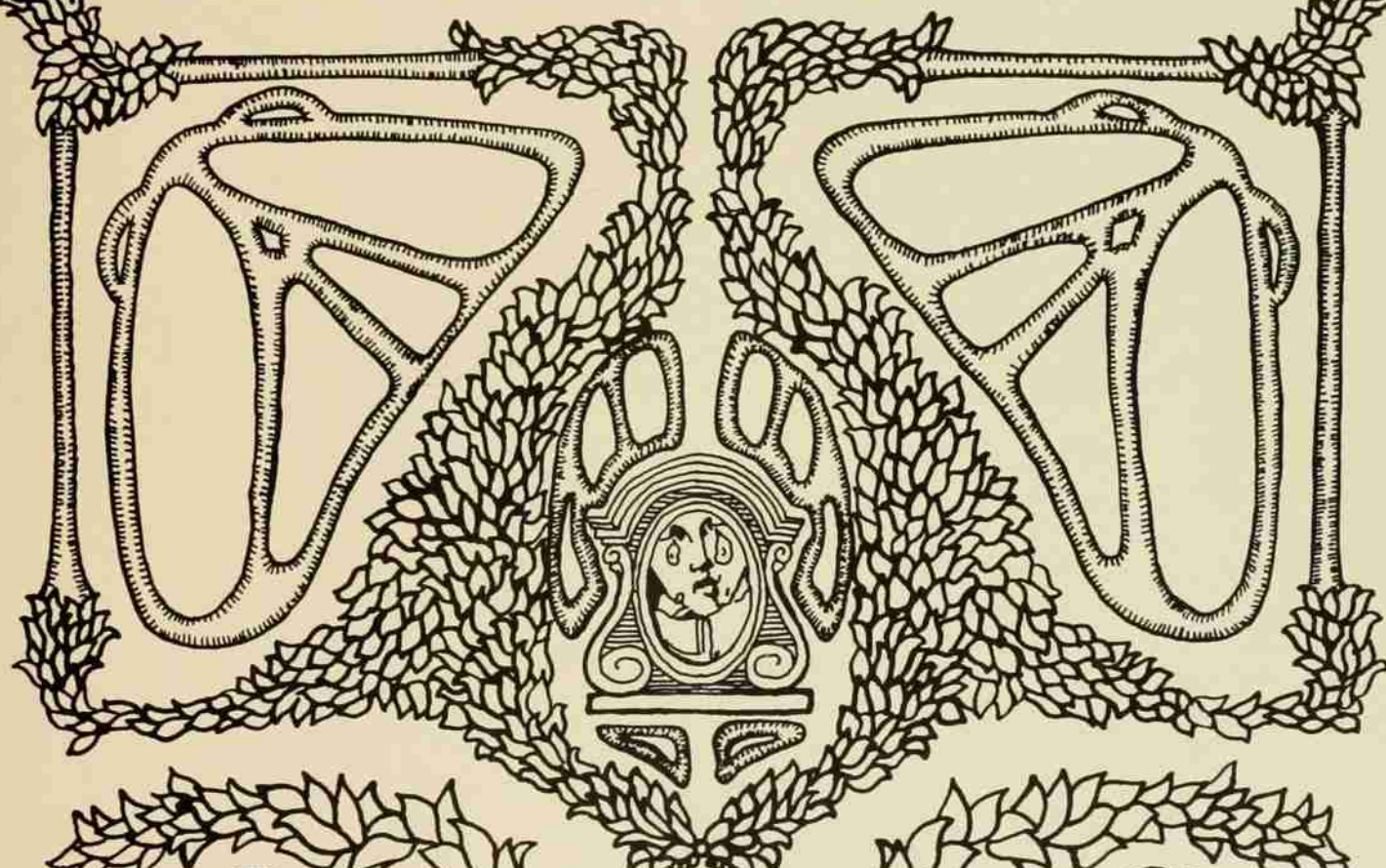




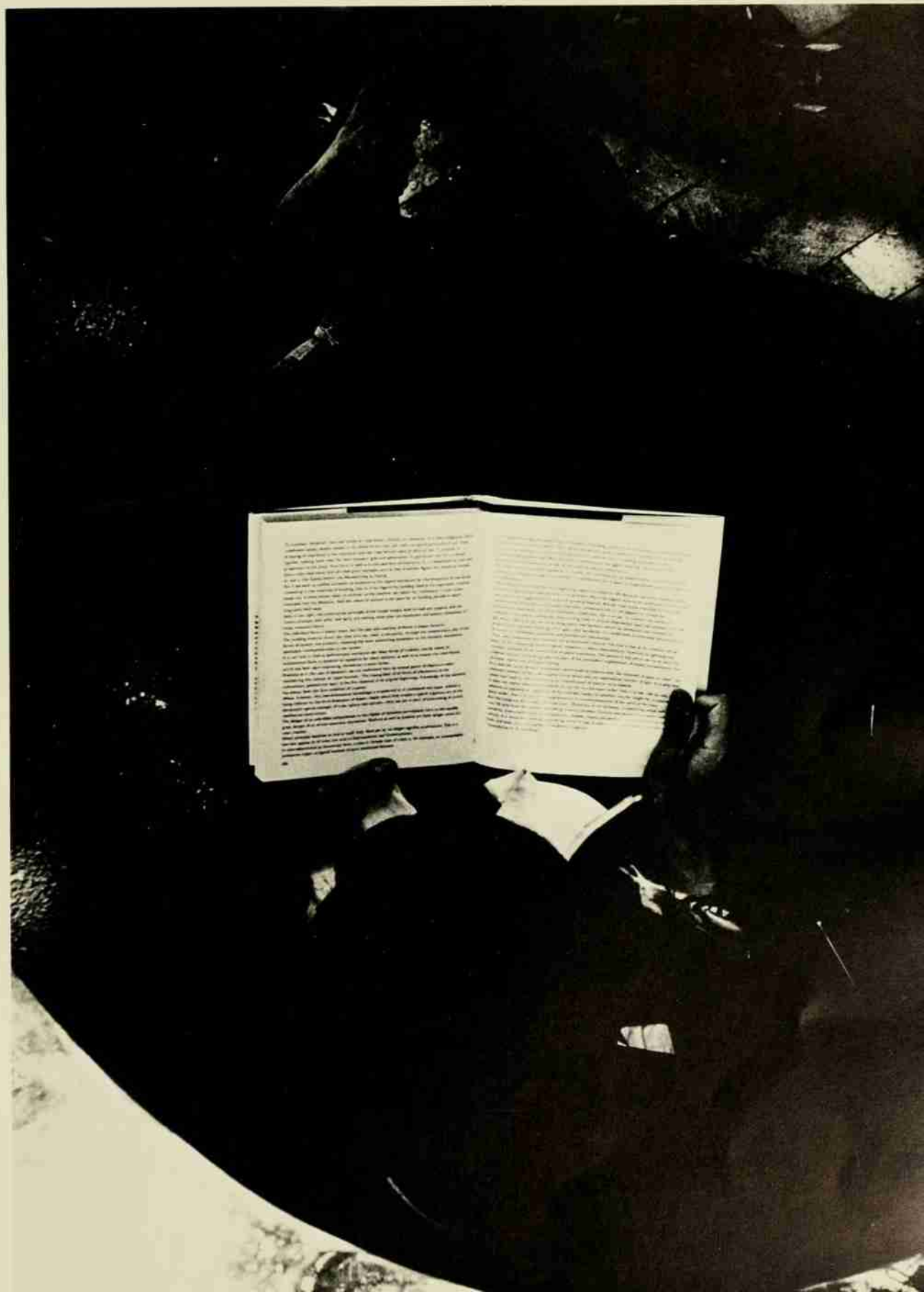


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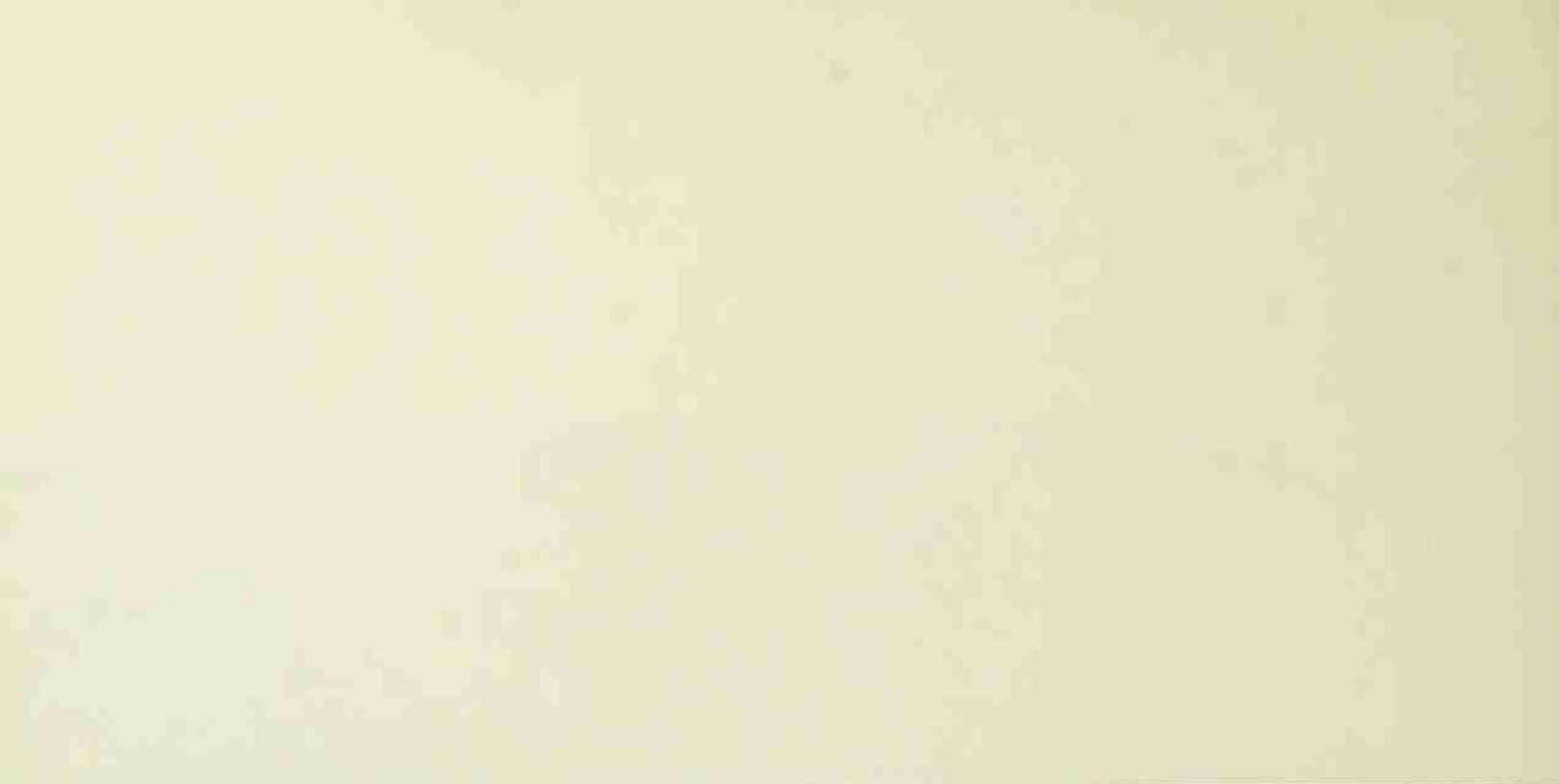
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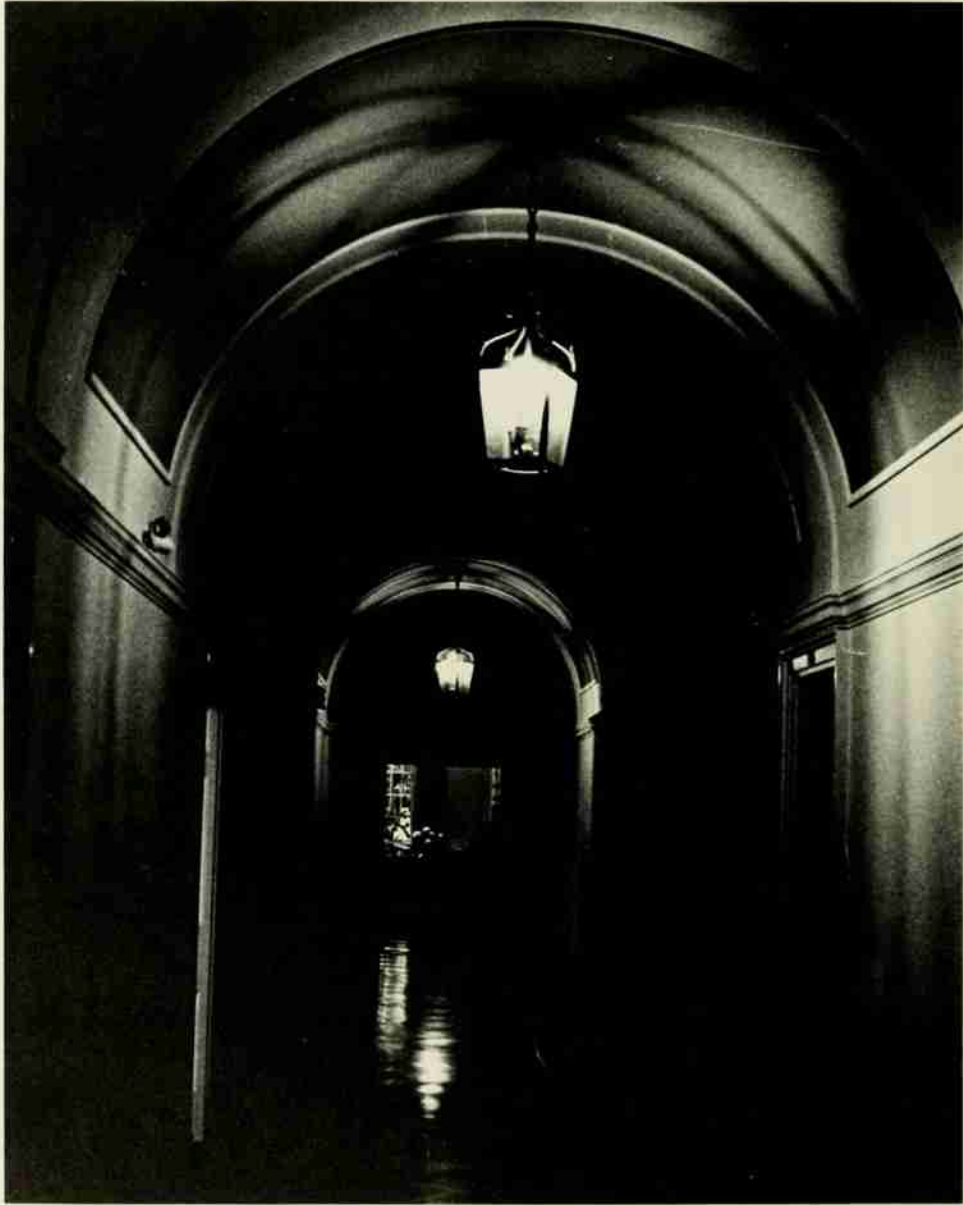




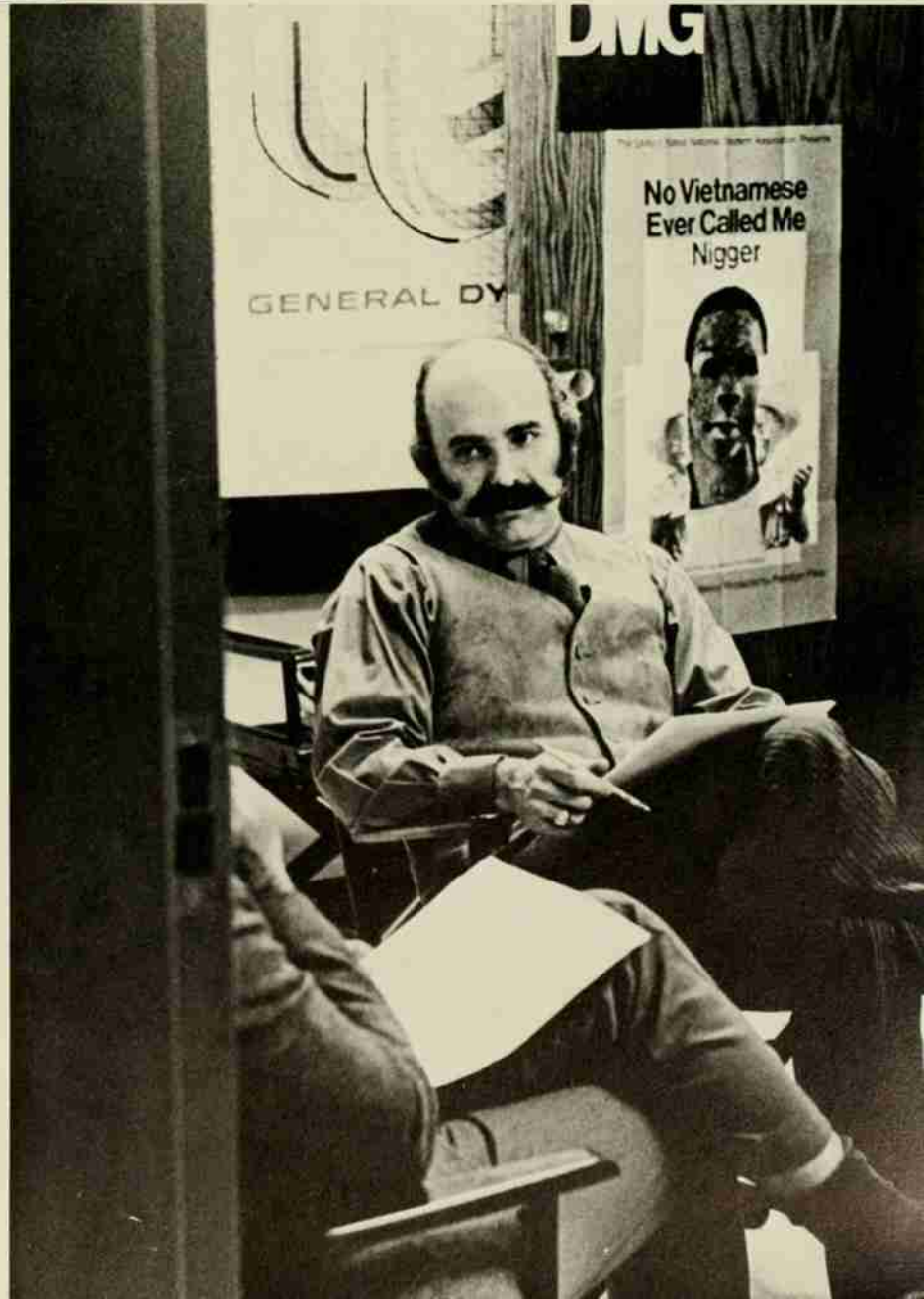


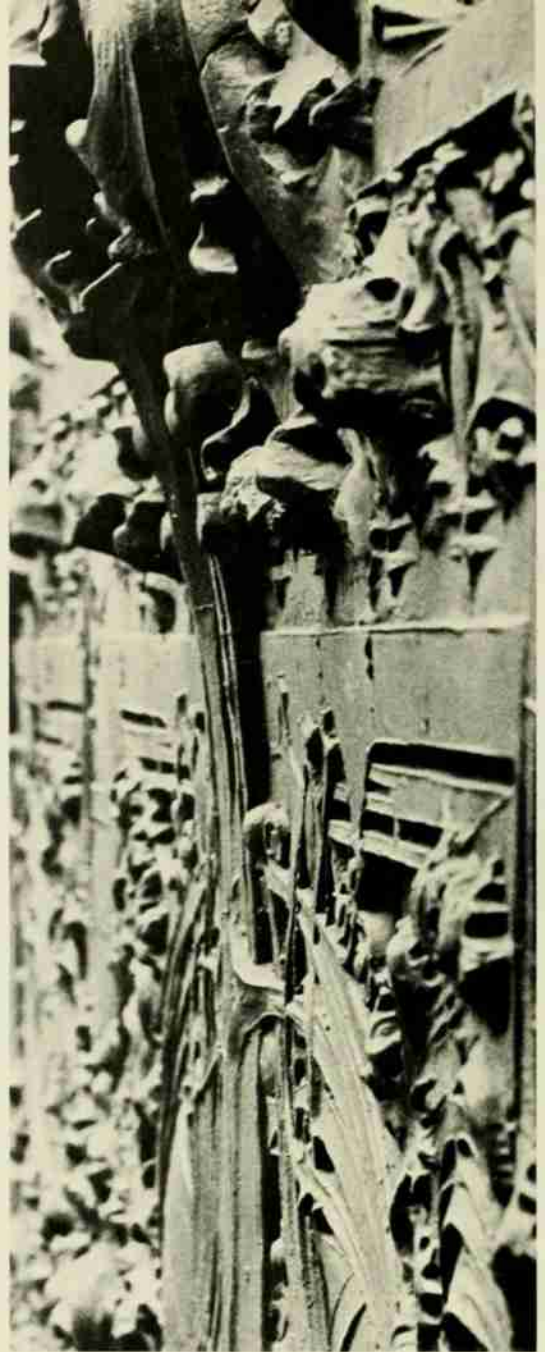




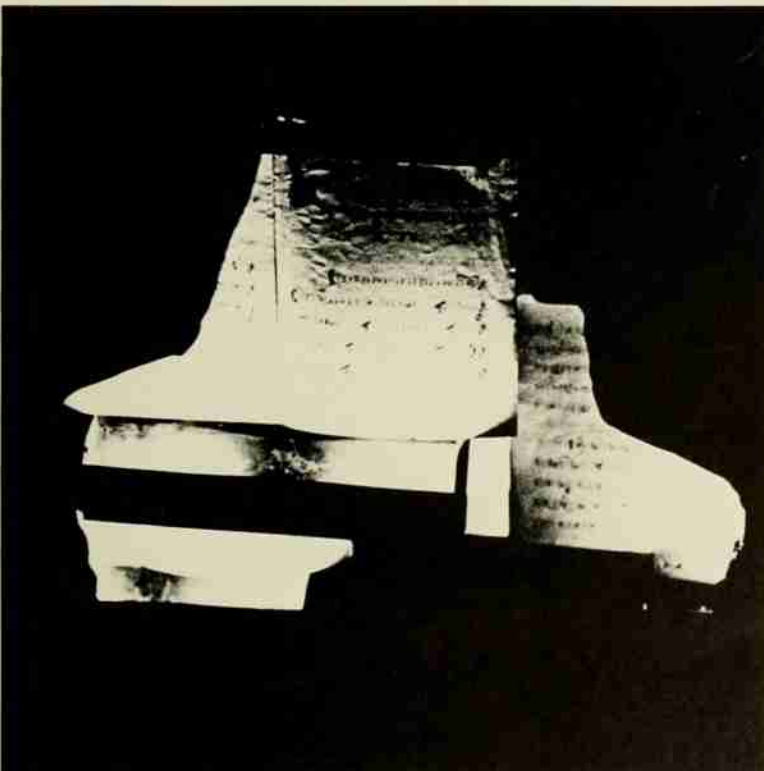


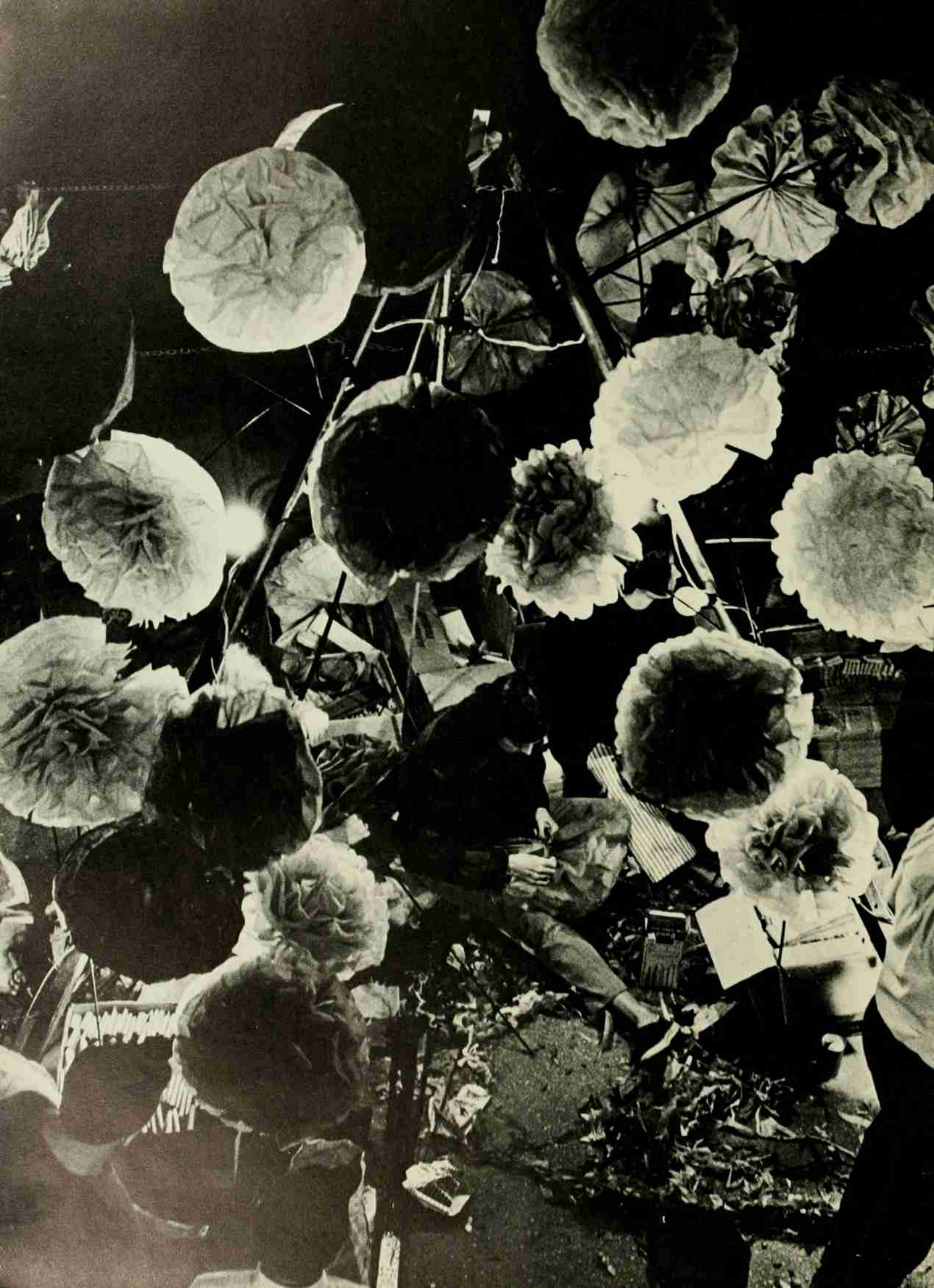




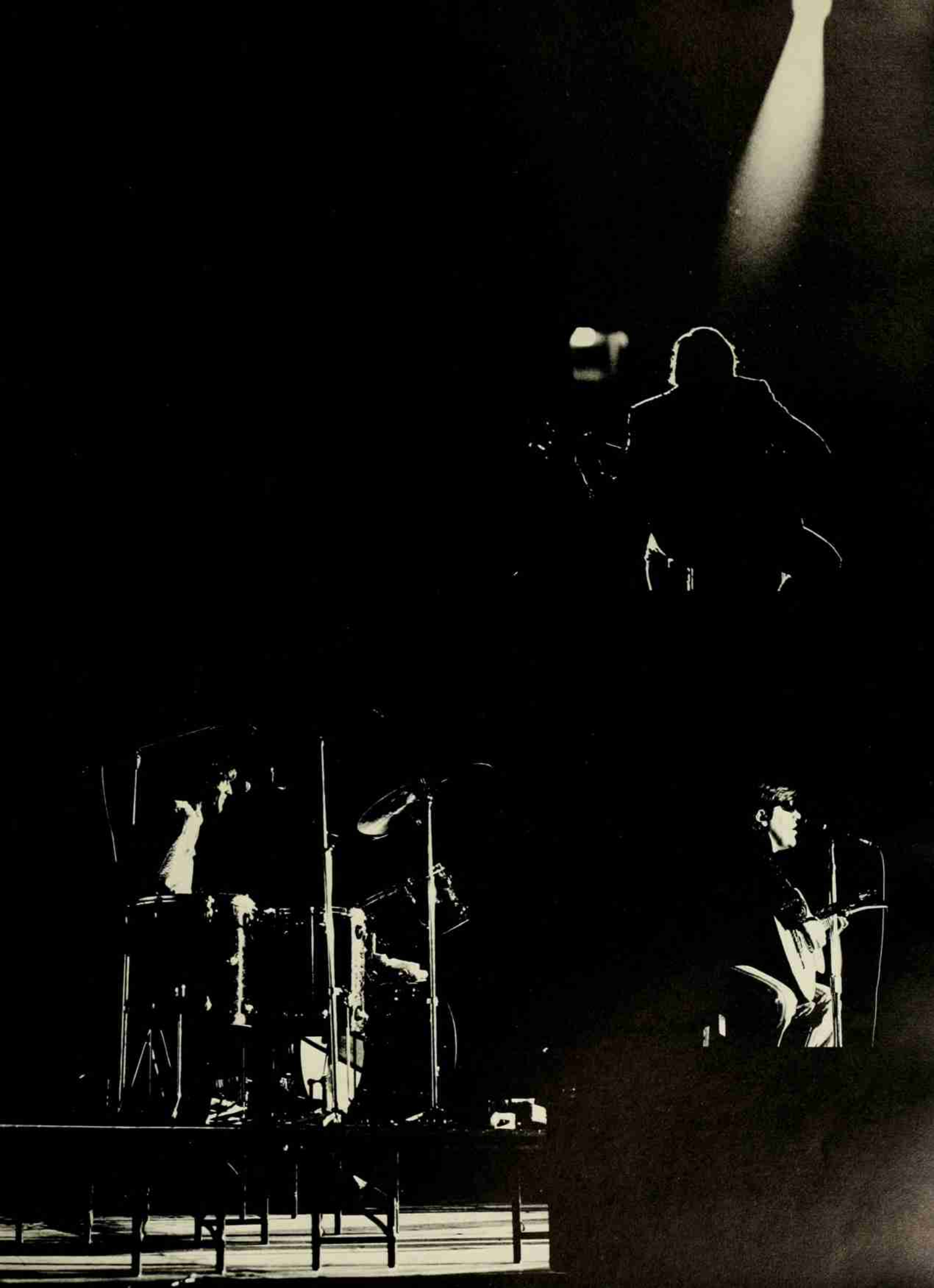






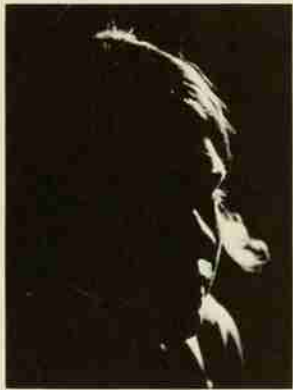












Dr. M.M. Sawhney  
sociology & anthropology

Ours is the era of uncertainties. A young mother looks at her newborn baby and wonders what kind of life this new human will lead. What kind of fundamental rights will be bestowed on him simply because he is a human? What kind of dignity will be considered essential for a man in the world in which he will live? When she thinks of the overpopulation, the problem of pollution, the apparently hopeless cleavages in the family of man and the inhumanities of man against man, she fails to get even a blurred image in her crystal ball. The irony is that the uncertainties seem to be multiplying with man's increasing abilities to create a better life for himself and for the unborn generations. It is ironical that the uncertainties are no less traumatic for those who have college education. It is ironical that the nation that had conquered more prejudices, explored more frontiers and provided more comfortable lives for more people, belongs as much to the age of uncertainties as most other nations.

A very essential question arises. What can universities do in a society where, in the words of Arthur Schlesinger, the velocity of history is constantly accelerating, where life is changing so rapidly that some of the most basic ideas, values and institutions are threatened with obsolescence? Though the question is very complex, some useful guidance can emerge from the critical examination of the explicit and the implicit assumptions and myths which have guided human life and destiny in the preceding decades, even centuries.

The university has to avoid falling prey to the assumption that the future of mankind is as certain as the amount

of knowledge we accumulate. Rather, the future is as certain as the degree of relevance of the knowledge to the world of today. One frequently hears the allegation that within a few years the "education" received by a university student becomes obsolete. That which becomes obsolete is probably not education: it is "training." Training may create a successful economy or even nation, not necessarily a successful "society." Man needs both.

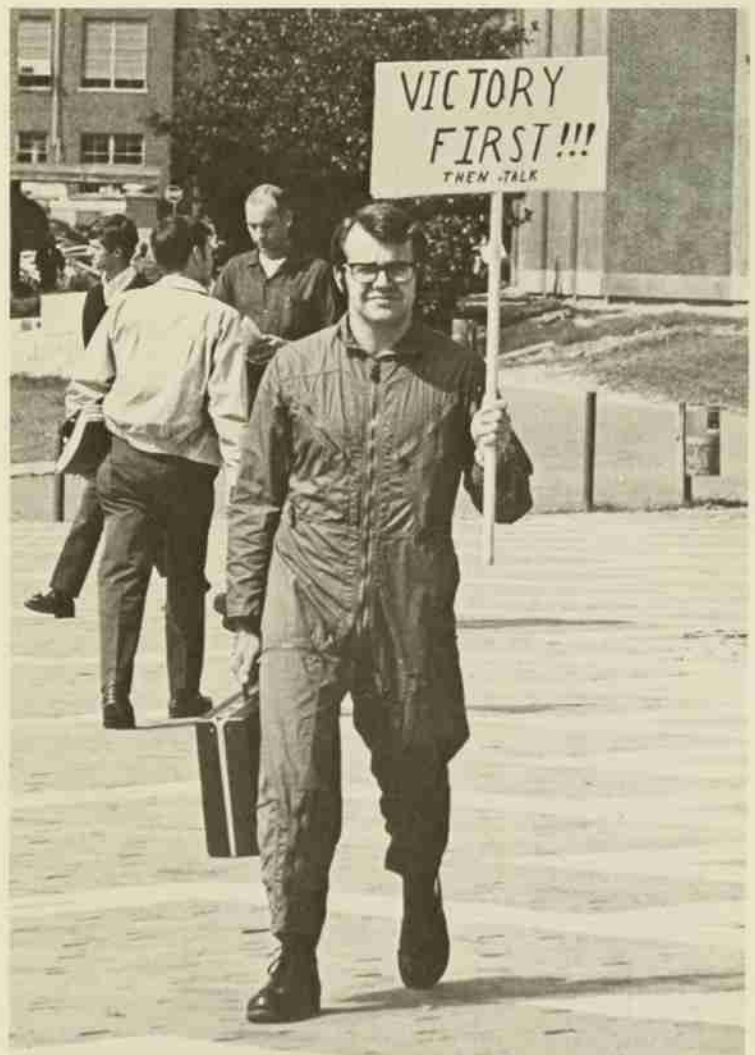
The university will need to break the myth that people can create a successful "nation" and assume that a successful "society" would automatically evolve. Maybe the university, by being kind of a personnel office feeding qualified and certified employees in business, industry, and professions, has helped in the perpetration of the myth. However, the university can feel justifiably proud of its contribution in the creation of the successful "nation." At the same time the university should endeavor to expend more energy toward the creation of successful society. Toward this goal, much more important than formal training and instruction would be the kind of status the university assigns to the student and the kind of social and intellectual environment it creates for him.

What kind of environment does the university need to create? The ideal environment is the one which is most congruent with the environment in which the student would play his future roles. In a participant democracy the university cannot justify creating an authoritarian environment. Nor can it serve any useful long-term goals by creating an environment of "perfect equality" where the administration, faculty and students have supposedly equal voice in decision-making. For, democracy by its definition can operate only in a structured society. The

university needs to emphasize equity and accept that "perfect equality" is nothing but a utopian dream.

The university of today is dealing with a very unique kind of freshman. The impact of the instantaneous world of electronic information media can hardly be over-emphasized. While these media provide an extensive understanding of the world we live in, they may not be able to provide the depth of knowledge necessary to make valid and meaningful decisions. As a result many a youth, in spite of some very admirable motives starts believing that there are two kinds of people—the ones who are free and the others who are persecuted, the ones who are enlightened and those who are prejudiced, and the ones who are for the peace sign and those who wave the American flag. The university environment needs to remove these dichotomies. In that environment the youth ought to be able to internalize that the American flag, for example, and the peace sign are not mutually elusive. The university needs to show by its deeds that the pride of being an American, or a member of any other nation, does not and should not prevent him from regarding himself as a member of the family of man. Also, the world citizen does not have to deny himself an allegiance to family, community or a nation.

In summary, I have a simple contention. The university cannot play the passive role of simply manifesting the current values of the society. Nor can it serve the society by simply defiantly assuming the role of innovator of new values. Rather, the university needs to compromise the two roles by providing enlightened guidance and the tools of analysis for man's adventure of ideas and understanding of the contemporary world.





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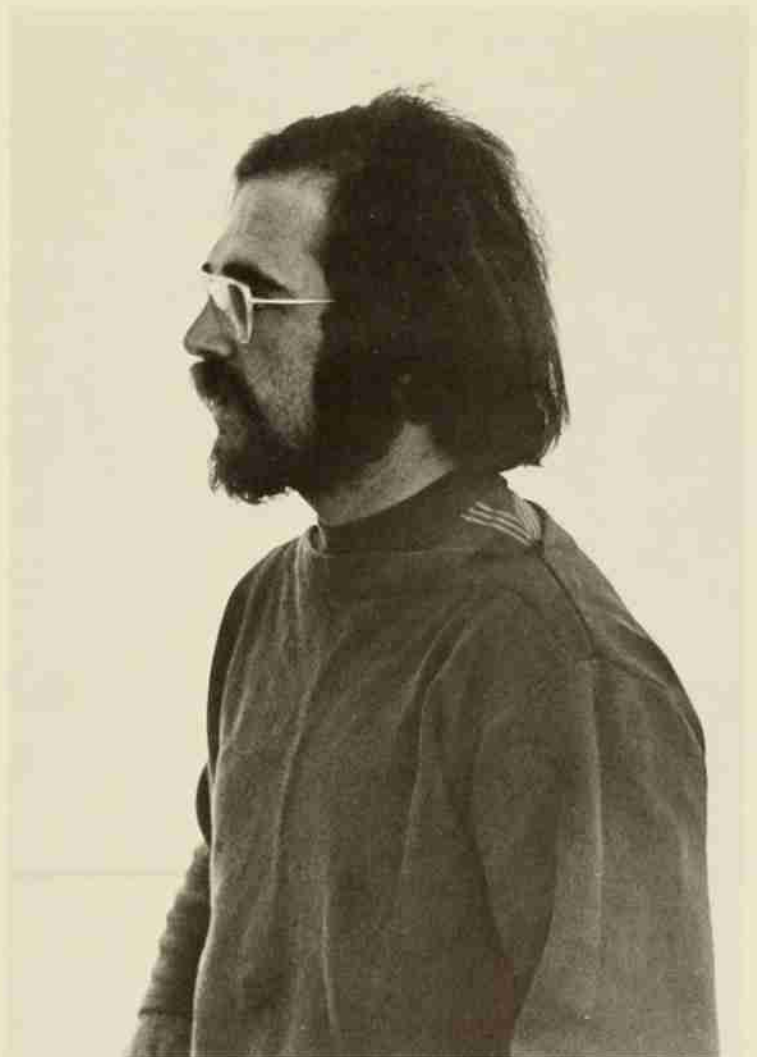
J.G. Peck  
sociology & anthropology

One of the unusual things about our society is that we are able to and willing to subsidize many if not most of our young people for a four-year period while they attend a 'university'. We not only allow them to freeload in the sense of avoiding productive labor, (we do this with our welfare people and with our Hippy groups) but we actively encourage them with bribes, subsidies, tax support and the promise of the Great Middle Class status symbol, the BA. *What* the BA is in is largely unimportant. (Ask any personnel director the difference between an Economics BA and a Sociology BA, or whether it matters if it's a Civil or Industrial Engineering degree he puts on the road with his milking machine sales team.)

One of the essences of the student-university experience, it seems to me, is that the student is afforded a four-year period to experiment with new behavior and new thoughts, new experiences and new goals—in many ways, to push his own capacities to the limits of self and beyond if possible—in an environment and within a social subsystem designed to minimize the cost of change and the consequence of failure.

In college you can change your career identity each semester, and elect courses which will allow you to 'play-act' the real-world identity you choose. Perhaps even more importantly, college offers you an opportunity to experiment with a range of ways of living, and with a range of *groups* to belong to—again, an opportunity to try on for a while a series of identities, to see how they fit, to see what kinds of satisfaction they bring. You can be a long-hair or a Frat-rat, a Commune member or a Campus Politician, and you have no commitment to it for longer than you want to dress and behave the part. It's all very temporary, very "Now", and makes no obligation on the future or the future for you.

Perhaps the secret of involvement is somehow tied up with the recognition that the University is really in the business of giving you the freedom to fail, where failure costs are minimized. To learn, to grow, to create, to move beyond what you were, means to risk a little more than you're sure about, to gamble on yourself a little bit beyond your own qualities. If, as students and teachers and administrators we can recognize this, then the University experience will be a fulfilling one.





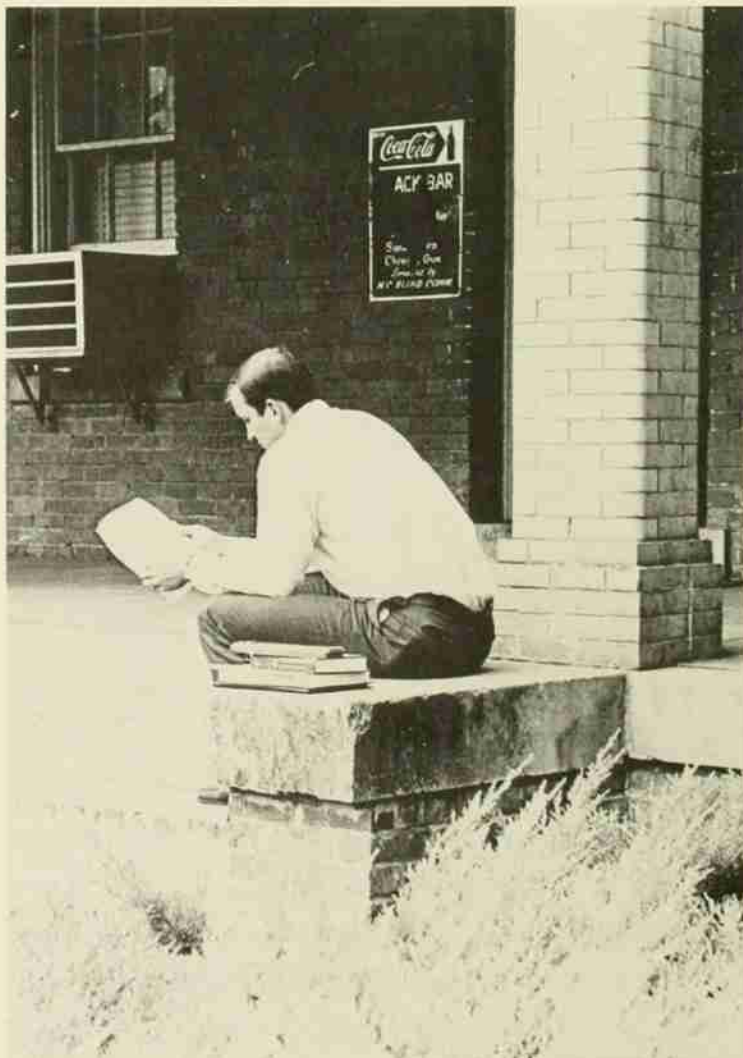
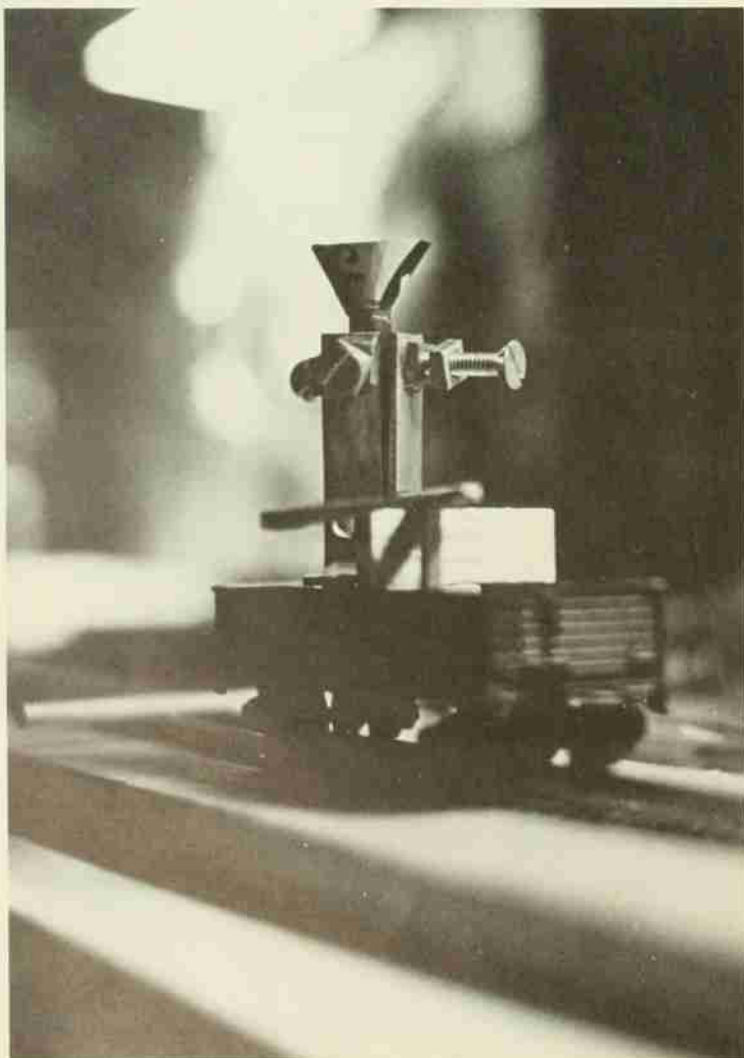
Dr. Howard G. Miller  
psychology

We live in an extremely complex society. That statement is a truism. Its constant reiteration has made it a banality. Yet it remains a profound statement because it communicates a truth about modern life that is little understood or heeded. The most significant factor in modern complex society is its dynamism, its ever changingness. We have some vague understanding of certain elements in this dynamic world, particularly of the pace of development of science and technology. But we have very little understanding of the effects of such dynamics on human existence. Unless we learn more about these effects and how to control them and prepare for them we are probably in for an ever accelerating set of problems each level becoming more sever and more difficult to deal with than preceding problems.

Human society normally develops certain social institutions as instruments to stabilize and control the world. The family, the church, the government, the business firm are such institutions. The university is also an institution with such purposes. The pattern of development of human society has been such that its institutions have been basically conservative. They have stabilized and organized the wisdom and practice of the past and carried them on into the present and projected them into the future. Most

of these established institutions have been poorly adapted to adjust to change and because, until recently, change came slowly, unchanging institutions had not so many crisis situations as are occurring today. If it was wise in a static world to develop institutions to preserve the conventional wisdom it is necessary in a dynamic world to develop institutions which enable us to understand and control change. My view is that the university is such an institution. It should be so conceived and it should be so developed.

It might be useful to examine some of the basic functions of the University in the light of this interpretation. Most of us see education as the central function of the University and I would not disagree. There are different views as to how this education should occur and concerning what its product should be. I see education as the preparation of students to assume an active role in a changing world. That is, the educational process should produce graduates who are adapted to change. This means that the educational process is one which brings students into direct contact with the world into which they will go. Seen this way the University is not a sheltered ivy covered retreat, but is a part of the world. Unless the student has direct contact with the world during his university days he will be unprepared to deal with the kinds of problems he will meet in whatever career he may







follow. There is no reservoir of knowledge with which a student may be stocked in college which will enable him to encounter the problems of a changing world. His education needs to be more a process of acquiring ways of understanding and solving problems than one of acquiring knowledge. Such an education requires an active interchange with the world.

Conventional education from kindergarten through college and perhaps on to graduate school keeps young people too long in a dependent sequestered condition. To be 22 or 23 years old and never to have lived on one's own in an adult responsible society is too much. I would favor an education that puts young people into responsible adult positions well before they graduate. There is no good reason why more students should not move freely from jobs to the campus back again during their college careers in such a way that job and education interact and influence one another considerably. In this way the working world becomes part of the university and the university is more closely allied with the world in carrying out its educational functions.

In its research function the university should be more closely involved in problems outside its walls. There is a traditional belief that scholars and students should carry on their work in a protected, quiet eddy of society; that the independence and disinterest necessary for effective scholarship requires the ivory towers or the ivy covered

walls. Traditional scholarship does flourish in such surroundings. The task of the university, though, is not merely to preserve the old tradition but to be the major institution enabling a modern dynamic society to understand and control change which involves human relationships and human aspirations and frustrations as the central problems. Understanding of such phenomena does not come from quiet scholarship in cloistered halls. It can only come from the direct study of these problems as they occur. We need to learn better how to do this research and how to relate to the more conventional scholarly research we do in the laboratory.

The third function commonly named for universities, particularly one such as ours, is extension. So that even traditionally land grant universities are deeply involved in the affairs of the world. And it is a great tradition—one that has contributed more than we can count to the wealth and productivity of a highly developed society. But we need now to extend ourselves beyond the problems of agricultural and industrial productivity into providing service and education of all sorts to the great mass of poor and victimized people in this State—much more than we have before, even though our contribution has been great.

So I conclude that North Carolina State University and its students must if we are to serve a useful purpose become deeply engaged in the problems of the modern world as a bold and enterprising institution.





Dean R. Preston  
forestry

Today one frequently hears the comment that the Universities are losing their relevance, that they are not in tune with the times. I would like to pose the provocative question that perhaps the problem with the Universities is that they have become too relevant, that they have moved so far from the "Ivory Tower" concept into the pragmatic that they are in danger of not fulfilling the role Society so desperately needs of providing the centers for the search for wisdom and truth, for the nobler development of the human spirit, for individual and collective freedom of thought and expression and for an enlightened liberalism.

Before examining this question we need to review briefly where we are and remind ourselves that we are living in what is probably the most revolutionary period in the long history of mankind. The tempo of change in our everyday world is faster than most of us can comprehend. These changes, often bewildering in their intensity, are not restricted to science and industry, but as we so well know they involve every facet of our existence and well being. Problems of urban decay, rural poverty, race relations, social mores, political extremism, yes, and even values of what we consider minimum conformity and common decency involve us all. Politically we seem pushed from any comfortable "middle ground" toward an extreme of left or right with a vocal minority apparently bent on total anarchy. Indeed thoughtful people are asking the question, "Can mankind, through the social and

political structures he has evolved, successfully adjust to the tremendous changes confronting him?"

Equally profound and complicated are the changes in science and education brought on by the unprecedented knowledge explosion. We are told that the sum total of human knowledge is doubling every ten years, that 90% of all research scientists who have ever lived are alive today, that scientists in the next 15 years will learn as much about the physical universe we live in as they have in the entire past, that the unlocking of the genetic code can lead to altered and improved forms of life (including human) that tax the imagination. Since World War II our expanding technology has made possible fantastic developments in space exploration use of atomic power, automation and computerization medicine and indeed in the gadgets that "bless" our everyday lives such as color television, power mowers and (soon) supersonic transportation. Indeed our gross national product has doubled during this period, bringing to the average American an affluence never dreamed of a generation or so ago and it is estimated that the average family income will rise to \$11,000 in 10 years.

With these remarkable achievements have come formidable and perplexing problems, such as decay of our cities, serious deterioration of the total environment, hard core areas of poverty, racial friction, a probable loss of idealism, and a feared weakening of our overall national character. At one and the same time our society has given its people material wealth and living standards never before approached and contrariwise an unprecedented



leak of confidence in, and dissatisfaction with, our whole "establishment."

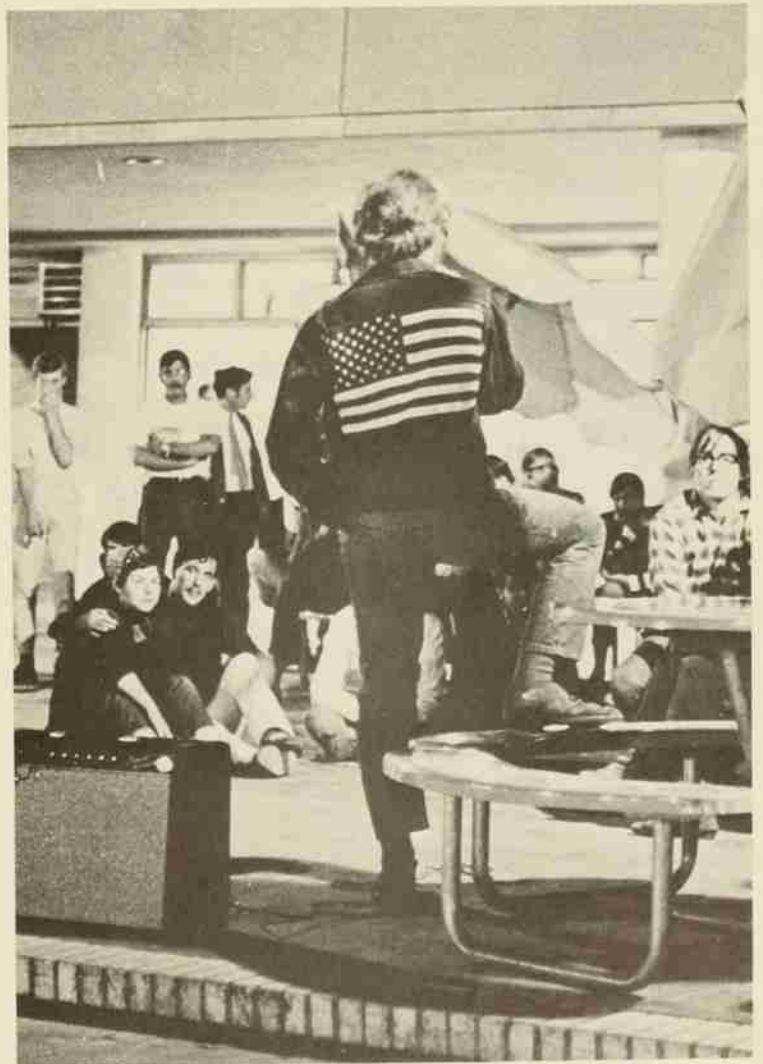
This revolution, and it is a revolution, has profoundly affected American education. When Russia sent the first sputnik into orbit, it produced the shock this country needed to awaken us from a long held complacent sense of superiority. The day of the "egghead" had arrived with a feverish realization of the importance of science and education to survival, and the lot of the scientist and the professor was raised several notches in our society's scheme of things. During these recent years substantial changes have taken place in the rigor and quality of our educational process from the grammar school through the universities. Gone from most campuses is the old easy going "Joe College" attitude and students are challenged and taxed to a greater extent than ever before. Many feel the educational standards have been raised too high too fast, with resulting unwholesome tension building up in many students leading to a narrower education with less emphasis on how to live and how to be a well rounded citizen in a democratic society.

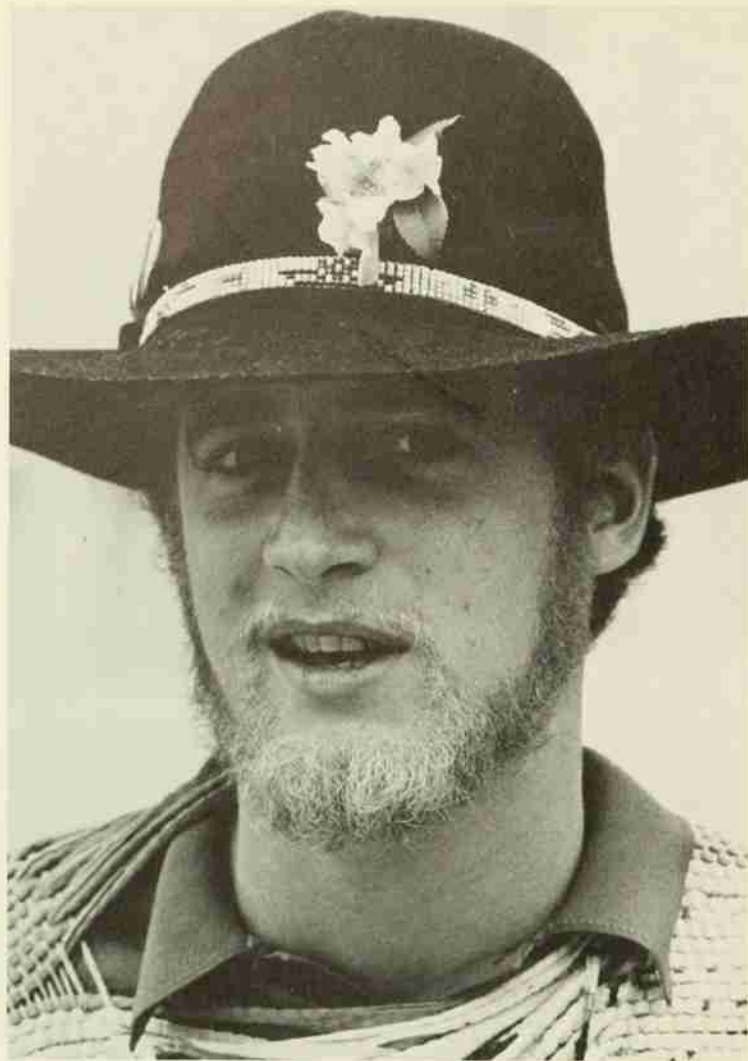
The free world, in its struggle to survive against opposing ideologies in this nuclear age and to solve the pressing problems brought about by the knowledge explosion, has been turning more and more to the universities to solve the more difficult problems. Federal, state and city agencies as well as industry have sought the assistance of the trained minds available on the universities' campuses, often with substantial finding. As a result many of the most qualified faculty members have assumed increasing re-

search responsibilities and in place of their more easily paced, individually selected research projects have turned to practical problem-solving programs. This was and is deemed in the nation's interest, really a patriotic and commendable trend in these troubled times. Further the research programs have been greatly enlarged as funds in, until in some instances students felt their needs and importance had been relegated to a secondary note.

This growing dependence on the universities in tackling the nation's problems has been a major cause of recent campus unrest. The more competent the faculty member, the more burdened he is apt to be, the less time he has for an intimate relationship with his students, and the less time he has for contemplative, creative thinking. Universities become like corporations, where pressures for answers cause priorities which preclude the easy, informal practices of the past.

Never have universities been so relevant to the needs of their society as they are today. Never has society so needed such relevance. Gone is the image of the professor as the long-haired, fuzzy-thinking idealist (one wonders if this has been transferred to his students). I'm not sure the loss of this image is all to the good as I wonder if the pressured life of today's productive professor, with its pragmatic demands and lack of time for creative contemplation, can produce another Albert Einstein. Be that as it may, and contrary to an often voiced criticism, I suggest that the university today is highly relevant to society's needs. Indeed, is it not too relevant?



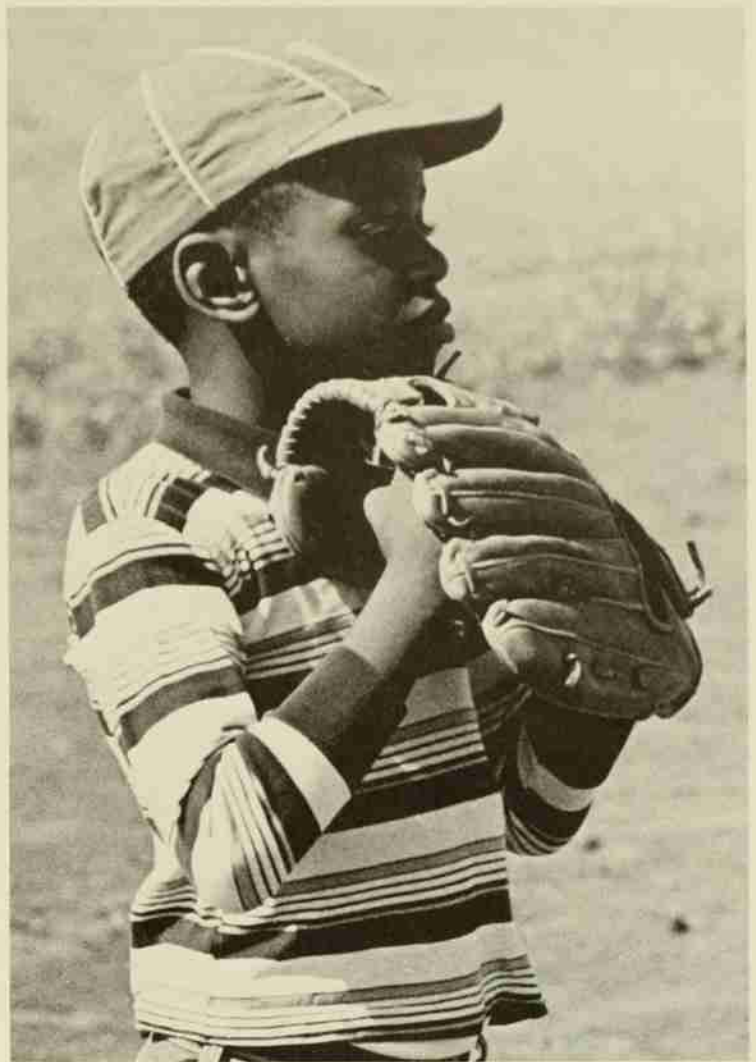


Dean Fadum  
engineering

If it is possible to define the role of a university in one sentence, it might be said that its prime purpose is to serve as a repository and dispenser of knowledge and of the techniques of applying knowledge to serve the needs of man. To these ends, its prime functions including teaching, research, and extension. First priority must go to teaching. The university serves society collectively by preparing its constituents not only how to better earn a living but equally importantly how to better enjoy living.

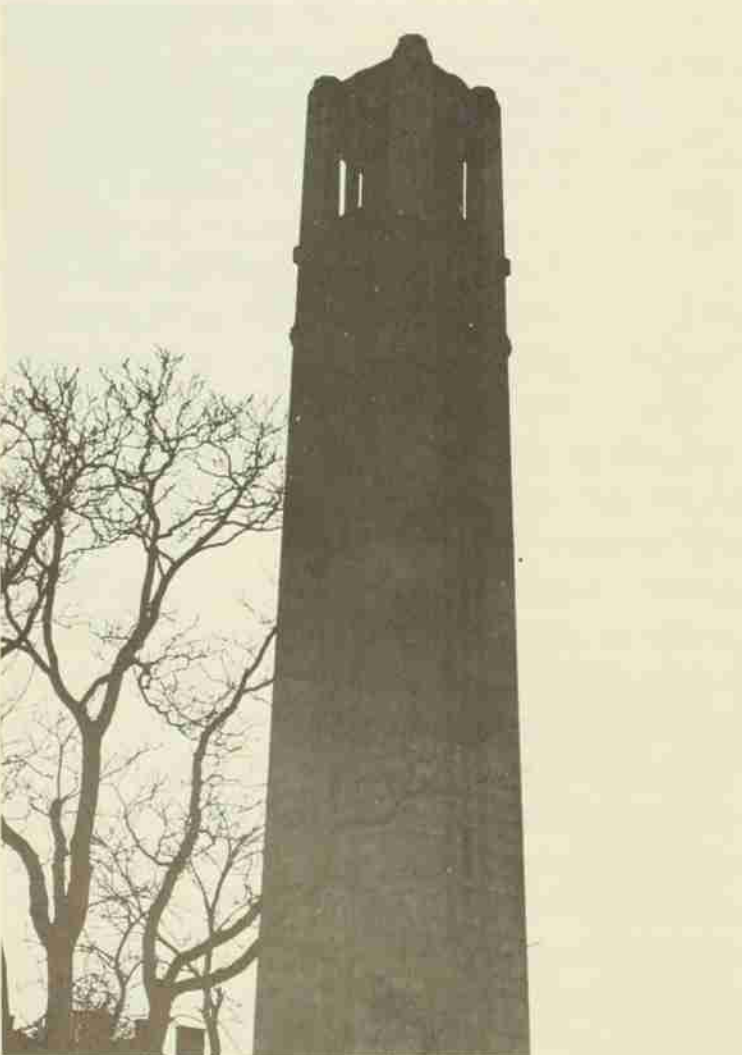
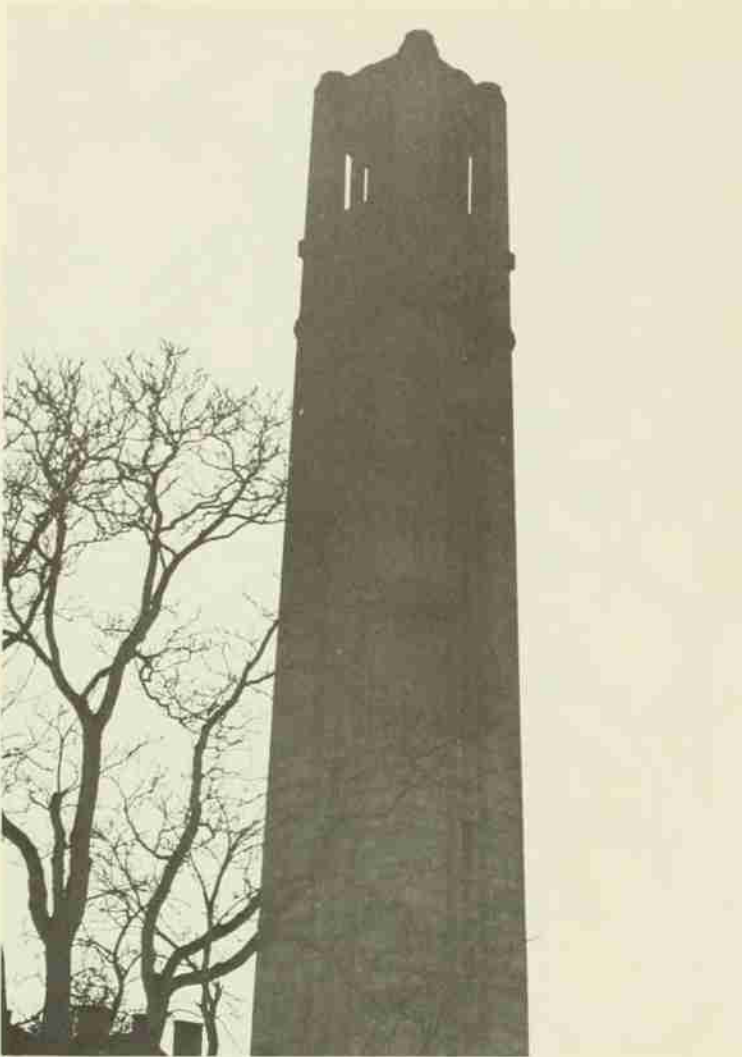
Those of us who are engaged in engineering education are especially concerned as to how we can best prepare our students to meet the needs of the future, a future in which technology is developing at an ever-accelerating rate. The types of problems that confront us today and loom in the future are complex, multi-dimensional problems, the solution of which require consideration of social and political dimensions as well as physical features. The problems with which the students of our engineering schools of today will be confronted during their practice cannot now even be predicted. The technology for their solution has therefore not yet been developed. There is





accordingly a very real risk that today's engineer will become obsolescent unless he is educated in such a manner that he is made to recognize that his learning has only begun at the time that he embarks on his professional career.

This June's graduate will be practicing to the year 2010. If we examine the developments of the past forty years and project from this what the next forty years holds in store, we see the futility of trying to prepare our students with the technology that will keep them current for the next forty years. Thus, it seems to me that our major objective should be to seek to teach the student to teach himself. If this objective can be achieved by the time of commencement, the student will be as well prepared to meet the challenges of the future as we can prepare him within the constraints of the classroom. If we accept this objective, we in teaching should be more concerned with how we teach than with what we teach. If we have given our students the background that will enable them to decide what is important for them to know and if we have assisted them in acquiring the ability to learn this on their own, I for one would not worry too much about their future. Our future will be in good hands.



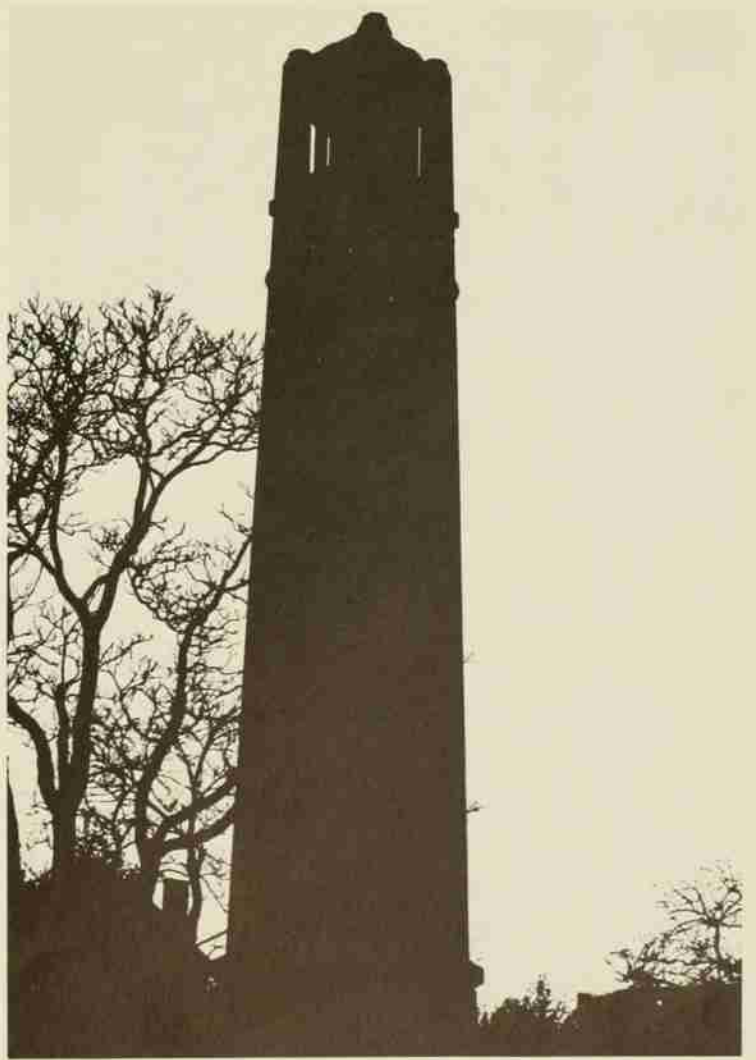
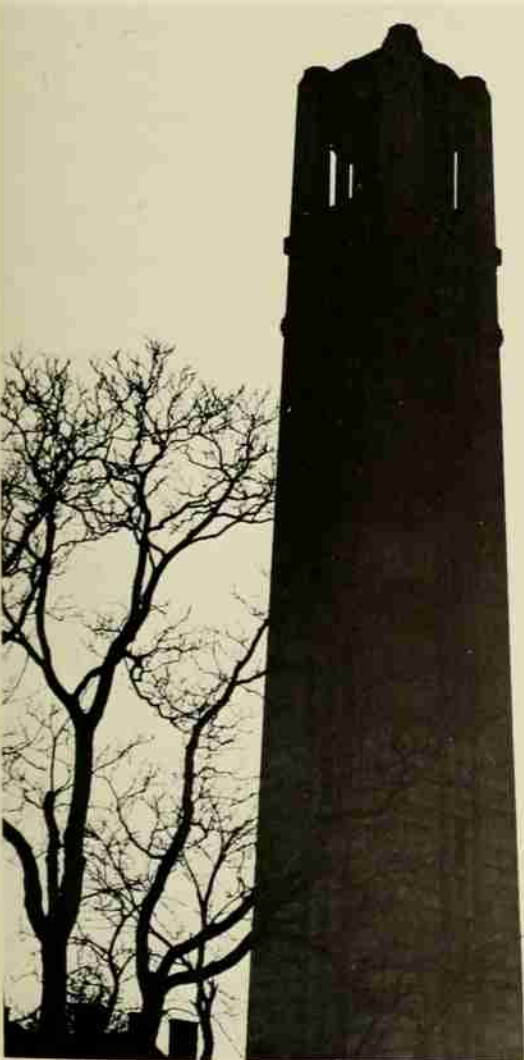
### Chancellor Caldwell

The search for a simplified pat description of the role of the university in today's society is bound to result in broad generalizations on the one hand or a multiplicity of notions on the other. I doubt that universities can or should be conceived as something radically different from what they have been for a long, long time.

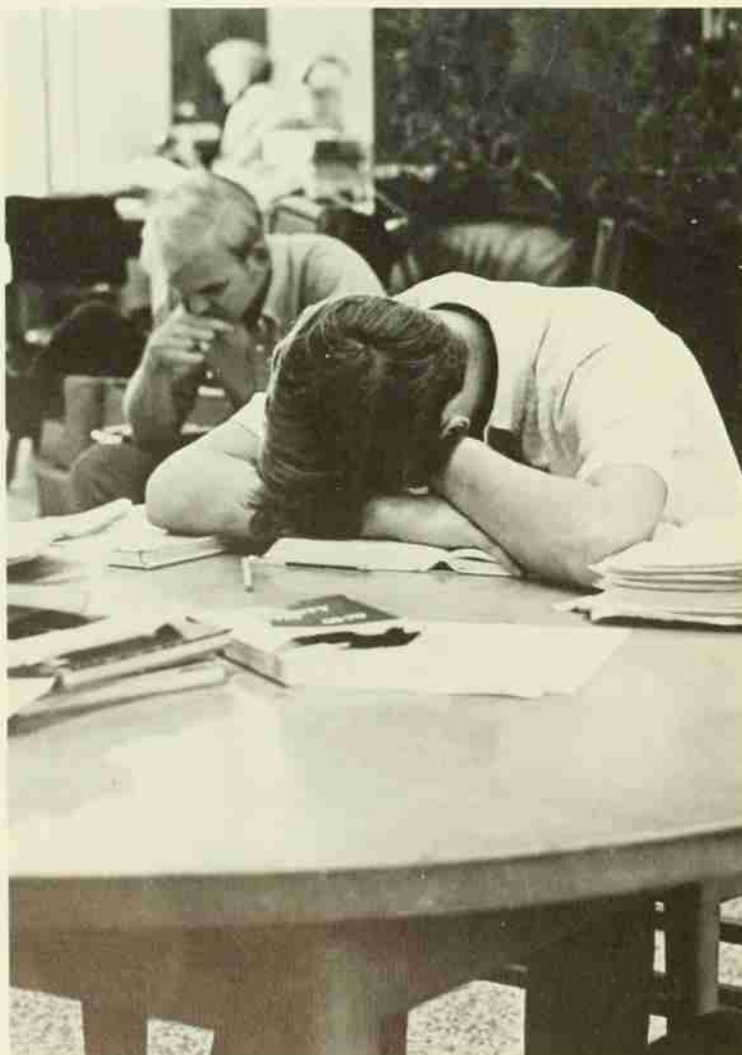
Universities have been generators of knowledge, they have been repositories of knowledge, and transmitters of knowledge. Universities have been stimulators of learning, inspirers for youth, and teachers of intellectual disciplines. Universities have been molders of the society, critics of society, and servants of society. All these things universities must continue to be. Indeed it has become extraordinarily important for universities to be all of these things if our civilization is to continue to develop toward greater freedom and well being for all the people.

We cannot assume that any university or universities collectively have performed their role with complete adequacy of impeccable efficiency. Indeed there is always evidence available to suggest that the learning process can be more stimulating, less wasteful, and more meaningful in the lives of individuals and communities. Similarly, we have not yet in all areas of endeavor found the best way for campus expertise to serve the society.

All this is to say that thoughtful students, faculty, administrators, and trustees, supported by those who furnish the money, must work hard and creatively to insure the continued vitality of the institutions called universities. It is also evident that mechanisms for policy making and program planning within the university can use overhauling. But this is a process that does not in itself deny the accepted role of the modern university.







**Jim Branden  
senior**

Practically speaking and from the undergraduate's perspective, the American university is financially a product of the establishment. When you get this straight, universities make a lot more cents (sic). They are maintained as a service to the establishment to provide the perpetuating societal ingredient: educated youth. Students are committed to the establishment requirements (which meet the standards set by the system) to guarantee our success.

The system defines the goals, states the methods, and the measurements. It decides what is necessary to "meet reality." Some of the things an educated student must learn are:

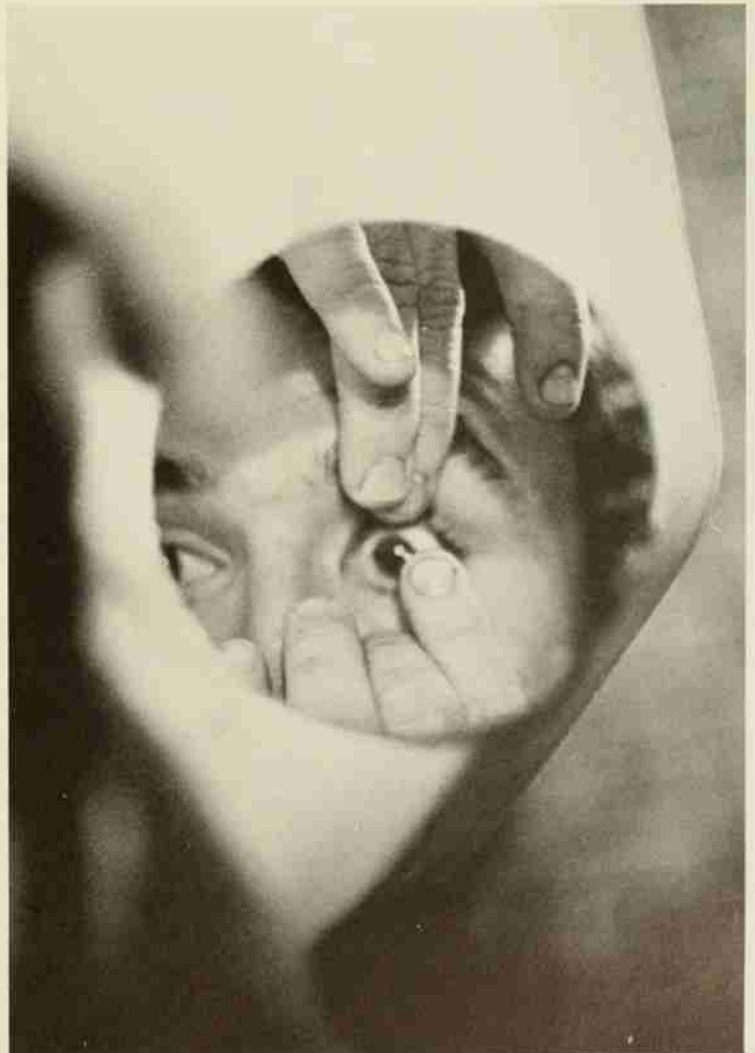
- 1) how to do the irrational (assigned by a teacher of any rank)—reality is that some day you will have a boss,
- 2) to see life relatively and not hang up on details—reality is that babies wear diapers,

3) put up with the stereo in the next suite—reality is that others have rights which can infringe on yours (not everyone is white you know),

4) be the “yourself” (person) that society will accept—reality is that they have institutions for people who don’t see it their way,

5) know more, and be better than those around you—reality: know more people with better “pull” than those around you.

So when I came here I wanted what this service bureau had to offer: societal certification. After certification is conferred, I want to improve the areas in which my abilities have been developed through education. The perpetuation of any successful system depends on the input of new and better parts. The parts of my generation committed to society are going to improve it. We will use our educations to fit in, to better, and to perpetuate; we are products of our society, and I’m glad I attend a good university.















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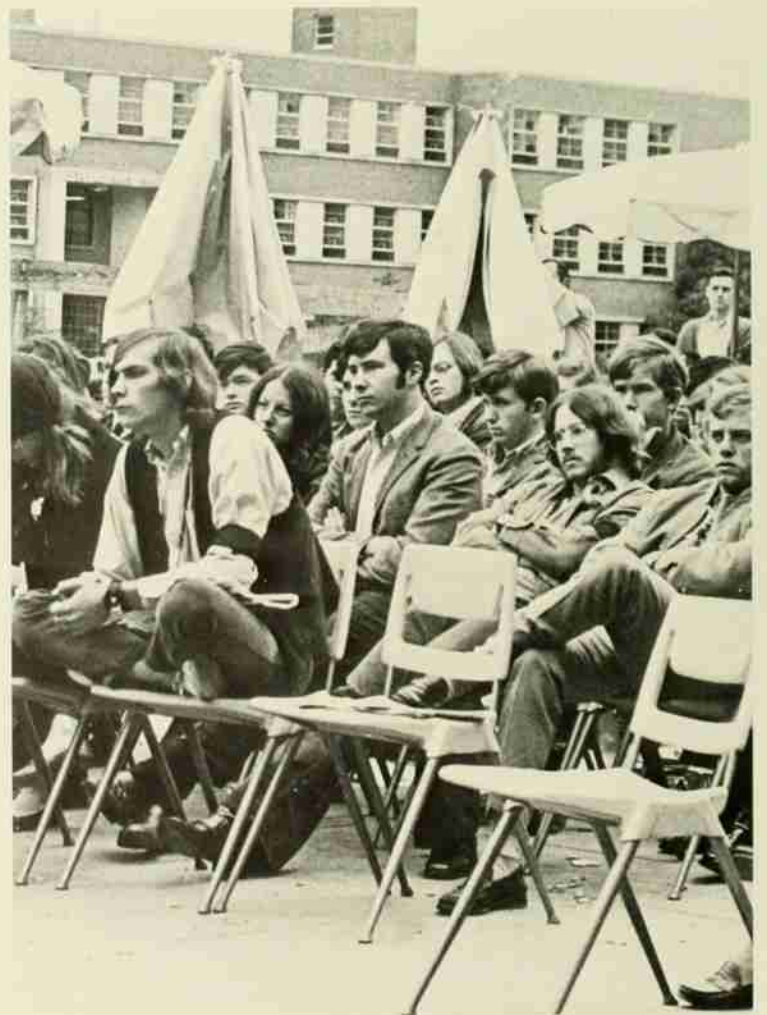
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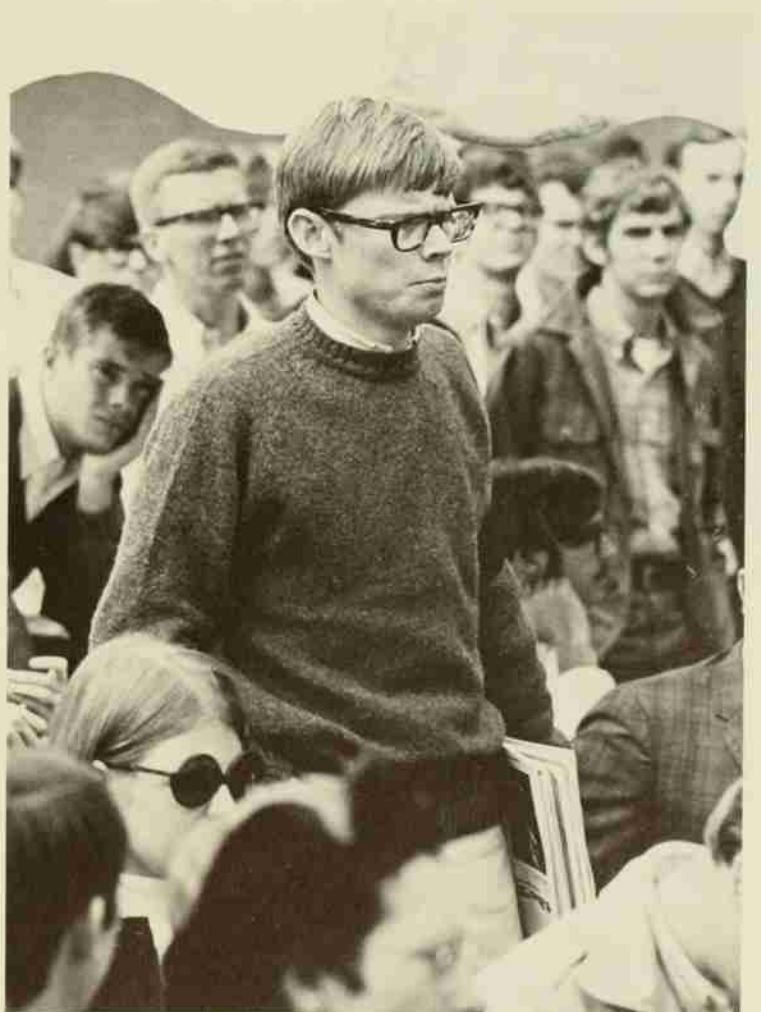
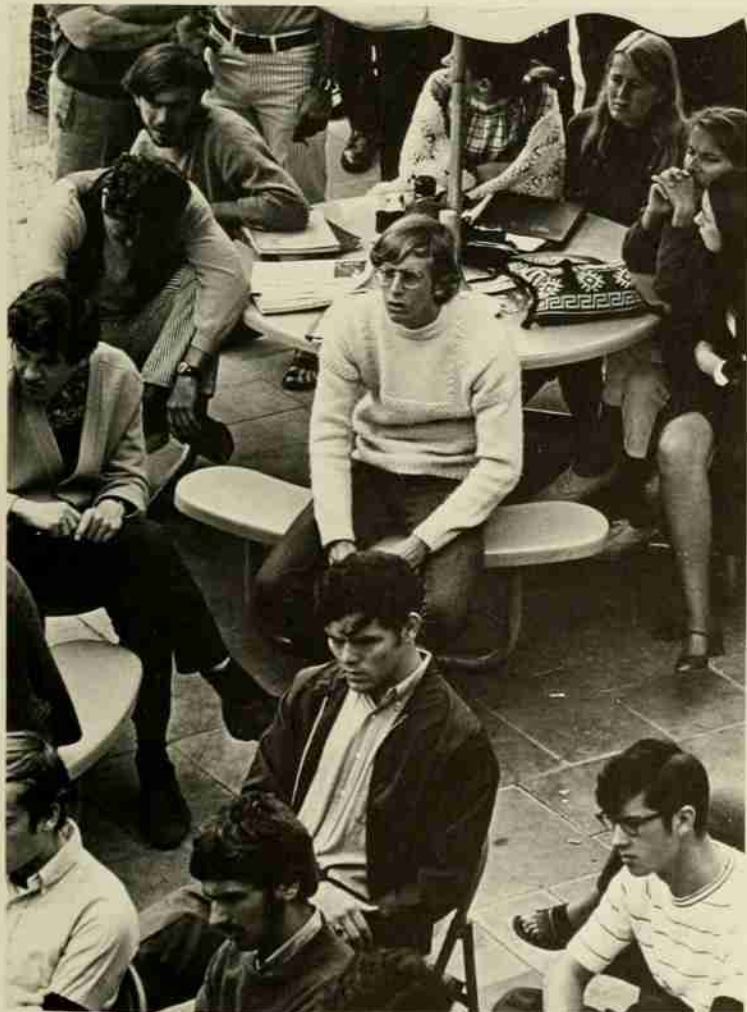


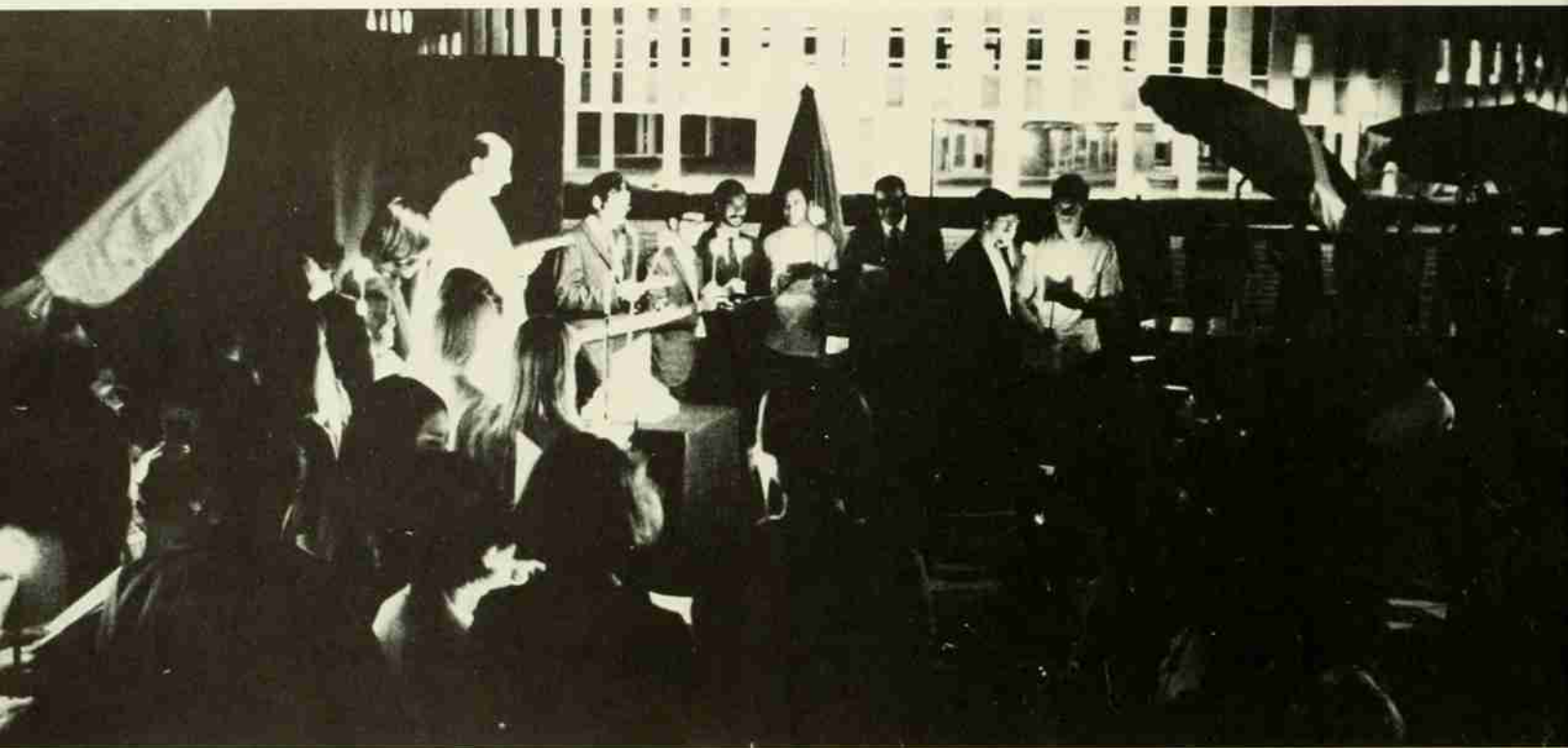






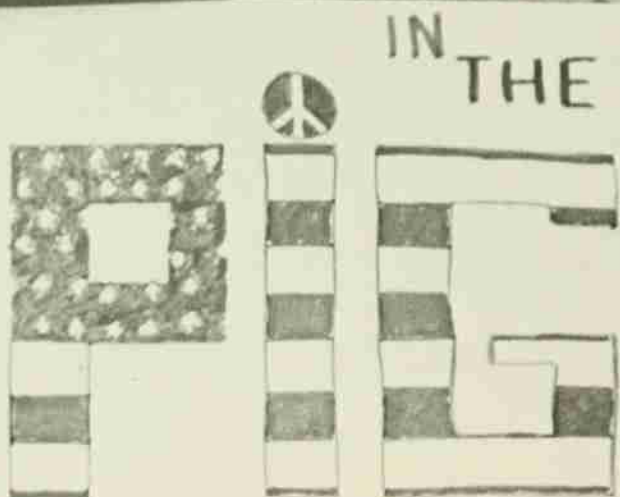












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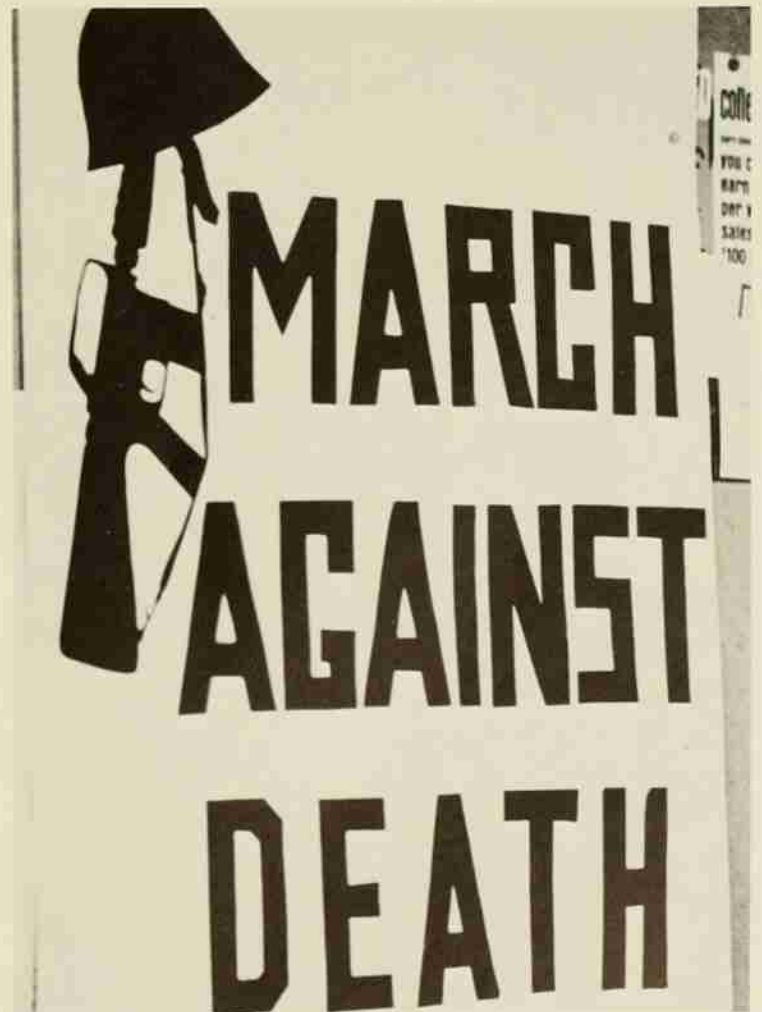
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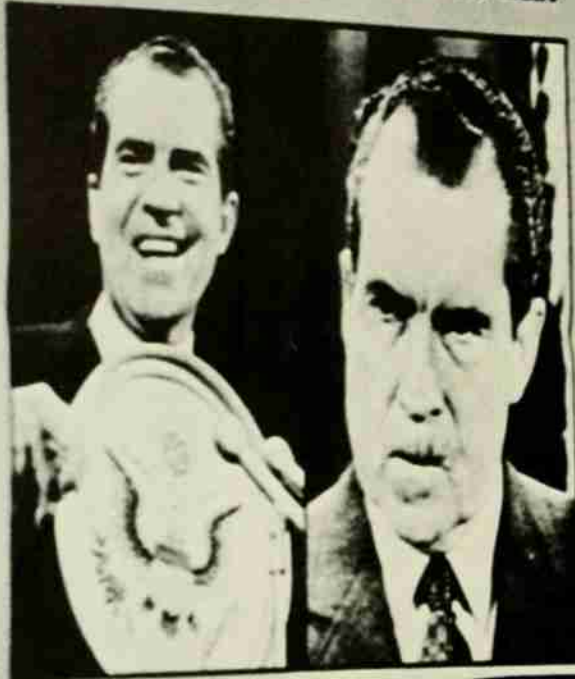
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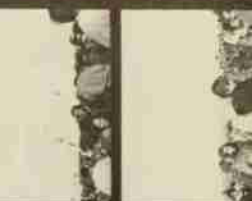




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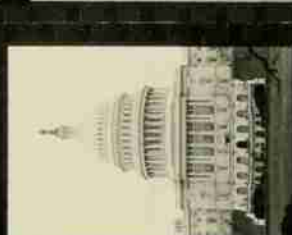
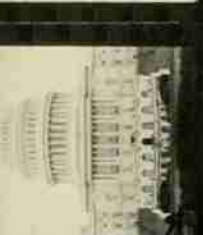
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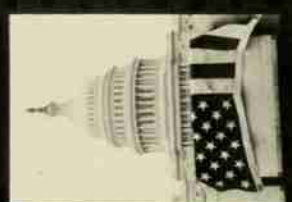
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MOON 1968 48009

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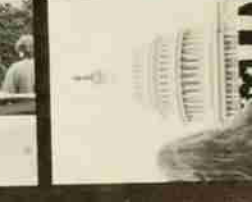
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MOON 1968 48009

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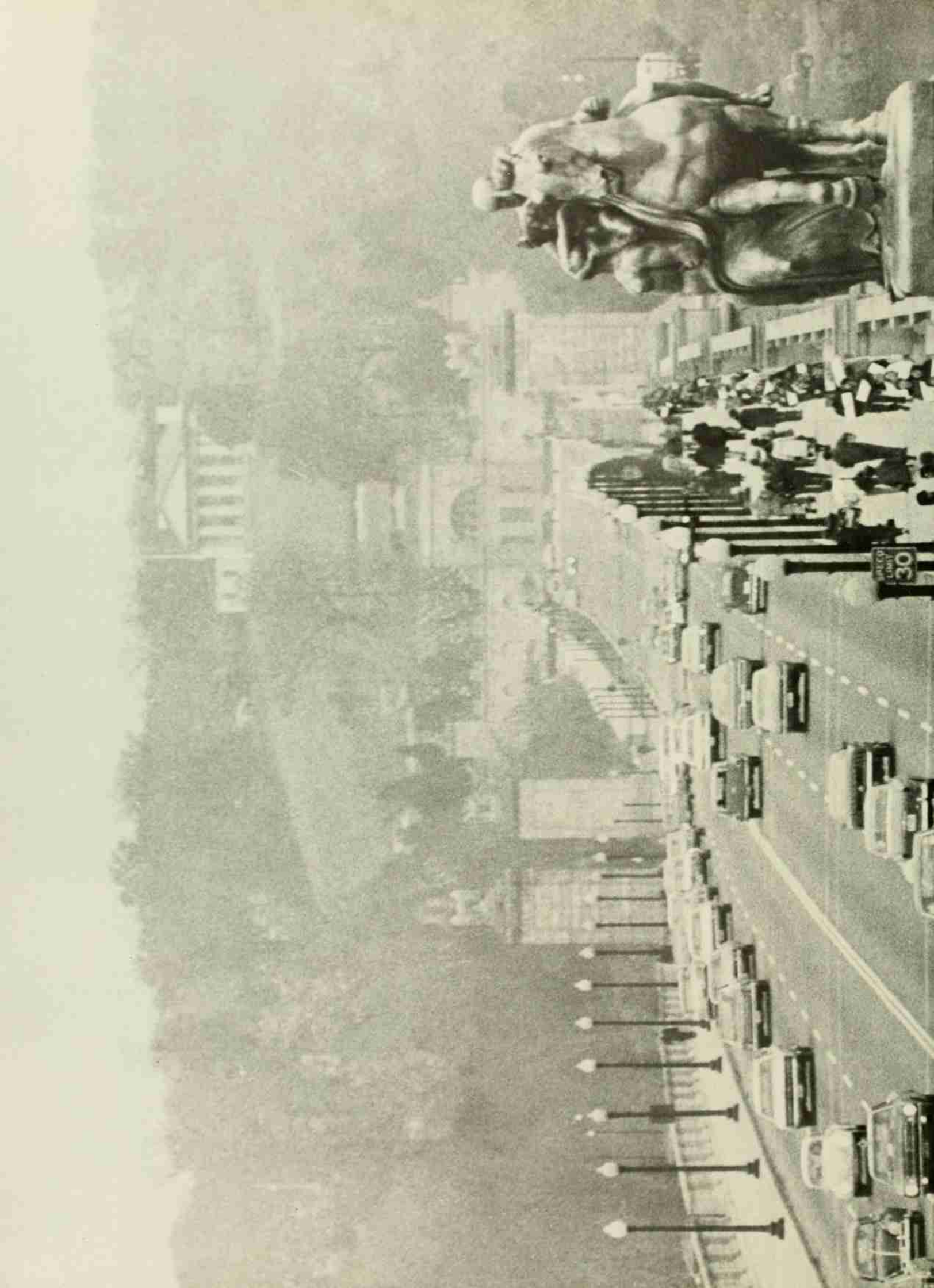


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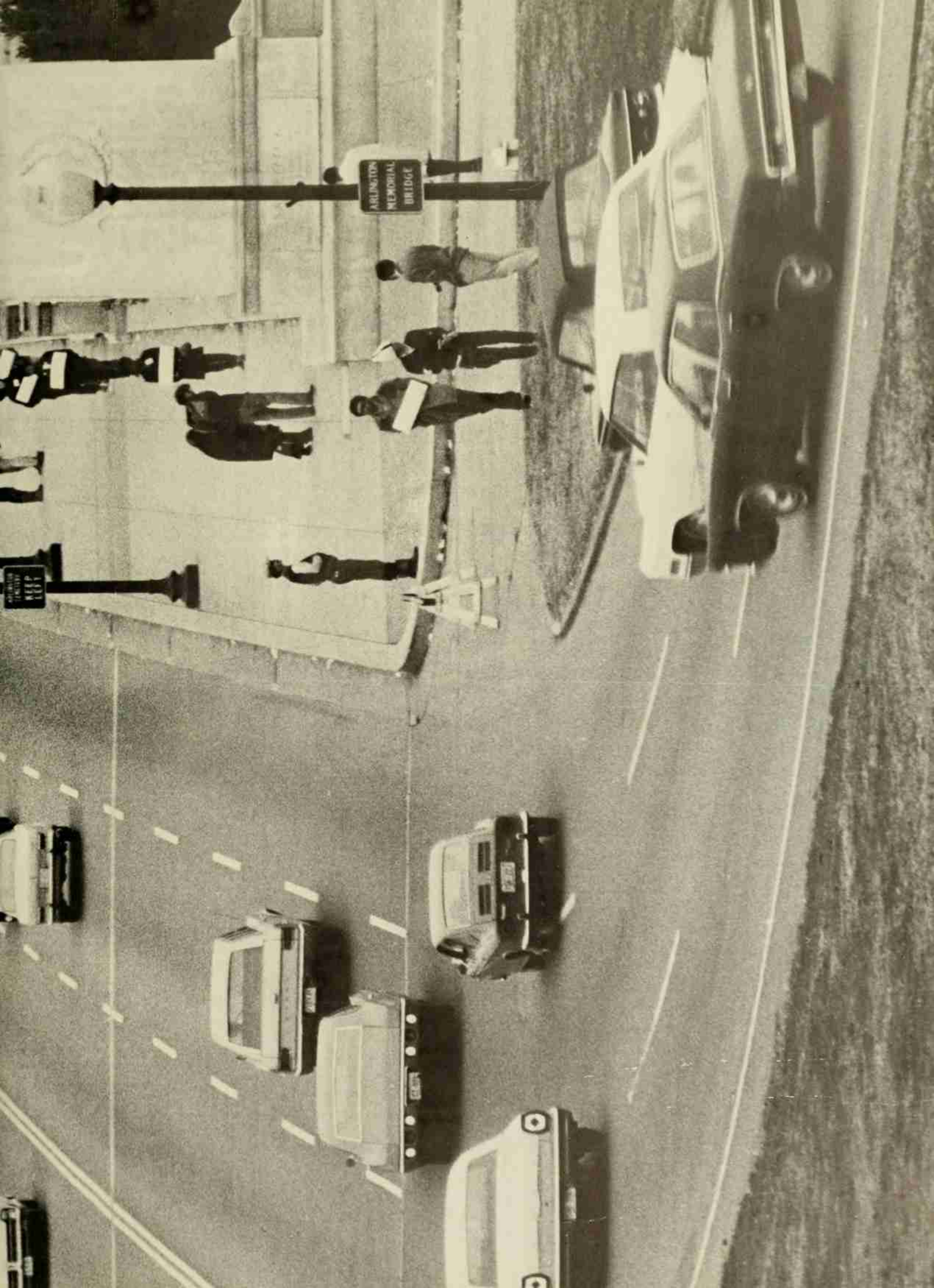
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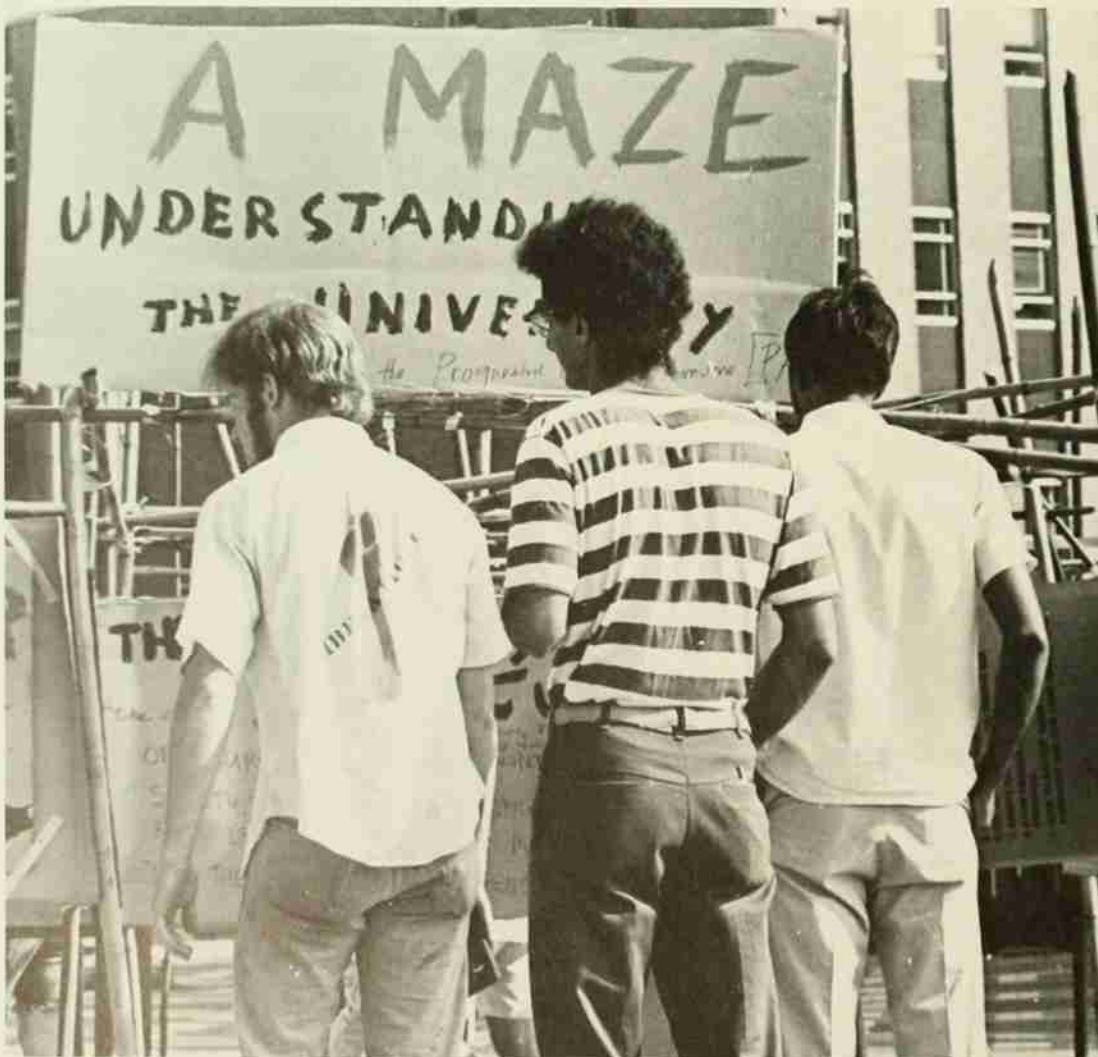


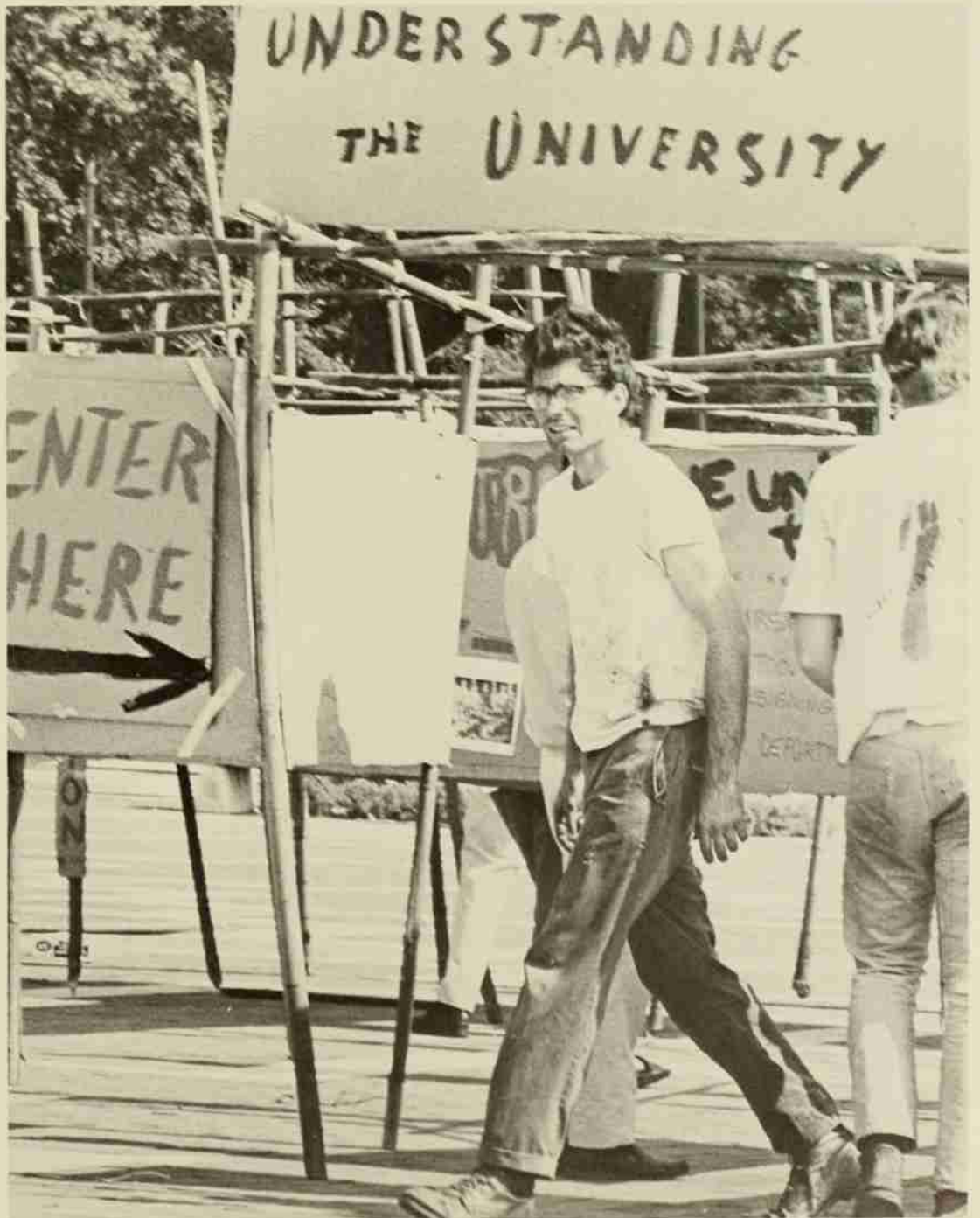




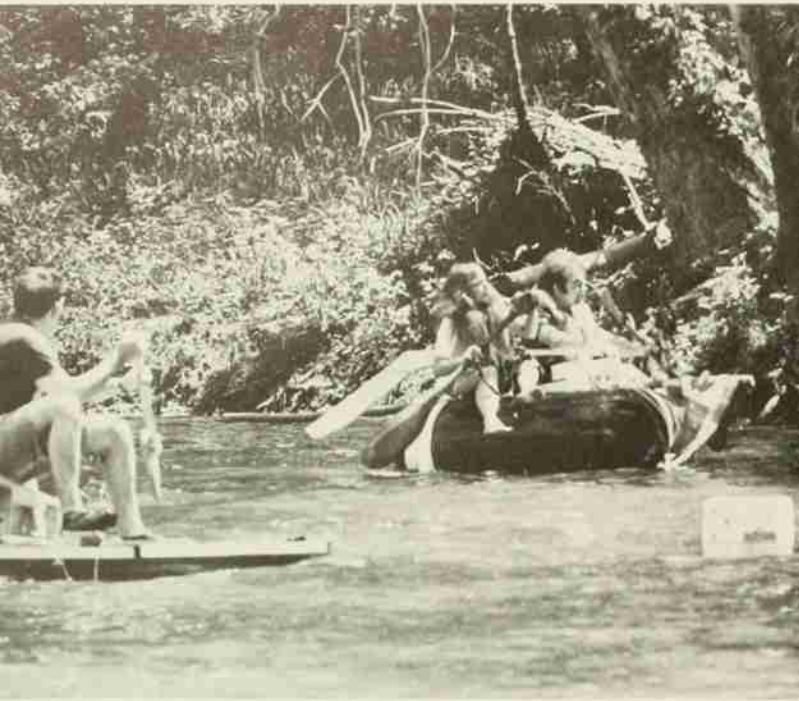










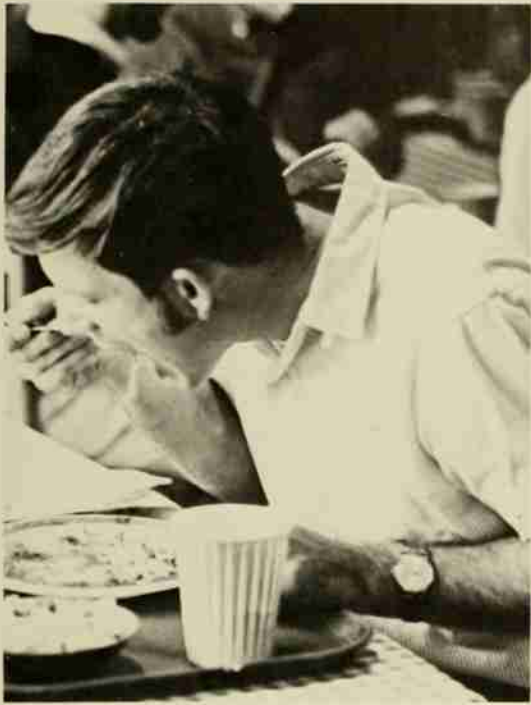


















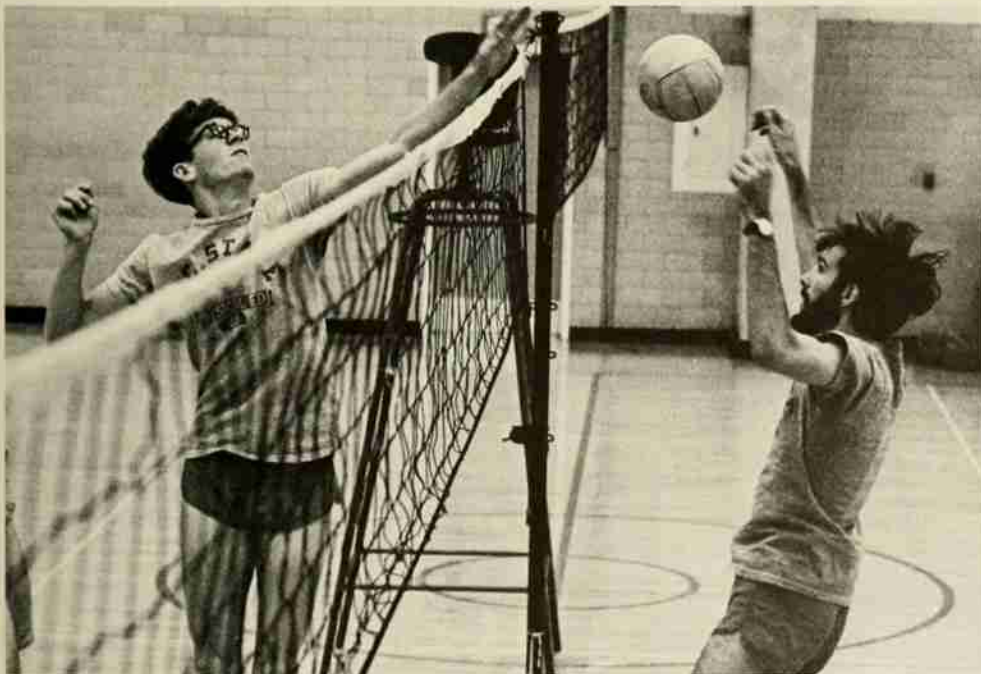
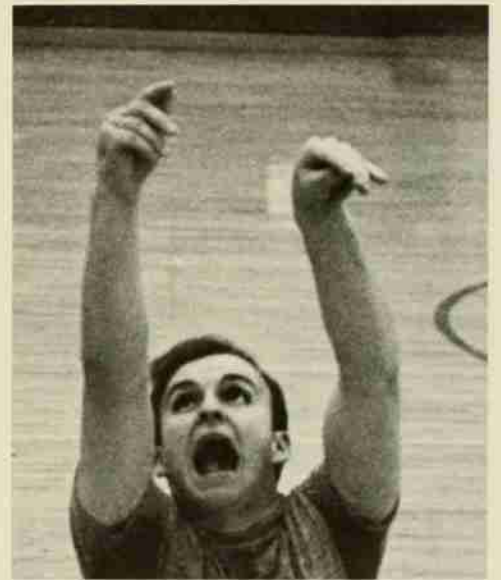




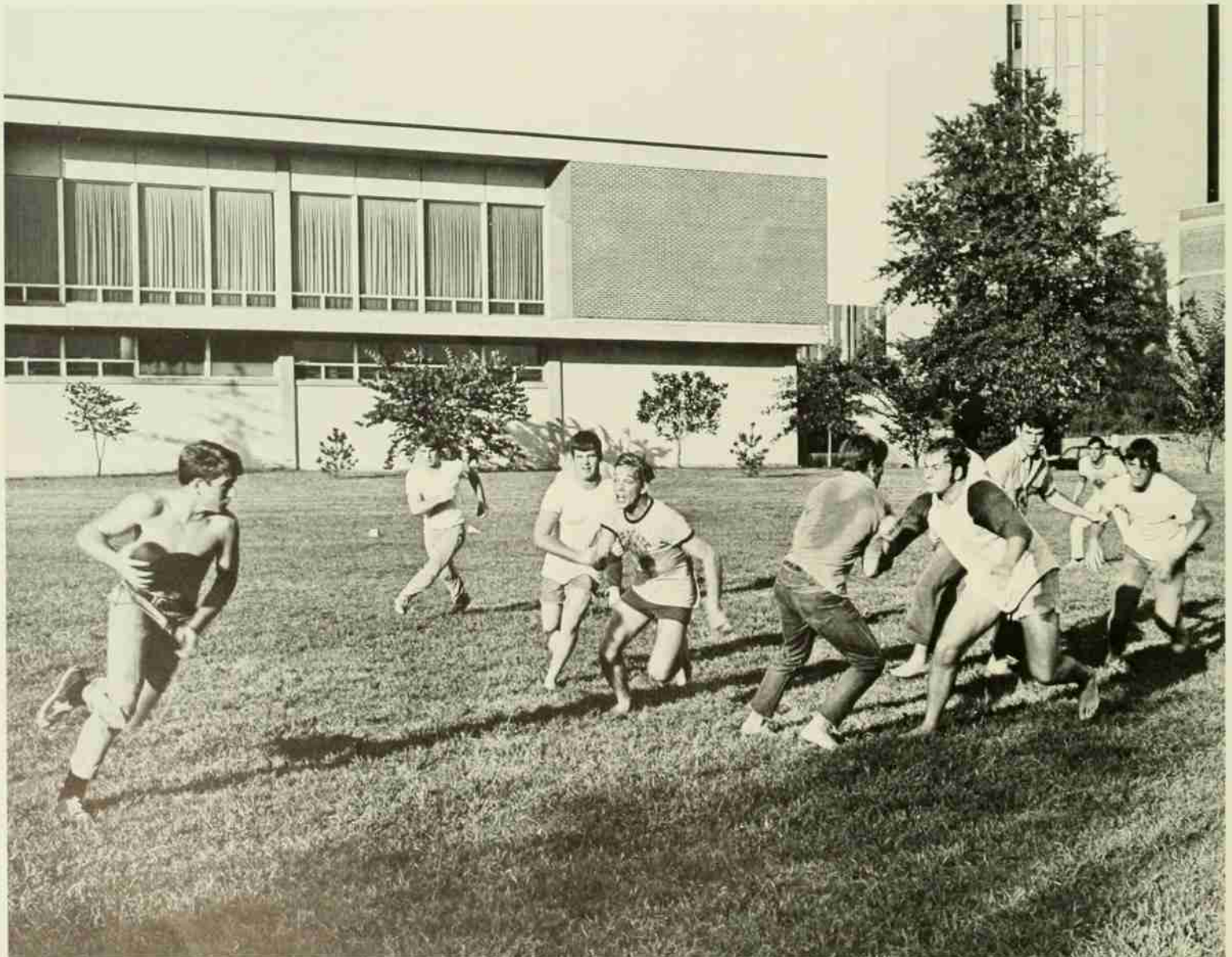
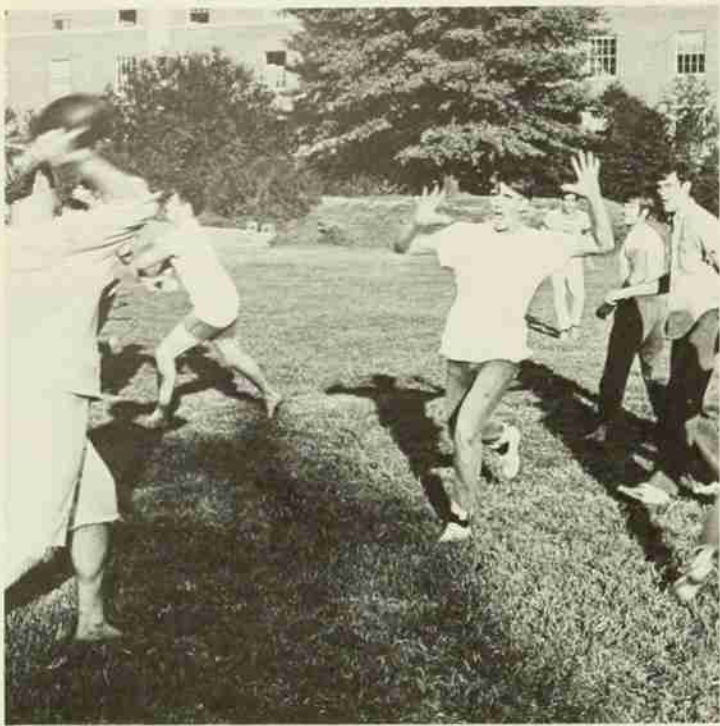




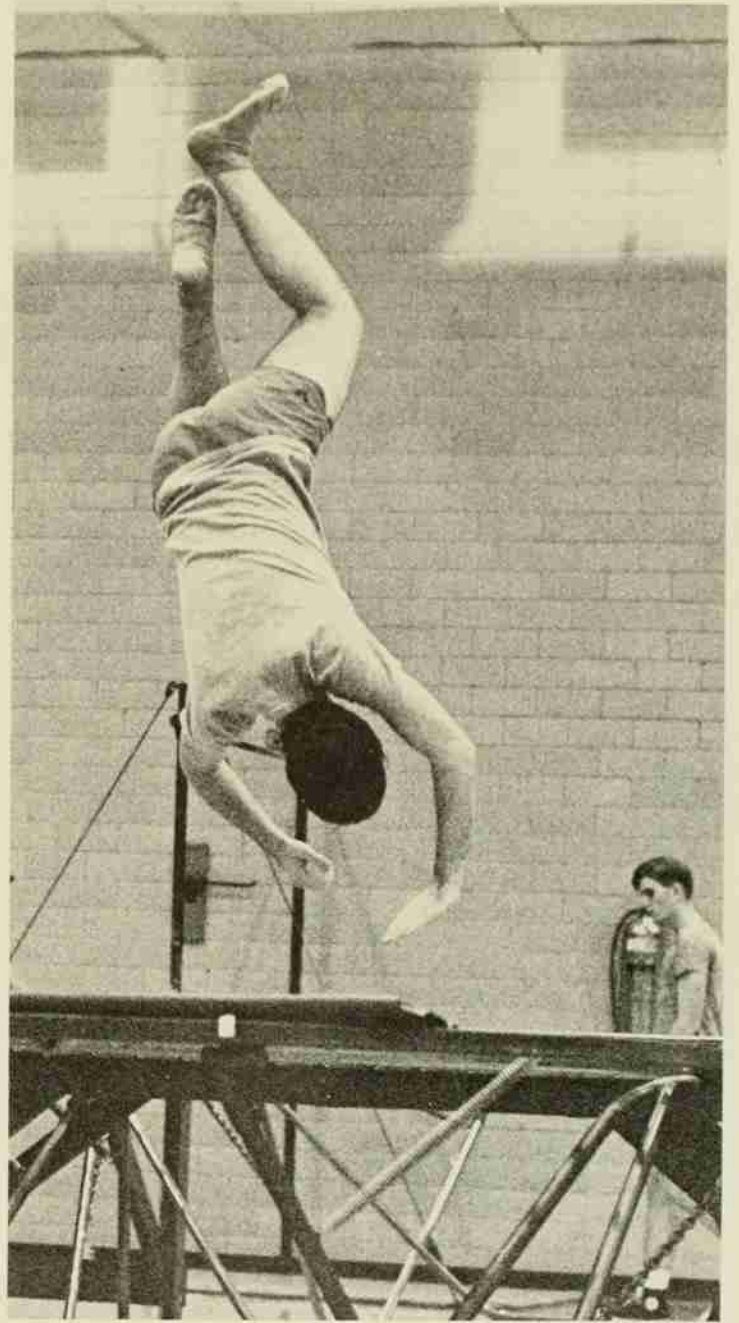
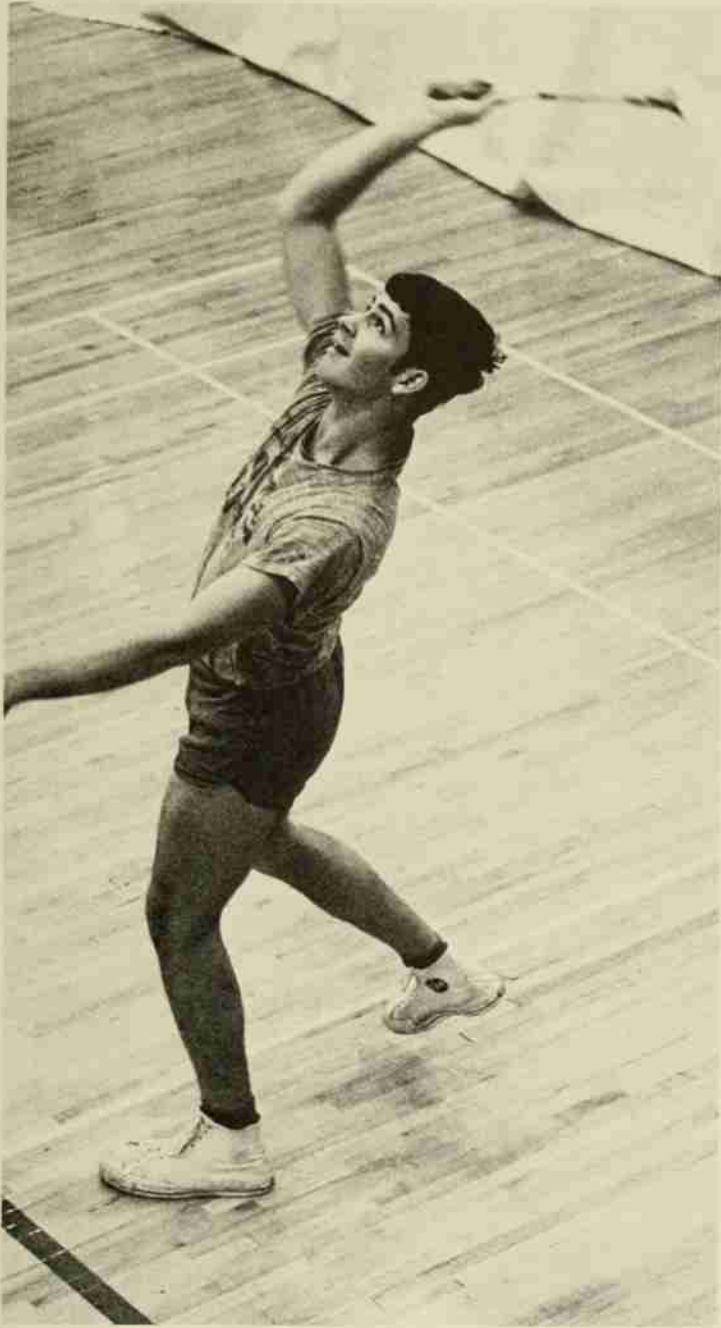


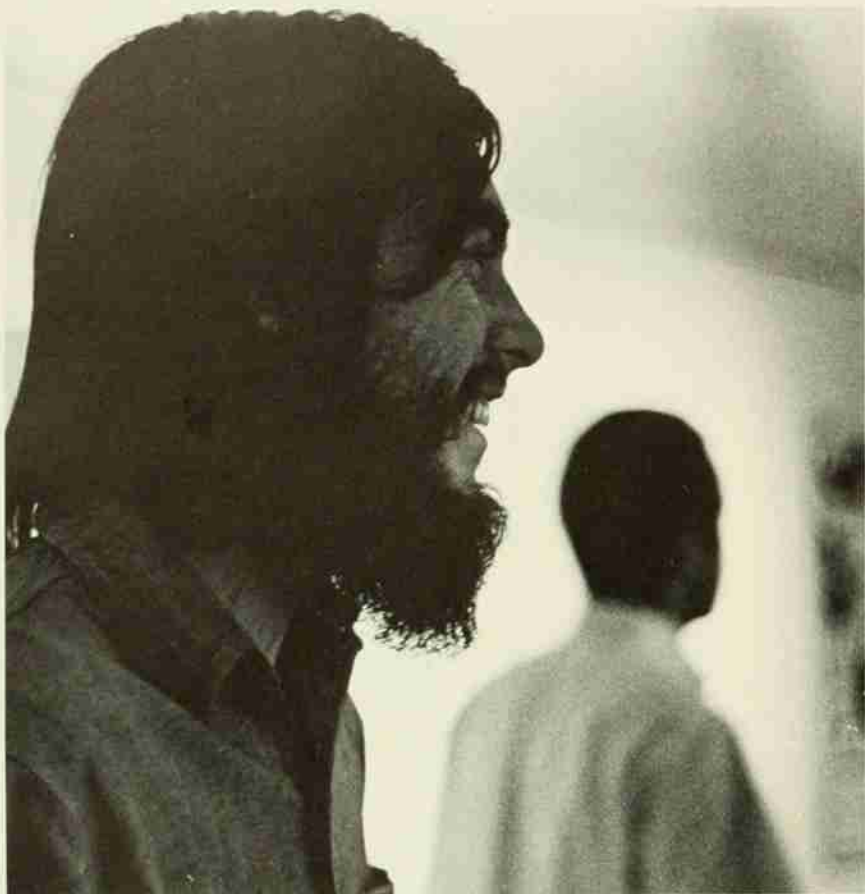




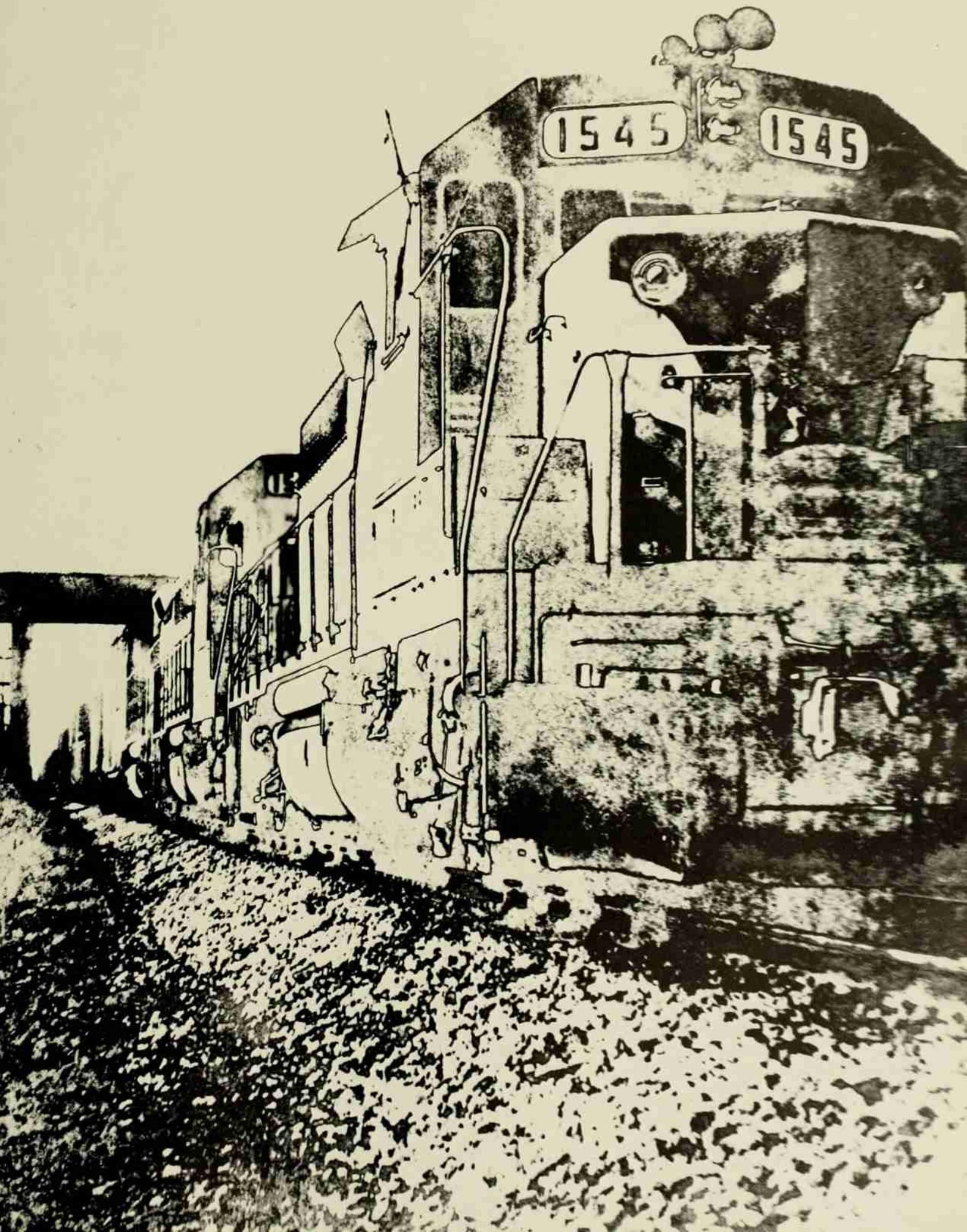








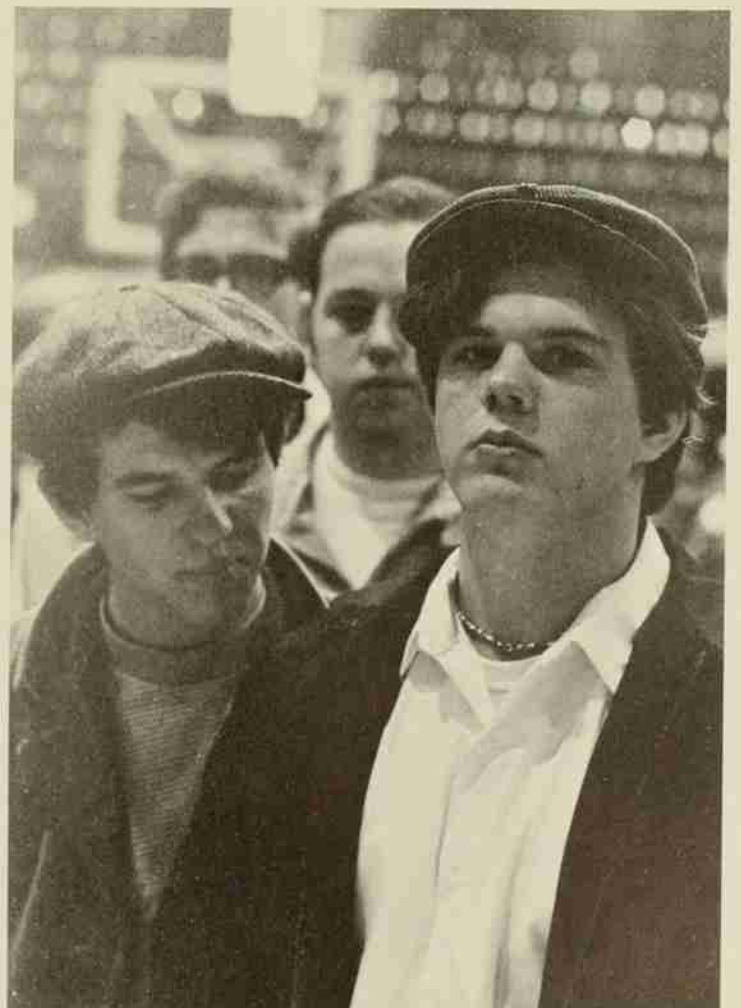
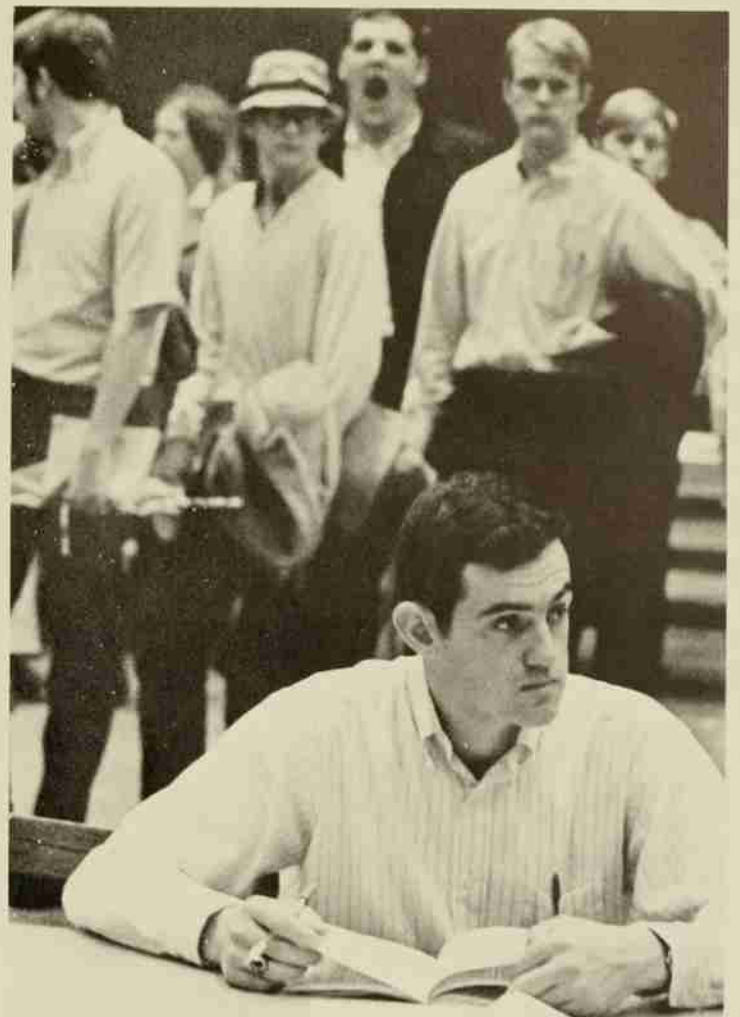
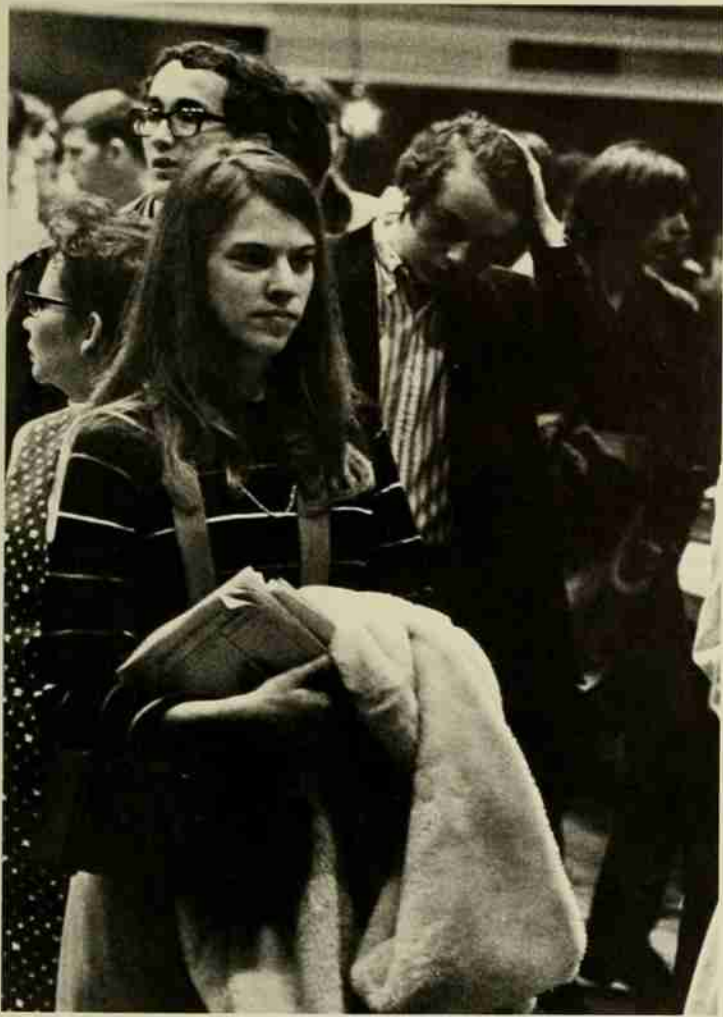


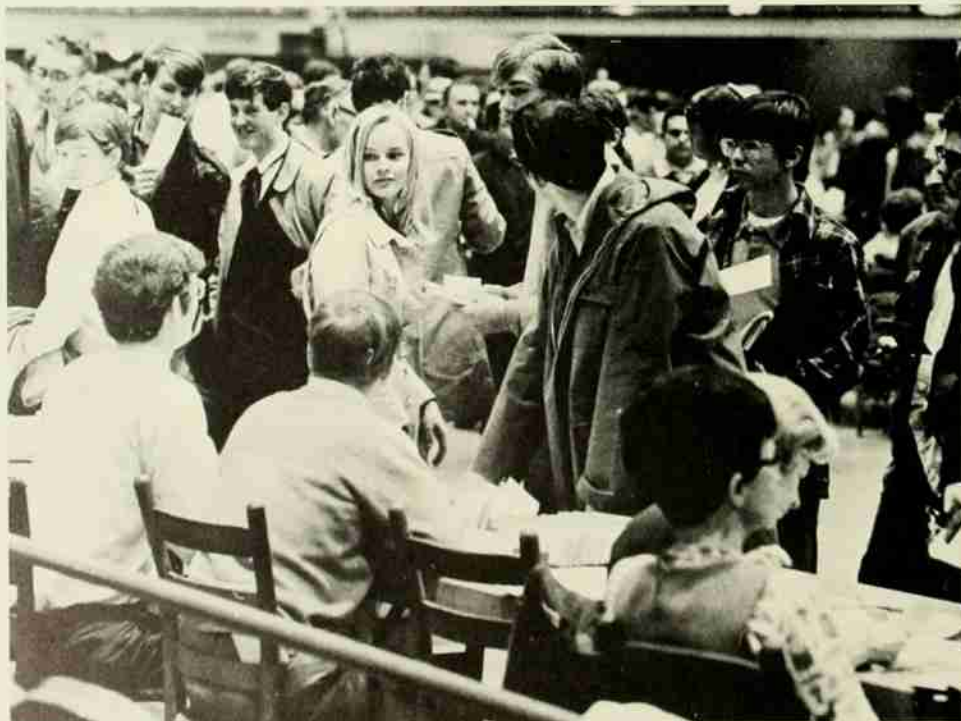






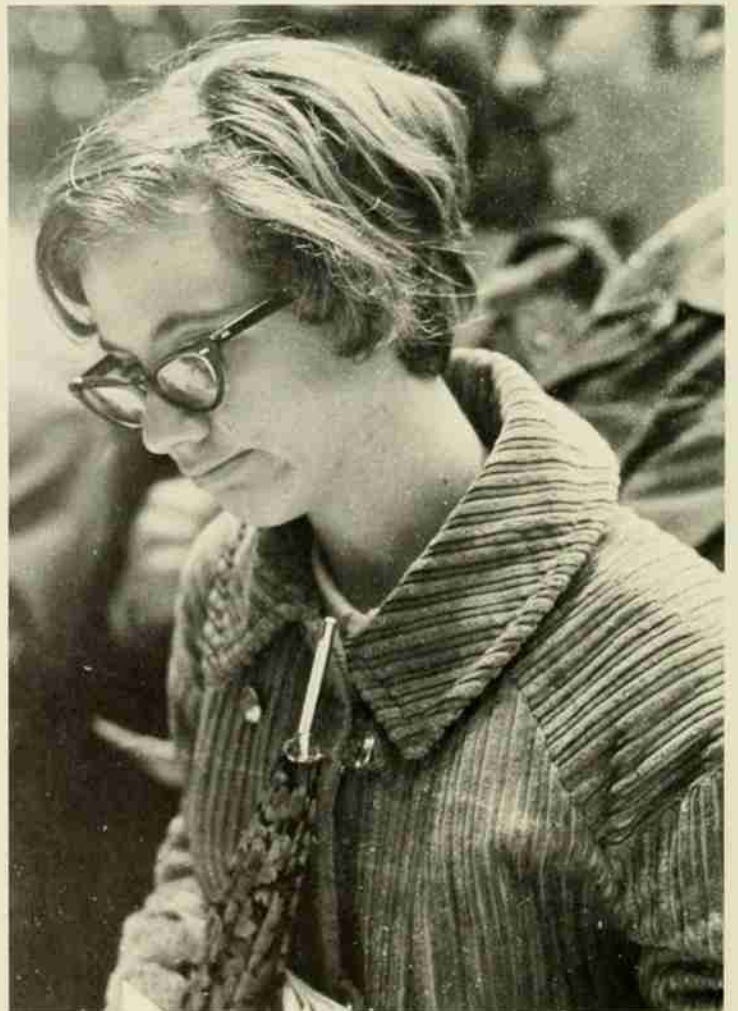




















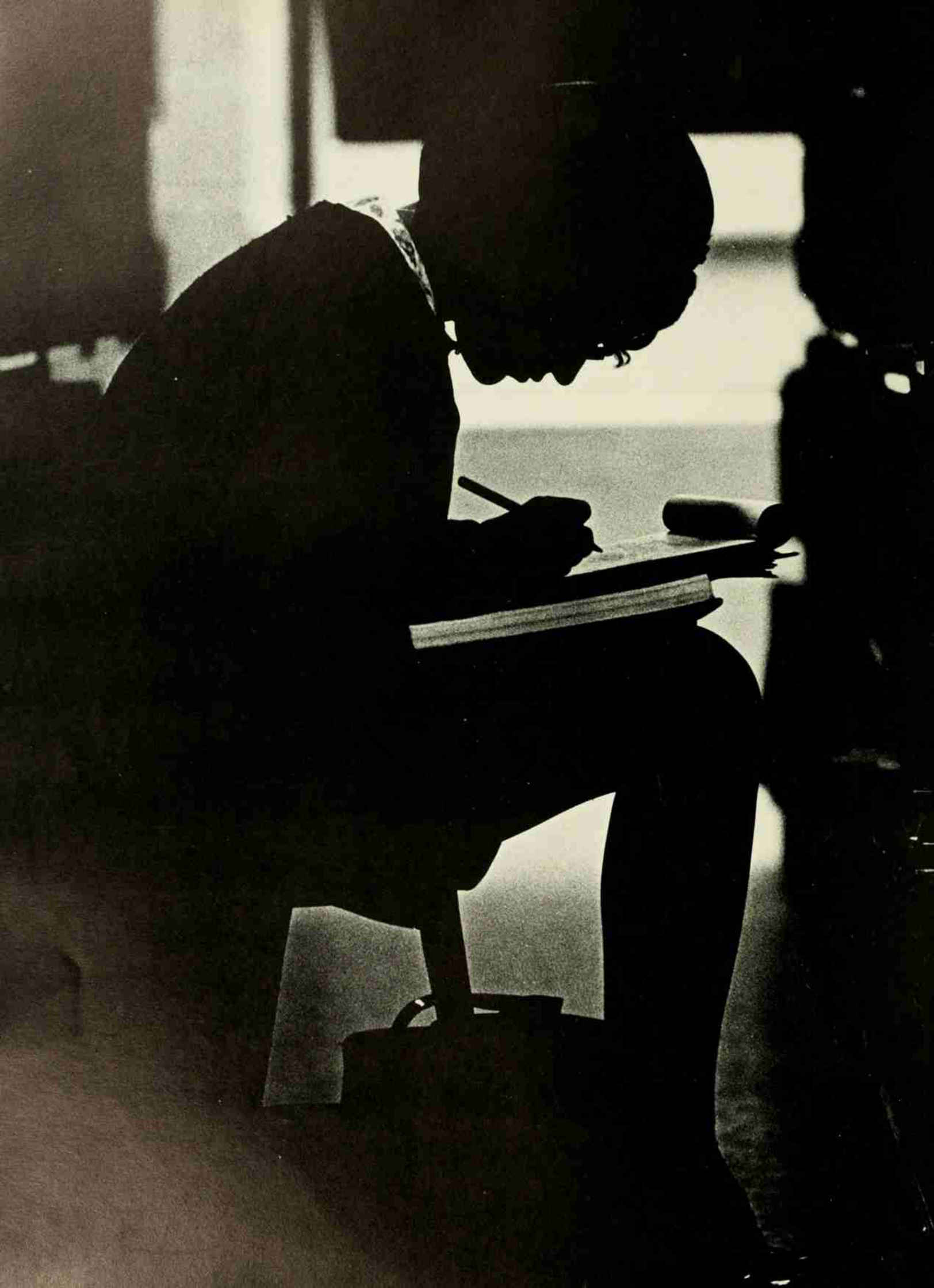




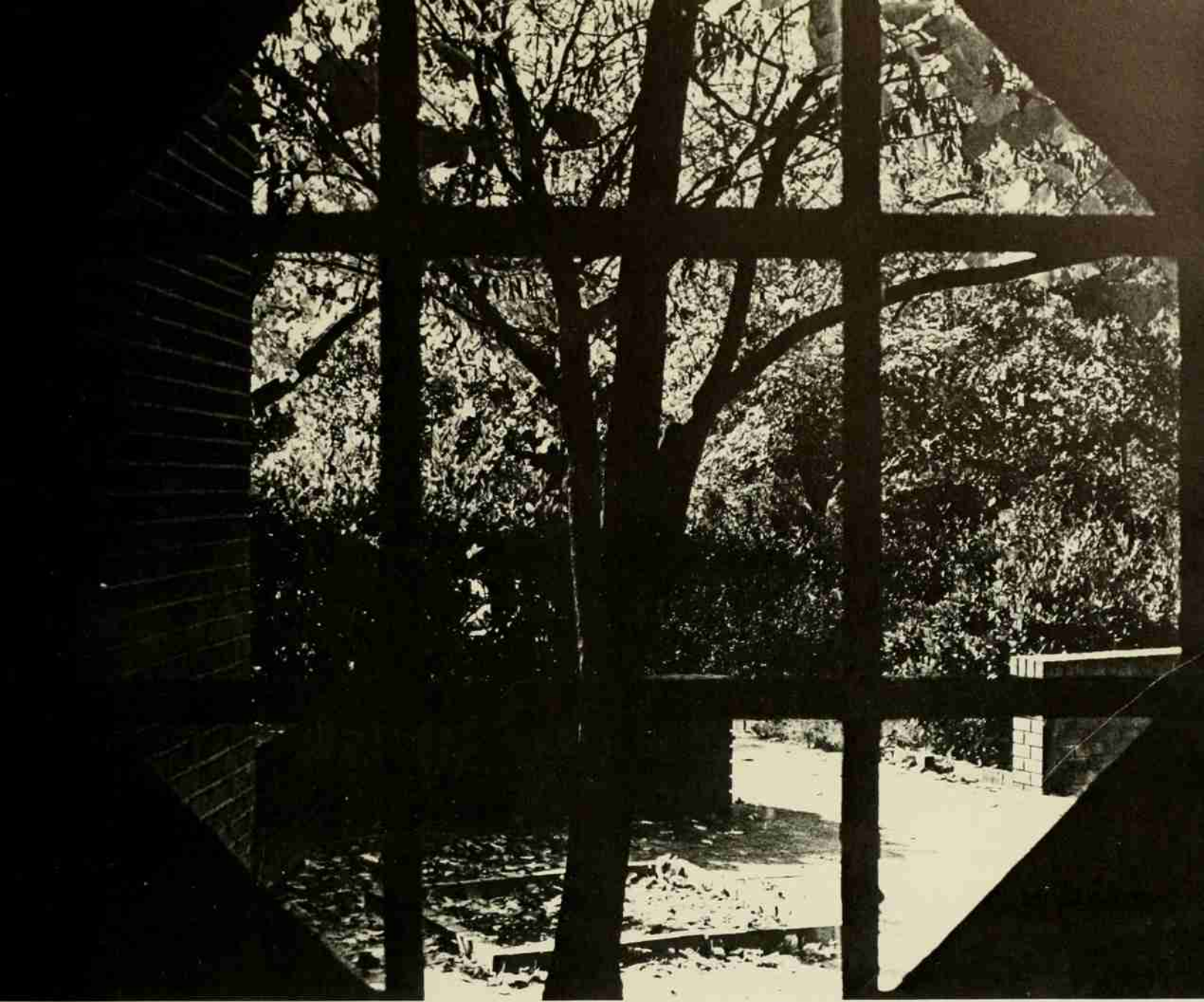
True peace  
is not merely the absence of tension,  
but the presence of  
justice and brotherhood

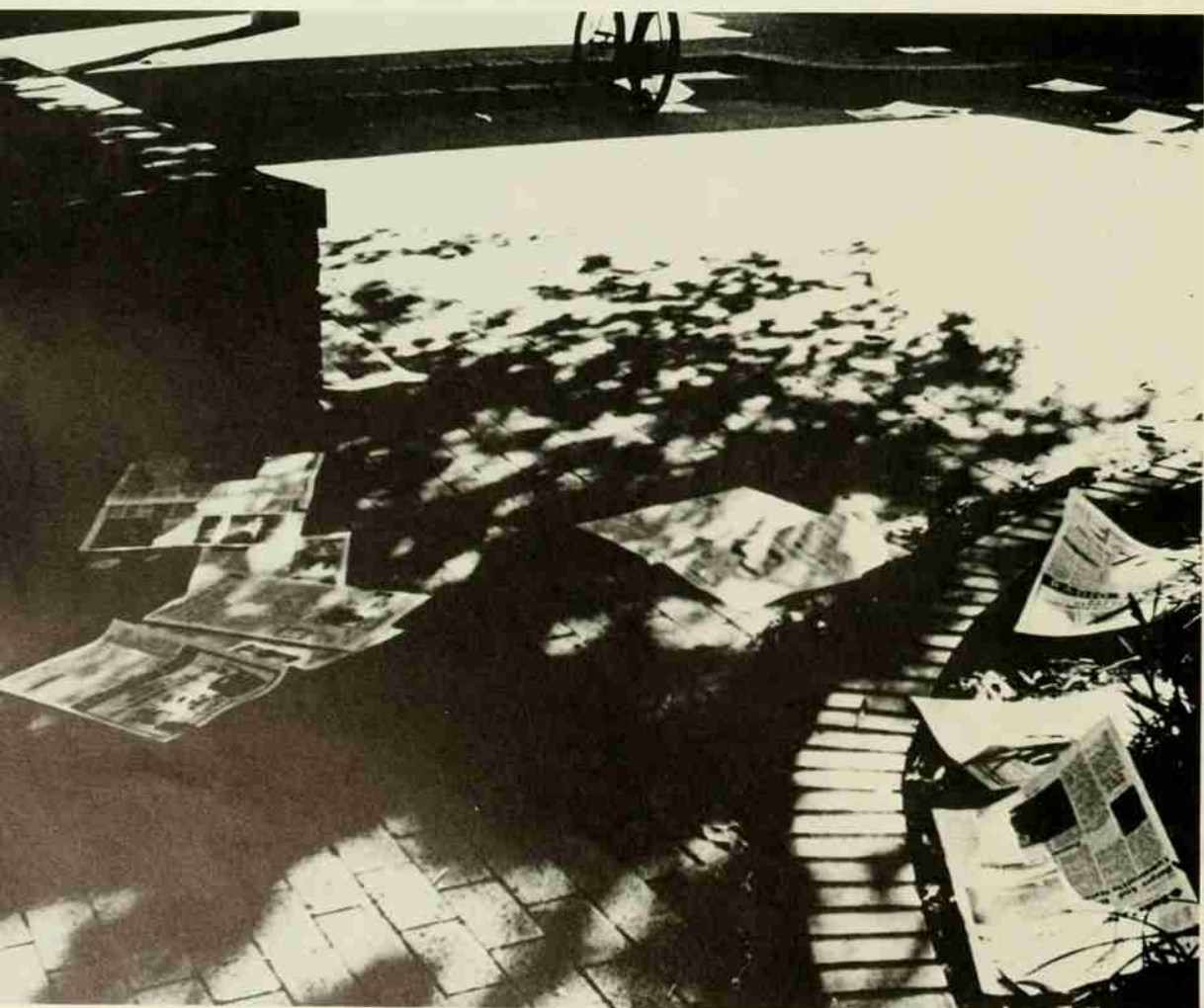
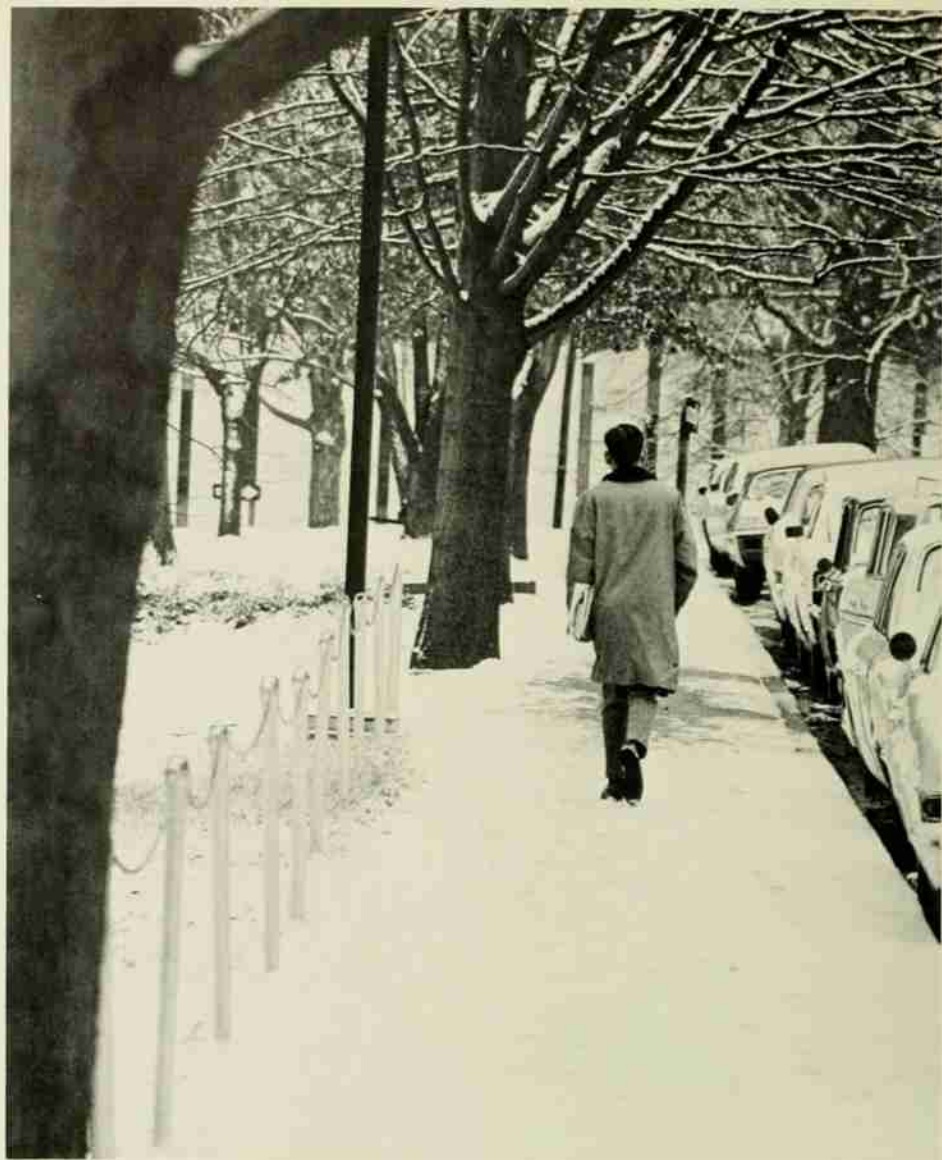
Martin Luther King



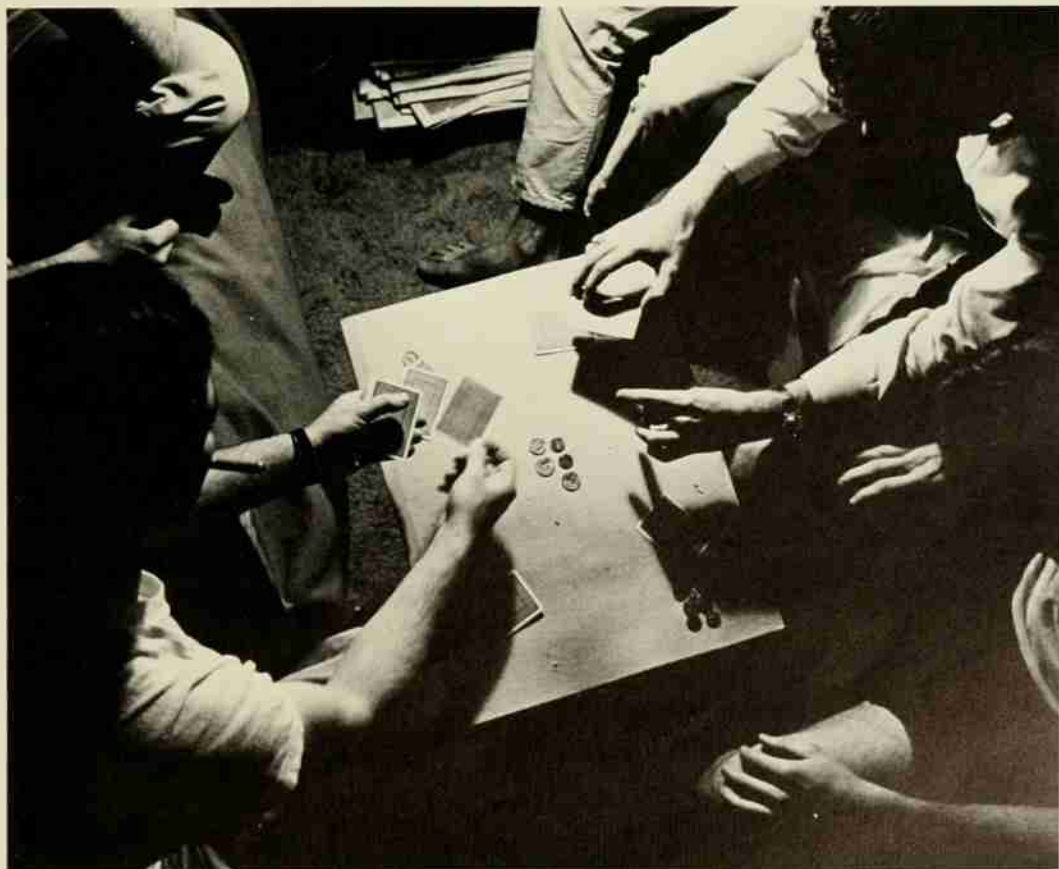






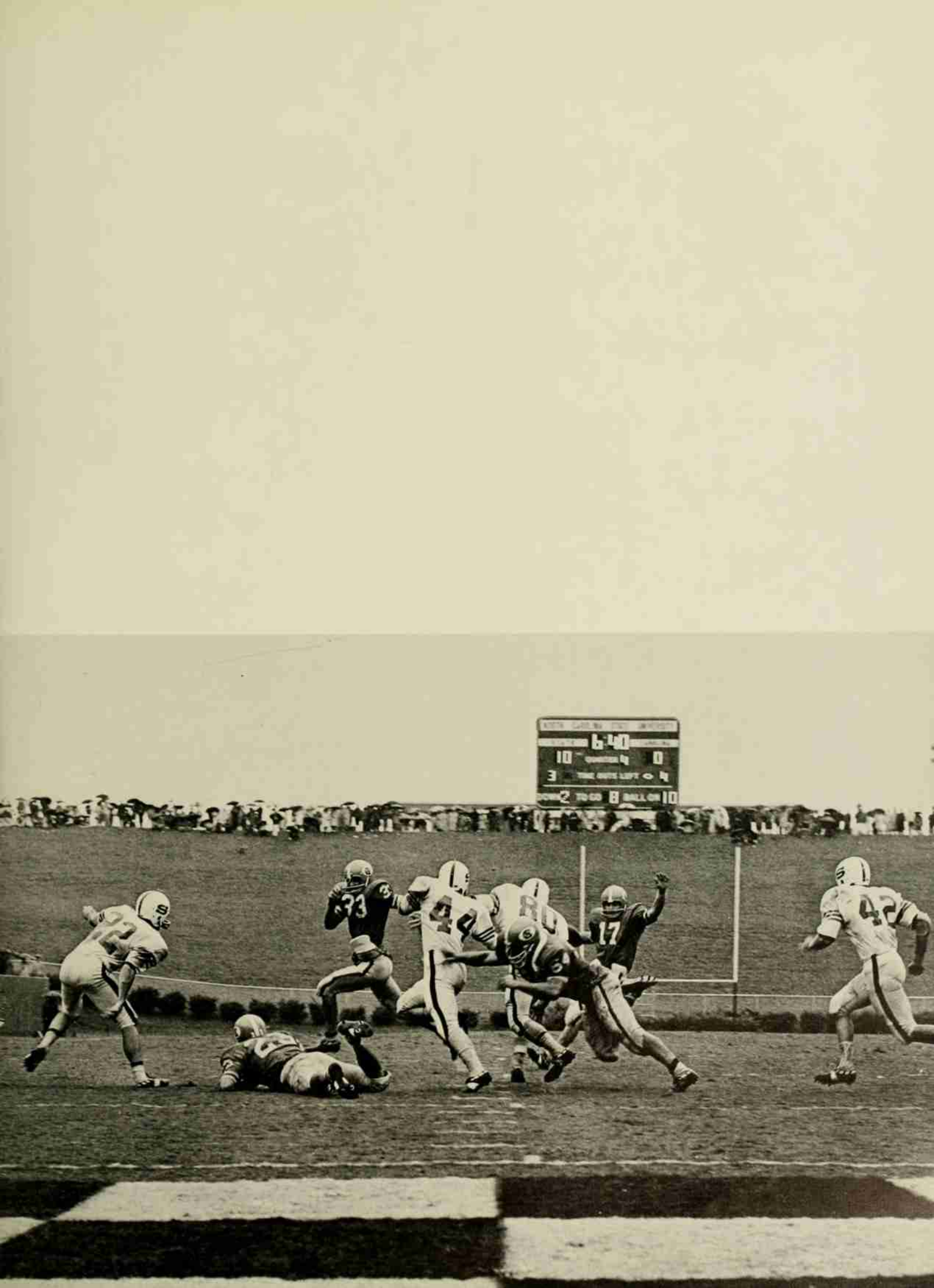








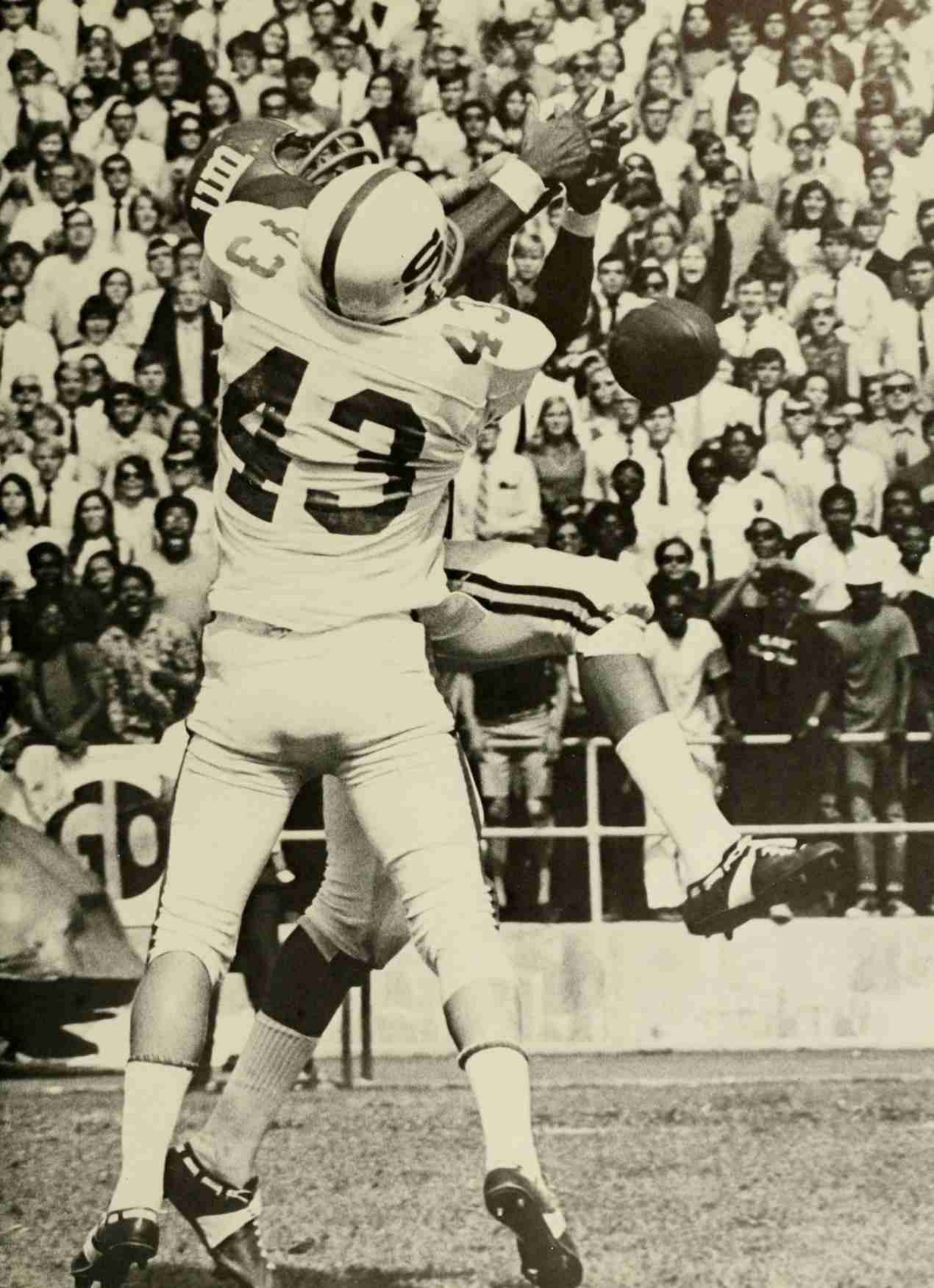




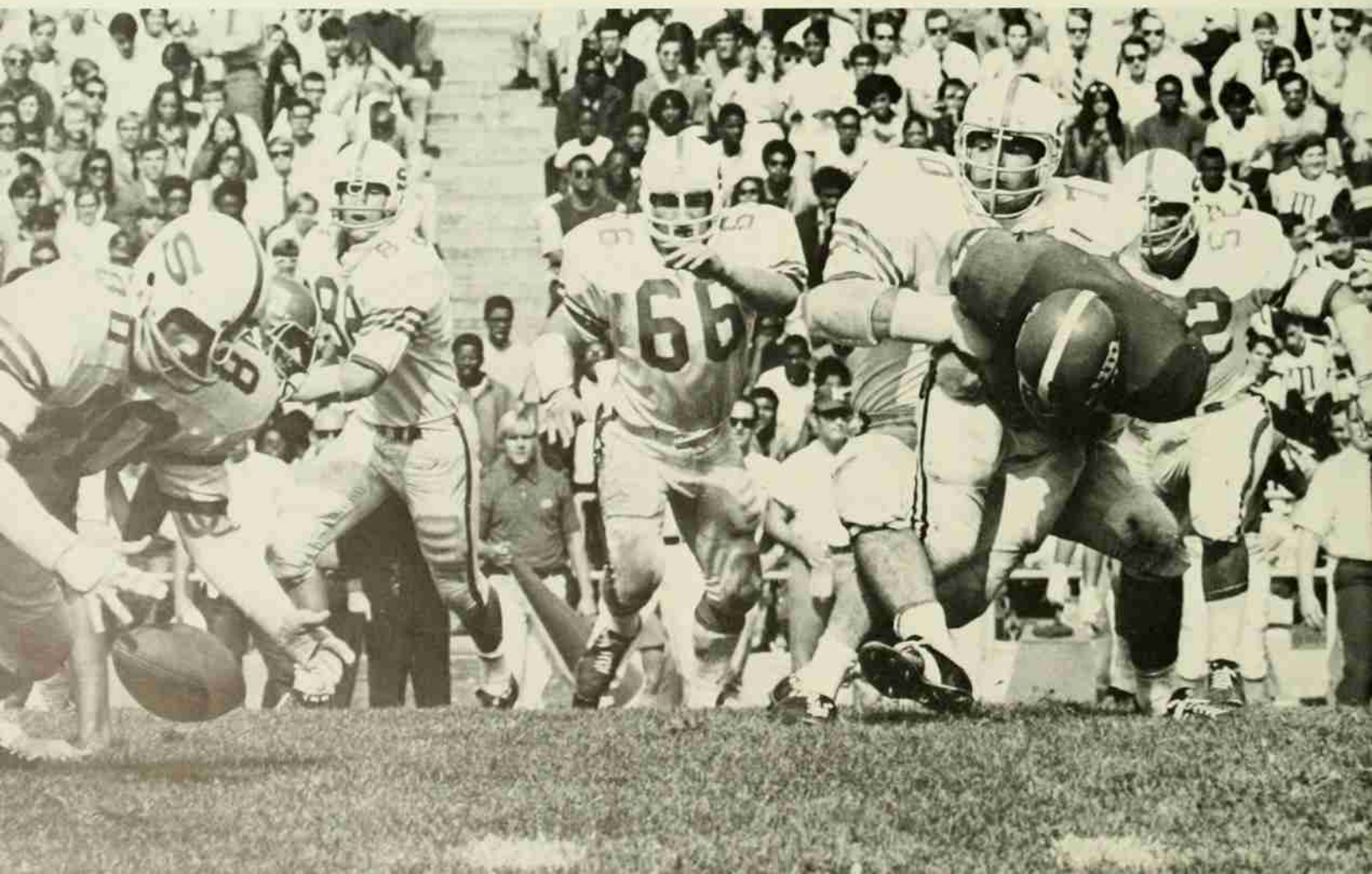
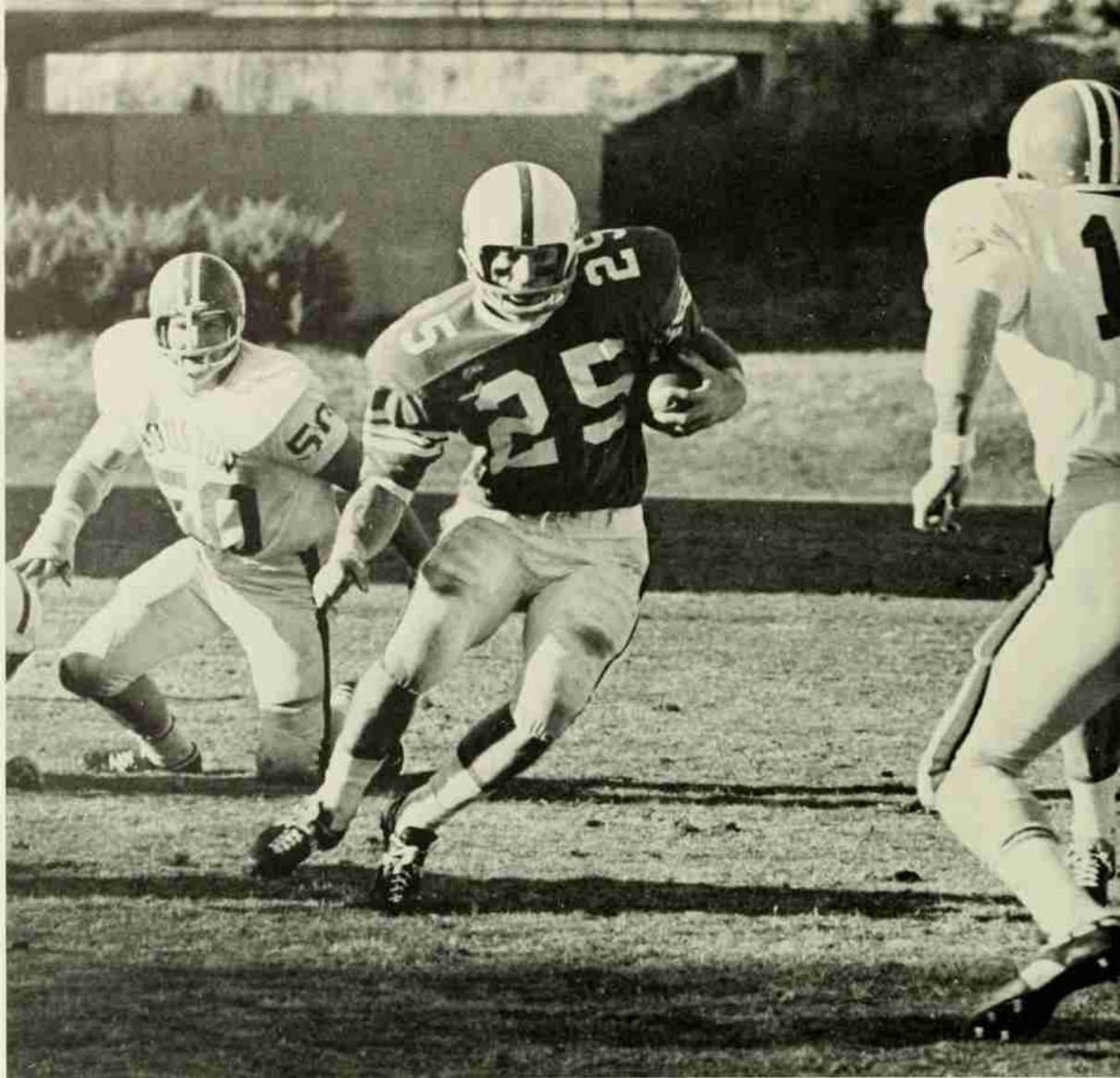
6:40  
10  
3  
TO GO 8 BALL ON 10



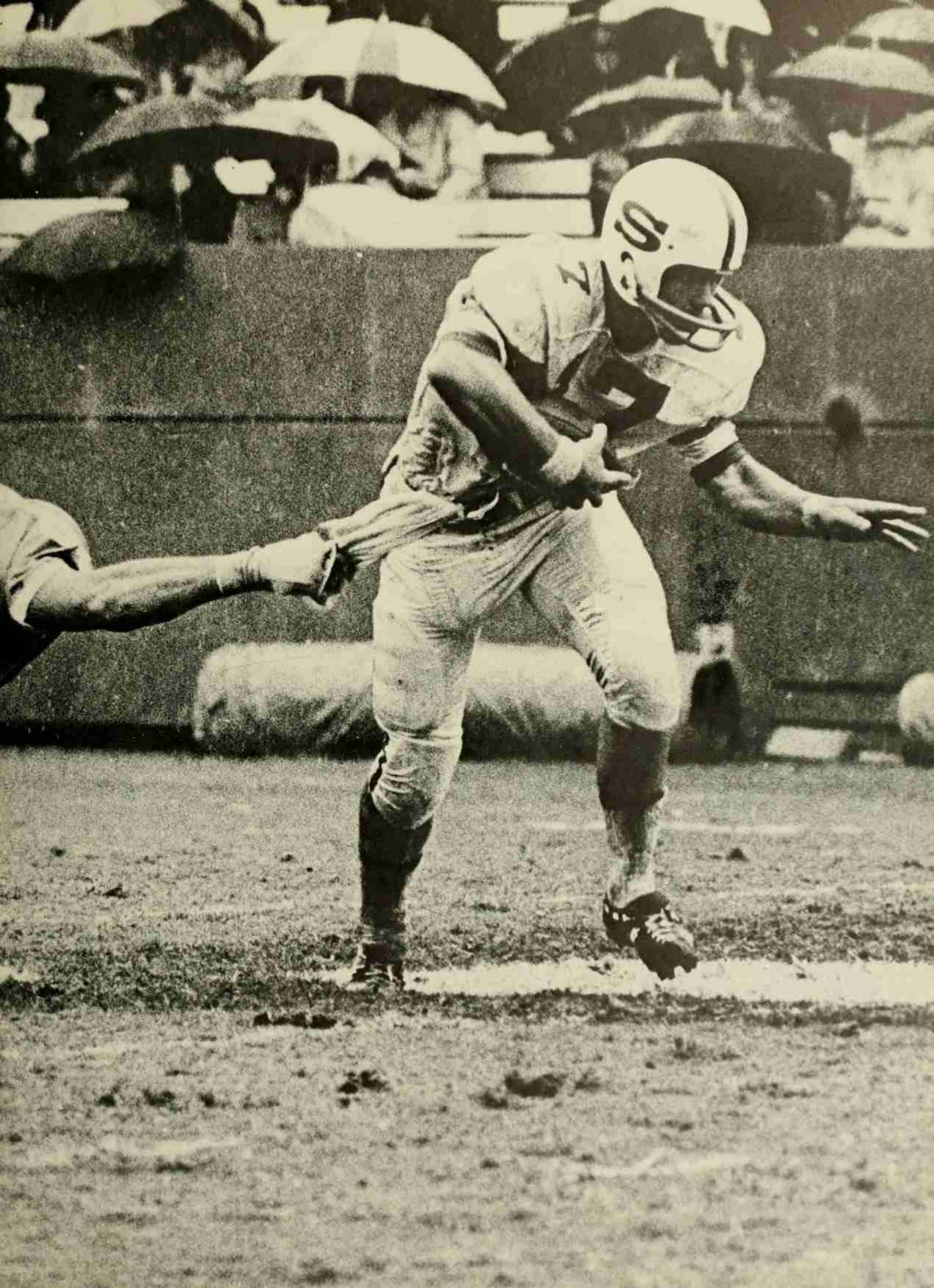




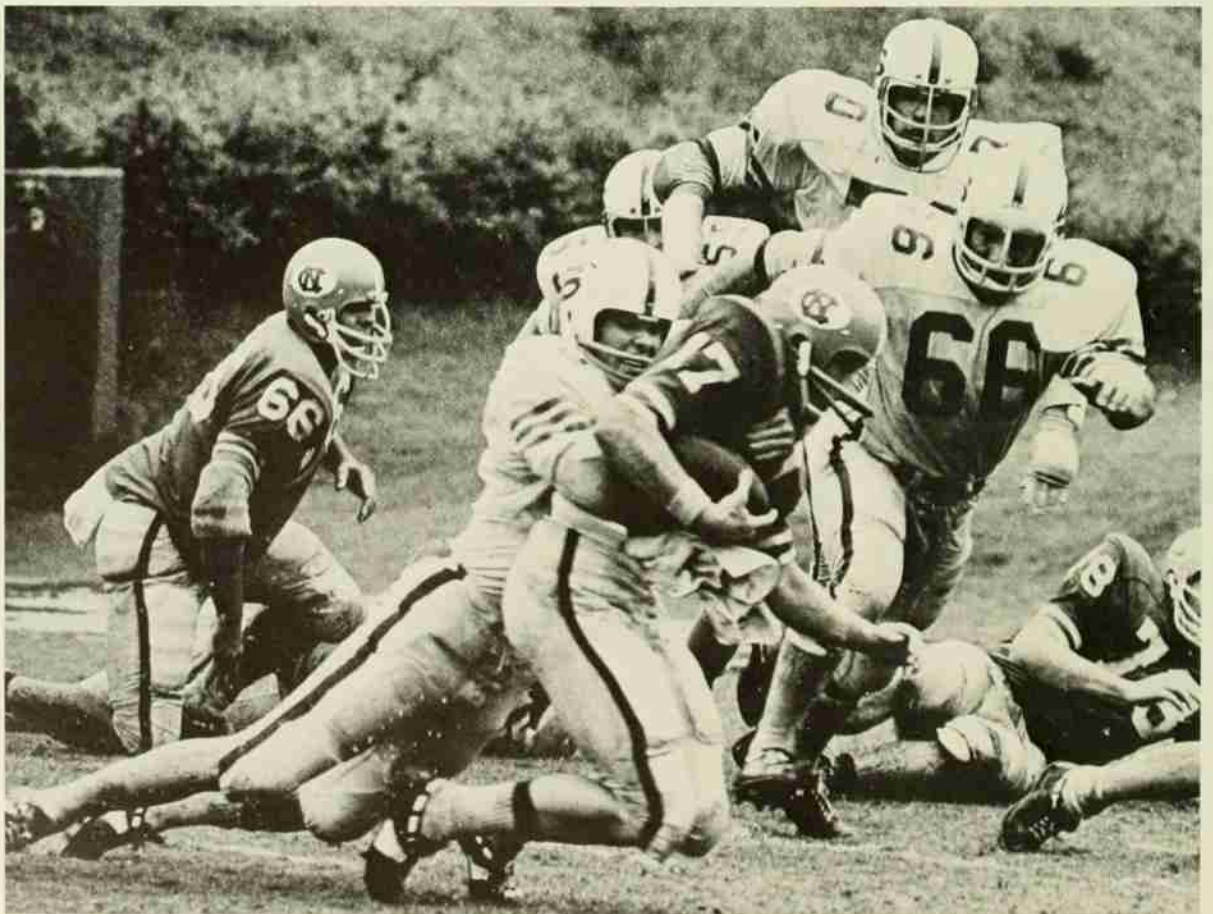
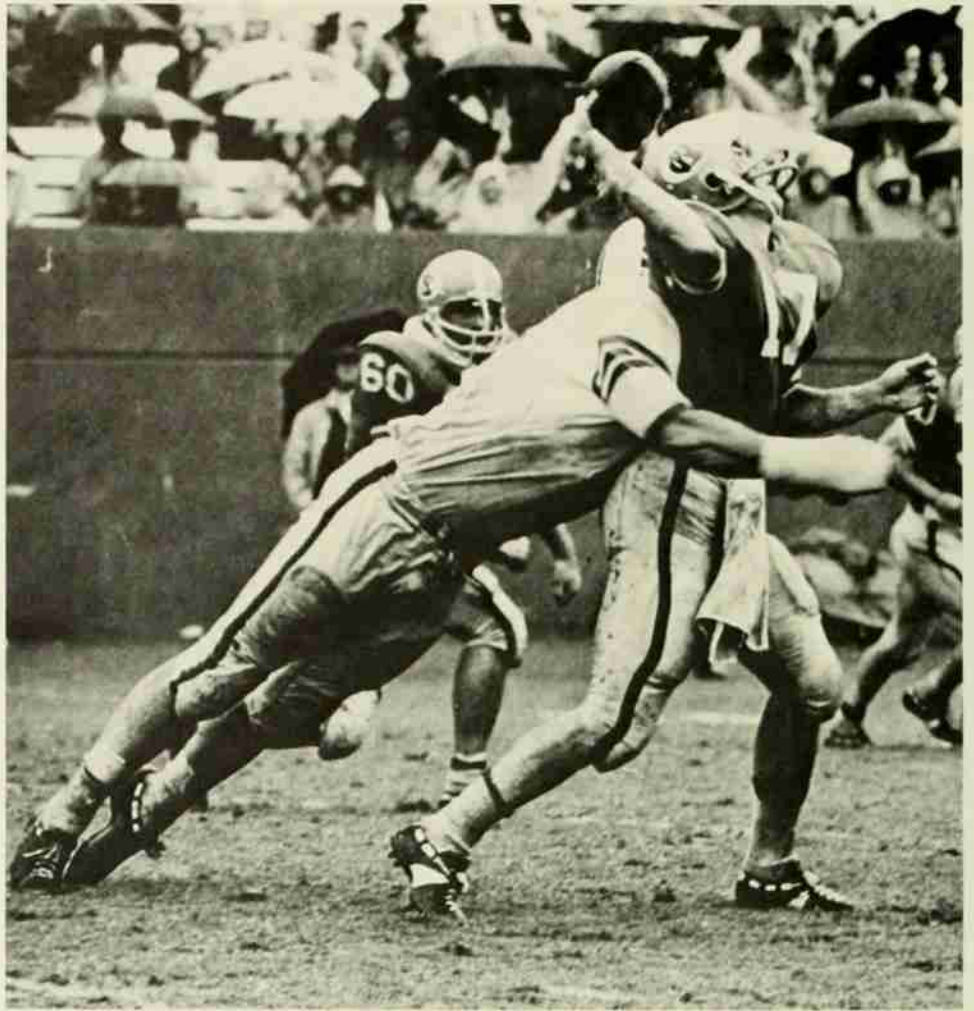




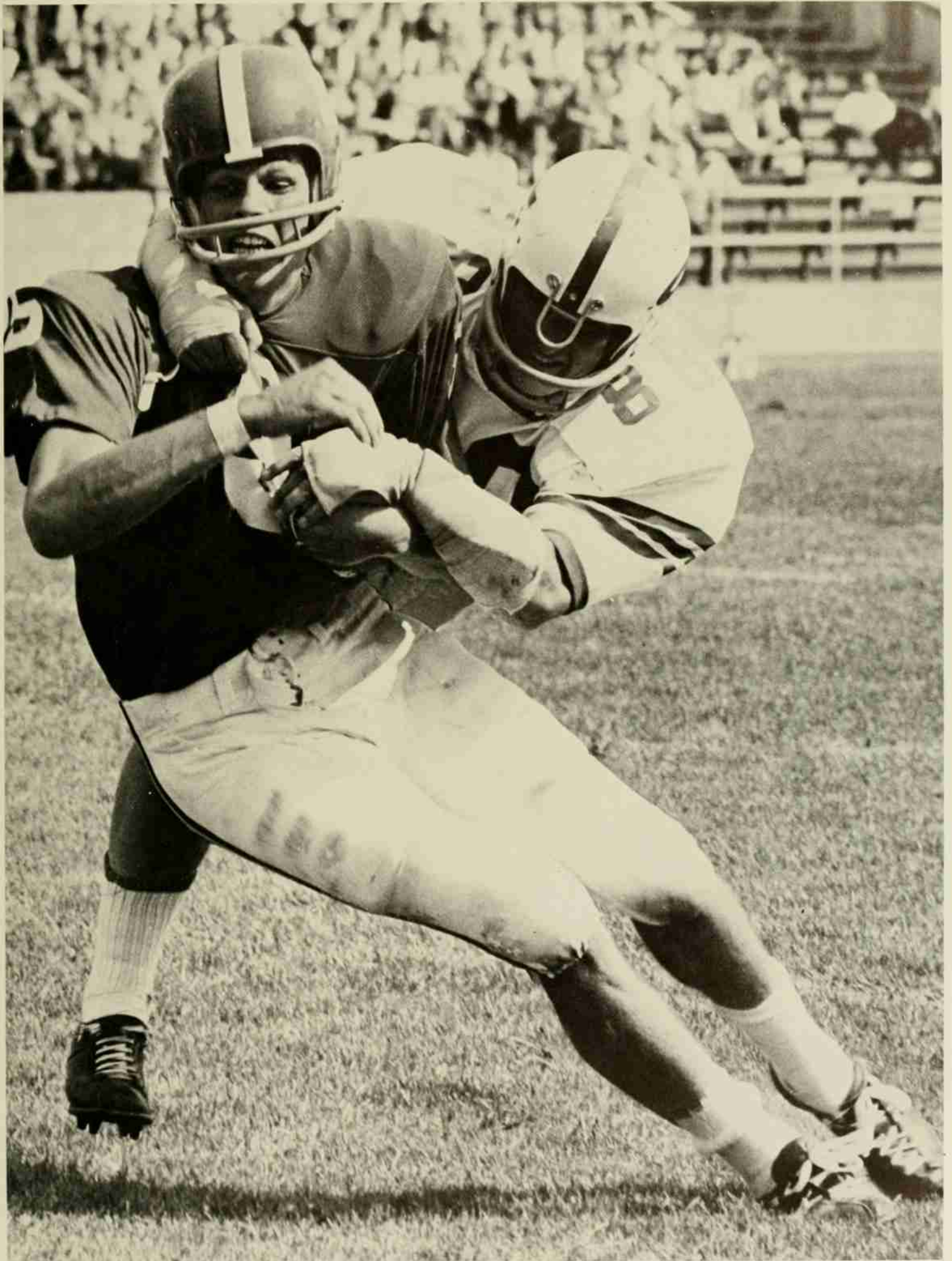




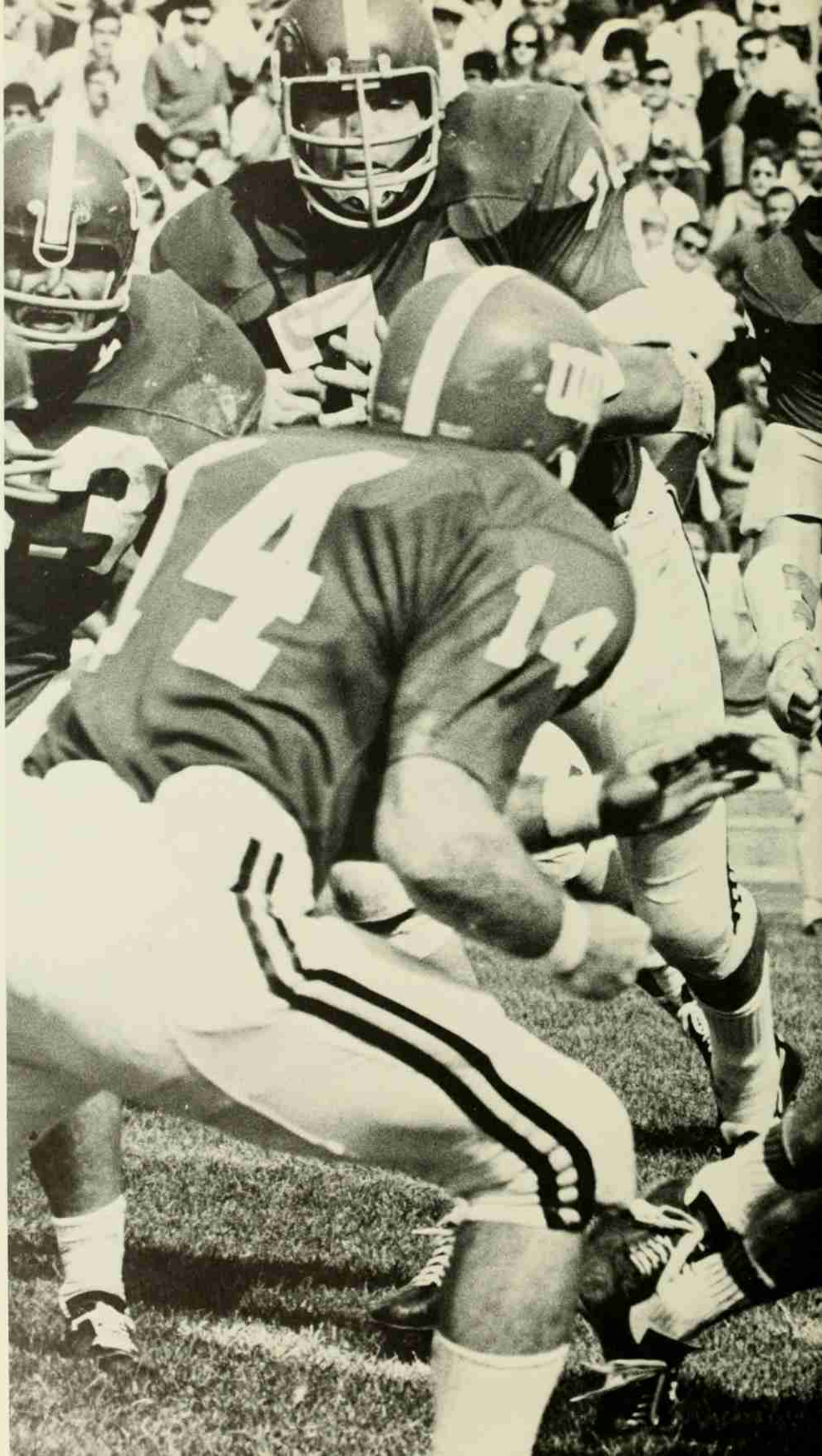




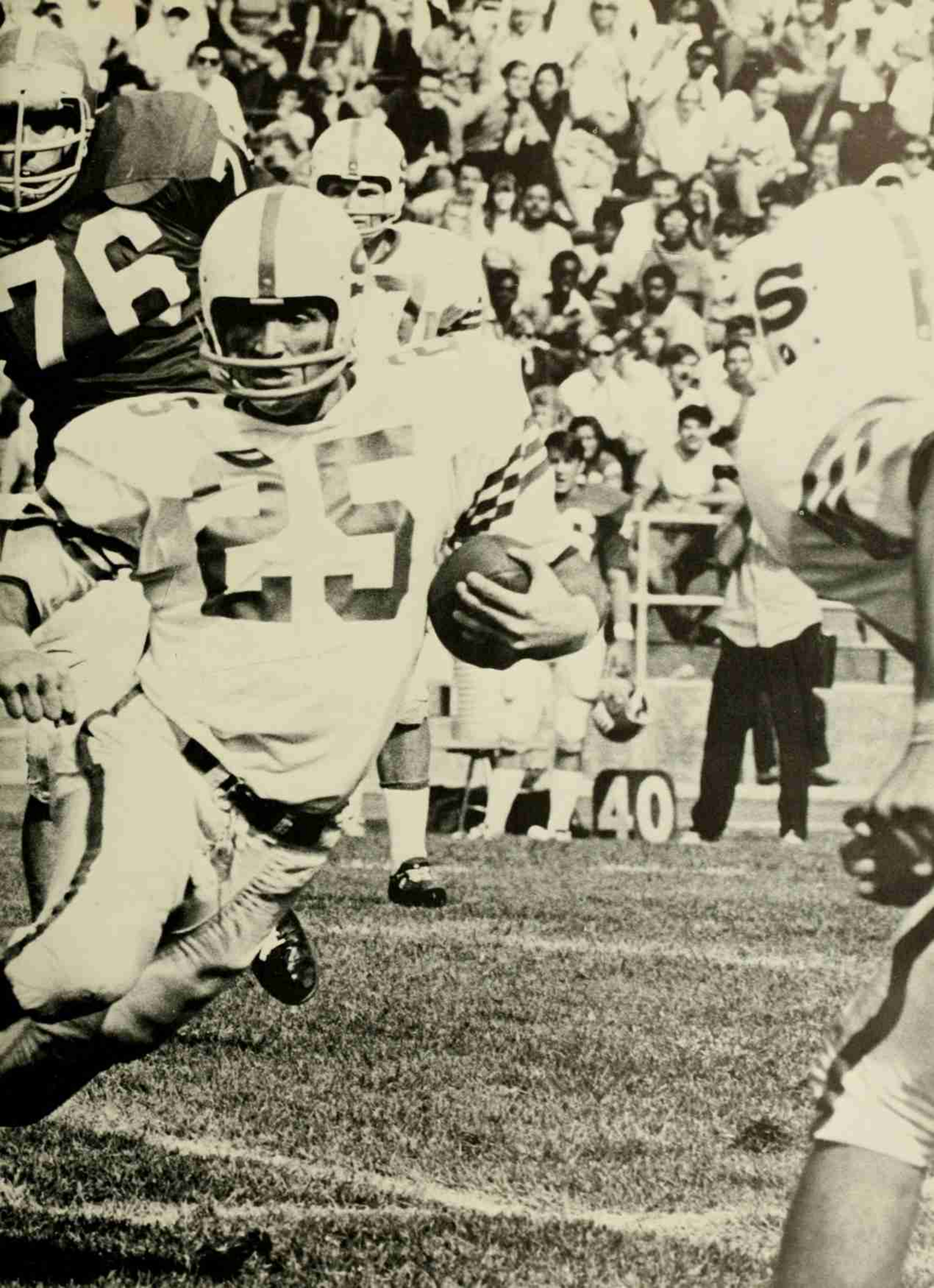








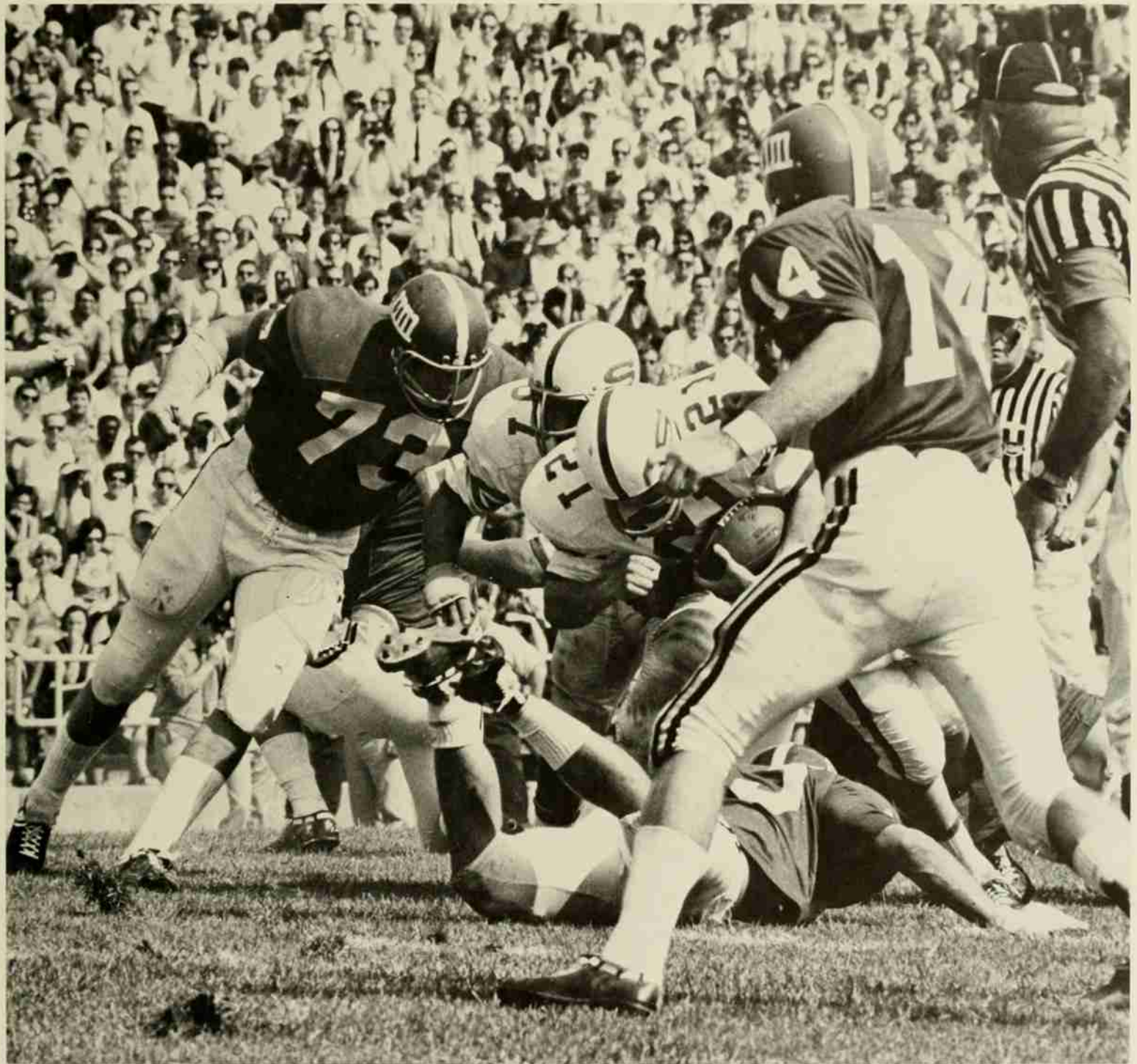




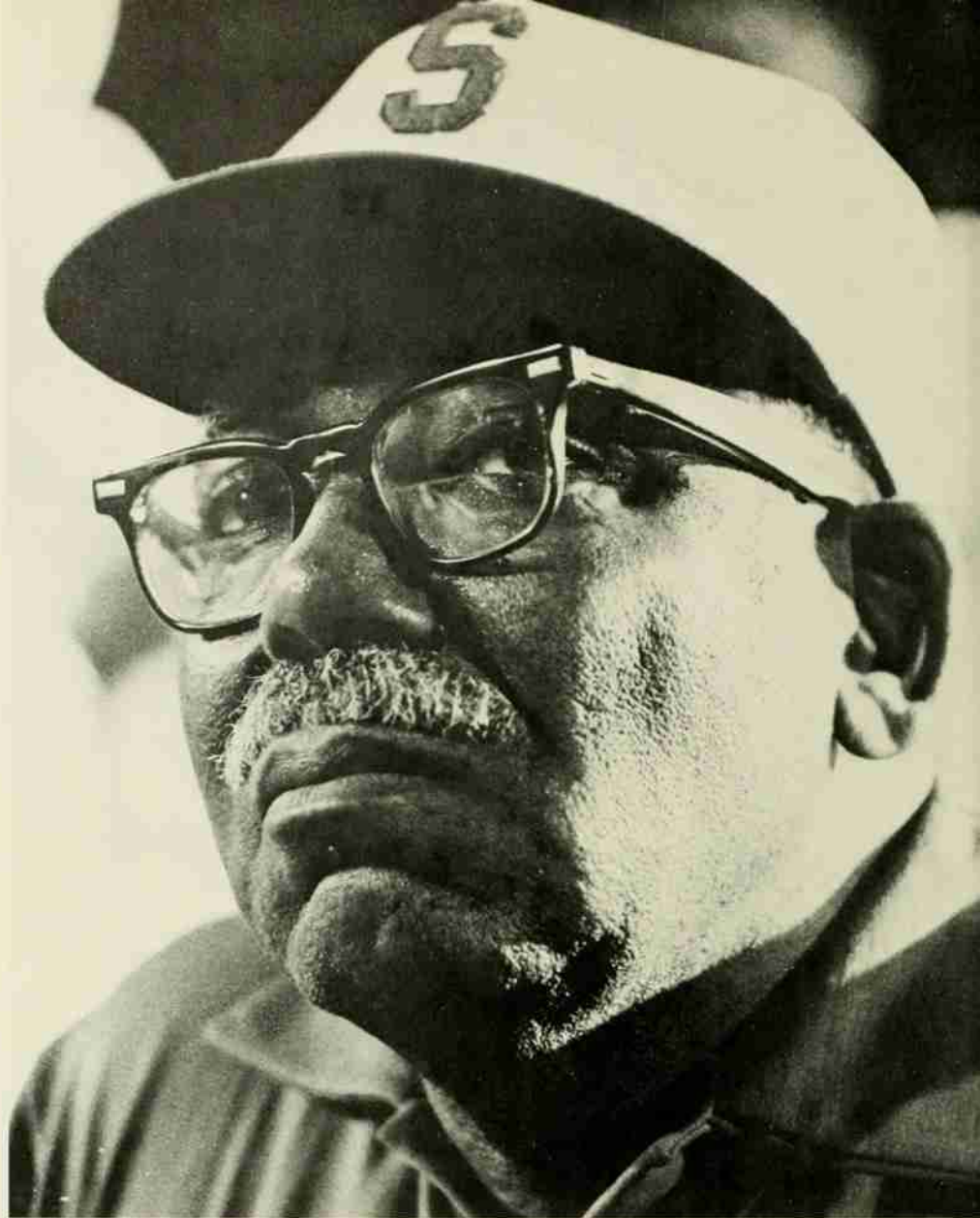




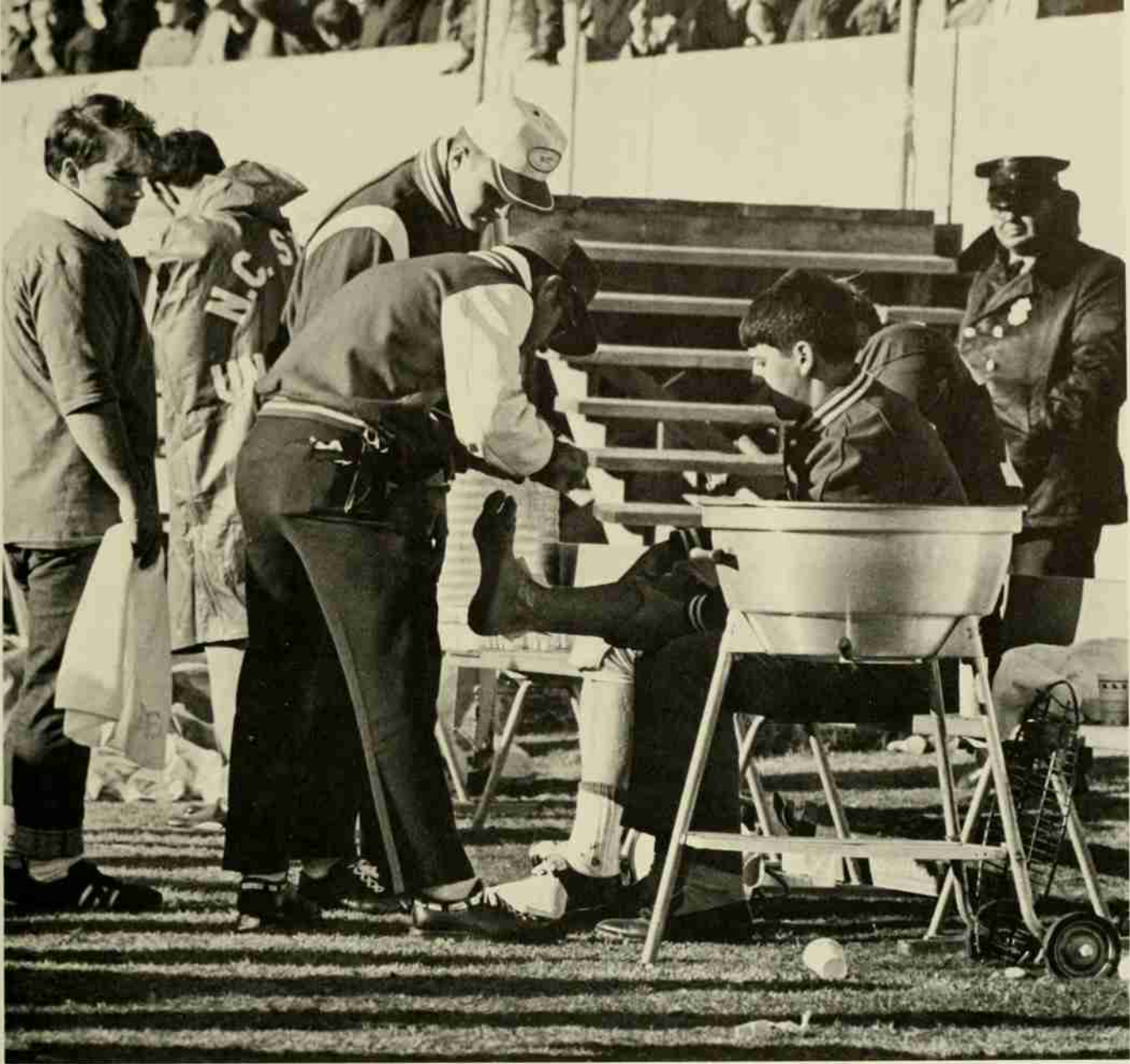






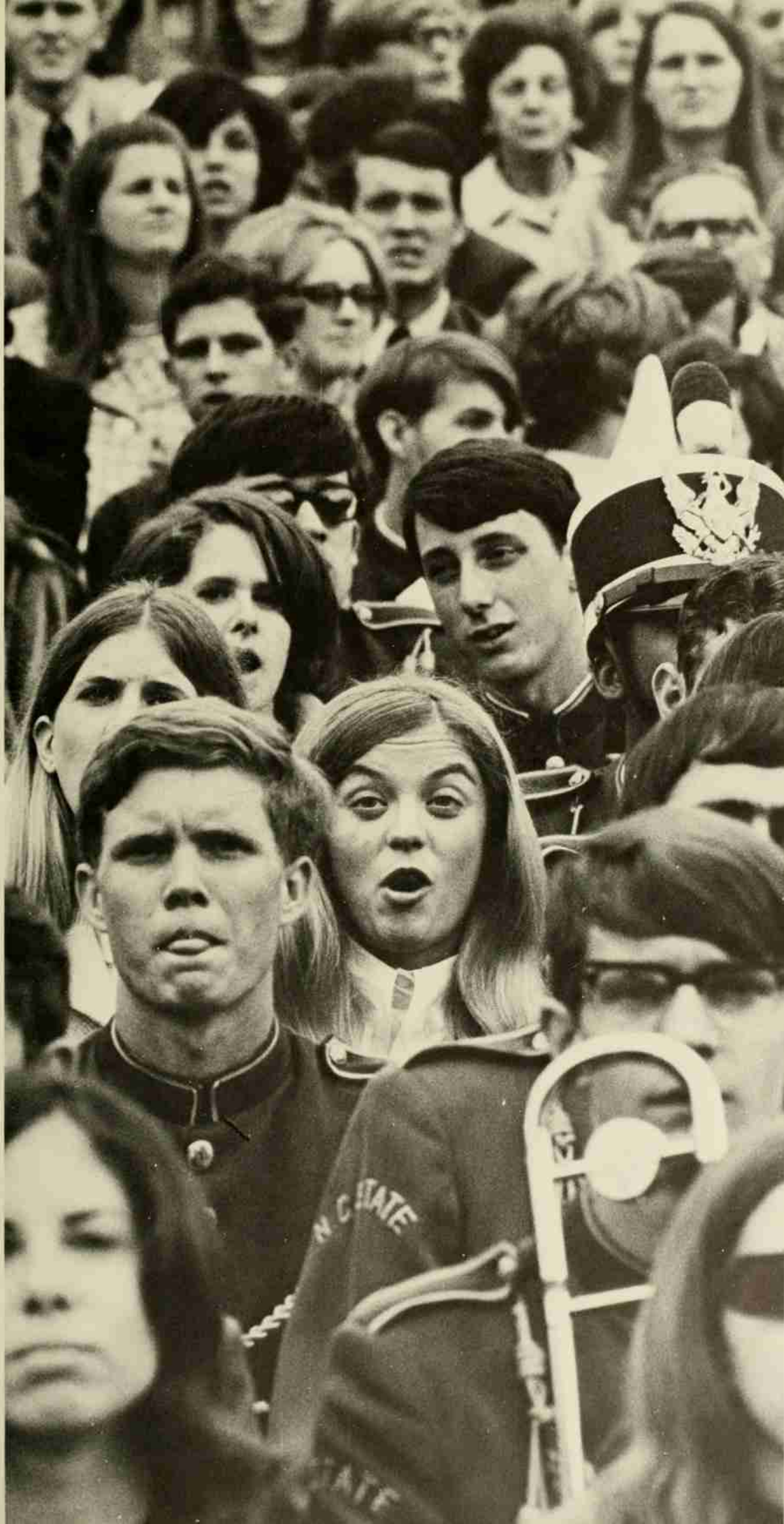


















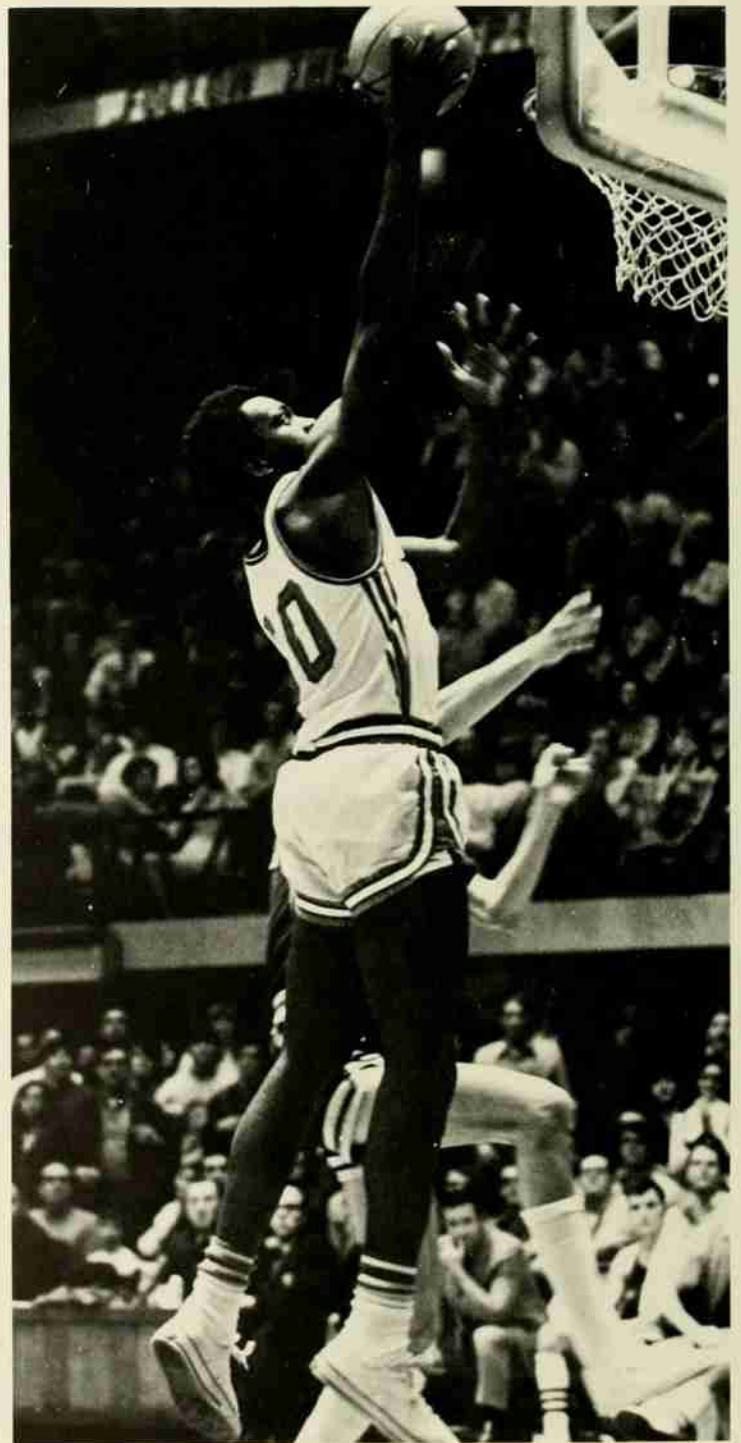
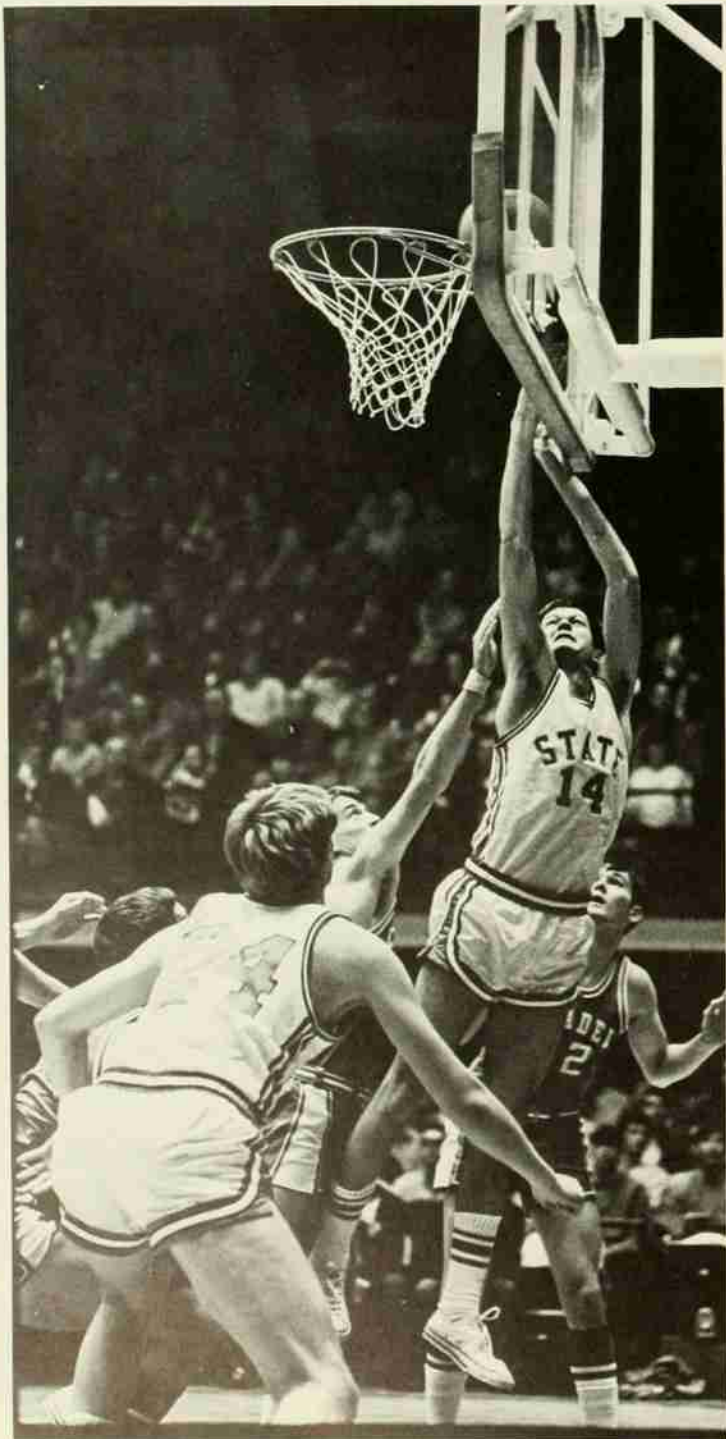




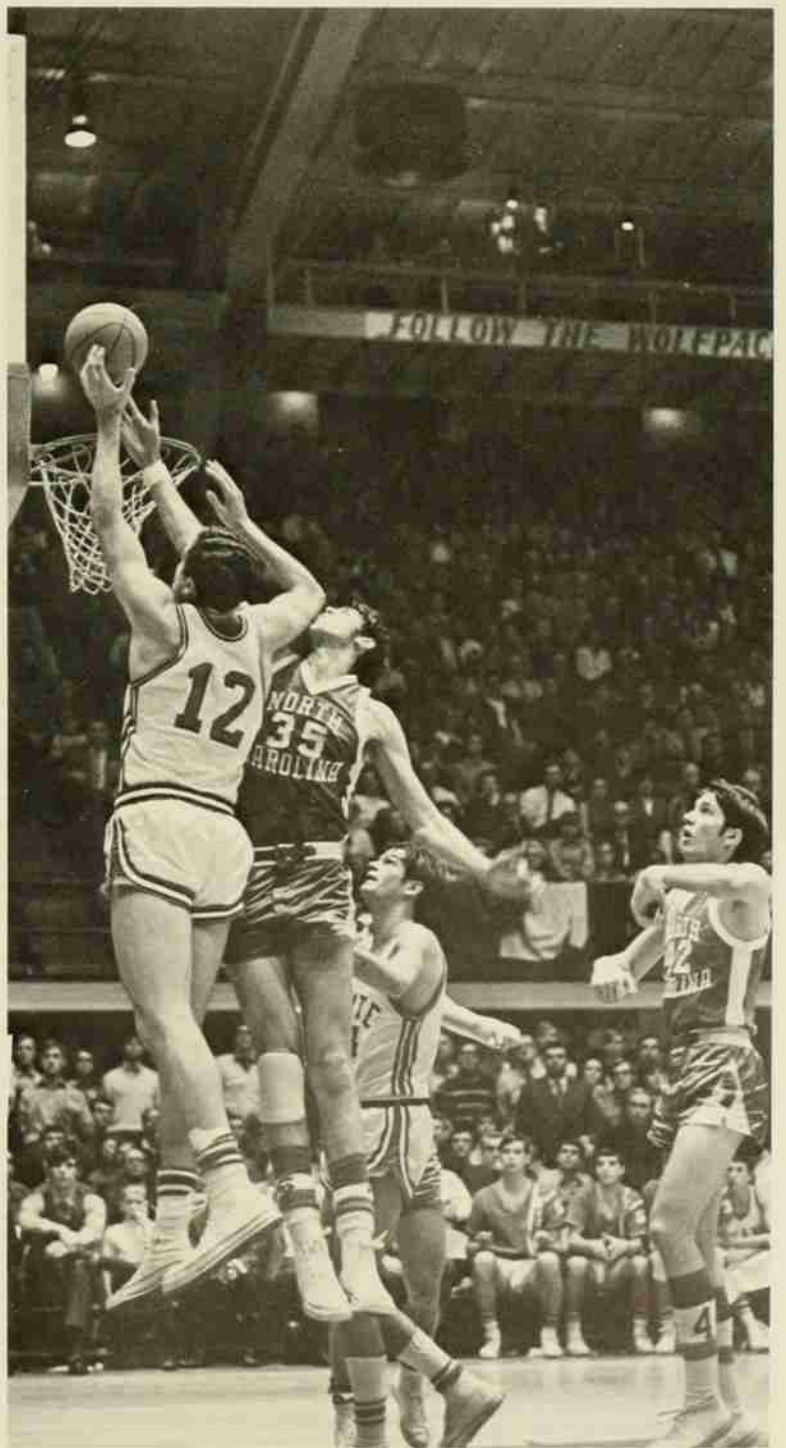
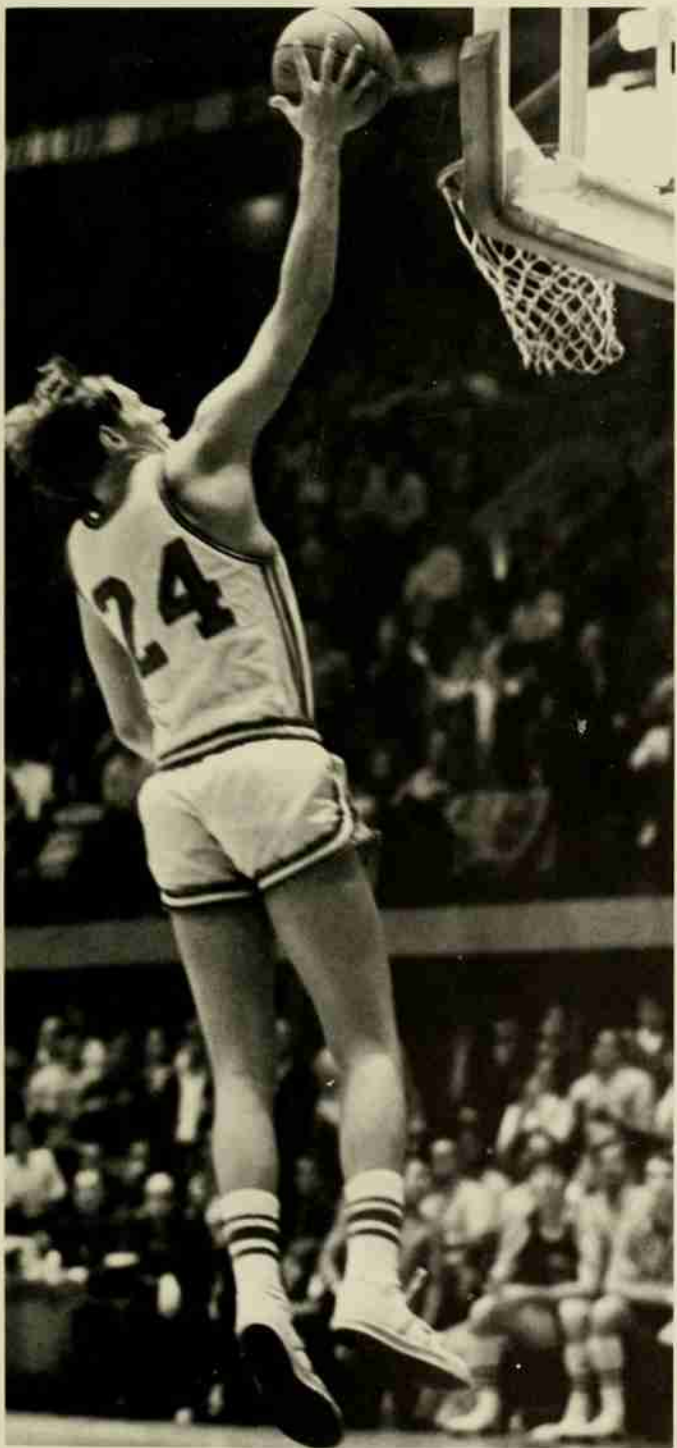


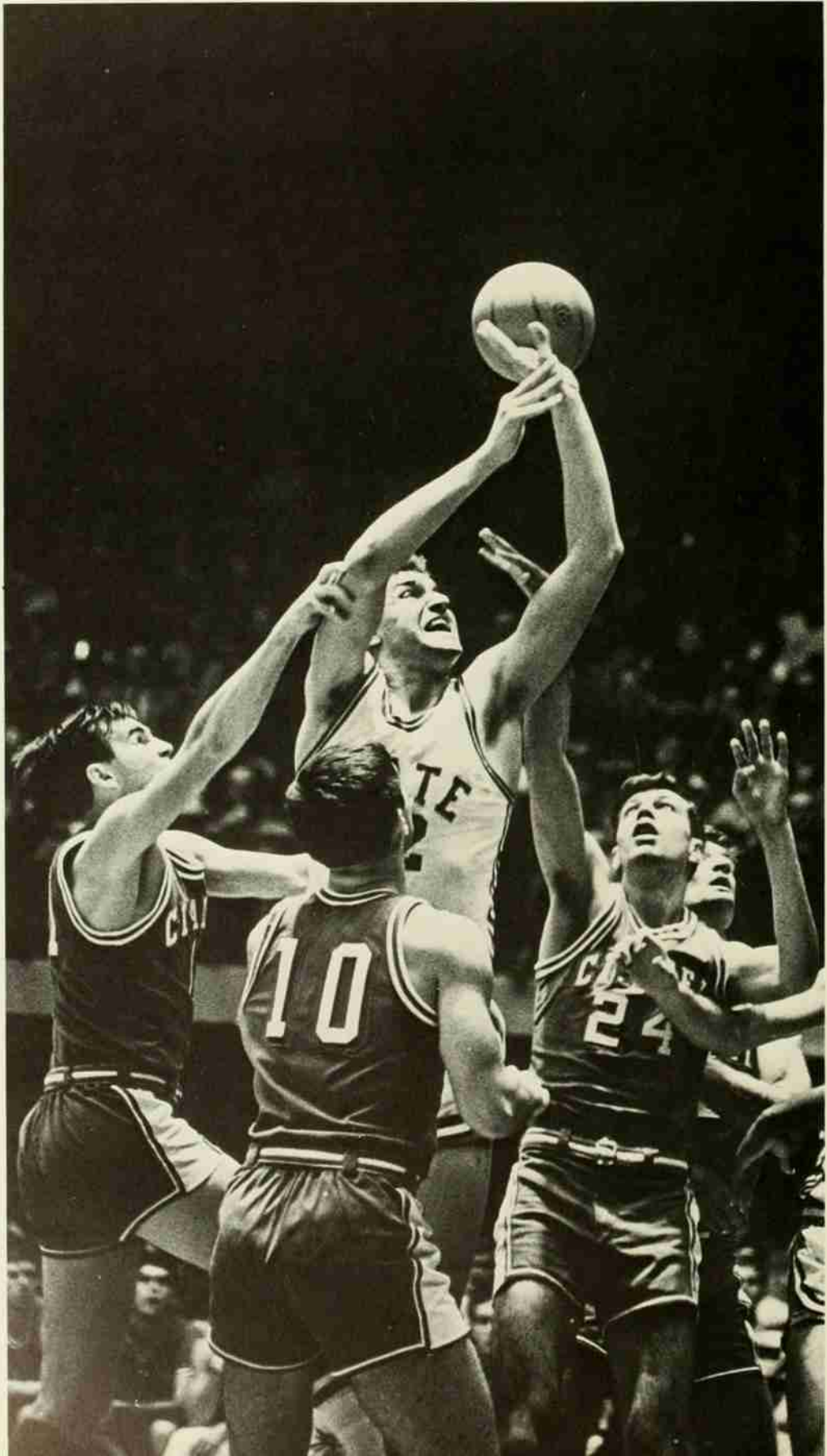




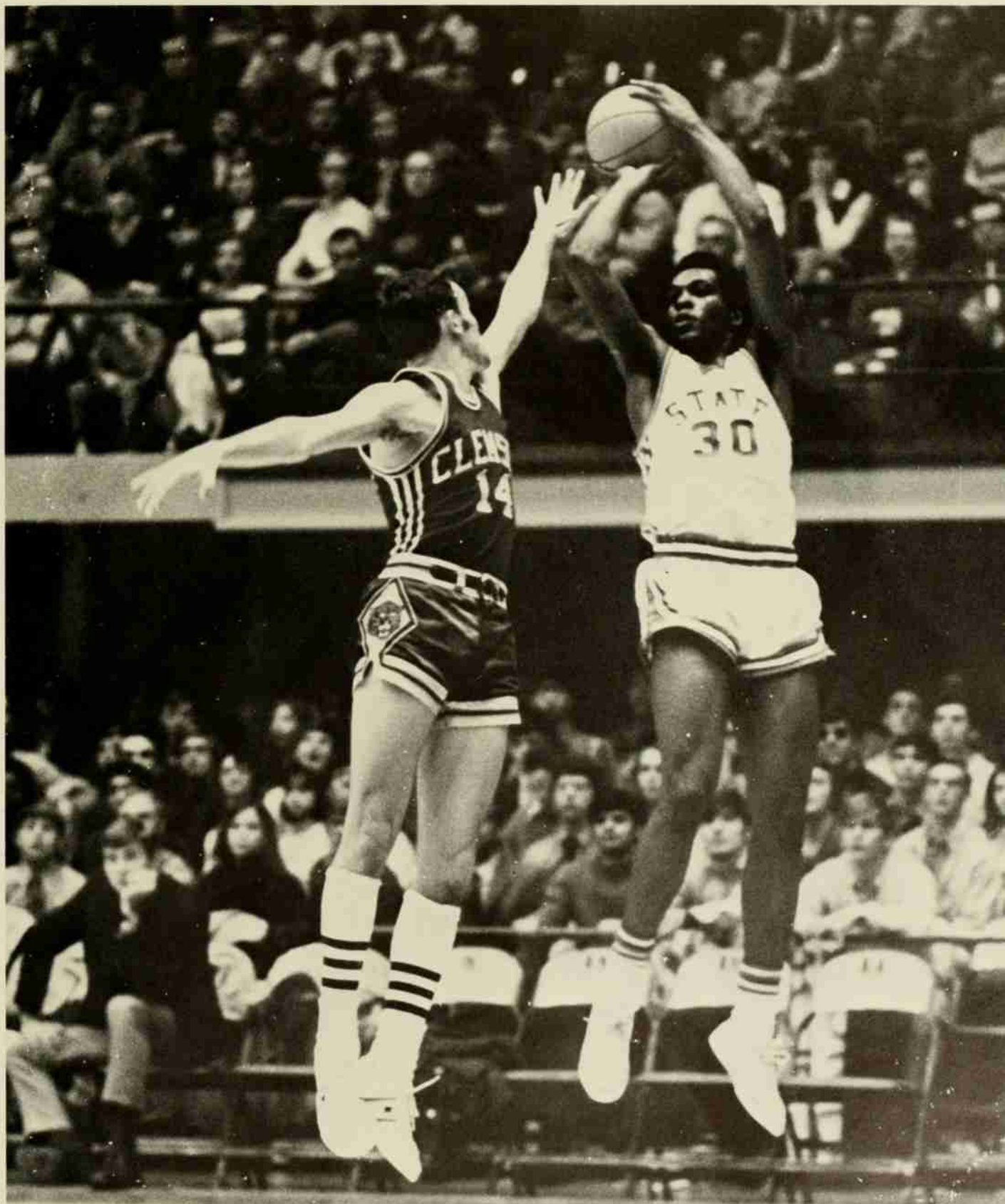






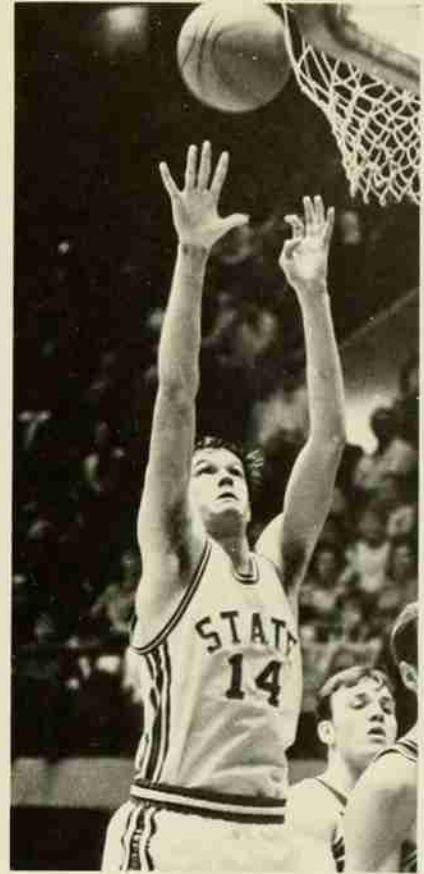
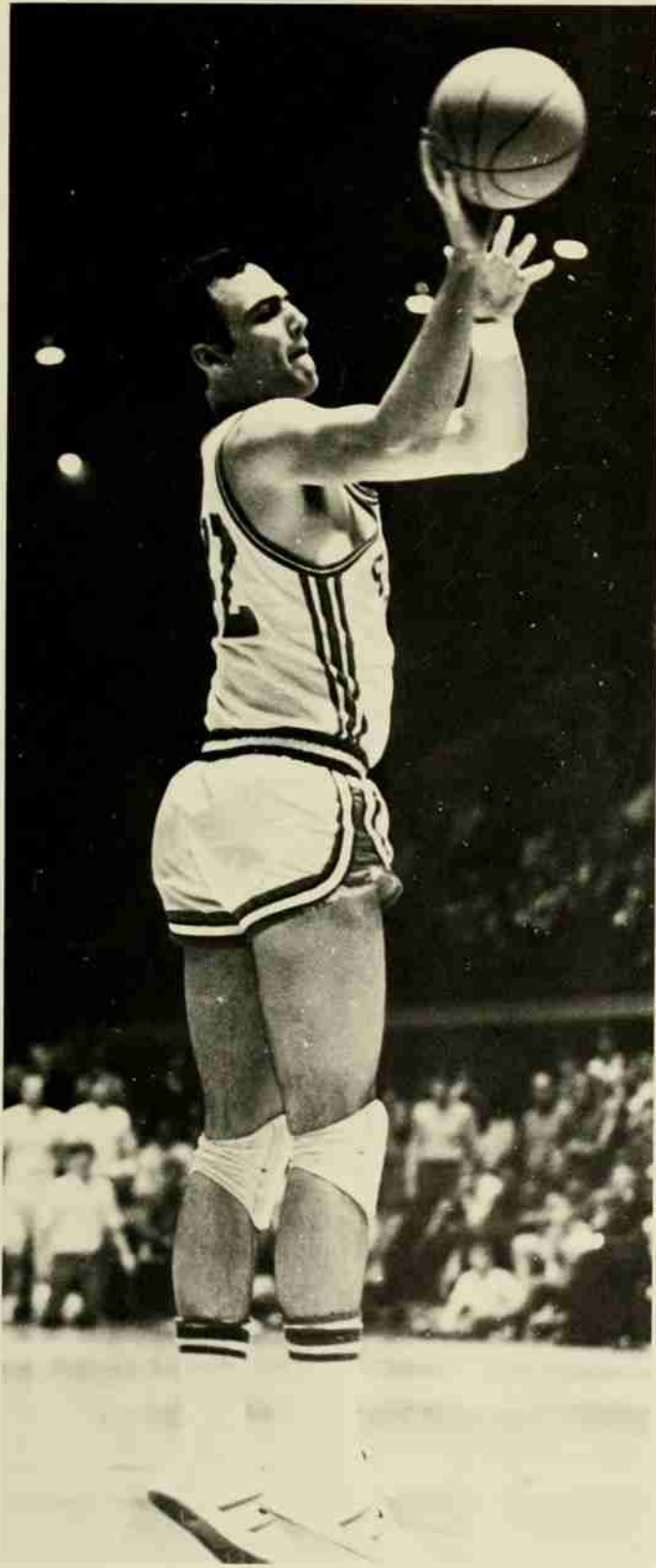


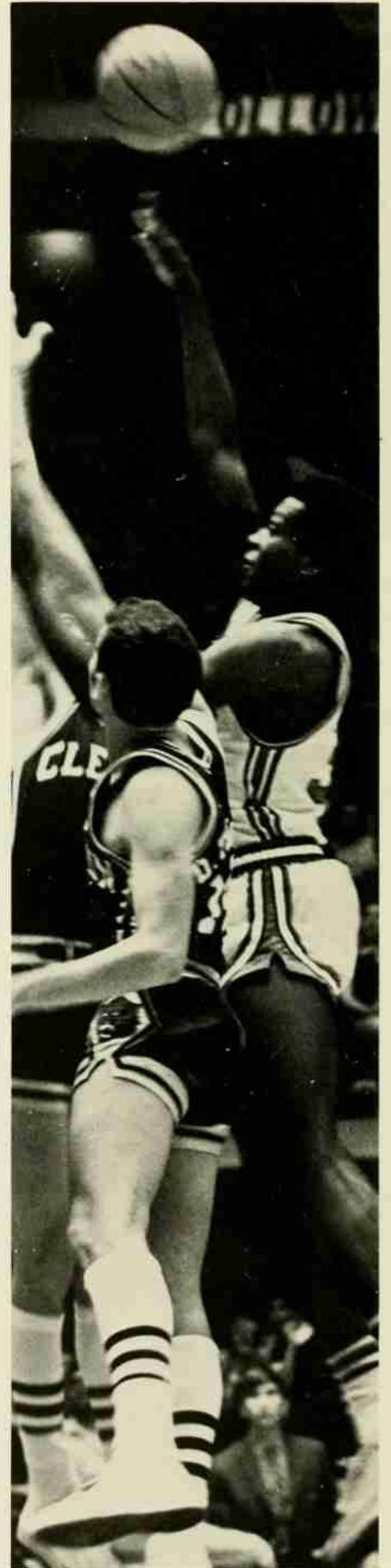
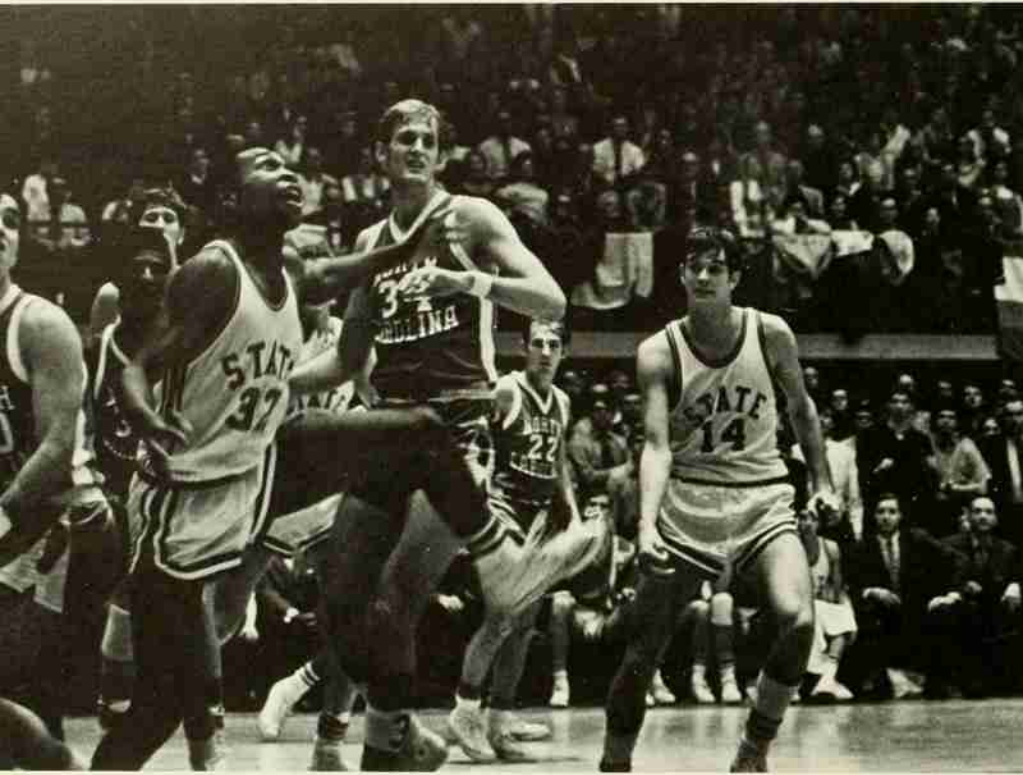




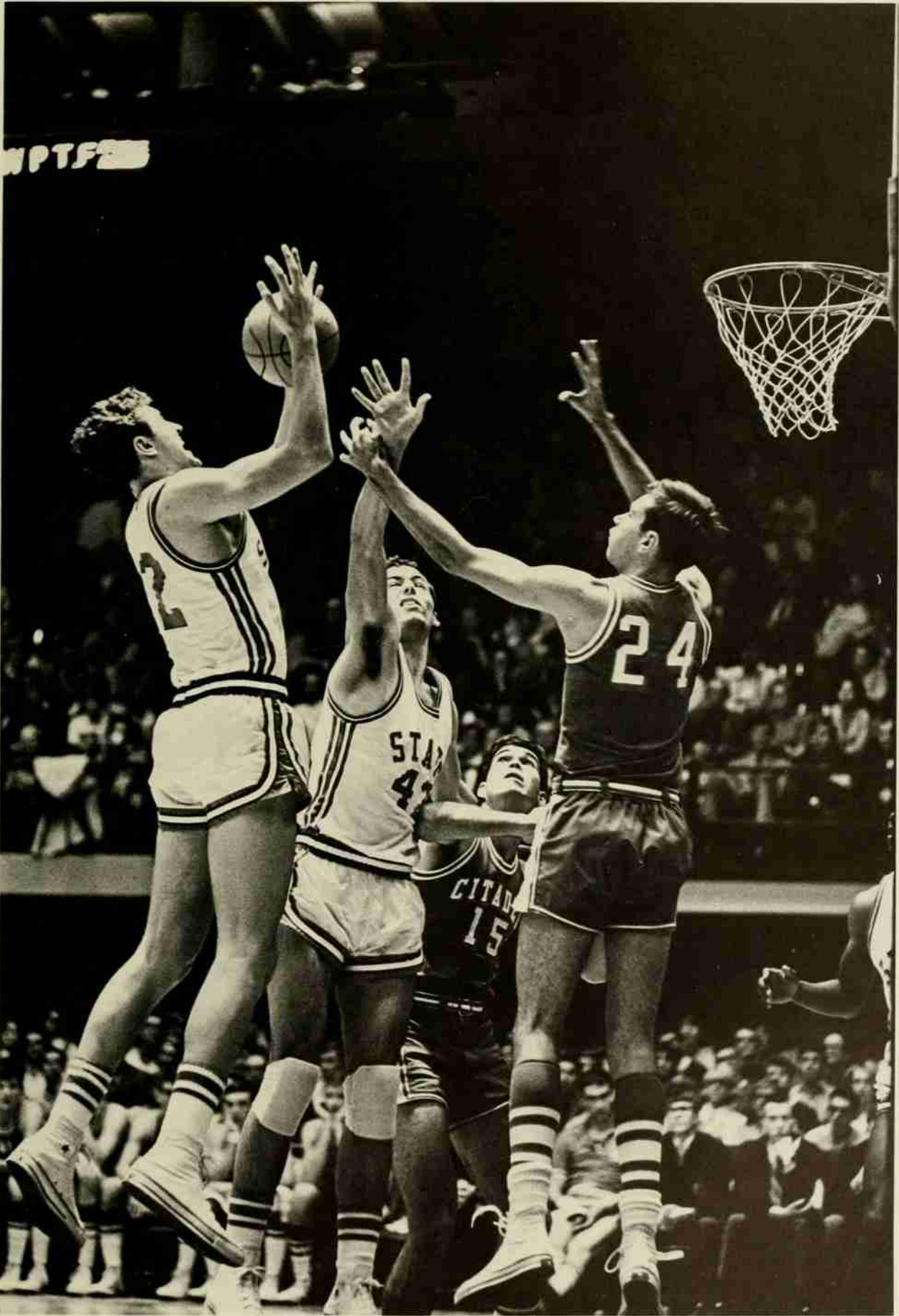


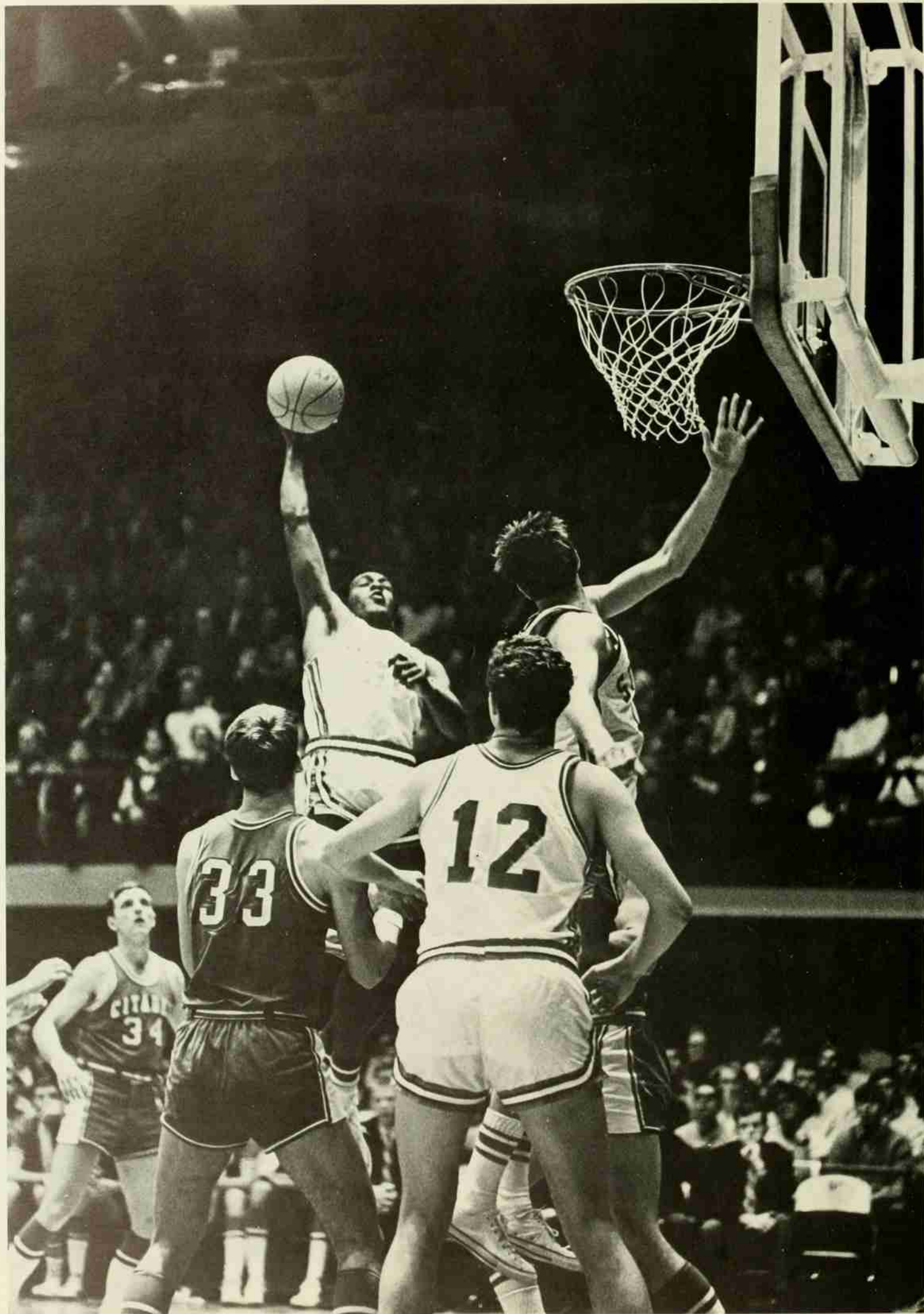




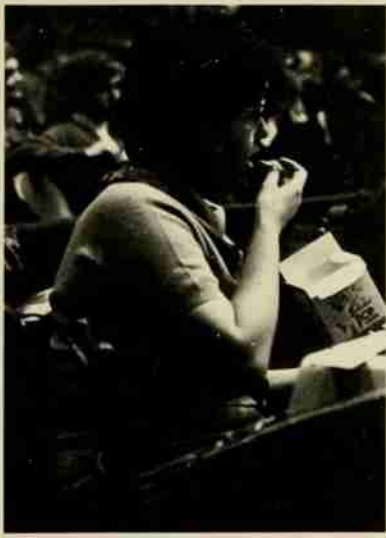


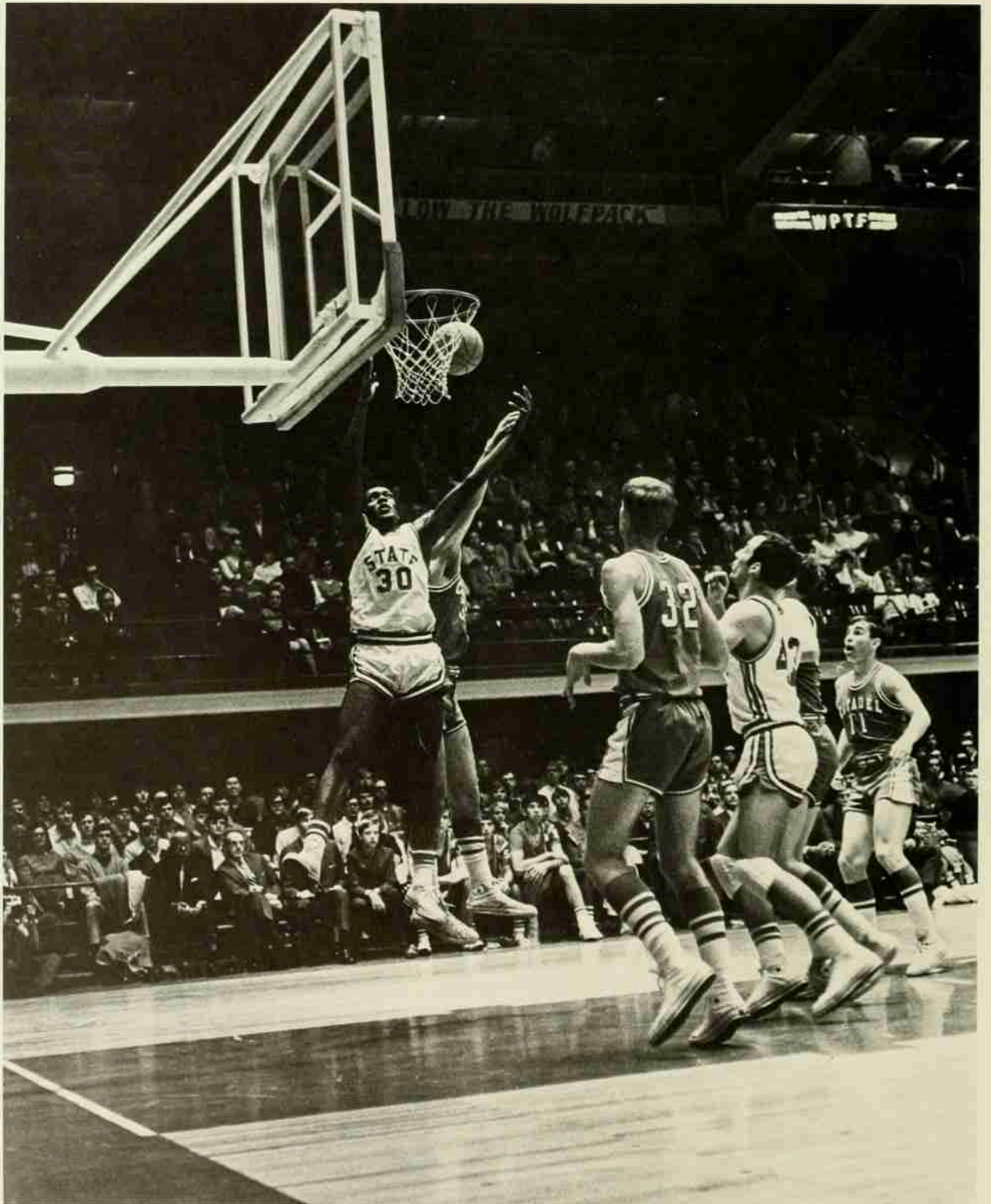




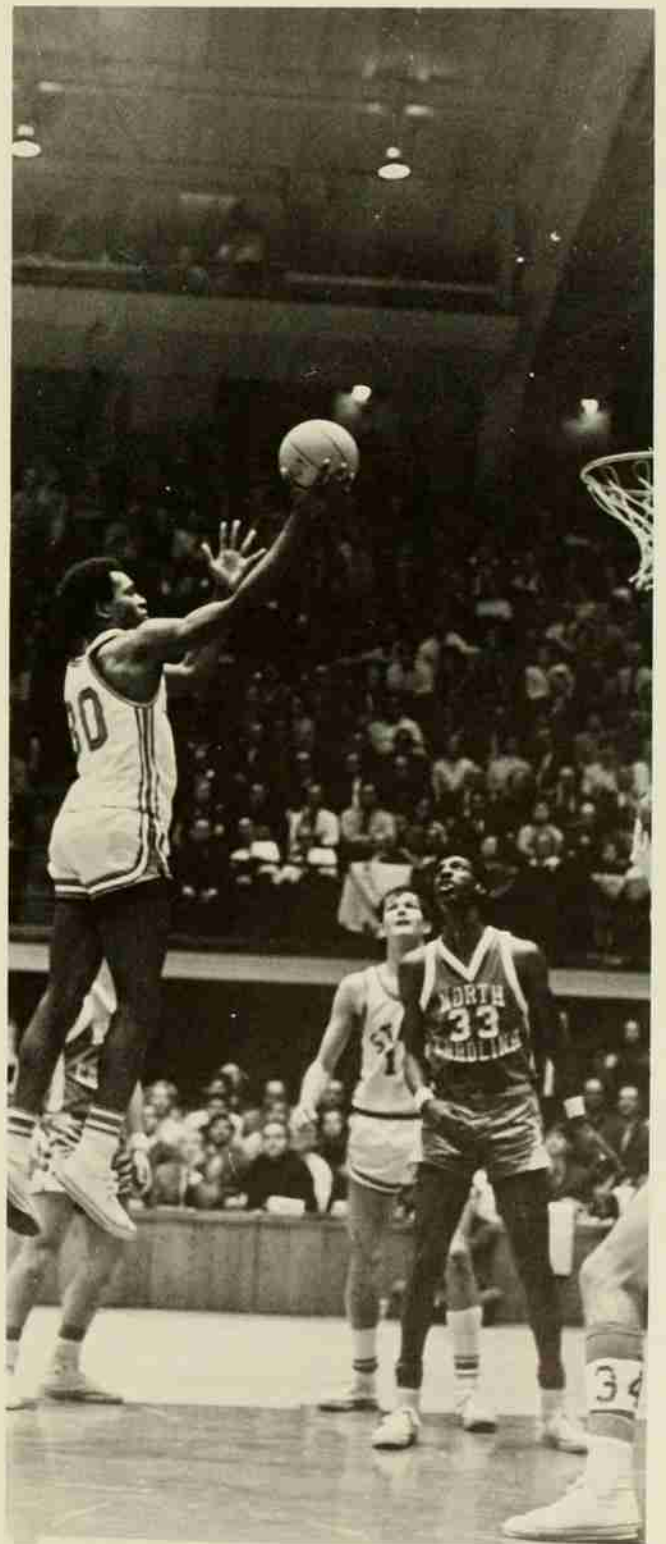
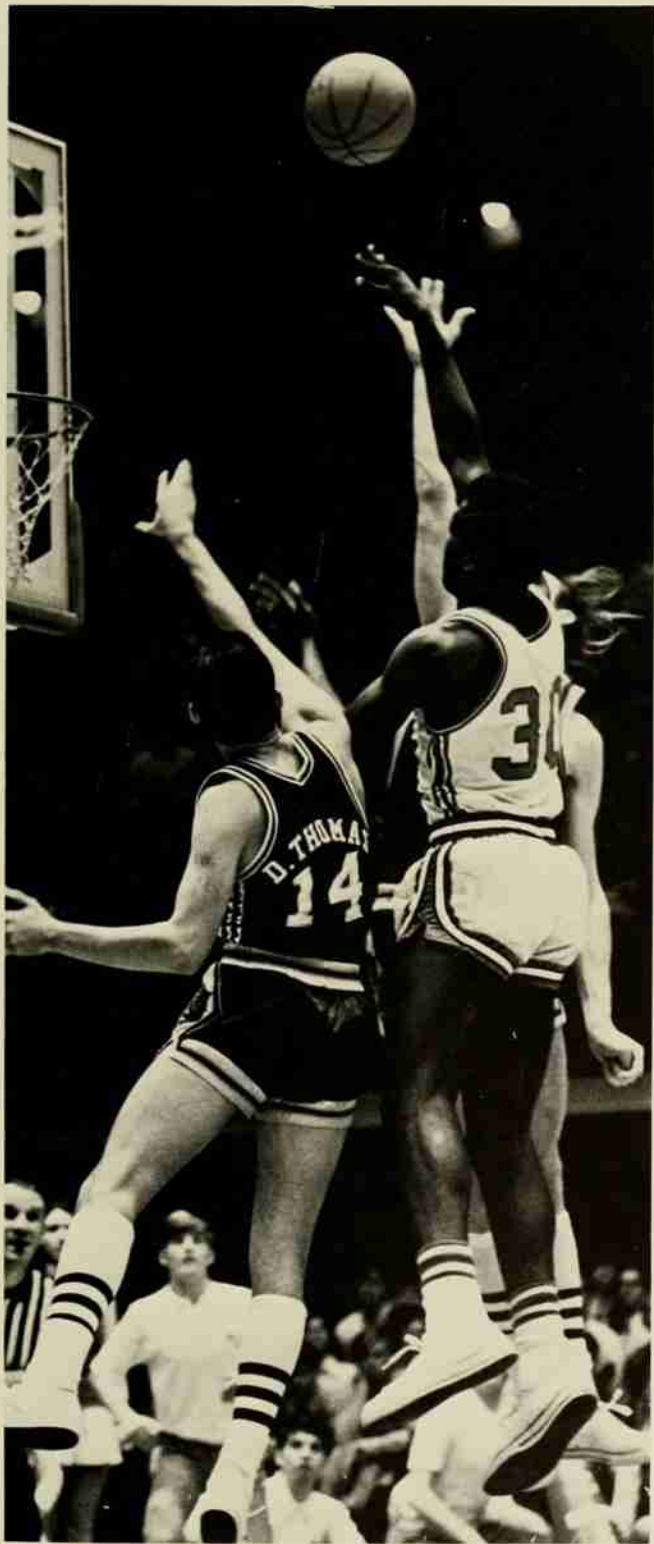








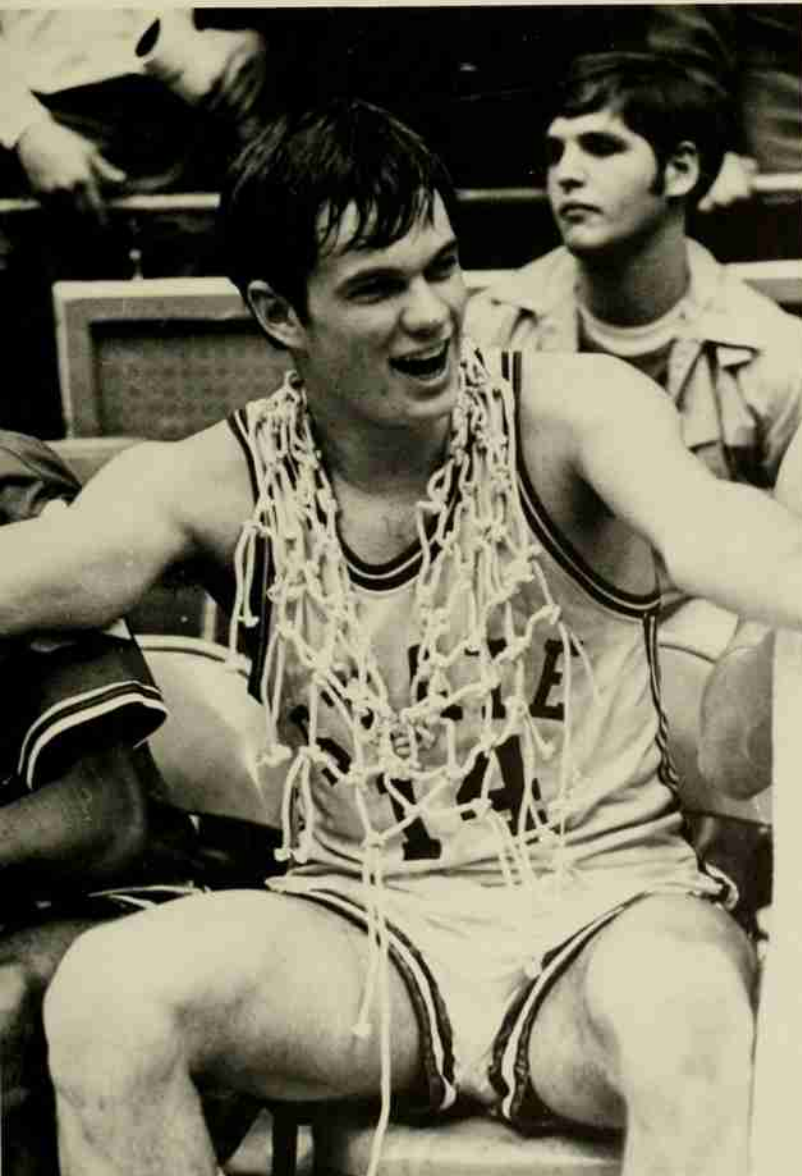
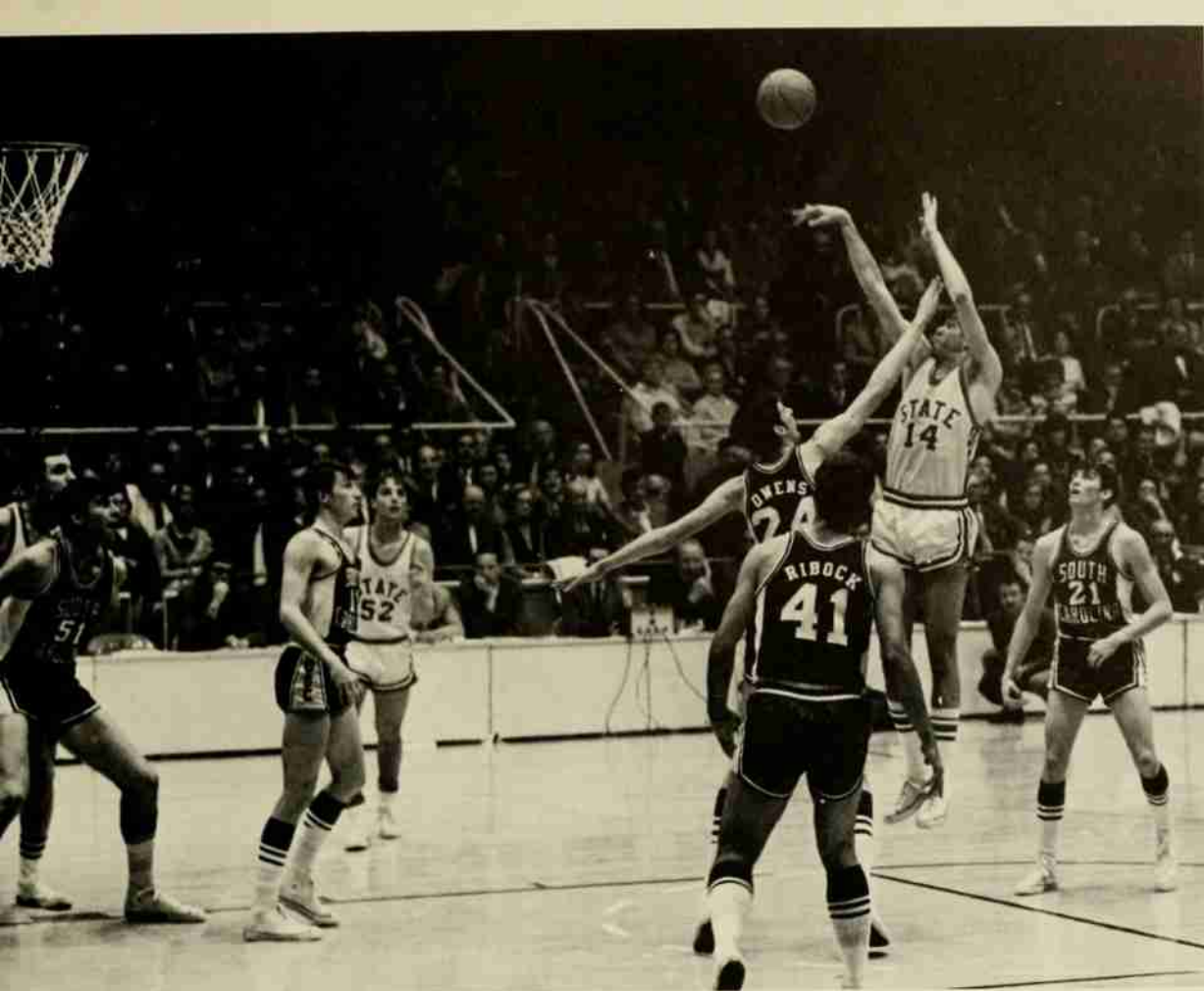










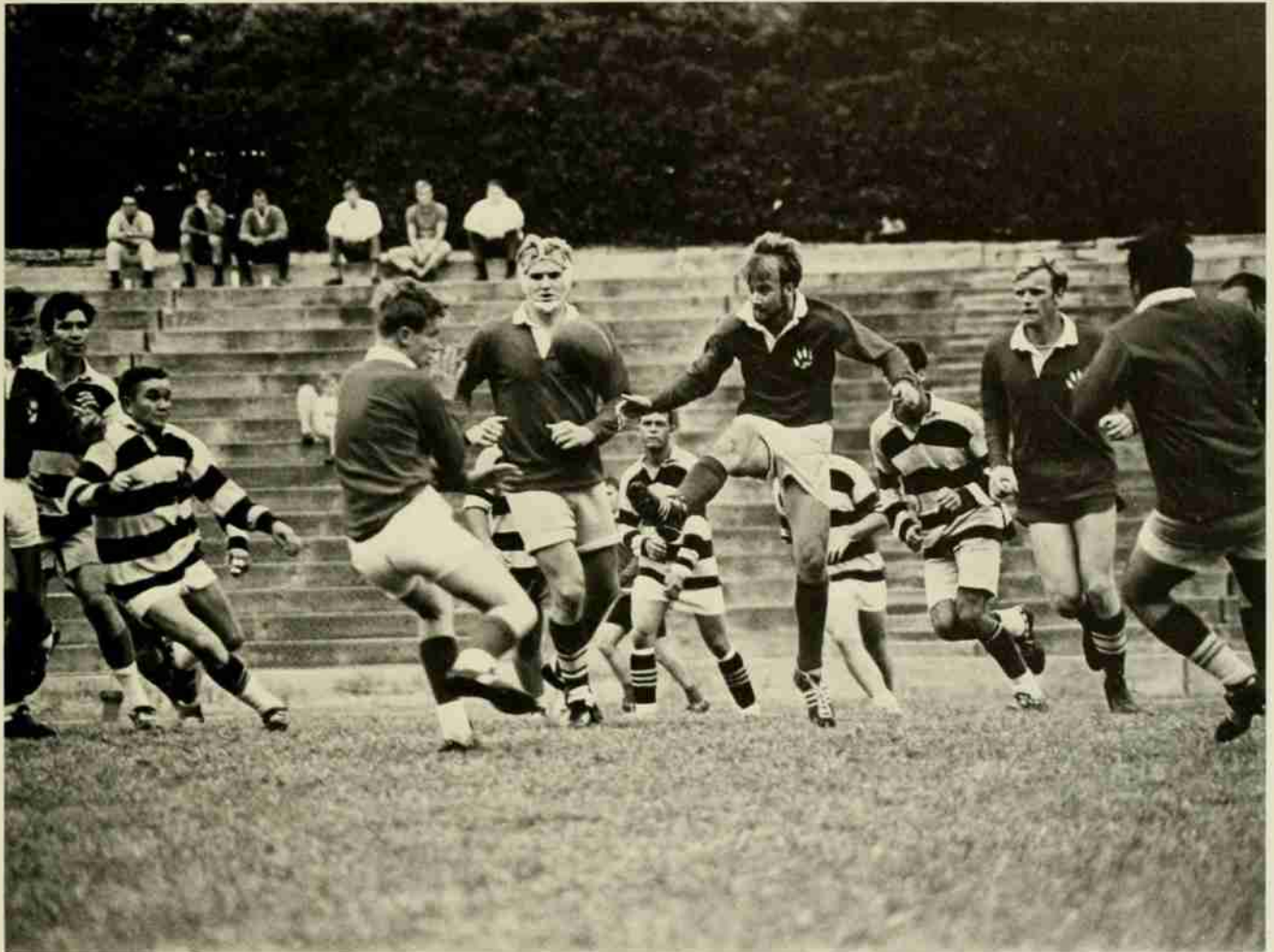


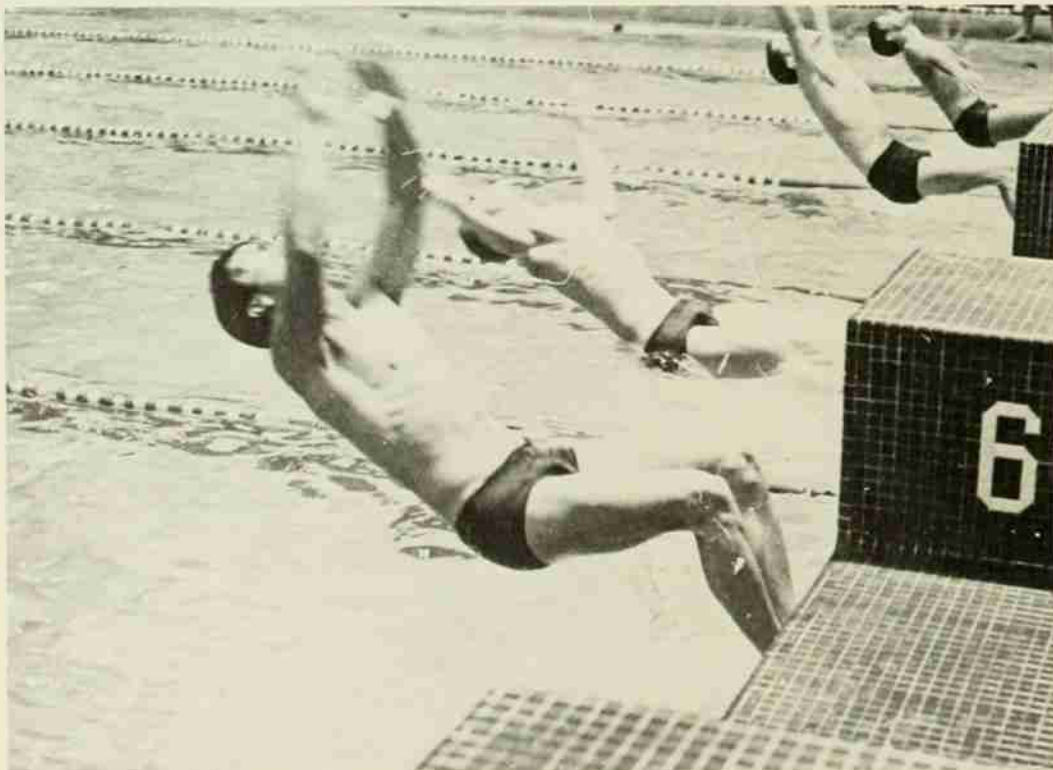
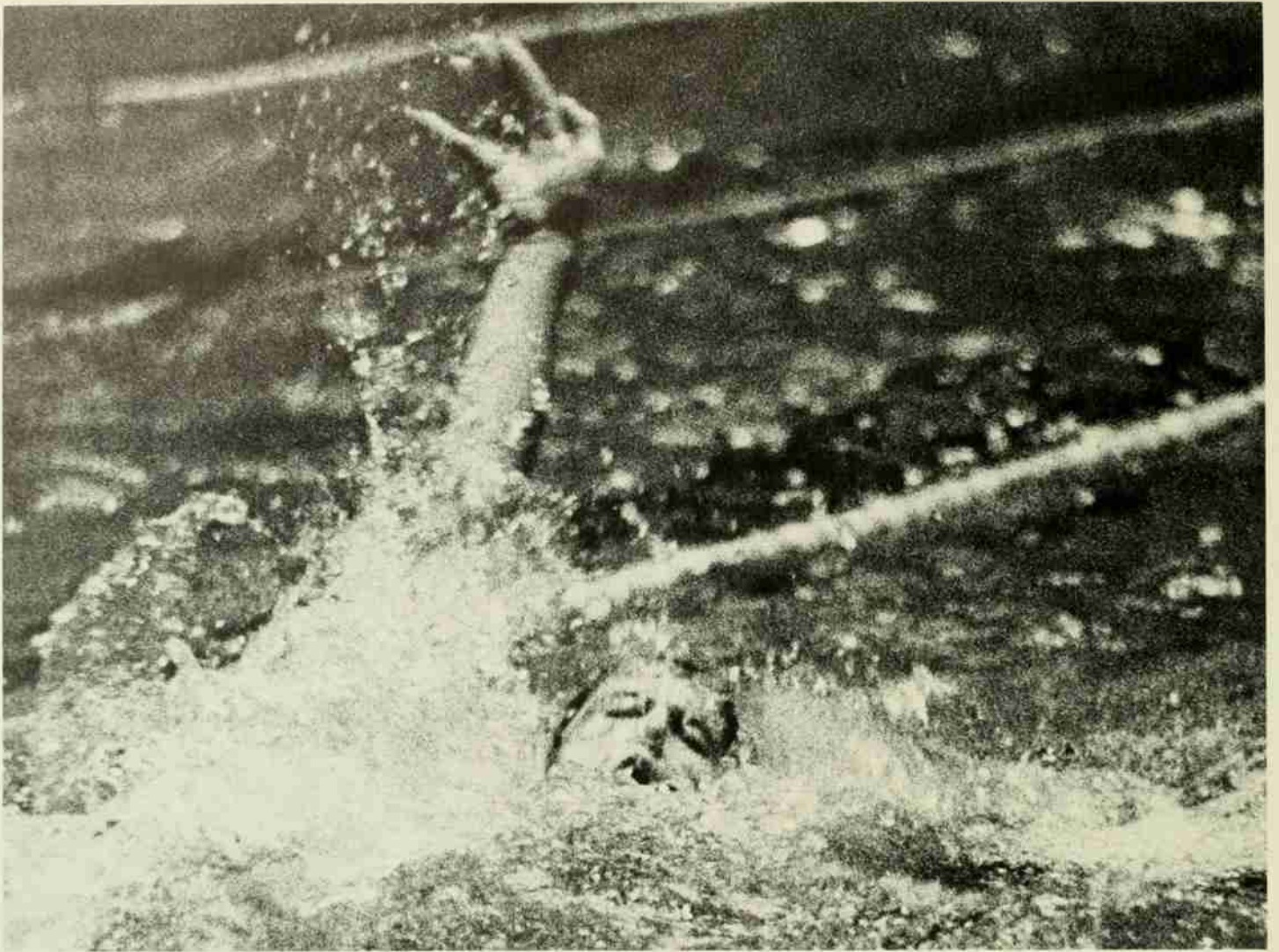
South Carolina . . . . . 39  
N.C. State . . . . . 42

A.C.C. Champions 1970  
Vann Williford – Most Valuable Player

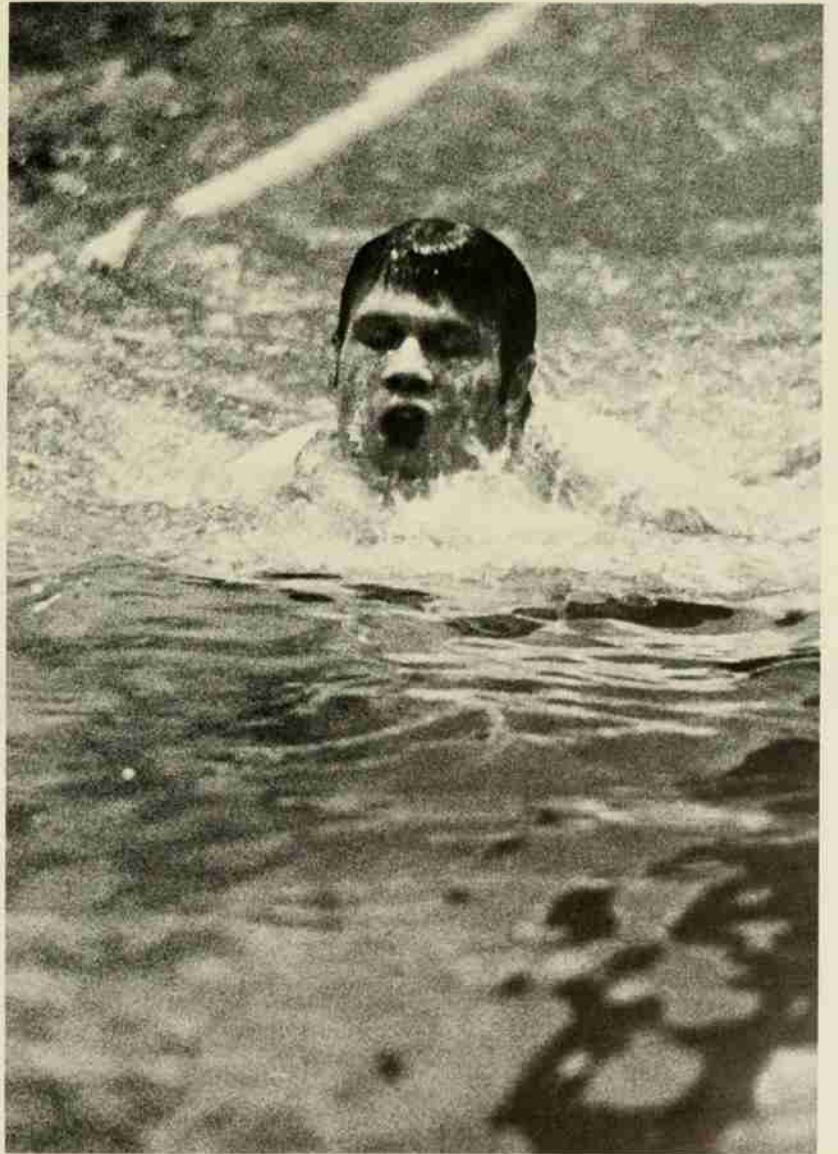
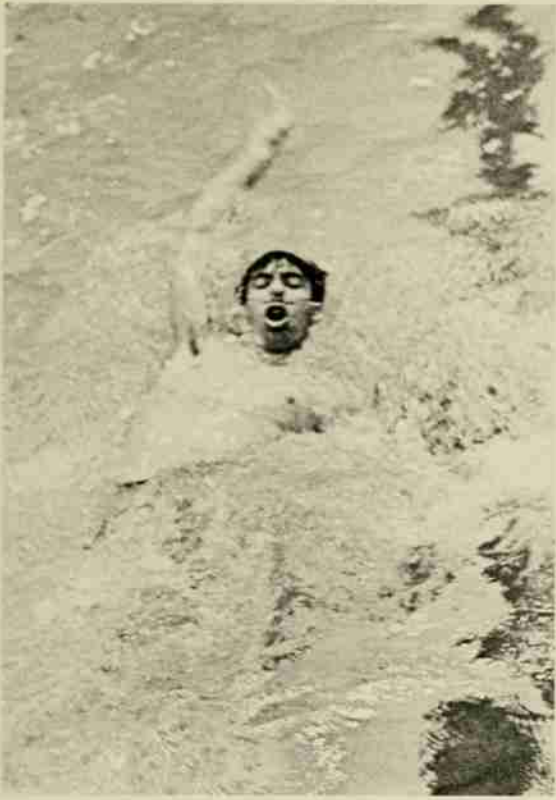


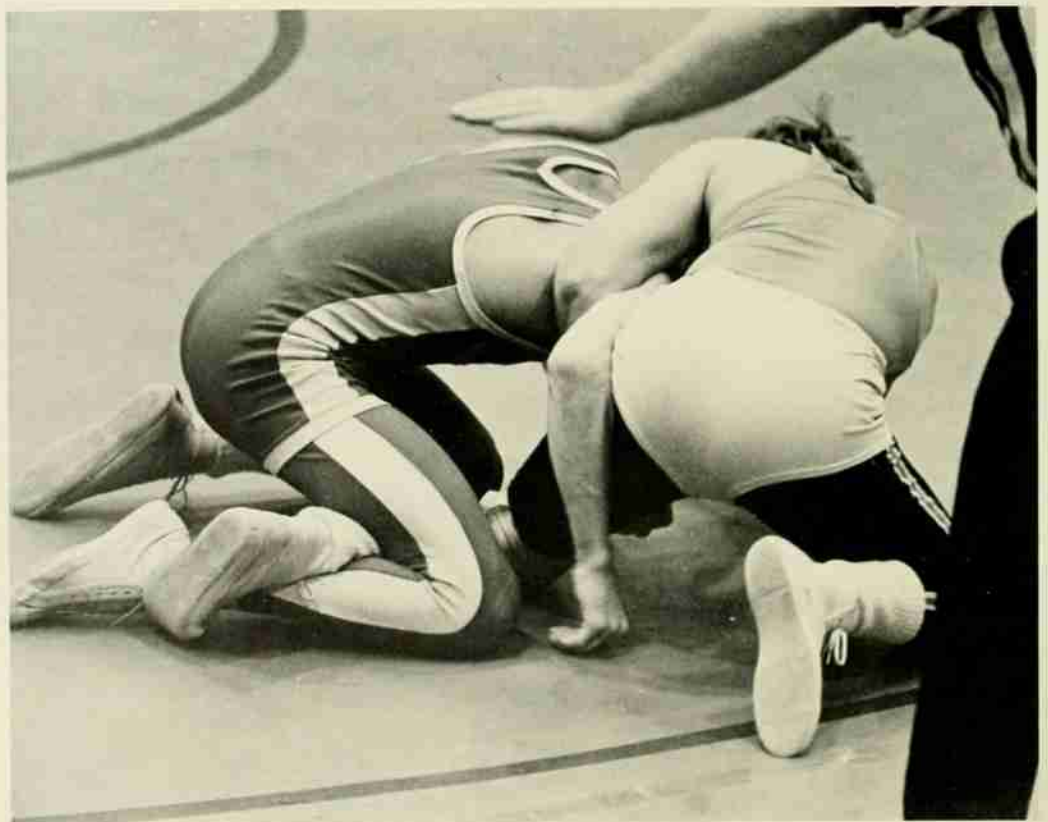
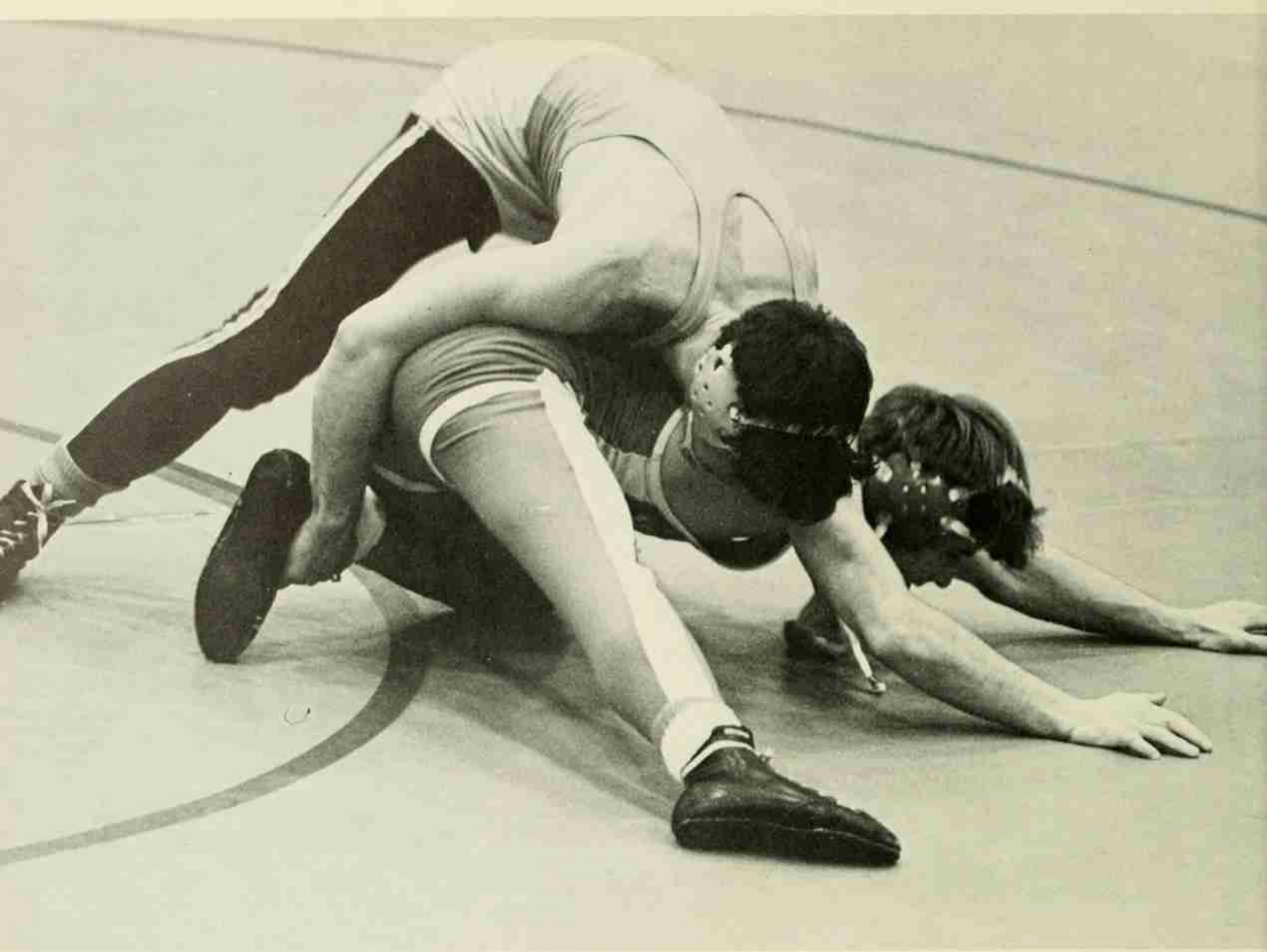




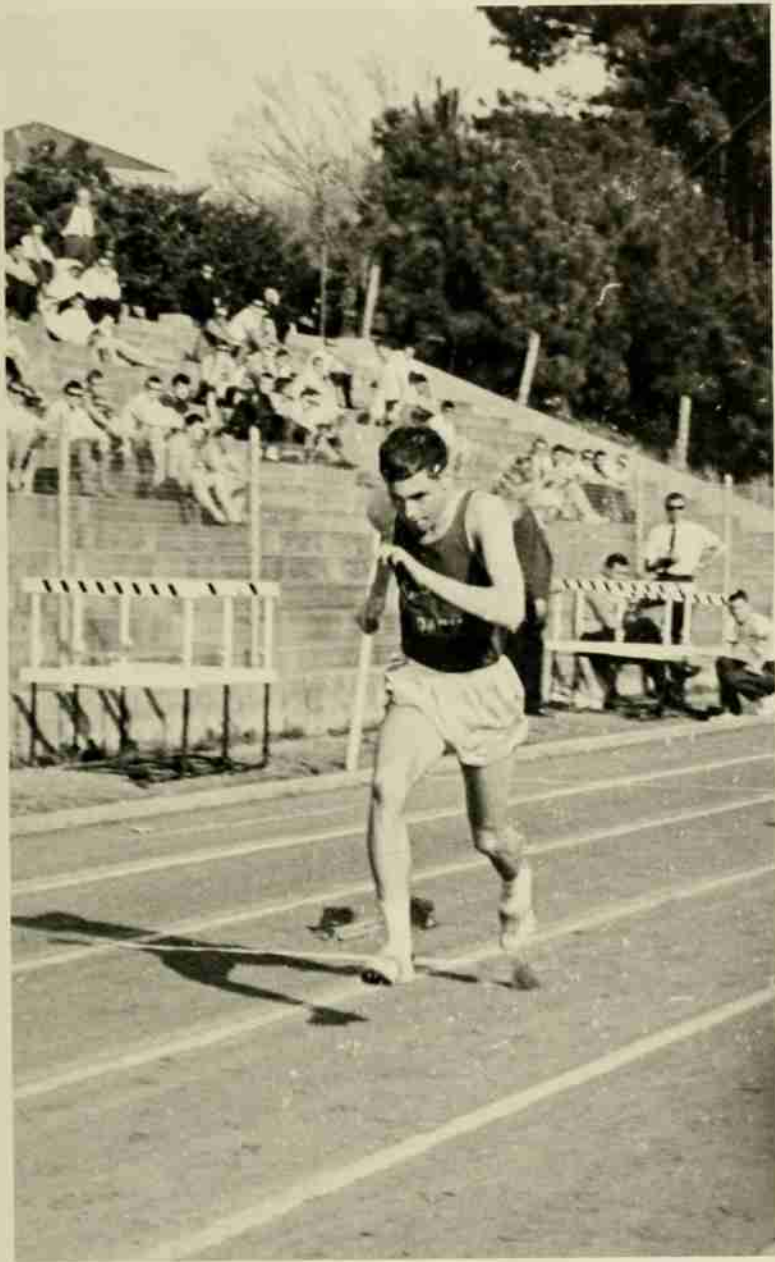






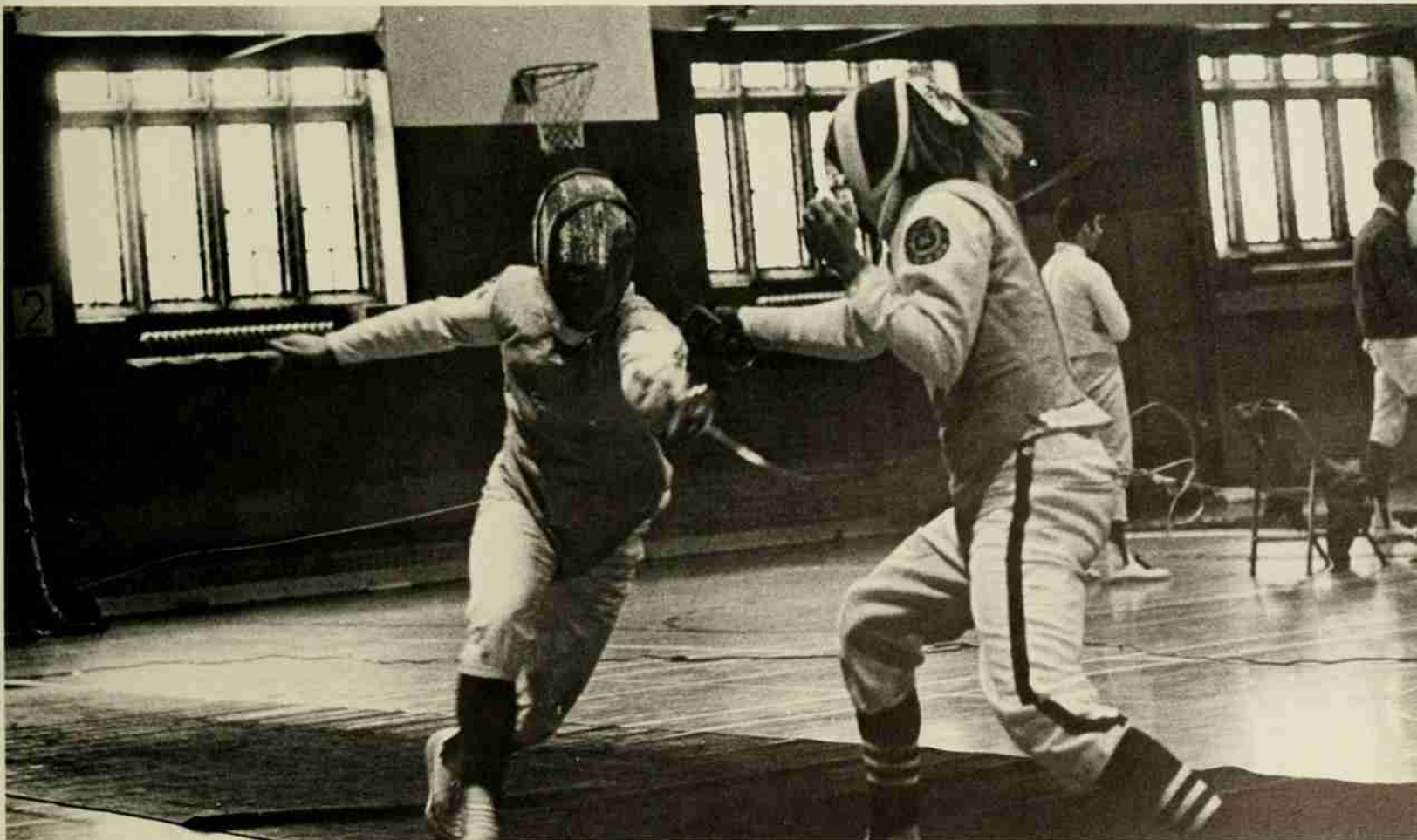
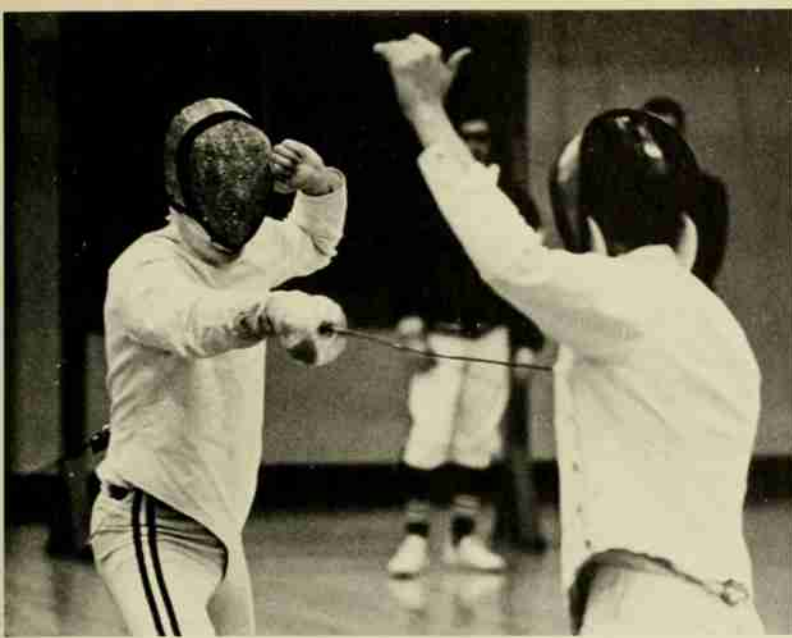




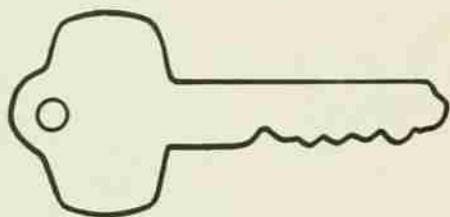








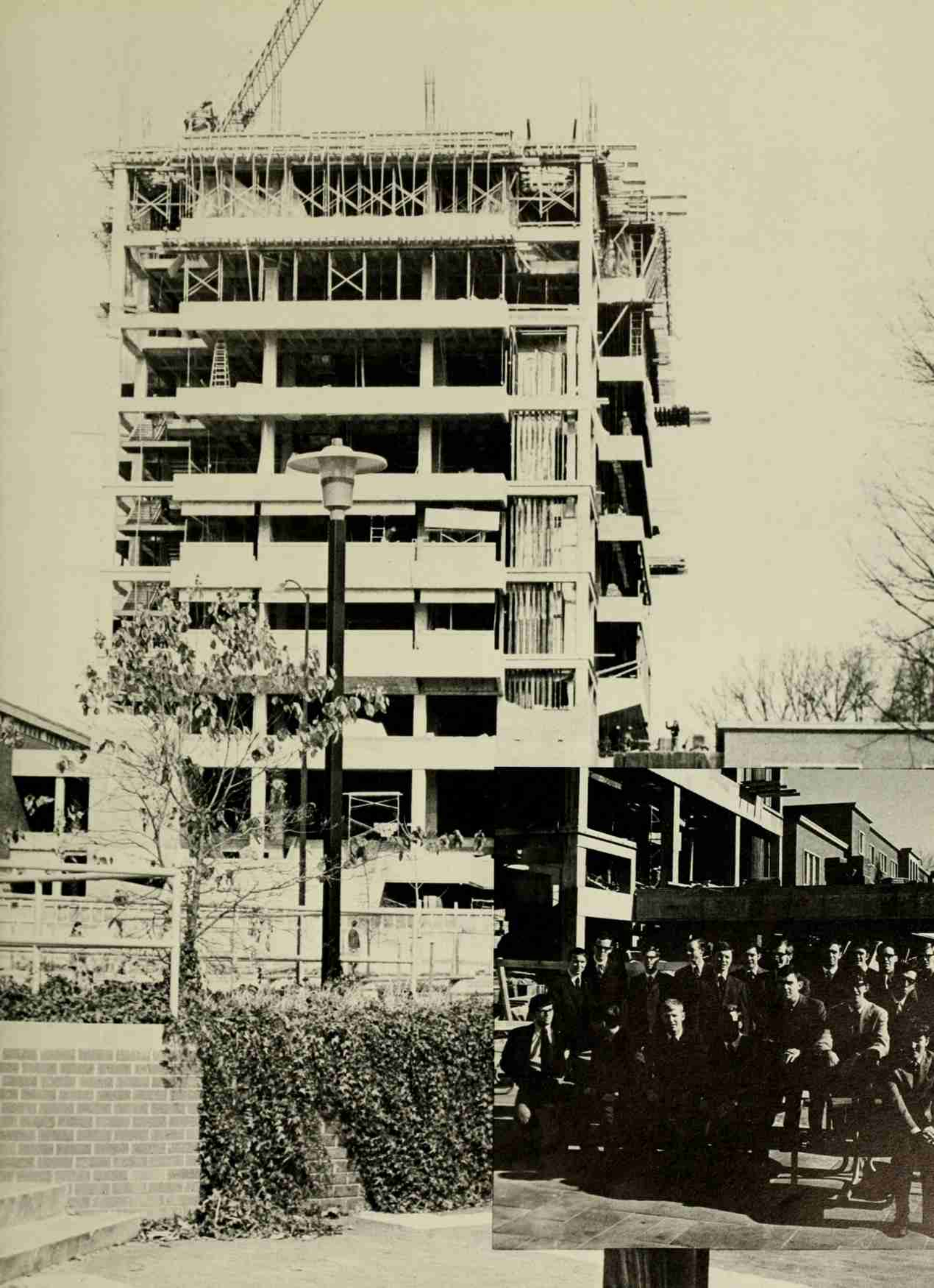
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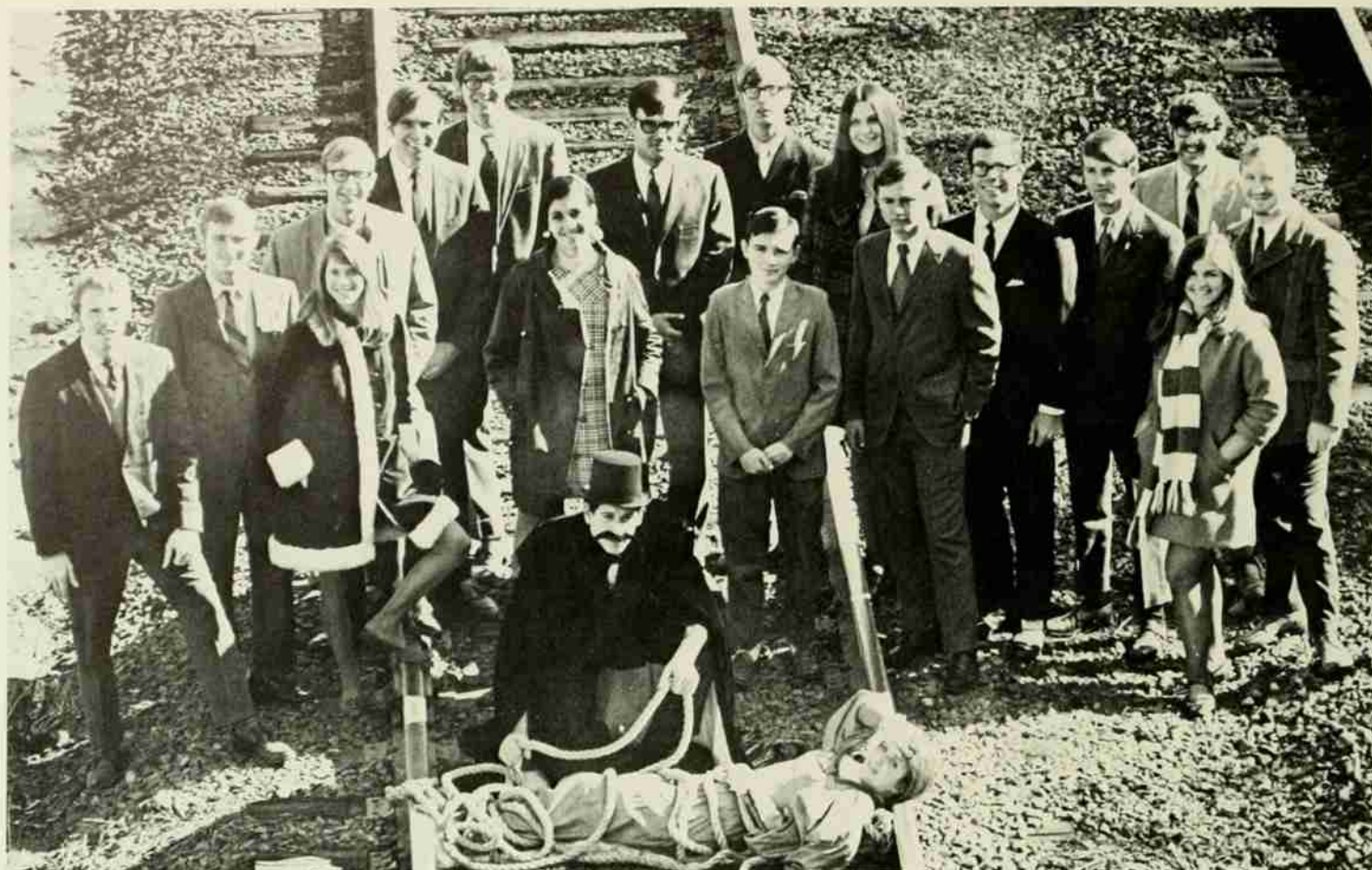
GOLD CHAIN











Burnice Bivens, Glenn Friedman, Julie Gibbs, Pat Hatcher, Bob Holden, Ed Julian, Louise Julian, Nancy Jokovich, Pattie Karp, John Leatherman, Steve Leatherman, Armon McPherson, Art Madeley, Tony Marion, Tom Morgan, Ronald Painter, Jeanne Rabold, Lee Smith, Cynthia Soures, Ray St. Clair, Floyd Strickland.



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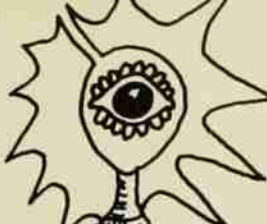
John Walsh

Omar Williams

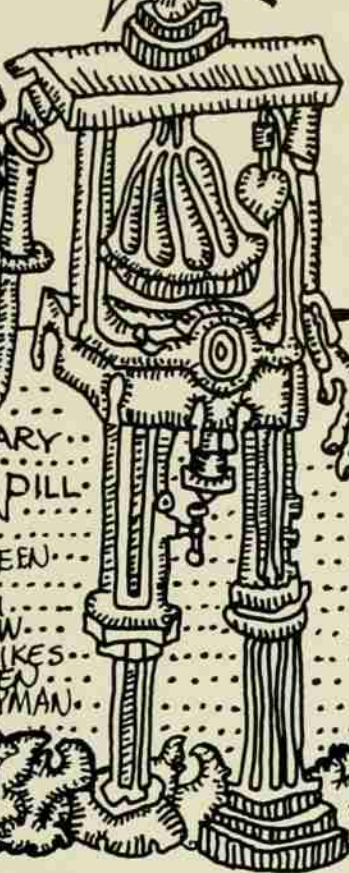
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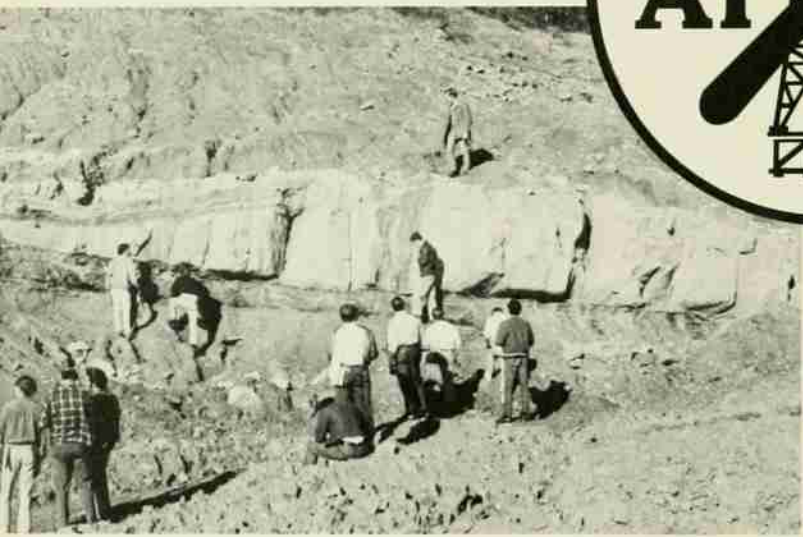
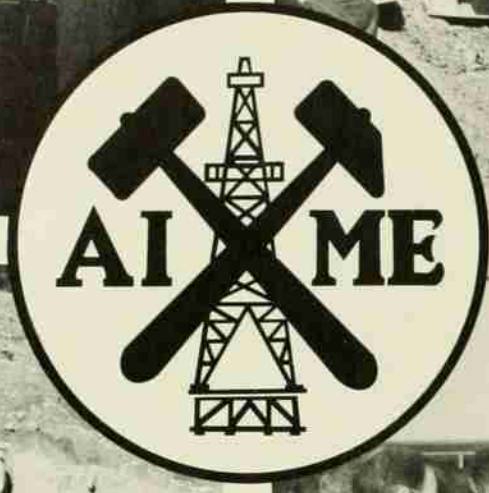
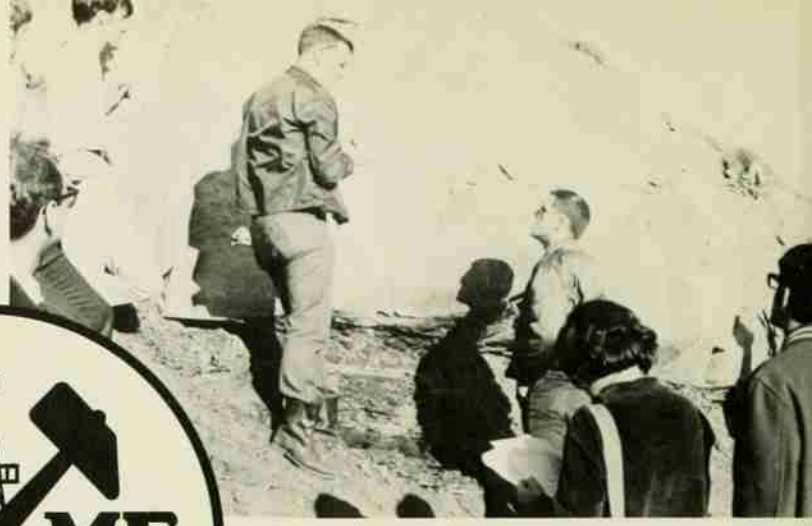
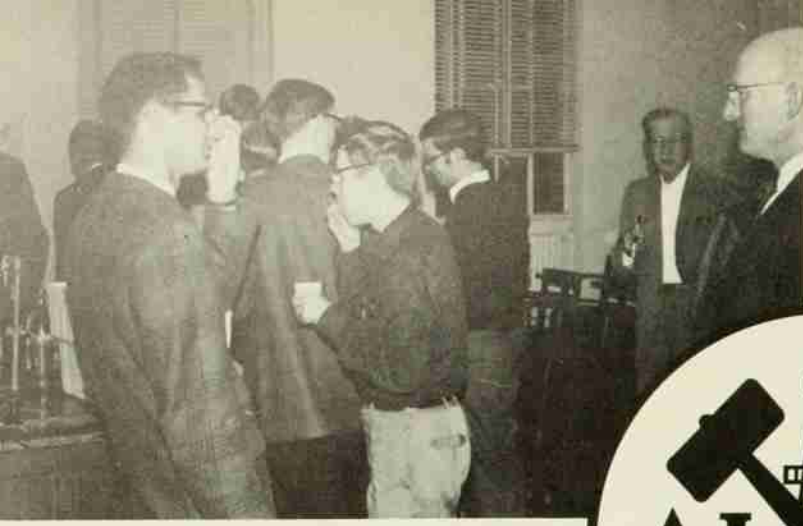
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 S. CORDLE · J. COX · V. CRAWLEY ·  
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AICHE



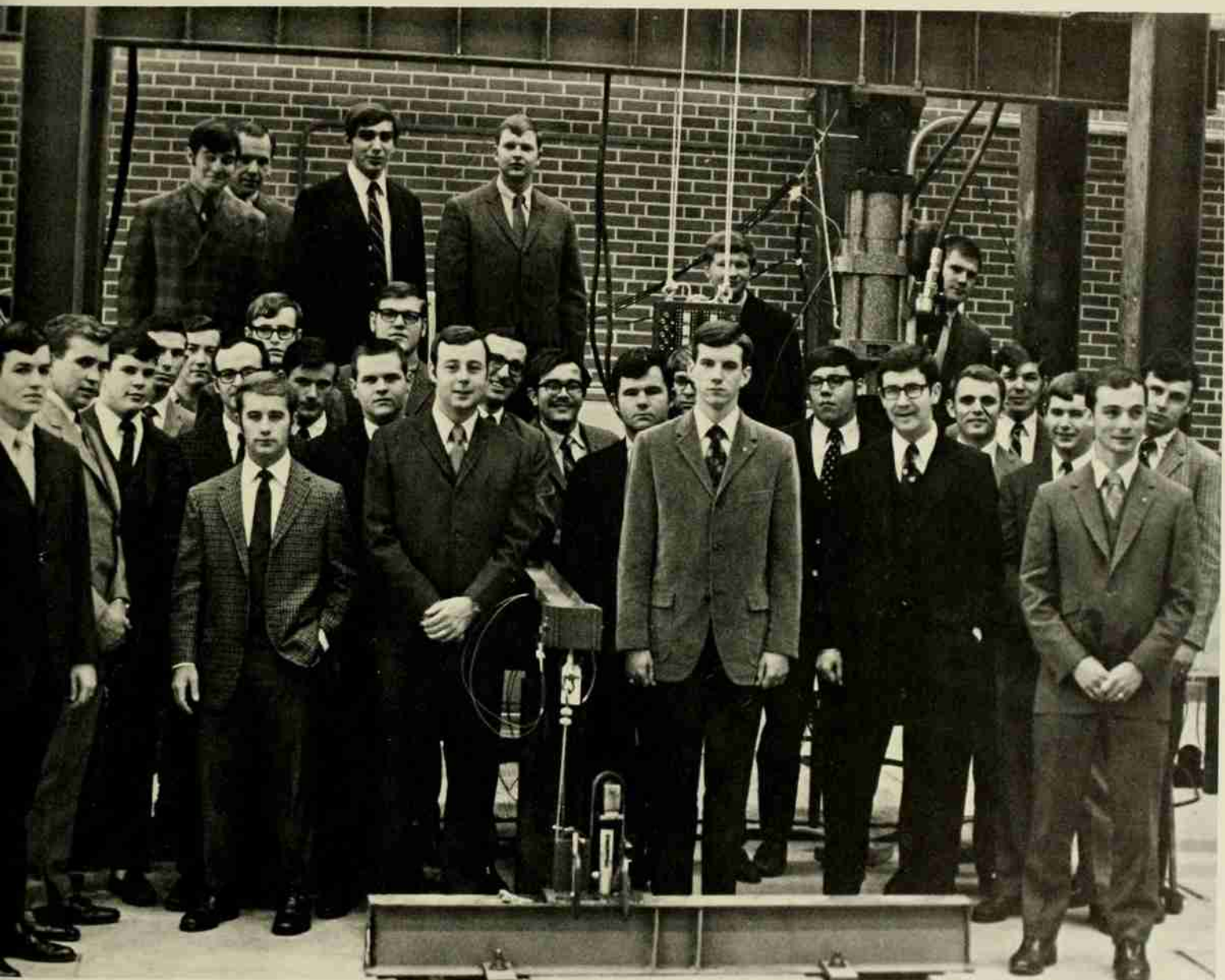


SOCIETY FOR METALS

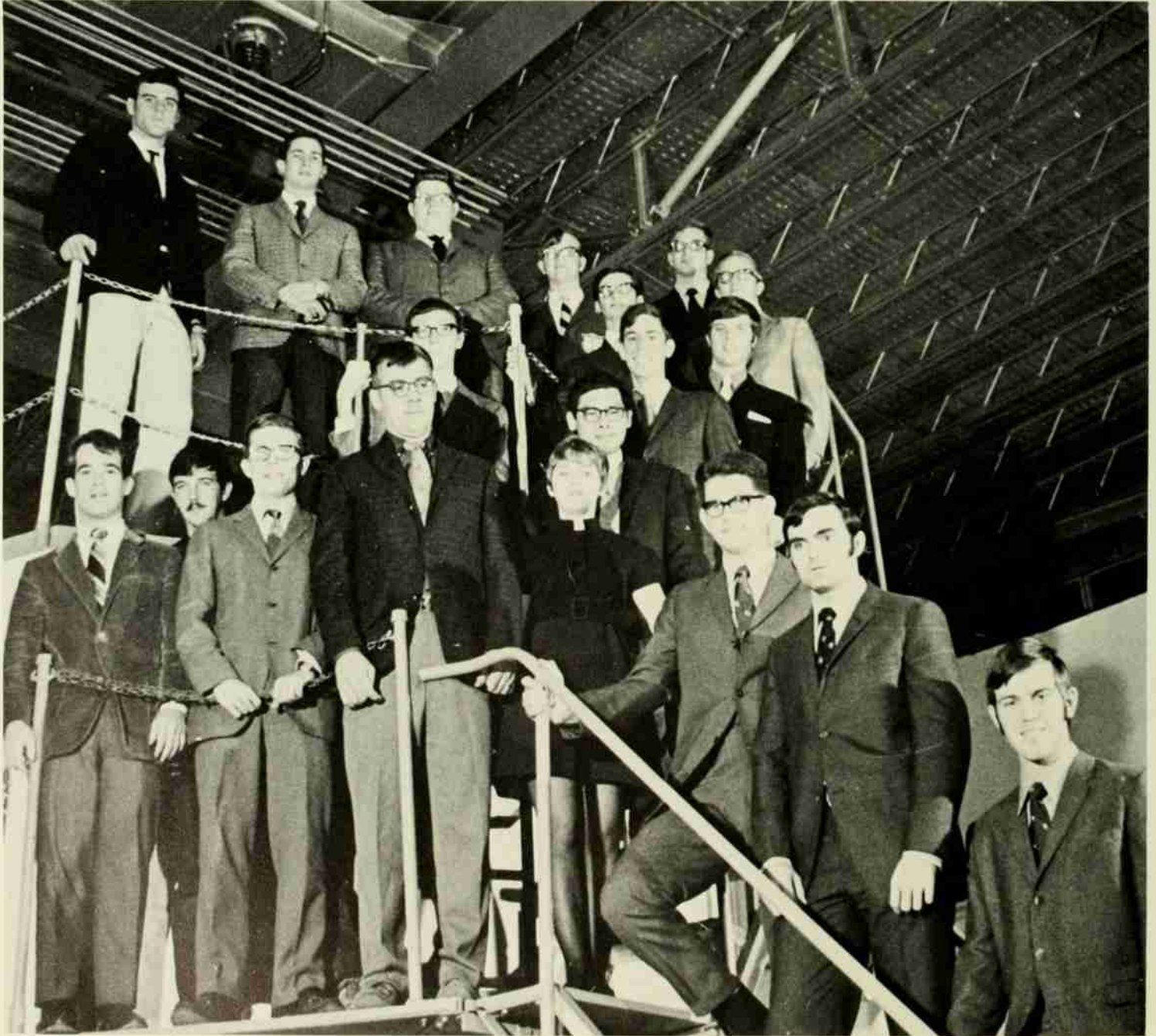
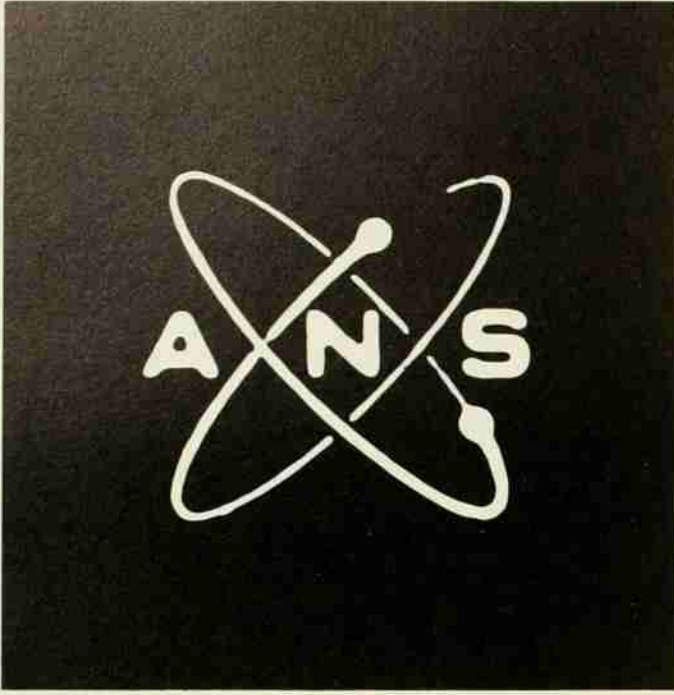




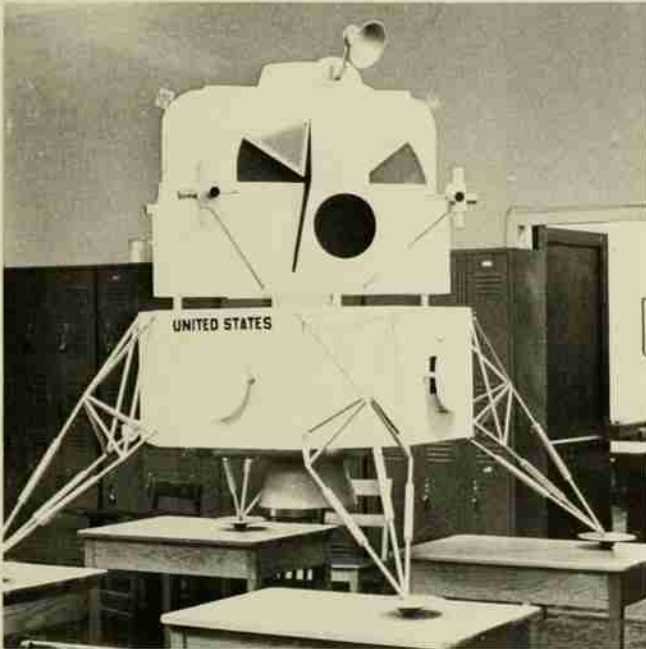
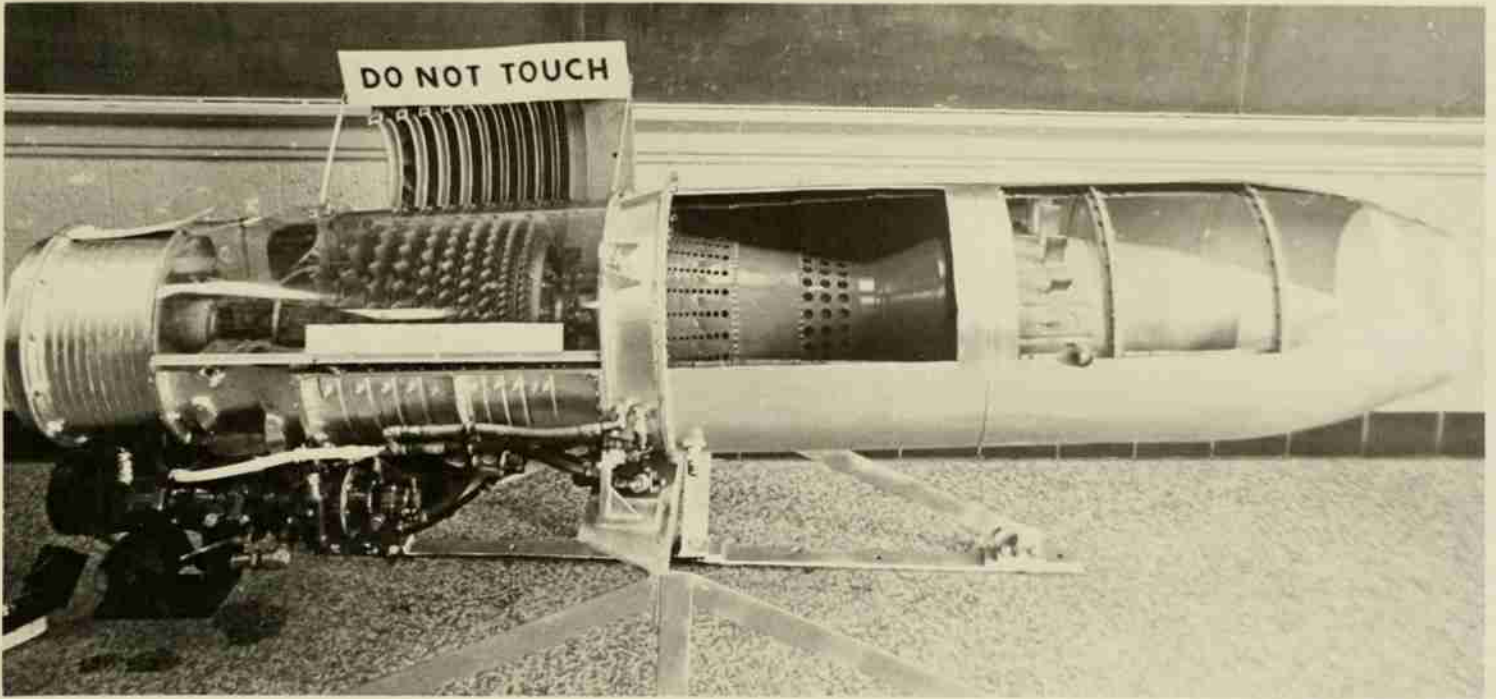
CIVIL ENGINEERS



NUCLEAR SOCIETY



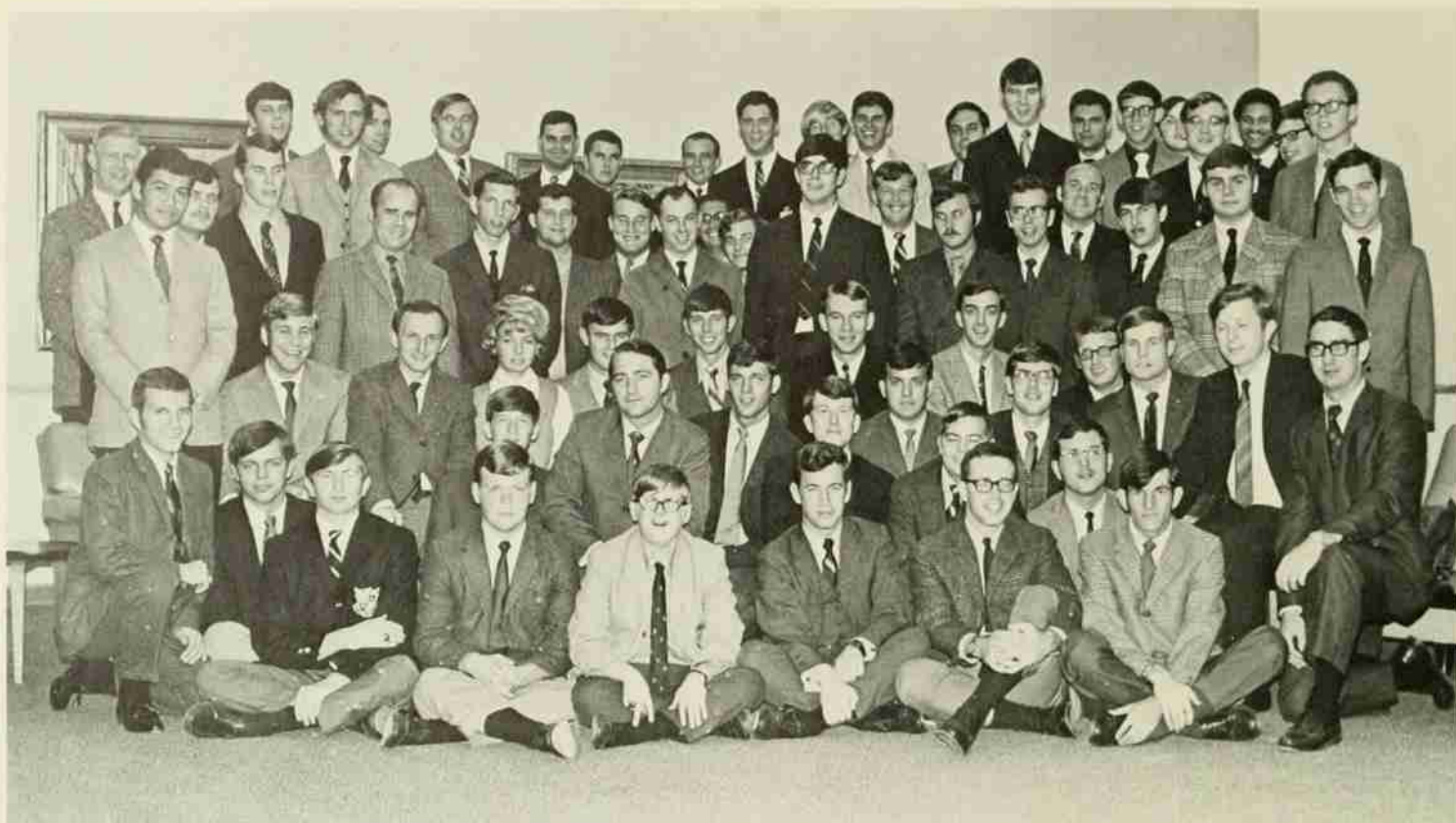




The AIAA exposes its members to the realities of the work of an aerospace engineer through speakers, films, and projects. Members are kept abreast of the latest developments in every aspect of the field with an emphasis on aircraft and spacecraft.

President: David W. Shuford; Vice-President: William H. Worsley;  
 Secretary: Barbara S. Smith; Treasurer: M. David Lockhart





The Engineering Operations Society is composed of students enrolled in the Engineering Operations curriculum. Society objectives include acquainting the student with job opportunities open to E.O. graduates, informing the student of academic changes within the curriculum, and providing opportunities for him to meet other E.O.'s. Through the Society's speaker program, members receive career guidance from representatives of national and regional industries.

Plant trips, socials, and an annual banquet are among the E.O. Society's many activities. Society representatives are active participants in the Engineers' Council, and the E. O. Society is known for its strong participation in the annual Engineers' Fair (First and Second places in 1968 and 1969, respectively.)

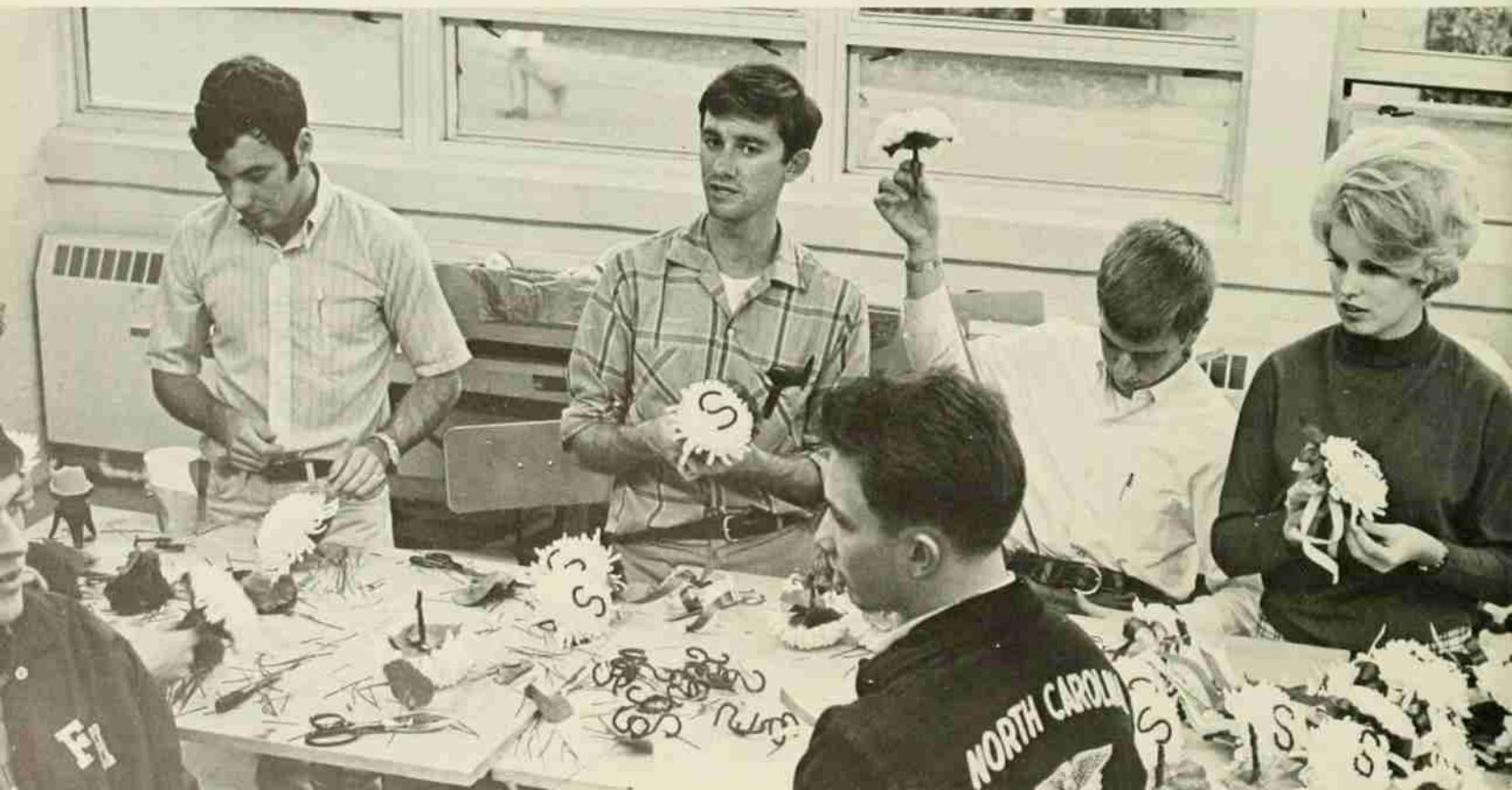






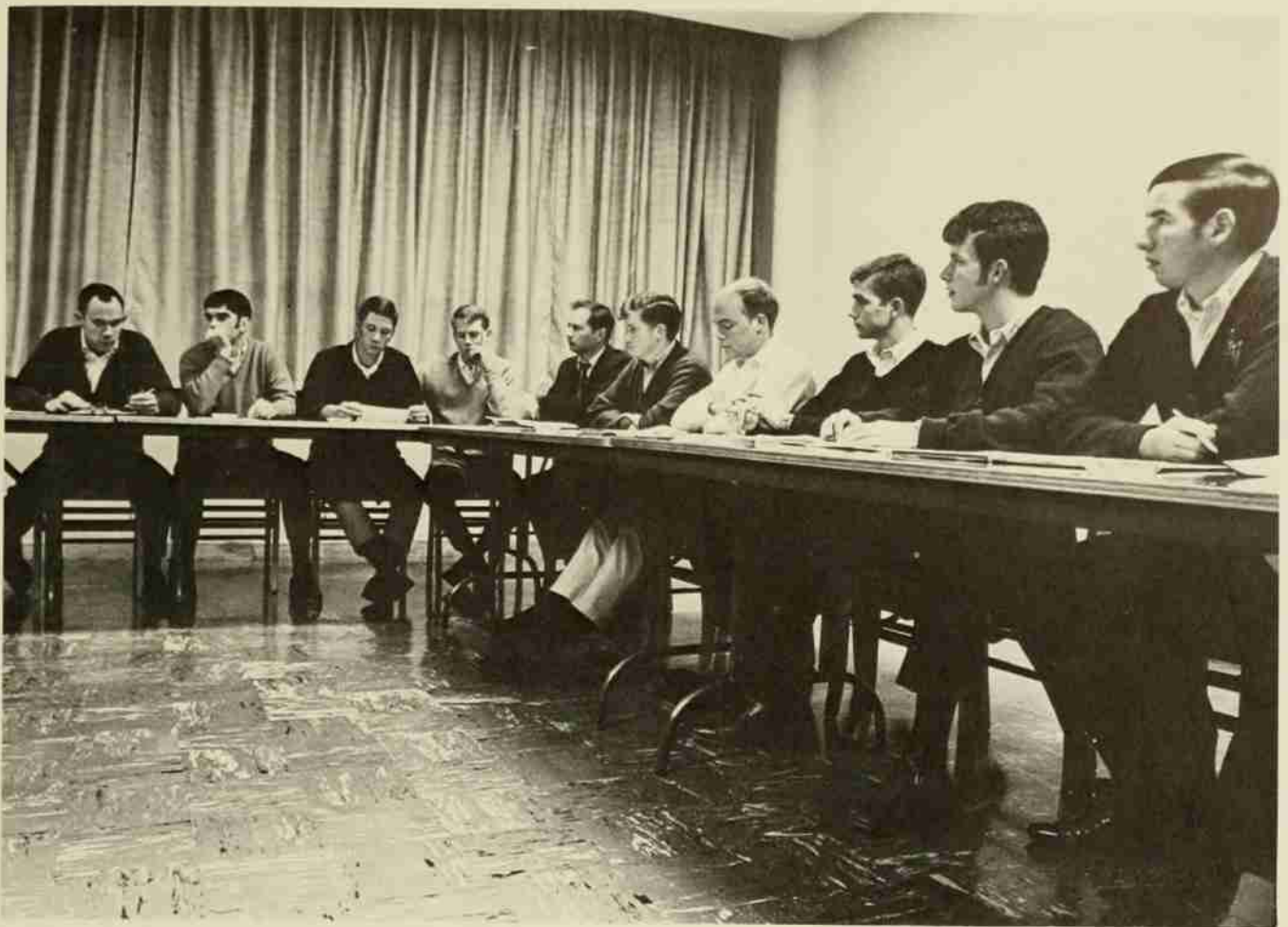
Charles Avery, Paul Becher, W. K. Bhat, Bill Cook, Ernest Curley, Van Dixon, Nick Emanuel, Charles Foster, Rex Gass, Billy Gay, Mitchell Haller, Michael Hartman, M. Huckabee, Richard Mackey, Robert Parks, Martin Price, Gary Pritchard, Monty Recoulley, Gary Sheffield, Steve Shenefiel, Les Spain, James Vickery, Kurt Yimmer. Advisors: Dr. G. O. Harrell, Dr. W. W. Kriegel.





In 1969-70 the activities of the Horticulture Club were financed by making and selling 1200 gallons of apple cider and 800 Homecoming corsages. In the past such projects have made it possible for the club to sponsor a winning flower judging team and representation at the Southeastern Regional Horticulture Convention. The club is active in and has won honors in individual and team contest on the state, regional and national levels.





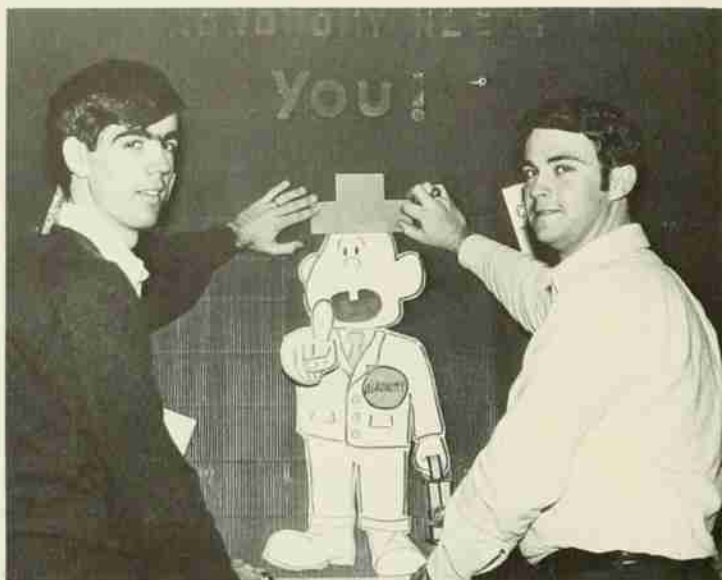
# SOCIOLOGY CLUB

PRES. // H.D. MECREDDY  
 SEC. // W.C. DUBRICK  
 TRÉS. // L.H. JIVIDEY  
 ADVISOR // DR. T.M. HYMAN

S. HARWOOD • Z. SMITH • R. HIGHT, JR. • D. BLACKWOOD • D. LANIER • G. ADAMS  
 R. LEE • P. WILDER • L. CARNEY • M. WEAVER • J. BONNER • J. BRADFORD • A. KAY  
 D. STEPHENSON • J. LEWIS • R. BRIGGS • L. FINKLE • M. BARBER • S. SIDENBERG  
 C. GODWIN • T. STIDMAN • L. STUART • F. FOXWELL • E. TORREY • W. MEASAMER  
 G. MORRIS • S. HARVARD • STEPHANIE A. WOODS • J. CAIN • M. WILLIAMS • L. GODWIN  
 S. FISHEL • S. HARRIS • E. BIDDY • MARTIN ROGERS • A. KAUFMAN • R. HINTON  
 R. COBB • V. CRAWFORD • V. KRUGER • DR. E. TAYLOR

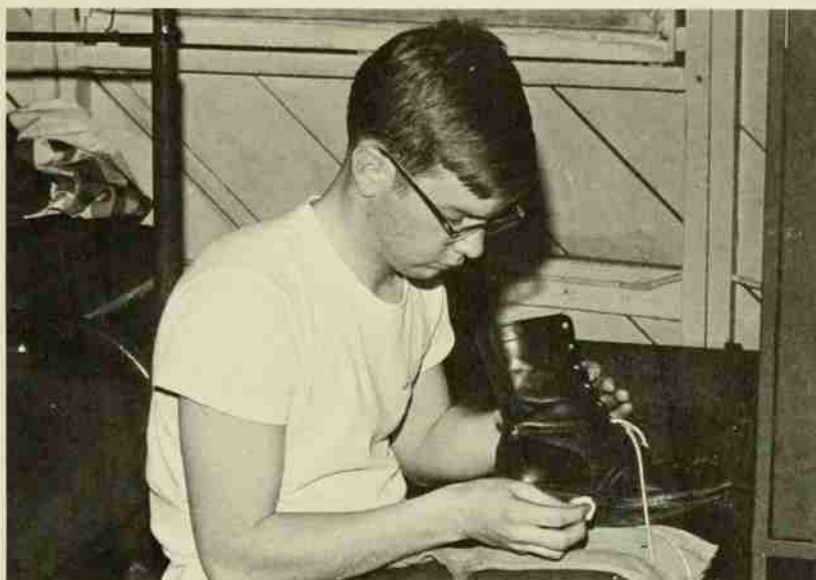


AGRONOMY CLUB





PERSHING RIFLES





Col. William L. Boylston

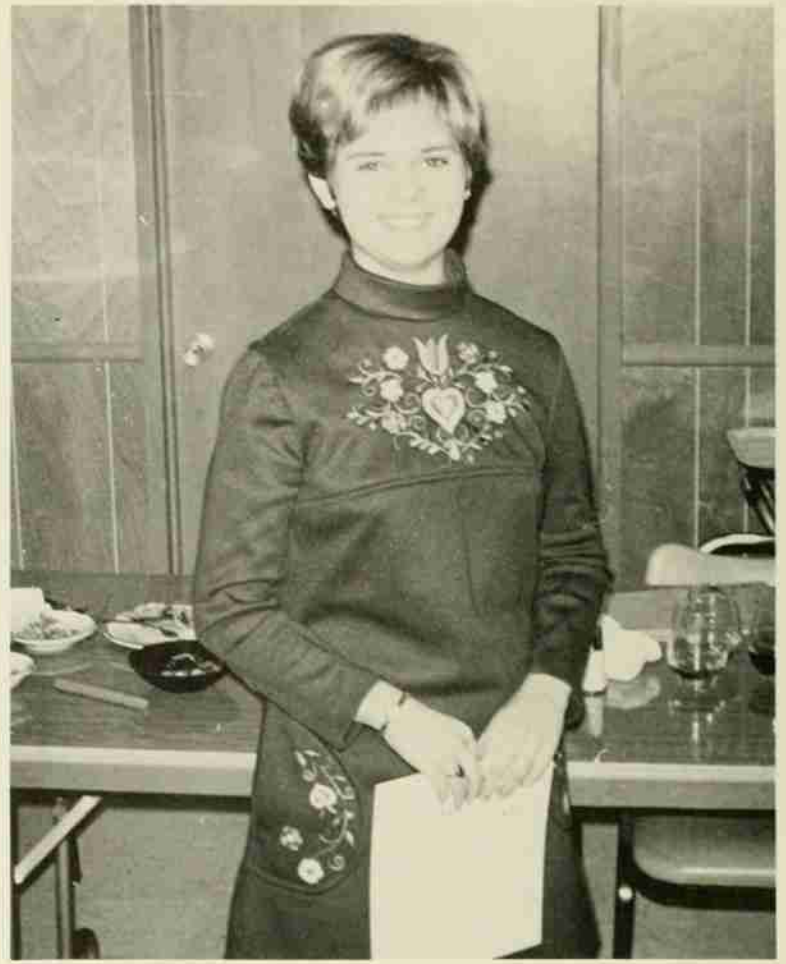


Cadet Staff: Cdt. Col. Jerry S. Williams, Cdt. Lt. Col. John F. Watson, Cdt. Maj. David W. Watson, Cdt. Maj. Charles O. Midgette, Cdt. Maj. Archer T. Joyce, Cdt. Maj. John R. Rhode, Cdt. Cpt. James B. Raper, Cdt. Cpt. Randy S. Bedington, Cdt. Cpt. Clarence W. Oakley, Cdt. Cpt. Thomas C. Sparks.

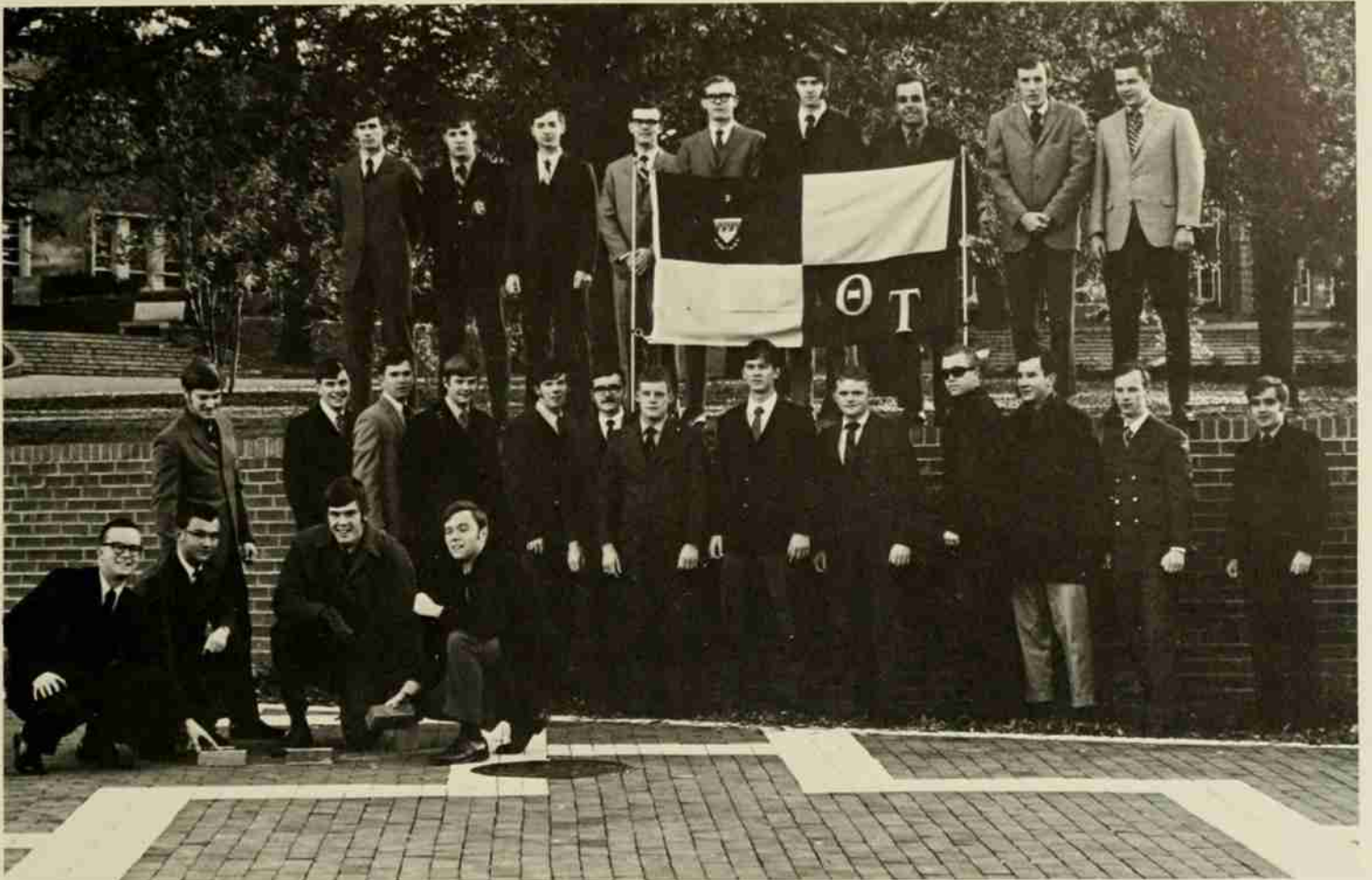




MU BETA PSI ASSOCIATION OF THE U.S. ARMY







left foreground: L. Weeks, C. Foster, M. Colombo, L. Disher. First Row: M. Reavis, G. Stilwell, B. McCombs, M. Fulenwider, D. Duncan, H. Letterman, M. Price, J. Smith, R. Towe, B. Tayloe, P. Jones, E. Alexander, D. Garrett. Second Row: B. Stokes, L. Griffin, G. Snipes, D. Fesperman, L. Sykes, T. Brady, R. Skerret, L. Corpening, M. Clary. In Trees: E. Smith, P. Lewis.

Theta Tau is a national professional engineering fraternity. It was founded on October 15, 1904, at the University of Minnesota. Rho chapter was founded on February 16, 1924. The aim of the orig-

inal four founders, Erich J. Schrader, Isaac B. Hanks, William M. Lewis, and Edwin L. Vinal was to establish a brotherhood of engineers who would further interest in the engineering profession. Since its founding in 1904, Theta Tau has spread to over thirty campuses throughout the nation.

Theta Tau offers an active participation in social events, professional development programs, and service projects which aid the profession of engineering, the school and the community.

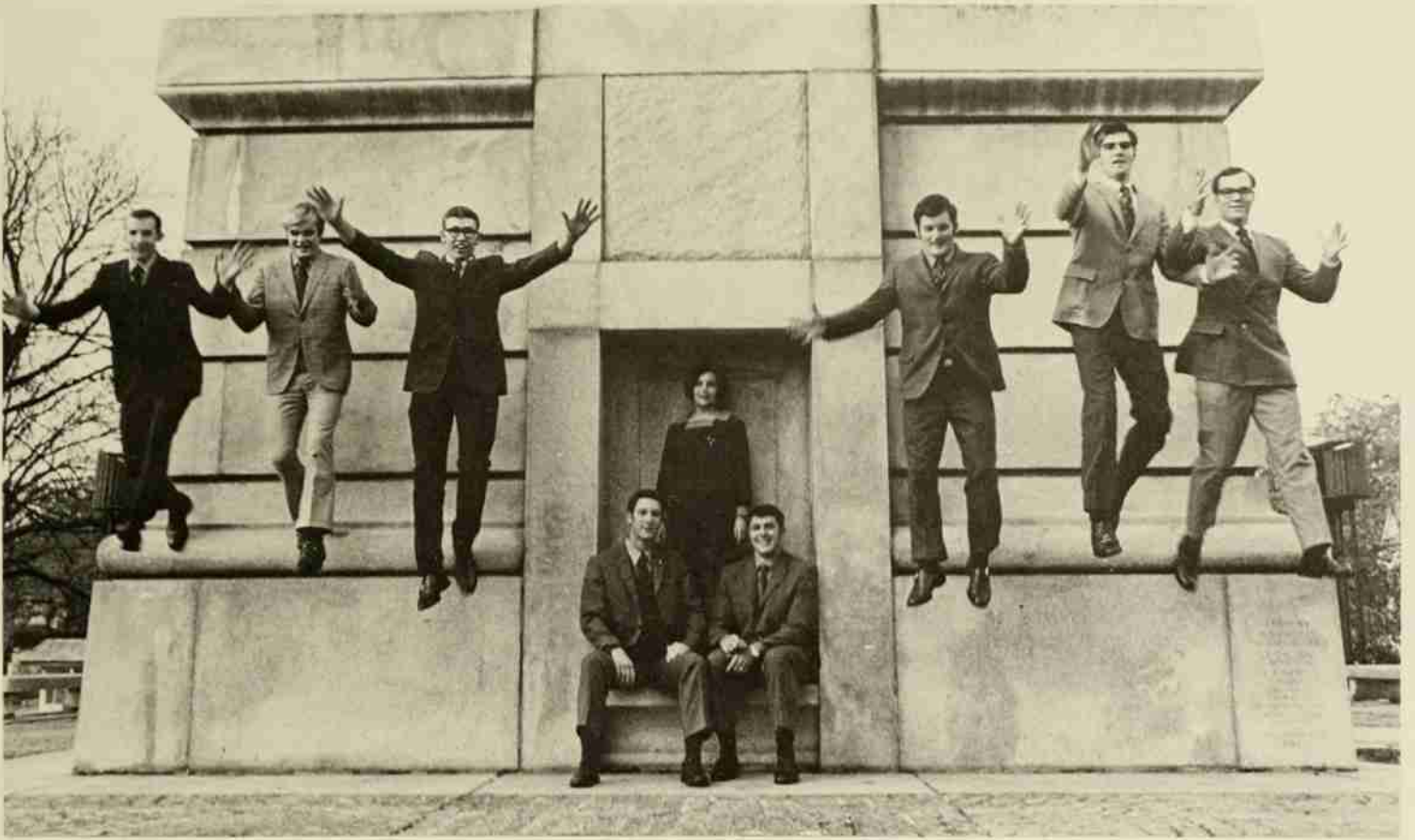
Theta Tau offers a lifetime of brotherhood since active participation does not end at the time of one's graduation. Theta Tau offers a program that appeals to the alumnus as well as the undergraduate. When student days are ended, it bridges the chasm between them and the long years of professional practice ahead.



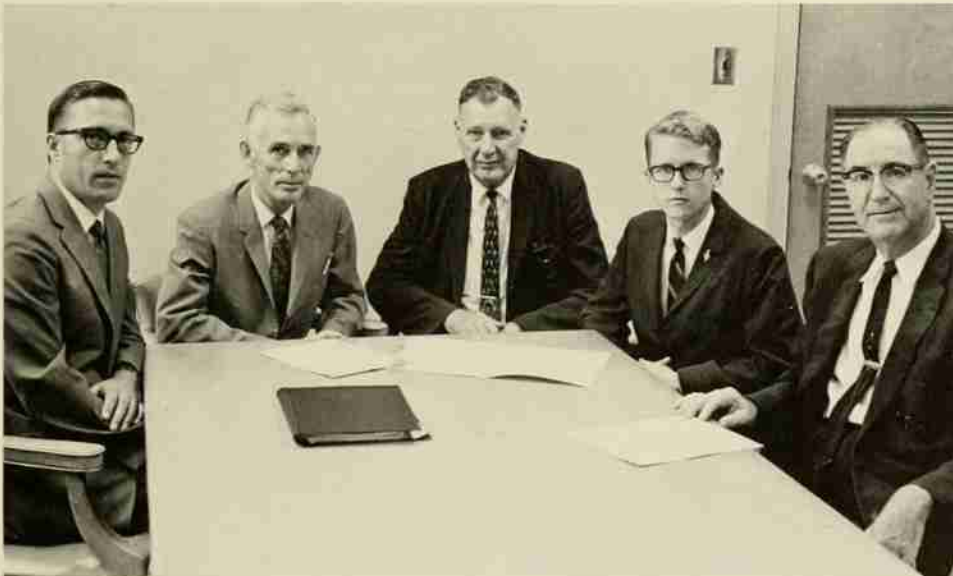






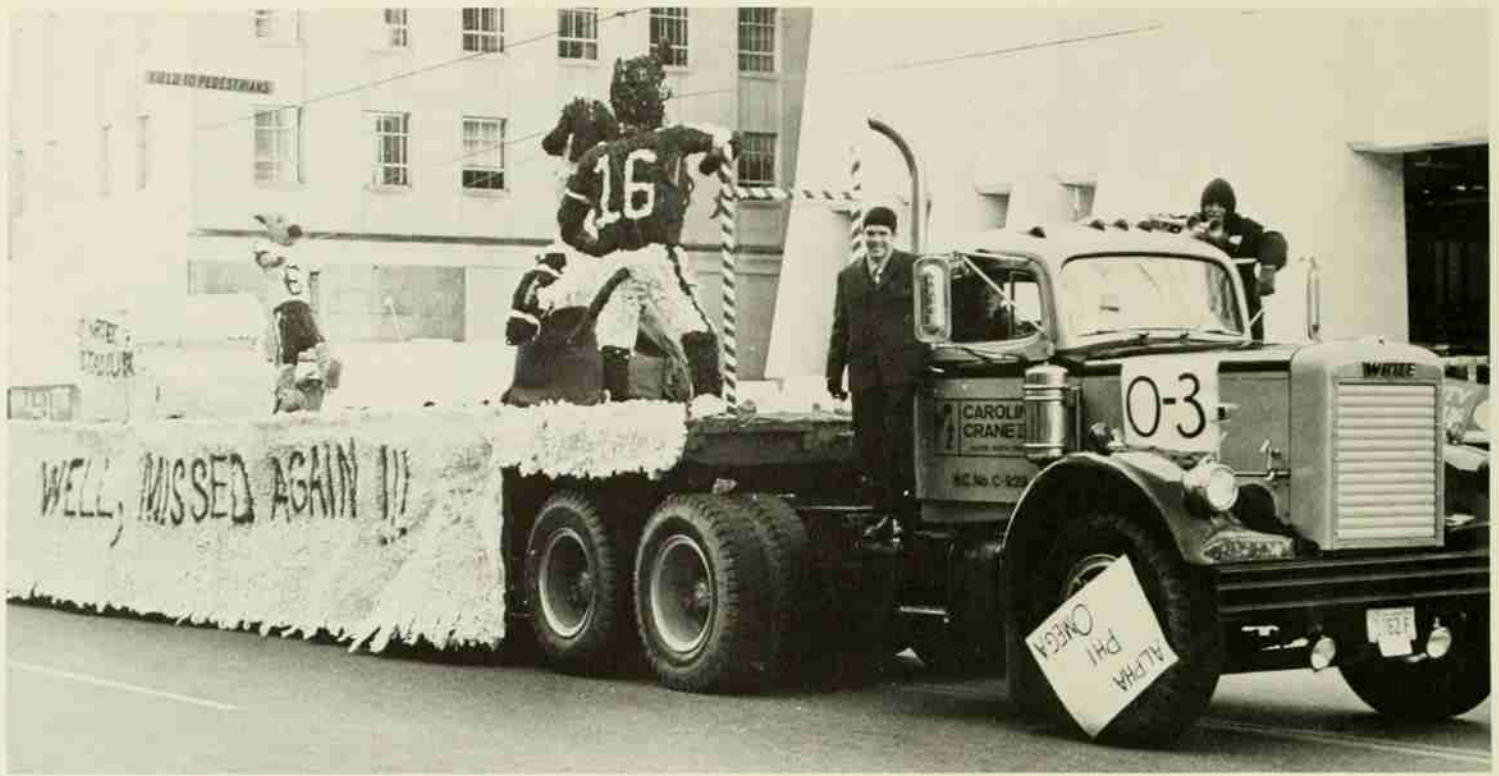


left to right: Ronald Pearson, David Brown (treasurer), Thom Hege (vice president), Johnny Hendricks, Vicki Gauthier (secretary), Dan Lineberger, Andy Barker (president), John Miller, Dick McCaskill.



Baity, F. W., Barwick, D. E., Bengel, Aldean, Berry, R. B., Blackwell, S. E., Blacklock, M. E., Bowles, J. B., Brown, G. R., Caldwell, A. E., Carroll, J. W., Carter, C. N., Chambless, G. W., Coates, G. J., Coldwell, R. L., Constantino, M. H., Cullingford, H. S., Deutsche, F. J., Duncan, D. P., Elrod, E. T., Gerwig, D. M., Gilbert, W. P., Goad, C. C., Hand, F. R., Harrison, W. G., Hauser, P. J., Hayman, J. W., Hinton, J. G., Howard, J. M., Hunt, C. M., Hwang, A. E., Jewell, L. L., Keller, K. R., Kistler, R. W., Ledbetter, D. D., Lewis, R. P., Mazur, J. M., McCoy, B. F.,

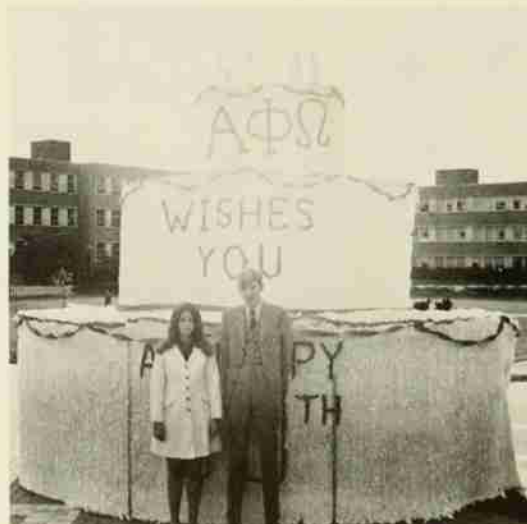
Nicolas, A. K., Pitts, R. W., Raymond, A. G., Redman, L. W., Shearin, W. J., Shelfer, J. W., Sharder, B. F., Shuklis, R. W., Smith, C. O., Spangler, G. G., Staton, R. R., Taylor, K. A., Thompson, D. B., Trichter, R. J., Watkins, K. R., Weatherman, M. L., White, S. E., Young, N. P., Biersdorf, G. T., Casper, R. M., Cline, A. A., Corn, R. L., Field, R. A., Hammond, E. F., Helms, D. A., Hinson, K. A., Hinson, S. M., Lewis, J. R., McQueen, J. A., Midgette, C. O., Strickland, W. A., Wall, S. D., Ackert, C. H., Alexander, C. E., Binkley, N. J., Borden, T. C., Bowling, R. F., Catlett, L. L., Chamblee, J. E., Corbett, G. A., Coward, W. B., Coyner, F. C., Dykes, C. A., Frank, D. G., Gooding, J. C., Goodno, C. C., Graham, W. L., Gross, R. T., Hagar, P. L., Hall, B. R., Hardy, A. V., Harrison, R. E., Hitch, J. L., Hobbs, E. S., Hooker, G. G., Jenkins, W. E., Johnson, W. D., Judy, P. A., Ding G. W., Lauridsen, R. A., Lewis, J. T., Liles, L. L., Listerman, E. A., Lowndes, H. H., Lyles, D. R., Martin, C. A., McNeely, C. C., McNeely, F. H., Midgette, L. C., Monroe, D. K., Poole, L. R., Poole, T. W., Reed, R. N., Rigsbee, J. M., Ritchie, G. R., Roper, J. P., Rothwell, A. R., Savage, William, Scott, M. L., Sestric, M. J., Shell, R. N., Shen, R. B., Stadelmaier, M. W., Stanley, J. H., Steelman, D. S., Sugg, J. S., Teague, K. L., Wai, L. K., Ware, M. P., White, E. T., Wilder, V. D., Williams, A. W., Williams, H. L.



Iota Lambda Chapter of Alpha Phi Omega was chartered at State in 1950. In the past 19 years, the brothers have been very active on and off campus. Service to the campus includes sponsoring the Homecoming Parade, coordinating State's Anniversary Day Activities, and running the Campus Chest Carnival. Participation in community service projects such as the Moth-

ers' March of Dimes, and the South Side Clean Ups, as well as sponsoring a Boy Scout troop for the Governor Morehead School for the Blind comprise part of our community service program. But, APO is not all work and no play. Numerous social events are planned each year. Activities such as these help to make Alpha Phi Omega the largest service fraternity in the world.

## NATIONAL SERVICE FRATERNITY







Several important points are stressed at our rush meetings.



Chancellor Caldwell speaks out for State's Homecoming parade sponsored by APO.

Brothers: Wain Barber, Danny Bowman, Monty Bowman, Shelburne Brannan, Craig Bromby, Terry Bunn, Al Burkard, Lenny Byers, Randy Canady, David Clapp, John Creasy, Carl Efird, Reggie Foster, Richard Freeman, Mike Hargett, Les Harmon, Bob Harris, John Hill, Jim Hoffman, Mike Hood, John Huggins, Richard Johnson, Nick Justice, Dave Killen, Charles Little, Mayy Lyle, Barry Marx, Dick McCaskill, Dennis



We tried drilling for oil but settled on cleaning a camp for our blind scout troop.

Maguire, Gary Mazingo, Steve Mullinix, Greg Myers, Gary Prichard, Tom Prieto, Barry Rhudy, Daryl Rudd, Charles Sanford, Hubert Sartain, John Searle, Bob Smith, Bryan Staley, Wayne Temple, Steve Wasiolek, Bill Watson, Phil Wessel, Rob Westcott, Richard Wooten, John Worrell. Pledges: John Blue, Ronnie Barnwell, Larry Easterling, Rob Gardner, David Heath, Phil Kaylor, Stephen McHenry, Alan Shoffner, Dennis Smith, Jim Smith, Ronald Teseneer.

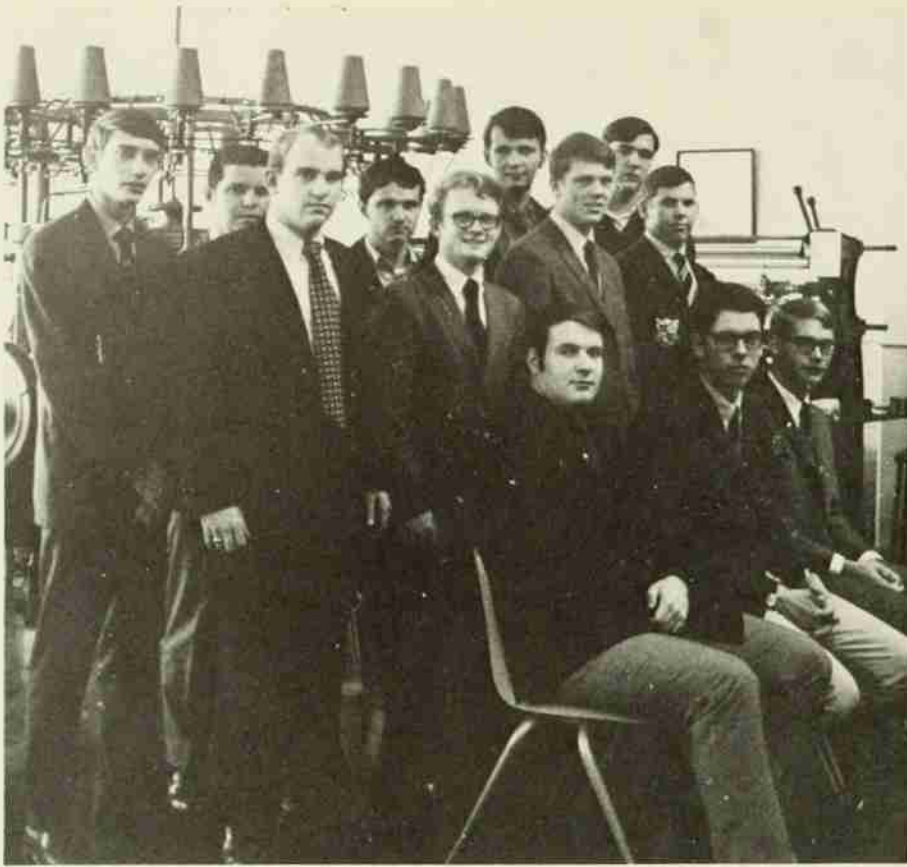


Afternoon naps are necessary during our annual spring beach trip.

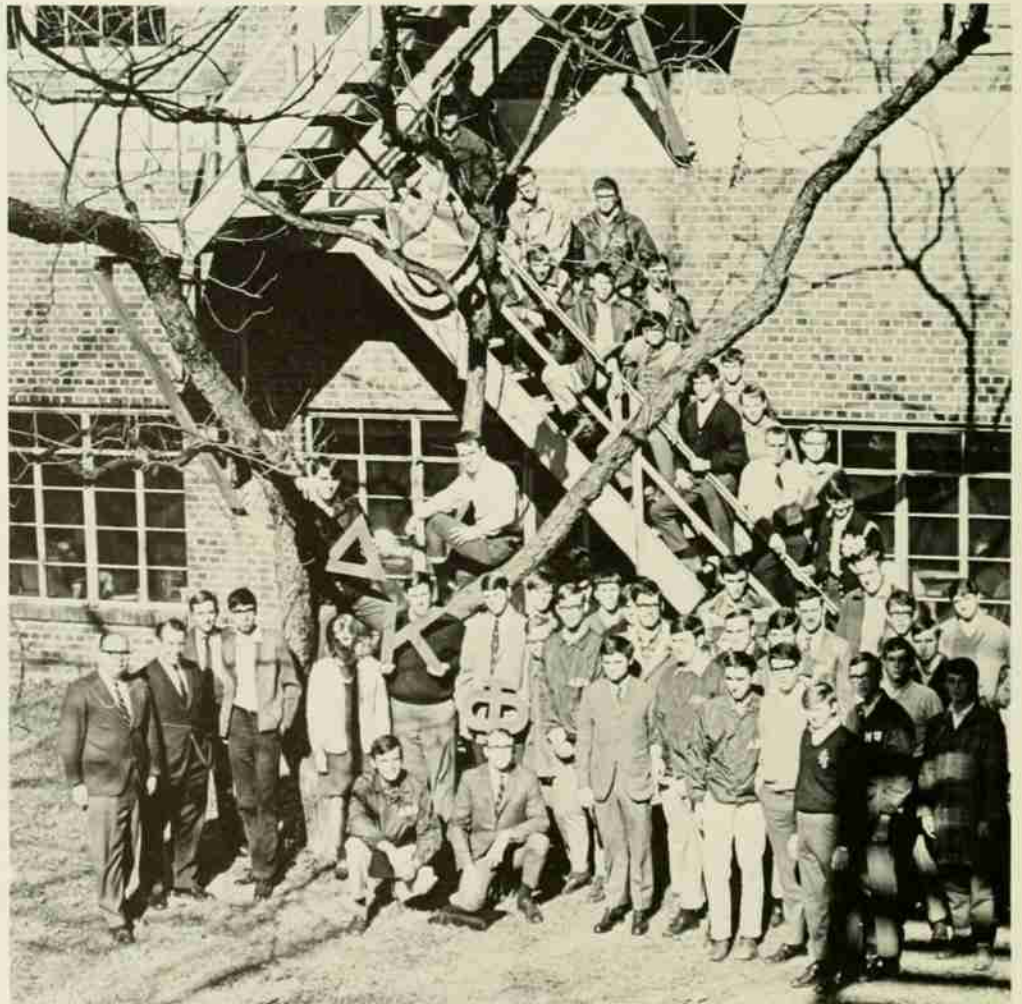


A nice refreshing dip in Meredith lake resulted for five brothers.

# KAPPA TAU BETA



# DELTA KAPPA



Delta Kappa Phi is the oldest textile fraternity in America. The fraternity requires a minimum average of 2.25 for admission and seeks to utilize and develop the talents of its members.



MONOGRAM CLUB

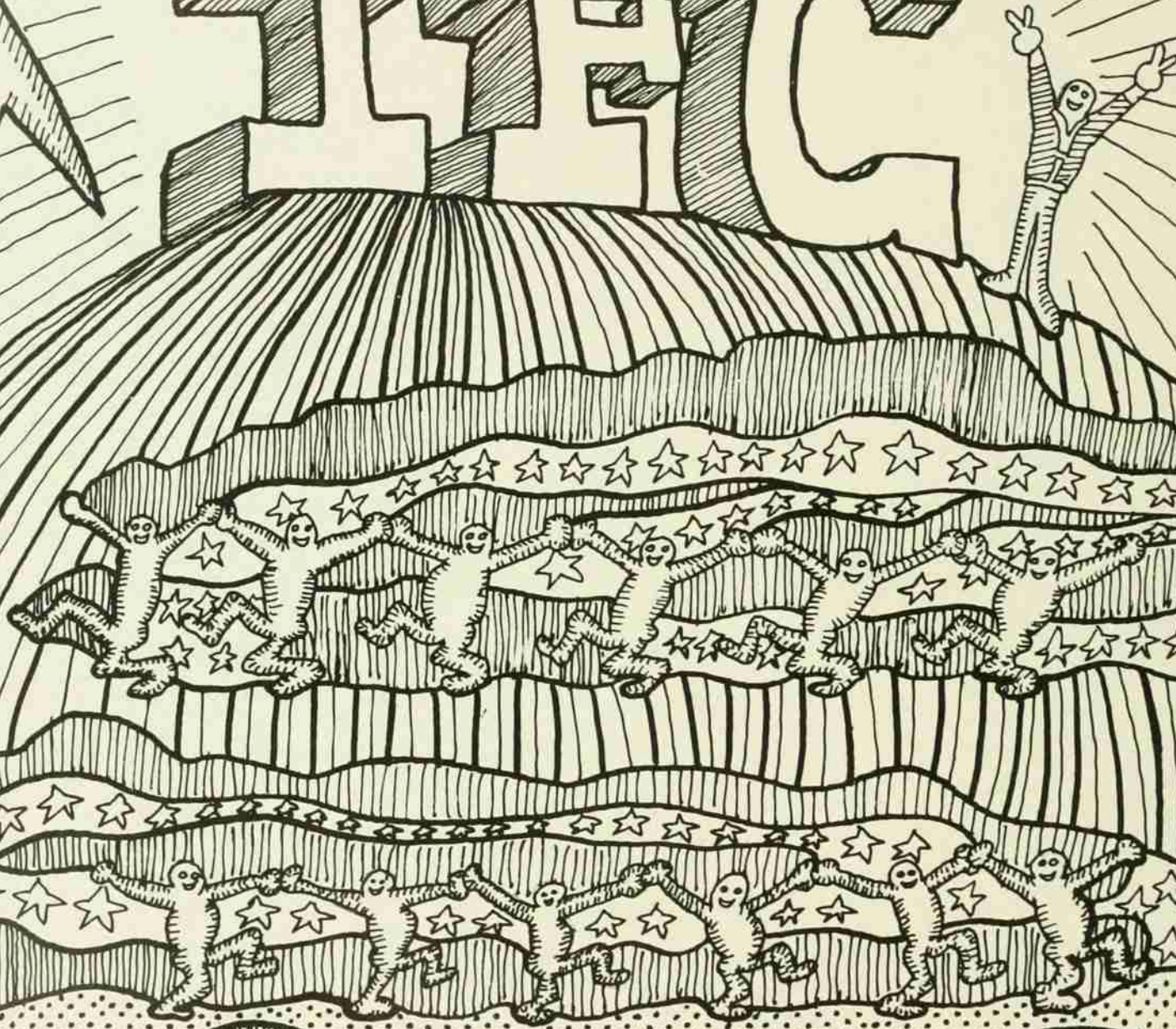


Gladys Mason, P. J. Smith, Mike Daniels, Bob Lewis, Kimmy Yang, Larry Minor (president), Randy Bratton, Manuel Garcia, Gary Ervin, Tom Dimmock, Ben Harry (vice president), Bob Reeder, James Hunt, Gareth Hayes (secretary), Glen Williamson, Val

Bruce, Howard Abby, Matt Yarbrough (sergeant at arms), Andy Curtis (treasurer), Jeff Hunt, Allen Hicks, Conrad Hicks, Jim Page, Ed Ristaino, Allen Brawly, Bob Leary and Dusty Callahan.



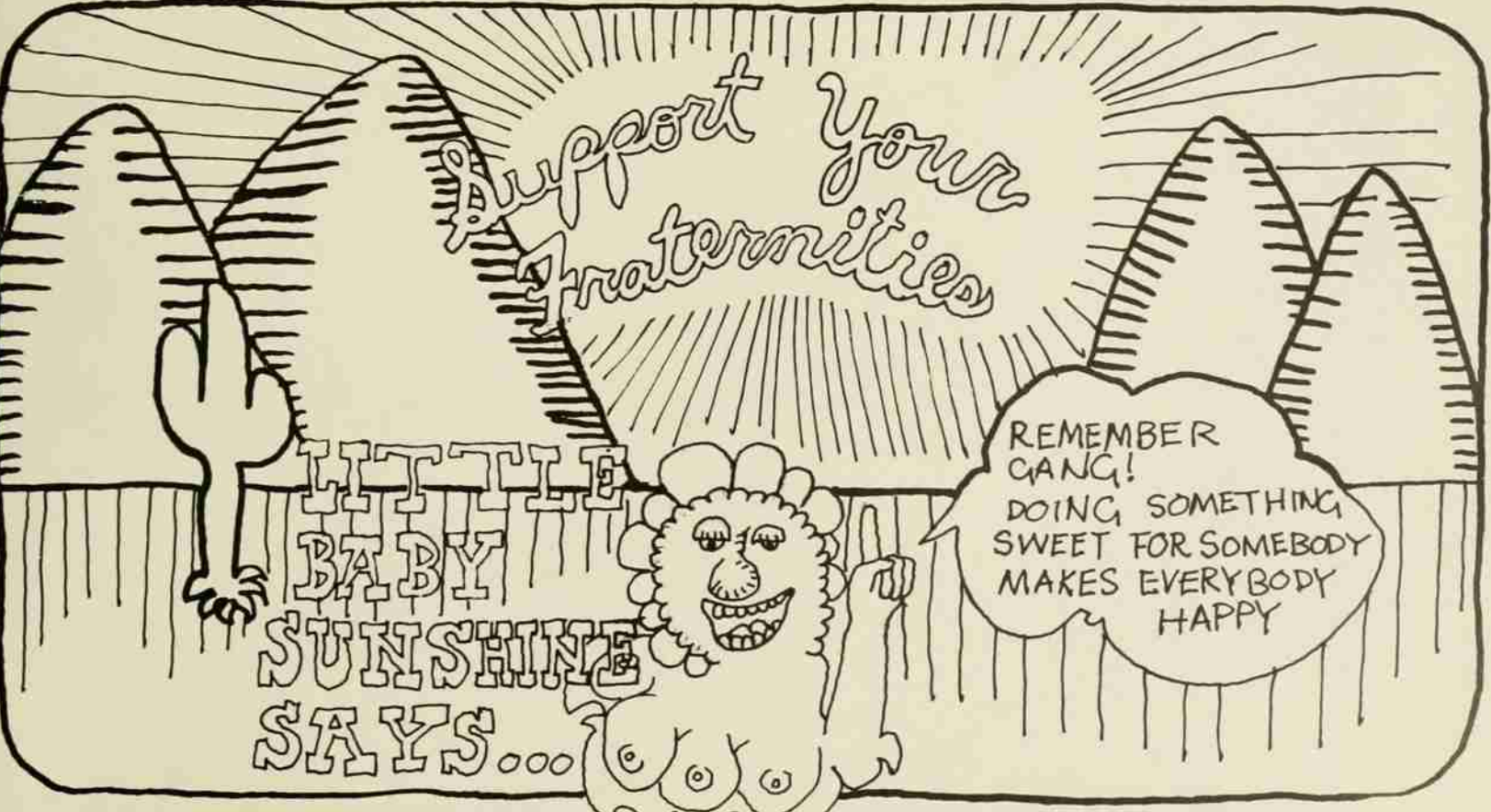
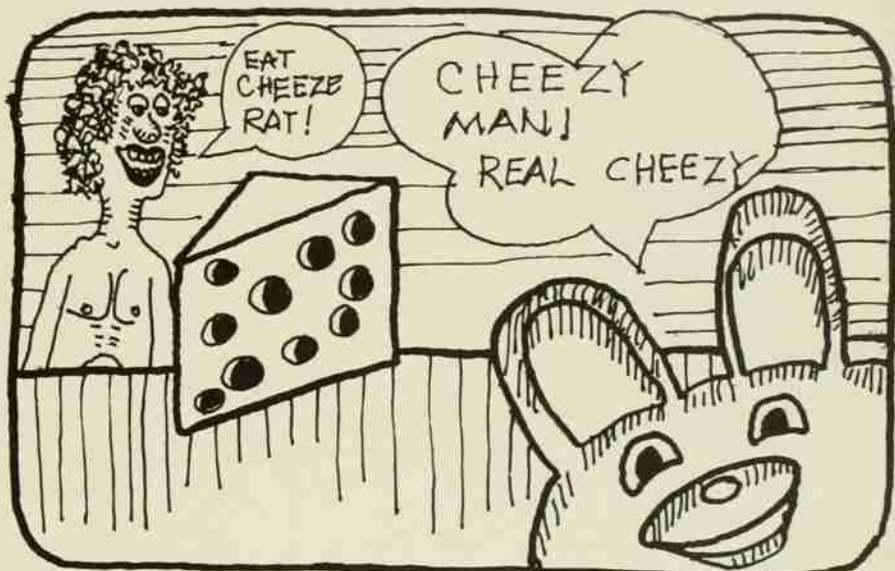
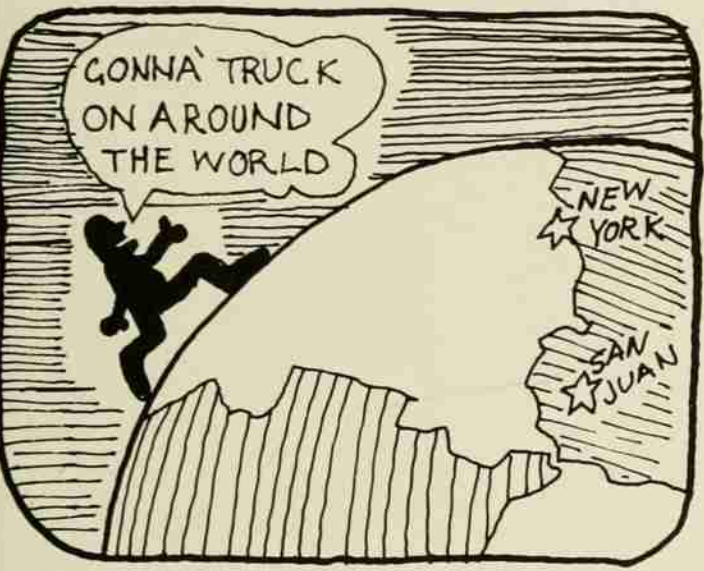
# FREE



LIVIN'  
LOVIN'  
DOIN'  
WHAT  
YOU WANTTA











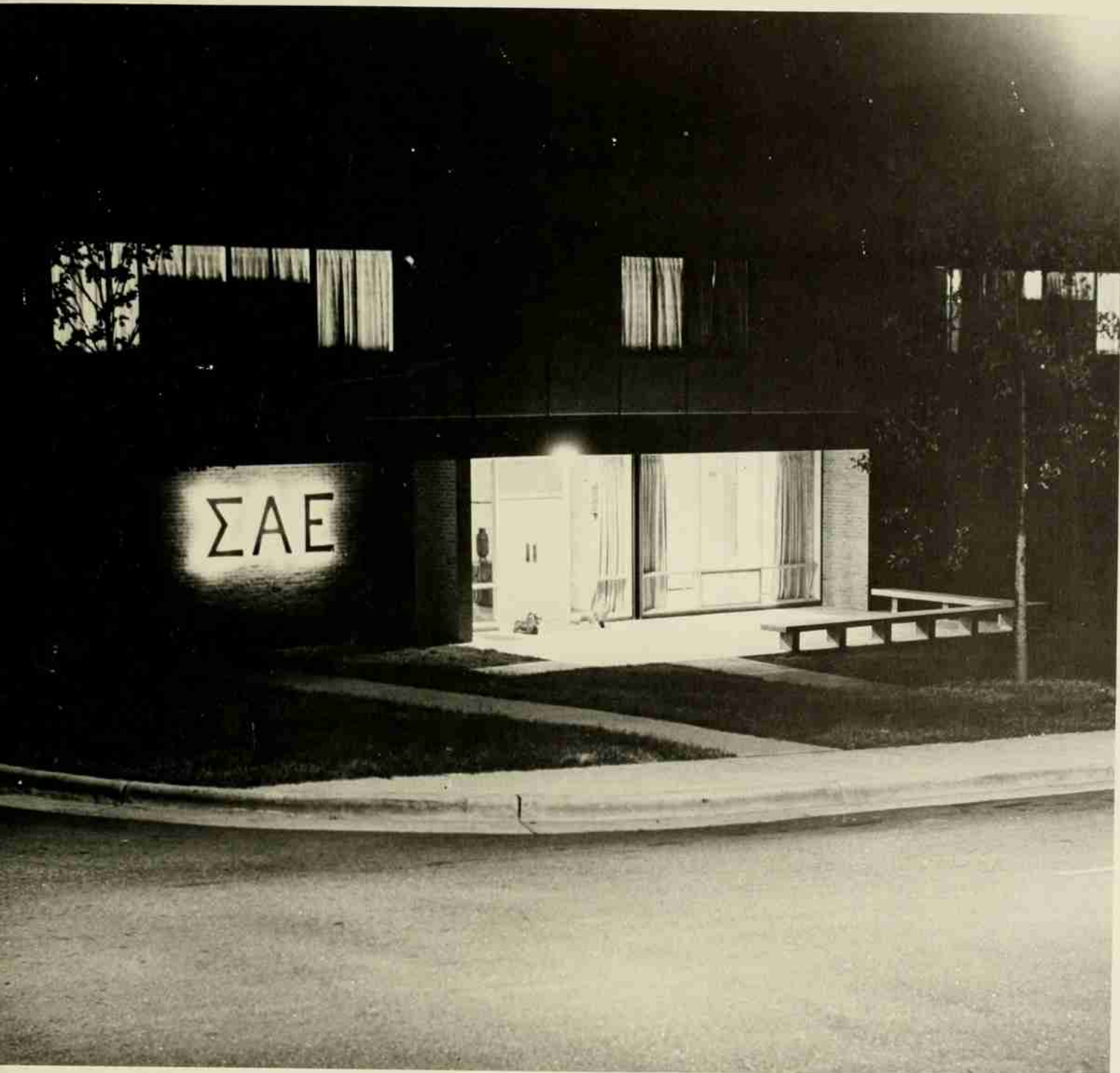
BETTER BELEING IT!  
HONEY PIE

THE SUNS  
GONNA SHINE  
IN YOUR  
BACK YARD  
TODAY

SUPPORT  
YOUR  
LOCAL  
**TIKKA**  
867345



Where Wild Meets Elegant







Farm House Fraternity was founded to unite young men with common interests during their college years. The name itself implies the pride we take in our rural heritage and our regard for the pleasures of gracious rural living.

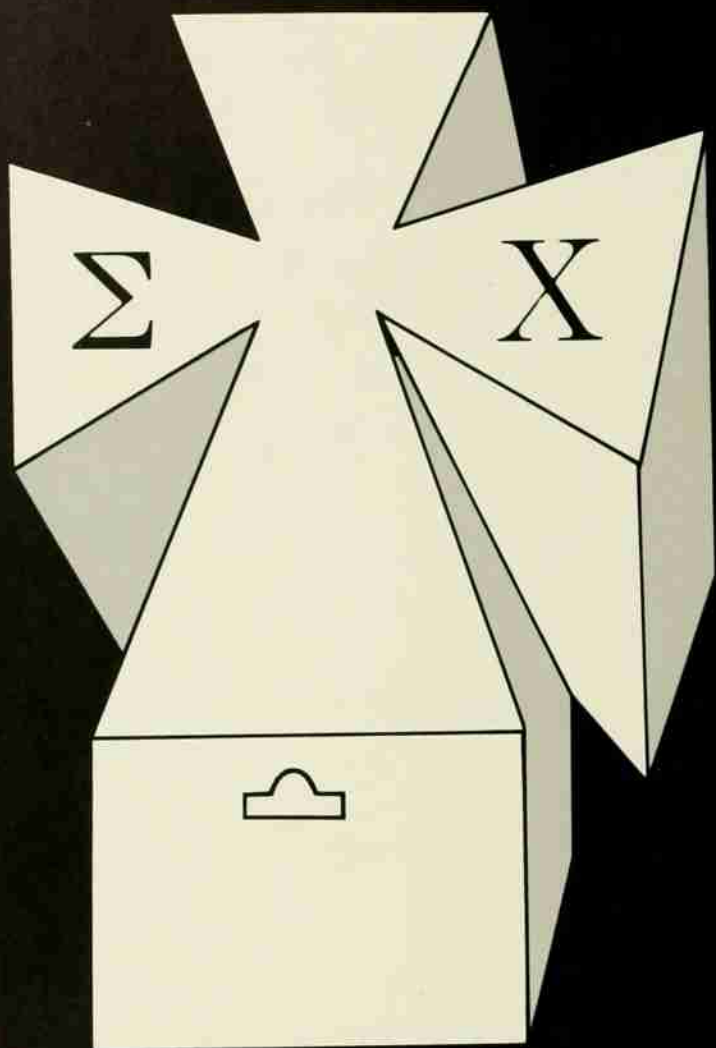
The membership of our fraternity has evolved since its founding in 1905 as an agricultural club into diversified organization composed of young men of varied fields of study—from political to poultry science, from nuclear to agricultural engineering.





Our chapter has been a leader in the changes that have come with the national progress of Farm-House. Involvement in campus activities and university life has been one of our many strengths, along with academic excellence and social prominence.

- Johnny Bradley
- John Bruce
- Ron Brown
- Steve Cline
- Calvin Davis
- Bobby Douglas
- Johnny Eagles
- Billy Eagles
- John Hall
- Wells Hall
- Steve Hambright
- Ernie Hardee
- Tom Harvey
- Randy Hefner
- Dale Isaac
- Mike Joyce
- Bernie Killough
- Durwood Laughinghouse
- Dan Lineberger
- J. R. Mabe
- Ronnie Matlow
- Bob McLean
- Butch Meek
- Ron Parker
- Ronald Pearson
- Bill Plummer
- Mike Witaszek
- Ricky Young
- Allen Applewhite
- Tim Bowles
- Al Carrowan
- Mike Carpenter
- Allen Dykes
- Sid Fields
- Harvey Fouts
- Jeb James
- Ralph Ketchie
- Ervin Lewis
- John Payne
- Bill Stewart
- Donnie Trivette
- Bobby Walls
- Larry Walter
- Jacob Parker
- Vaughn Sprinkle
- Gerald McLaughlin
- Ken Klock
- Dean Stuck
- Allen Leatherwood
- Tom Fields
- Robert Knox
- Johnny Hendricks
- Omar Williams
- Robert Gaby



Something to believe in.



WORK FOR PEACE

SIGMA ALPHA MU

# ALPHA GAMMA RHO

Alpha Gamma Rho Fraternity is far from just a bunch of farmers. Representing the rapidly expanding fields in the Schools of Agriculture, Life Sciences, and Forestry, the brothers are enrolled in such varied curriculums as zoology, pre-dent., marine science, pre-med., pre-vet., agricultural engineering, horticulture, forestry, wildlife biology, wood technology, pulp and paper, textiles, textile chemistry, and fishery science as well as animal science, crop science, soils, agronomy, and poultry science.







Often when the days of your life run together,  
 You have a chance to realize that  
 No matter how many sunsets you've known,  
 You still expect another.  
 And with each new morn  
 Man is older than he was;  
 And when man is no longer;  
 Had you counted his sunsets,  
 The final one would be a mural  
 In time and life itself.  
 Its artist were man and its colors—  
 The birth and death of creation.  
 But after the final sunset  
 There will be a final sunrise.  
 And this sunrise will cast light  
 Throughout the Heavens, so that  
 The gods of our time can view our mural . . .  
 Noting our rights and wrongs,  
 And passing judgement on our life.  
 And it is this period of time  
 Twixt the final sunset and the final sunrise,  
 That man should always keep in his mind.  
 For we all stumble and fall,  
 But we rise again.  
 For each value of truth we hold  
 We weave a colour in the Final Tapestry.  
 Yet for each value not akin to truth  
 That stitch falls out . . .  
 Leaving a dark space in a Time woven mural . . .  
 Like a shadow over the sun.

But question you now of the sense of it all.  
 Why should I strive for this goodness?  
 When the mural is hung  
 I'll not be here  
 To brag of the colours I've done.  
 Rewards are not given for love and truth,  
 Else you'd be there to note your part  
 In the mural.  
 The mural is only there in mind  
 To tell of a difference in good and bad,  
 Just as the warmth of colours denote the truth,  
 The colth of their absence denotes its absence.  
 The poets of time speak of death  
 As a freeing of the spirit.  
 When man's spirit is freed for The Final Day,  
 It will exist in the colour of its human body,  
 If the good outbalanced the bad  
 When man knew of his future . . .  
 While he had the chance to  
 Do something about it.

These truths we hold to be self evident . . .

And in the end . . .  
 The love you take . . .  
 Is equal to the love . . .  
 You make.

Beta-Beta Chapter  
 Tau Kappa Epsilon  
 1899—∞

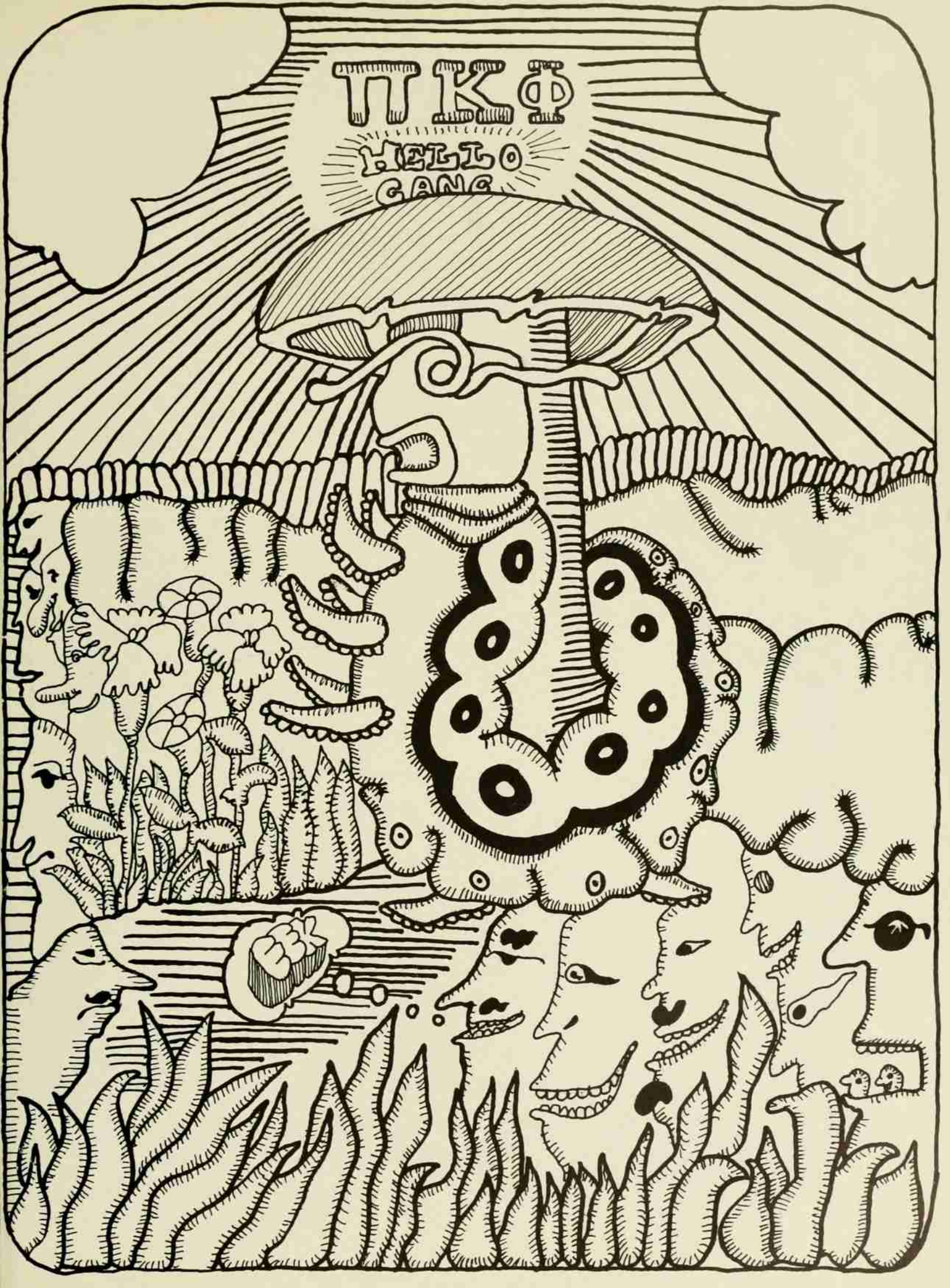


A splendid time is guaranteed for all.

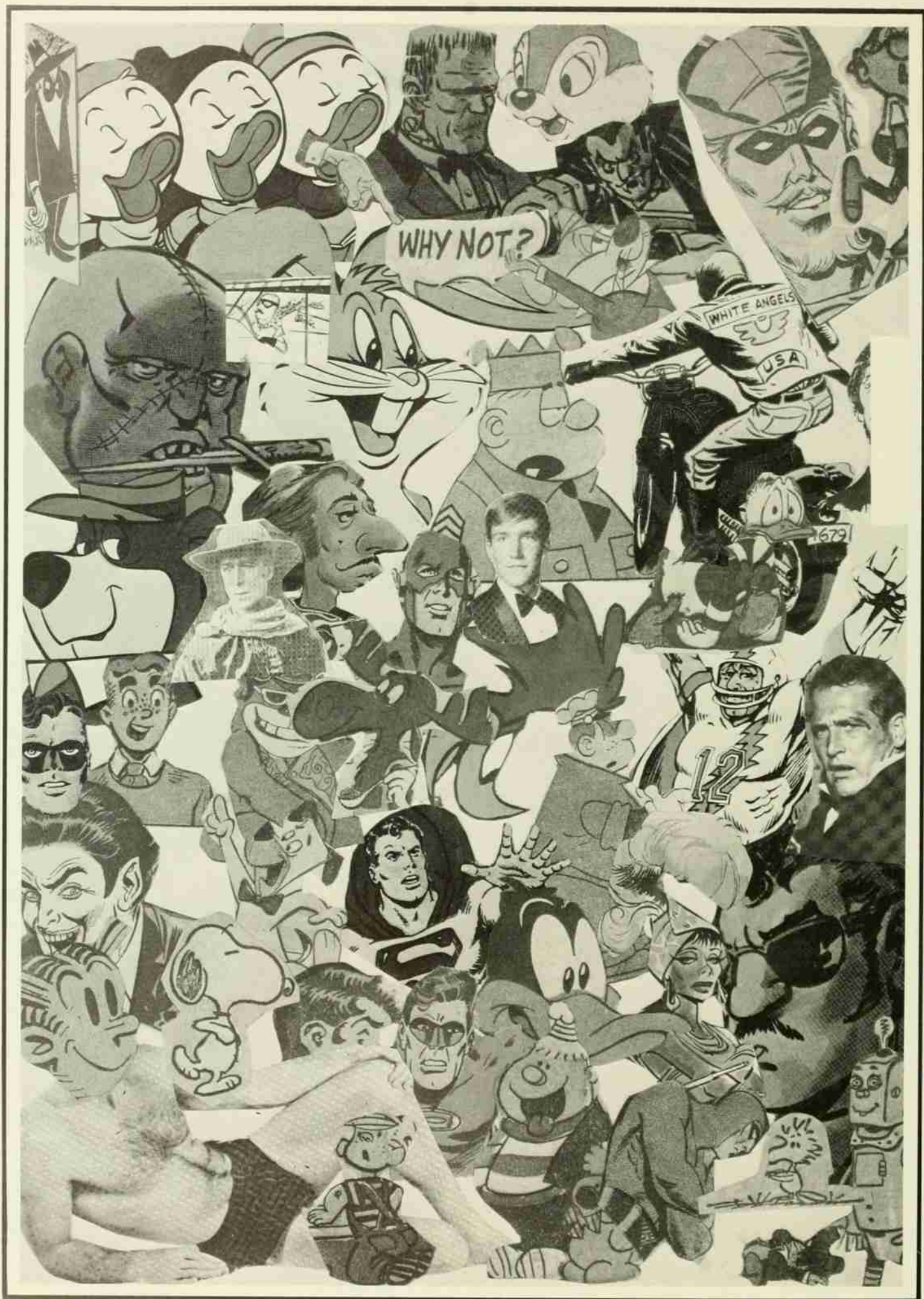


ΠΚΦ

HELLO  
GANG

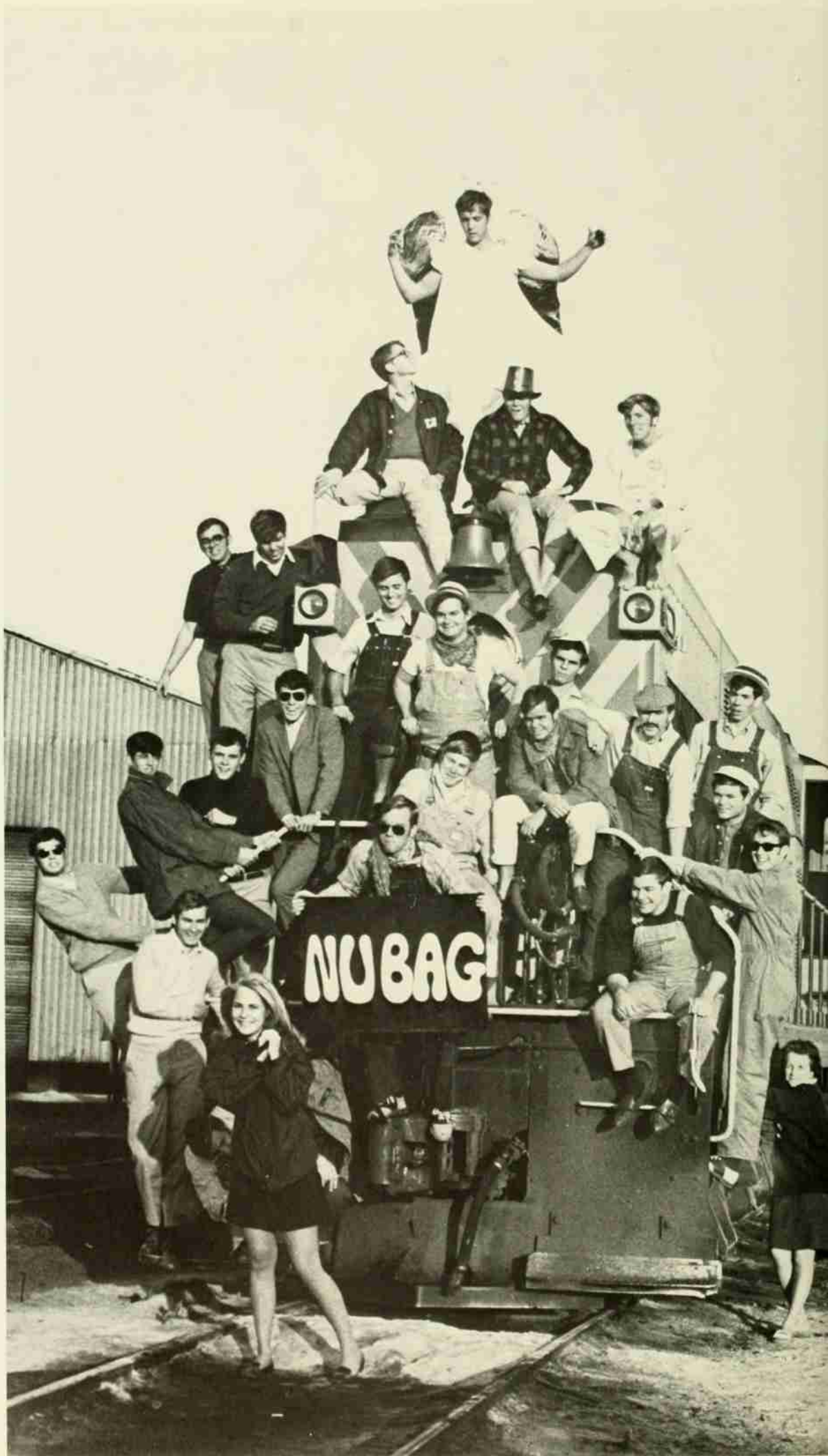




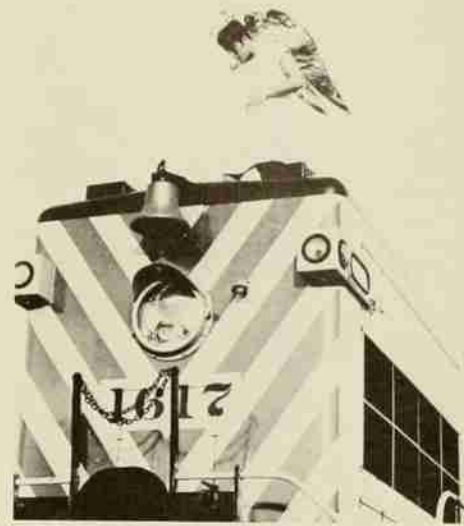




Tom Arakas (treasurer)  
Bob Ballou (president)  
Bill Barr  
Bob Bowling  
Tom Brandon  
Rees Brody  
Ben Culp (steward)  
Bob Dunn (secretary)  
Joe Ferikes  
Speros Fleggas  
Rob Ford  
John Fragakis (vice president)  
Tom Fulghum  
Sam Gainor  
Ross Gannon  
Paul Gibson  
Clement Huffman  
Ron Leatherwood  
Mike Livengood  
Mike McCarthy  
Gil Nichols  
Steve Scholts  
Pete Skalchunes  
Jim Snakenberg  
Fred Stallings  
Larry Twisdale  
Robbie Richardson  
Jim Roberts  
Jim Ward  
Dave Ward  
Bill Ward  
Doyle Yarborough  
Dave Zimmerman  
Lou Aiello  
Greg Coley  
Greg Guild  
Hank Haines  
Chip Alexander  
Bob Harley  
Paul Herre  
Bob Hillman  
Mike House  
Buddy McIntire  
Ricky Pearce  
Mike Stevens  
Thom Vourlas  
Terry Welch  
Alan Wilhite  
Mrs. Flora A. Metzgar (housemother)









Don Thompson, Mike Darby, Chris Collins, Joe Watterson, Barry Morrow, Ronnie Elmore, Larry Standley, Hank Bate-  
man, Bob Scott, Les Thornbury, Bob Fite, Charlie Gardner, Corey Gupton, Dave Drake, Larry Redman, Mel Harrison.

NOT PICTURED: Terry Allen, Jack Daniels, Grovers Dobbins,  
Mike Cleary, Walter Howard, Tom Skeen, Jim Smith.

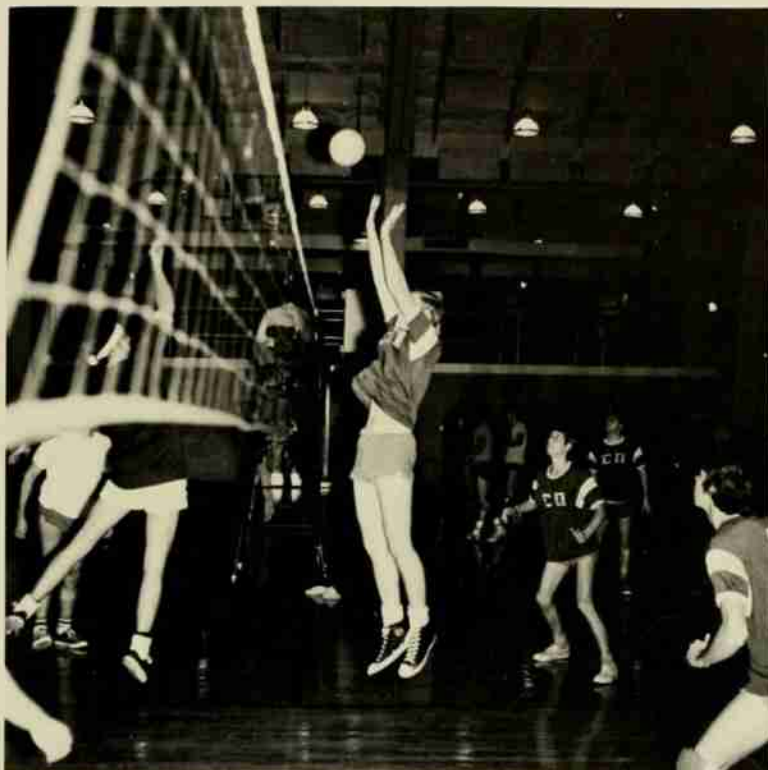


Seniors: Charlie Gardner, Bill Brumley, Bill Bunn, Brad Rivers,  
Bob Scott.



Pledge class: Randy Marchelletta, Rick Mills, Gerald Steele,  
Alan McKinney, Jim Heaton, Bob Rogers, Mike Cavallone.





One of the older fraternities at State, Sigma Pi was first organized as Sigma Chi Gamma in 1917 and was chartered as Rho chapter of the Sigma Pi Fraternity on May 28, 1921. Since 1929 the fraternity has operated its own chapter house at 2513 Clark Avenue and has asserted its independence in activities ranging from community services to a varied and thriving social program.

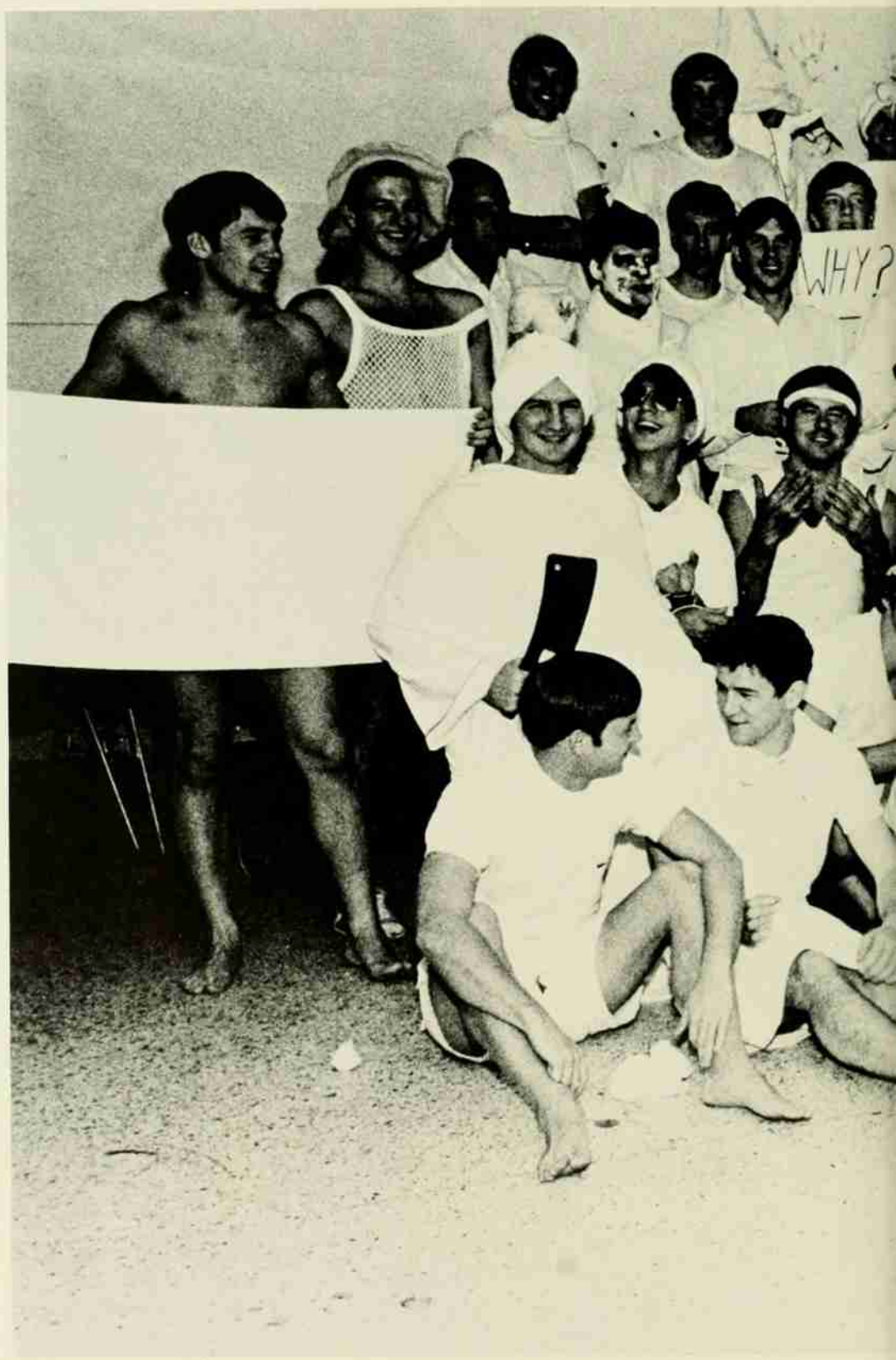
After a loss of 14 brothers to graduation in the spring of 1969, the brotherhood which returned in the fall was perhaps the smallest on campus. This fact, notwithstanding, a fine fall rush resulted in an active and enthusiastic group of future brothers. Homecoming, 1969, was perhaps the most successful ever in terms of alumni participation.



"And this, gentlemen, is one of our women's dorms. You will notice the . . ."

Dr. E. Bruce Heilman—President  
Meredith College

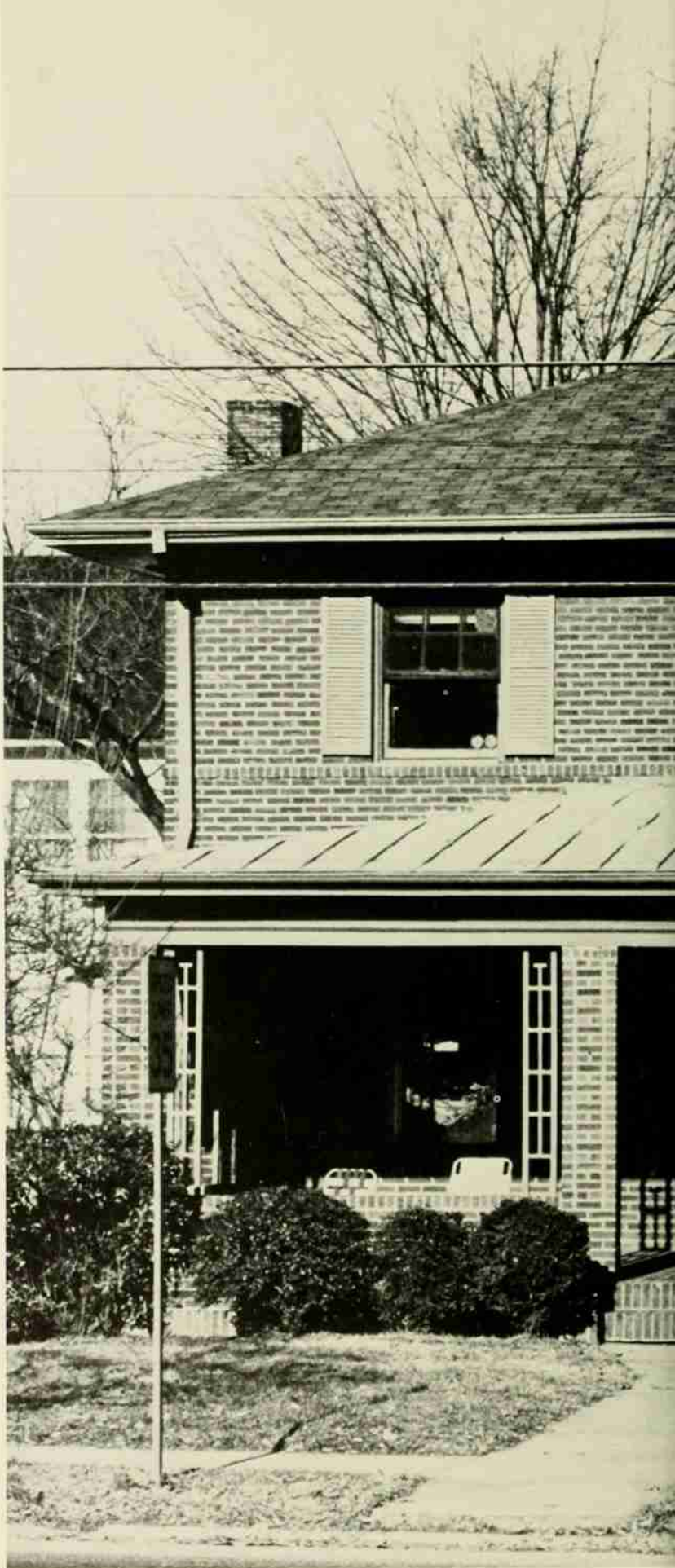
SIGMA PHI EPSILON







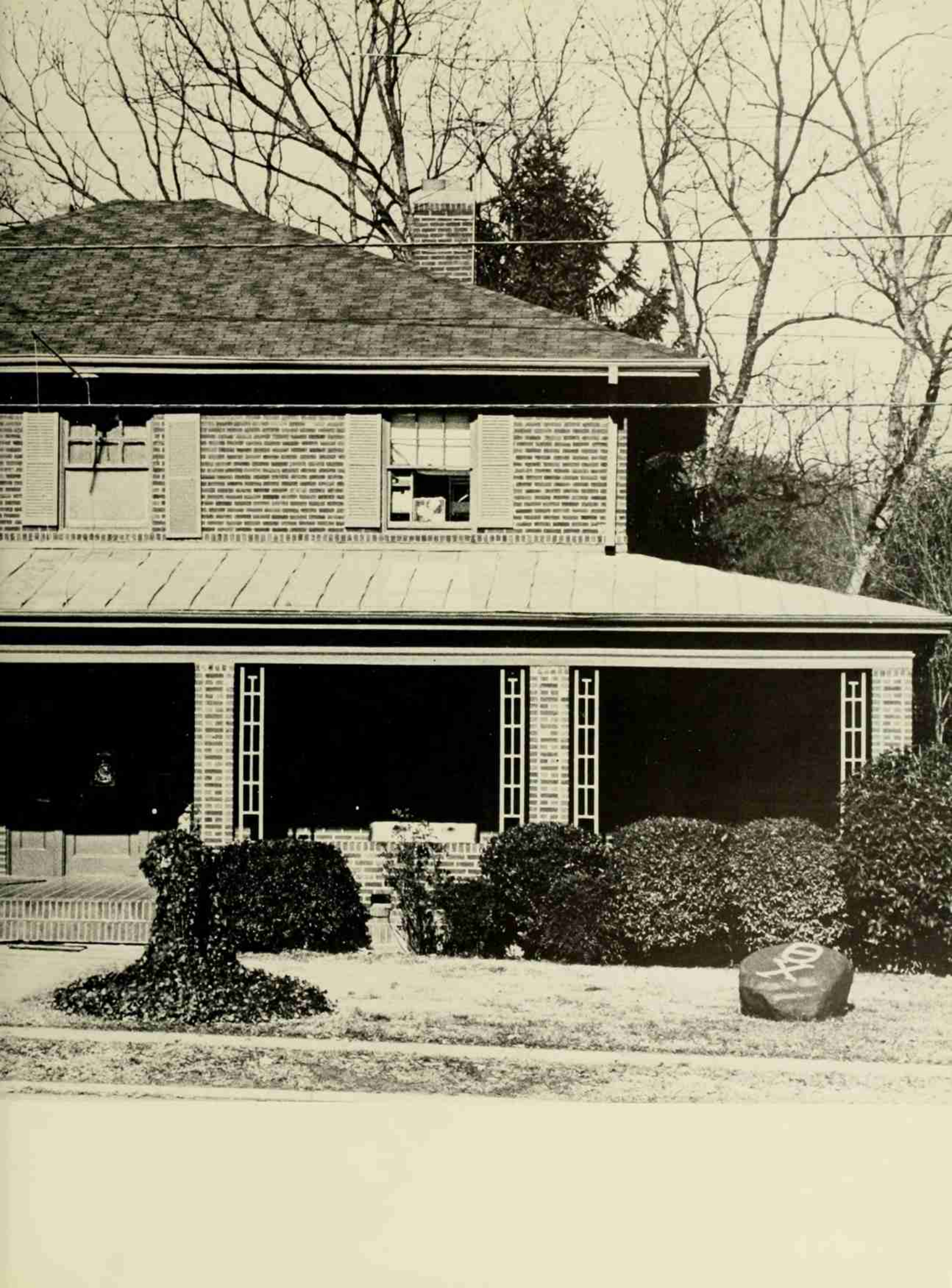
THETA CHI



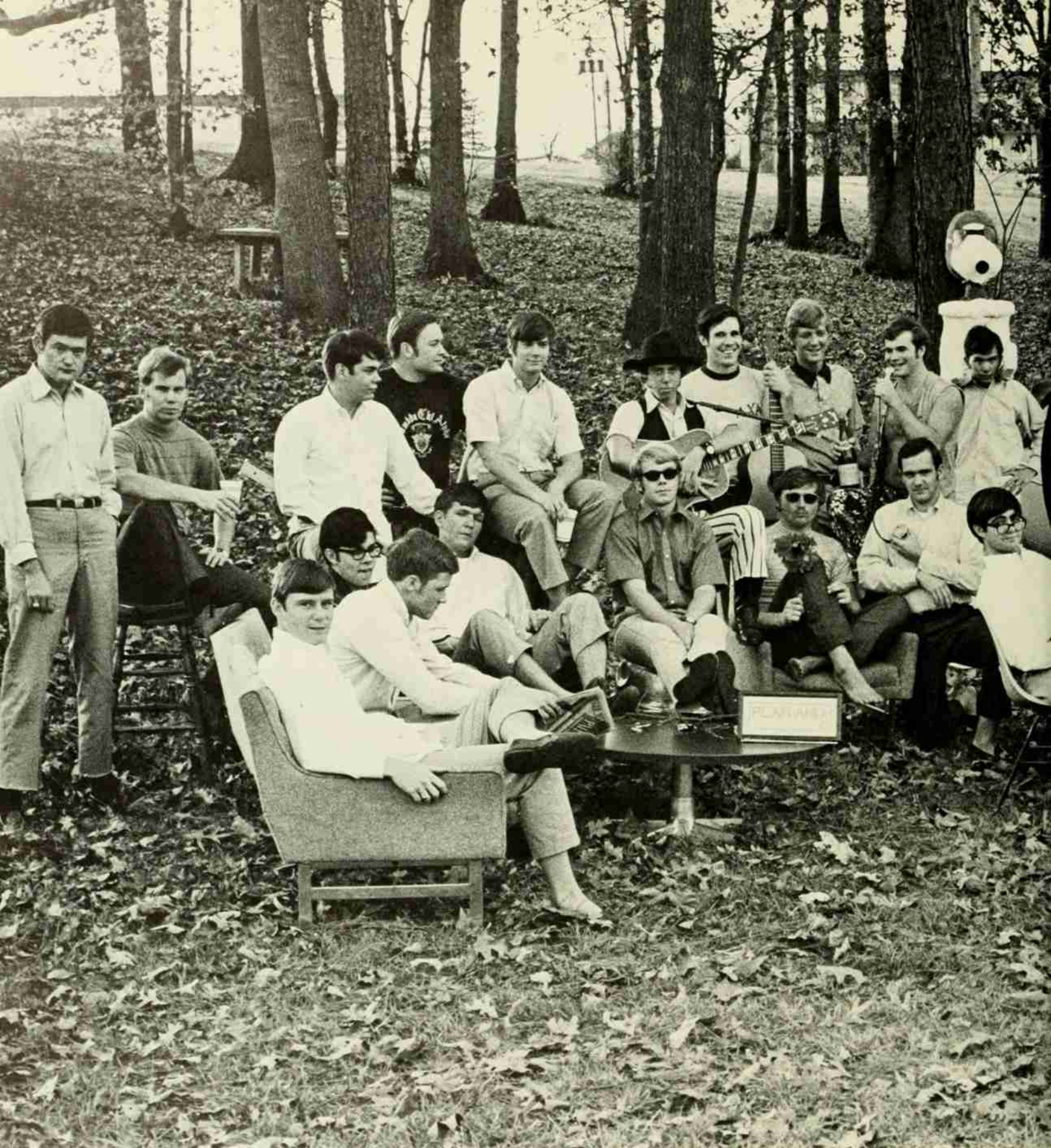
IN THIS FANCY, FRILLY,

YOU—GOTTA—HAVE—A—GIMMICK WORLD, ONE THING STAYS THE SAME . . .













Brothers:

James E. Moore  
 Joseph B. Pollock  
 Fredrick L. Connell  
 Reginald E. Tilley, III  
 R. Doggett Whitaker  
 William E. Sykes  
 Robert D. Edwards  
 William E. Ingram, Jr.  
 Allan L. Morrison  
 Carlton G. Purvis  
 Charles C. Benton  
 William M. Blackwell  
 J. Edwin Conrad  
 Robert L. Hollowell  
 Jerry L. Lassiter  
 Harold H. Newman  
 David W. Shannonhouse  
 Ronald E. Bell  
 Robert D. Gill  
 Charles K. Williams  
 B. Randolph Bateman  
 Edward L. Boyd  
 Thel G. Boyette  
 William L. Brooks  
 W. Gordon Cole  
 Keith W. Fuhrmeister  
 S. Douglas Gant  
 J. Alfred Grisette  
 Earl P. Guill  
 Robert M. Haley  
 H. Gene Lockaby  
 Roy K. Props  
 John H. Shepherd  
 Donald B. Smoland  
 Frank C. Winslow  
 Tony L. Winstead  
 John G. Barnwell  
 Donald W. Clark  
 Chester F. LaGrone, III  
 W. Paul Sharp, Jr.  
 William L. Warren  
 Graham B. Whitted, III  
 Philip L. Cheek  
 Burges U. Griffin, Jr.  
 David E. Jones  
 Christopher D. Mock  
 James W. Westmoreland, Jr.  
 John E. Windley

pledges:

Clark N. Callaway  
 Edgar T. Carr  
 William T. Gentry  
 Russel H. Grimstead, Jr.  
 Fred M. Lawrence  
 Daniel S. McDonald  
 John H. Parker, Jr.  
 W. Thomas Siegfried, II  
 G. Kelly Sparger  
 Harvey L. Winstead, Jr.



Sisters: Lynne Davis, Deborah Bundy, Priscilla Alford, Peggy Seymore, Barbara Sorhweide, Carolyn Edwards, Connie McPherson, Anne Strupler, Dianne Carver, Betty Arnold, Patsy Council, Anne Davis, Lynell Dudley, Susan Gambill, Pat Wilder, Lynne Skuarch, Nancy Potter, Lynn Ruark, Jackie Hensley, Martha Walker, Barbara Walters, Jacki Kerr, Rosalind Godwin, Nancy Linthicum, Sandra Holsonback, Debbie Shafer, Mary Price, Harriette Ray, Patricia Jones, Pat Hicks, Vicki Gauthier, Mary Wicker, Ann Turner, Sue Phillips, Margaret Paschal.

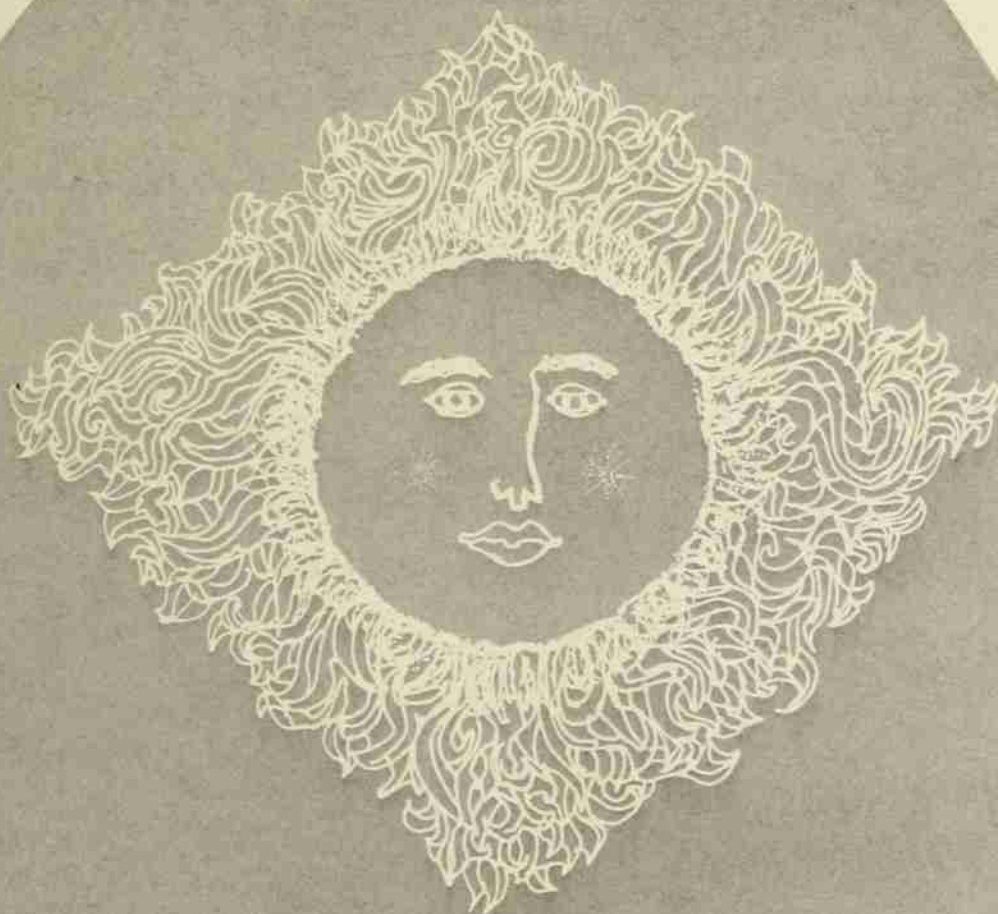
Pledges: Lindy Anderson, Becky Benfield, Linda Charles, Debby Daugh, Dana Blackwood, Doris Holding, Sandy Piver, Linda Tola, Brenda Rowe, Katherine Parks, Margaret Thompson, Sylvia Sanders, Linda Rawlings, Darlene Wright, Madeline Timberlake, Susan McCauley, Natalie Mafett, Cherrie Barnling, Marion Evans, Debby Rule, Emily Holding, Barbara Hicks.







first row: Marilyn Dixon (president), Dottie Rauls, Soyna Malinoff, Mary Morris (treasurer), Janet Johnson (vice president), Miss Katherine Moore (faculty advisor), Louis Bissett, Sandy Denning, Sharon Mabbatt (secretary). second row: Kathy Wagner, Kathy McCener, Peggy Sordelett, Chris Early, Julie Smith, Leslie Pack. third row: Betse Hamilton, Jeanne Turner, Mary Helen Streb, Brenda Jones, Betsy Rankin, Nancy Hall, Becky Hughes.



*The Windhover 1970*





President — Frank H. Brown, President, Gold Hall; Vice President — Benny Teal, President Alexander Hall; Secretary-Treasurer — Debbie Dalton, Vice President Metcalf Hall.

This year, the Inter-Residence Council reorganized in an attempt to put itself back on its feet following a slump the year before. IRC is composed of either the president or vice-president of each hall.

The purpose of the Council is to represent effectively in the University Community the collective ideas, attitudes, and feelings of students living in the sixteen residence halls. In addition, each hall is offered the opportunity of discussing matters pertaining to the individual hall and of making suggestions and criticisms which may benefit the other halls.

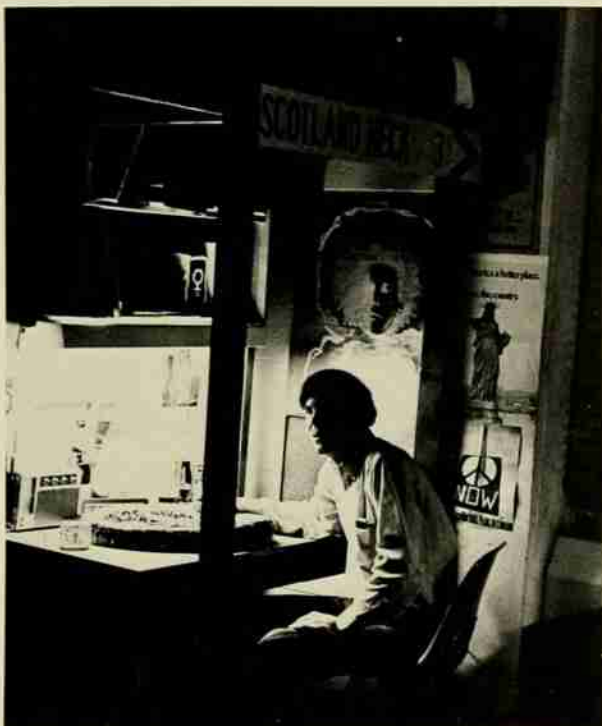




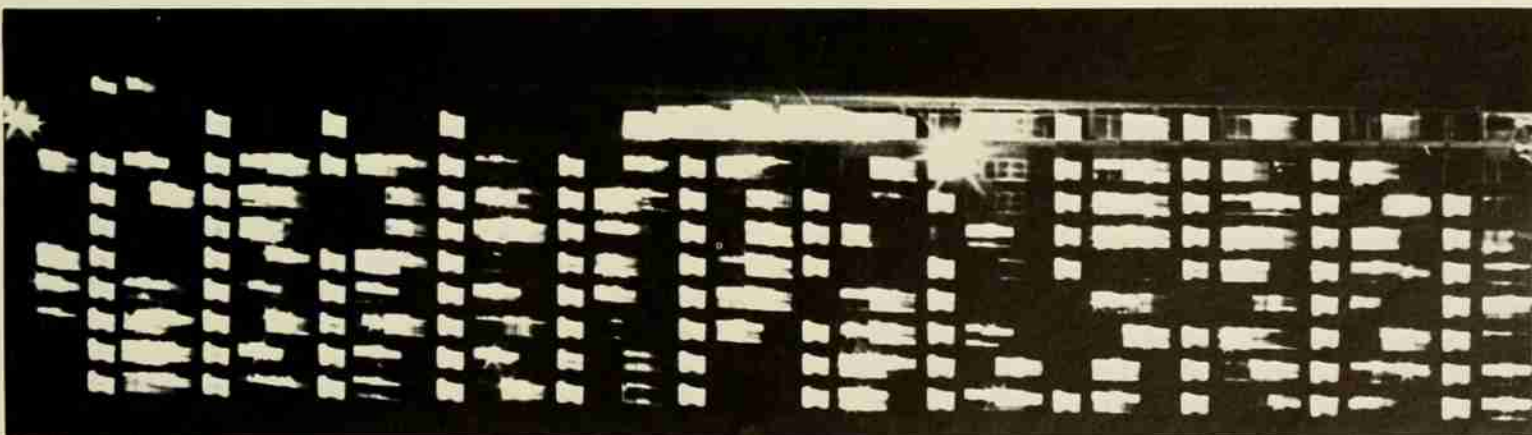


I got the shaft.

You think you have a strange roommate?



Thanks for knocking my ball in your hole.



# THE BAGWELL BOYS



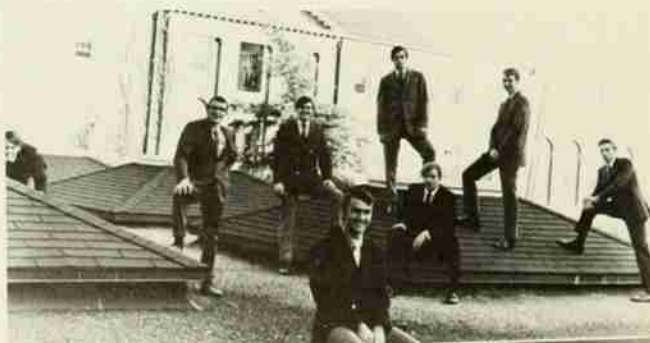
left to right: David Modlin, Erich Paul, John Chadwick, Stephen Regan, Steven Grigg, Royce Batts, John Peterson, William Petty, John Hewitt, Ronald Cook, Martin Knight, Harry Houpe, William Stanfield, Stephen Brady, Fred Browning, David Kuhn.



left to right: Bill Fuller, Rick Greentree, Rob O'briant, Kenneth Bennett, Frank Louzek, George Smithwick, P. Nixon, Bill Lennox, Dean Hardy, Joe Avery, Philip Clark.



left to right: Andrew Siebern, Tony Kwok Tung Ng, John Anderson, Jack Watson, Cecil Boles, John Baker.



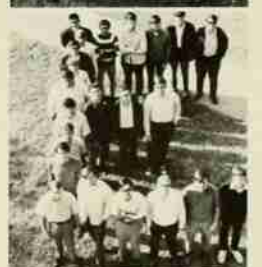
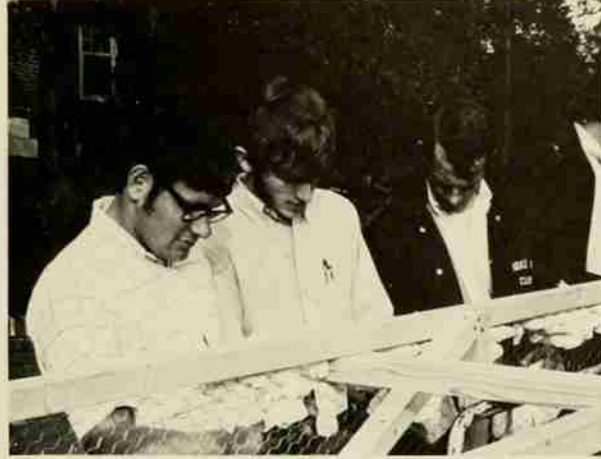
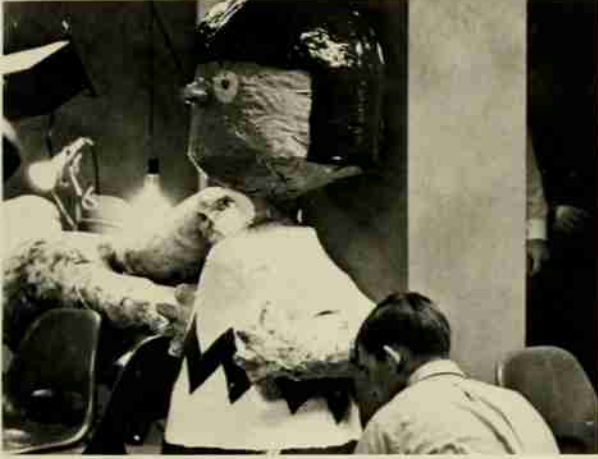
left to right: Bon Stilwell, Bill Meador, Mike Dziedzic, Bucky Embler, Roger Williams, Sonny Steele, Frank Hinson, Albert Strader.



Bagwell Dormitory

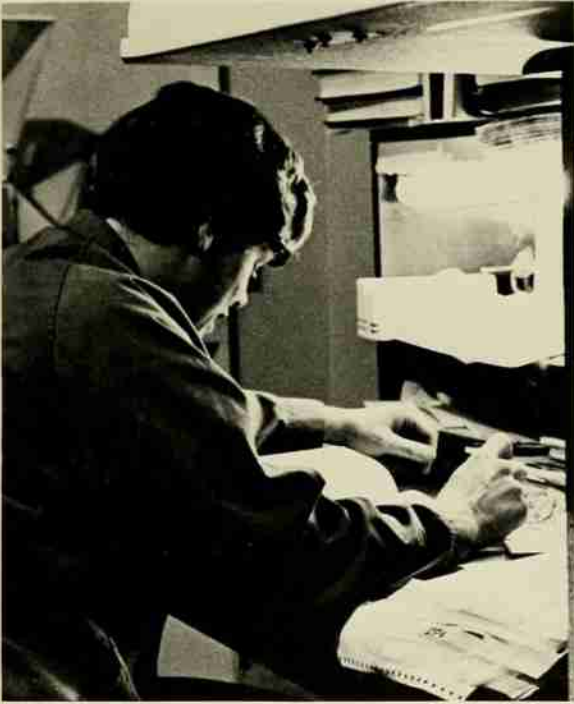


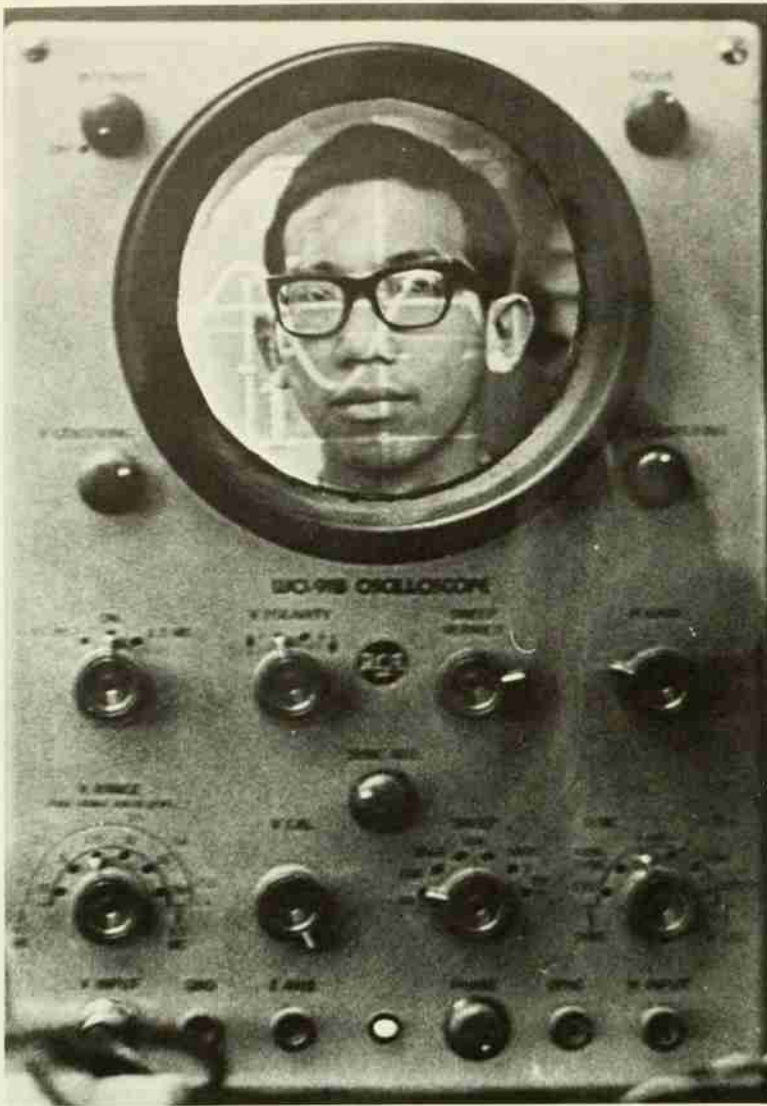
# HARDLY STUDYING



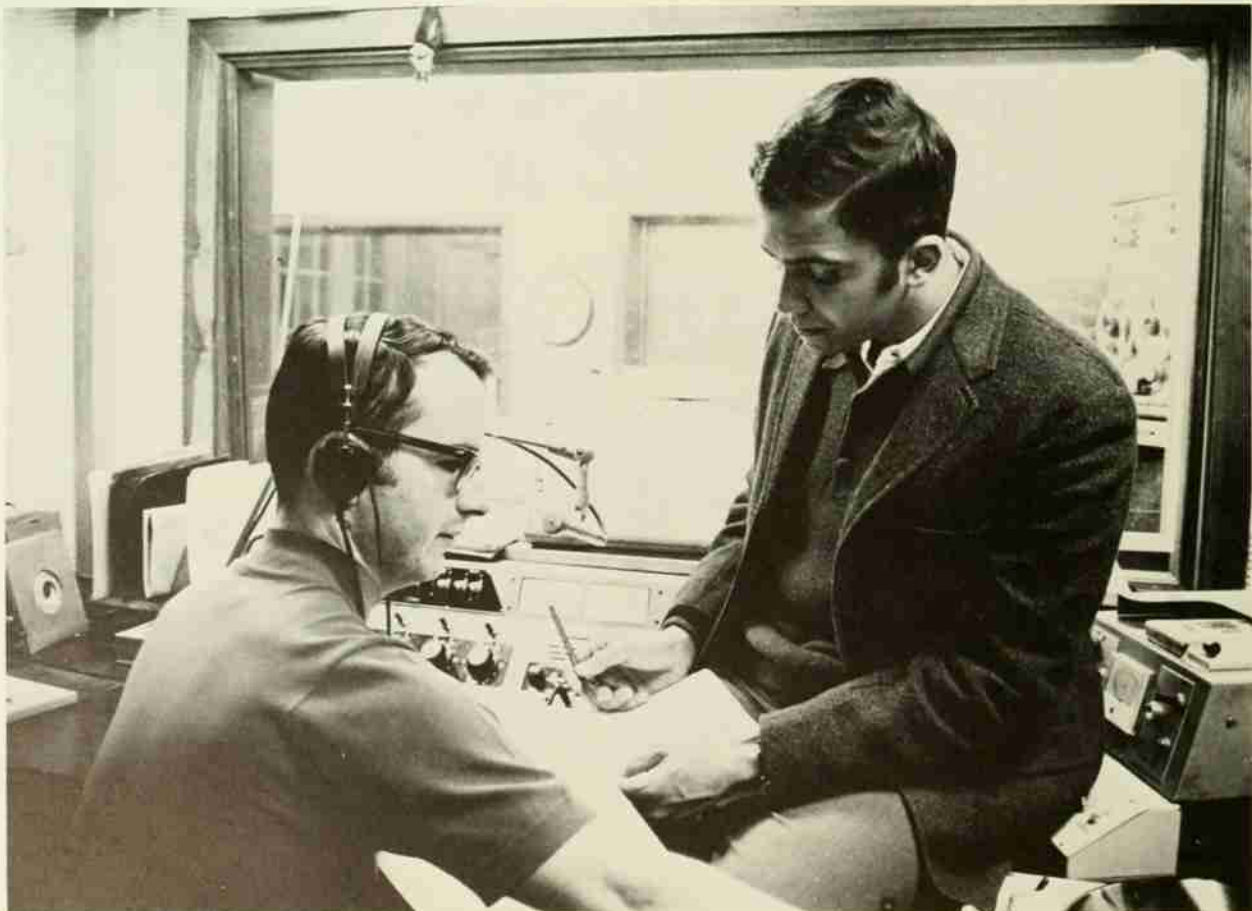








"Twin Voices of the Wolfpack" STUDENT BROADCASTING SYSTEM UNET: University News Network" . . . in an effort to provide the campus and the community with a creative Electric Medium that is ruled by the elements of good taste."





Get Involved  
Apathy Kills









# NEW ARTS INC



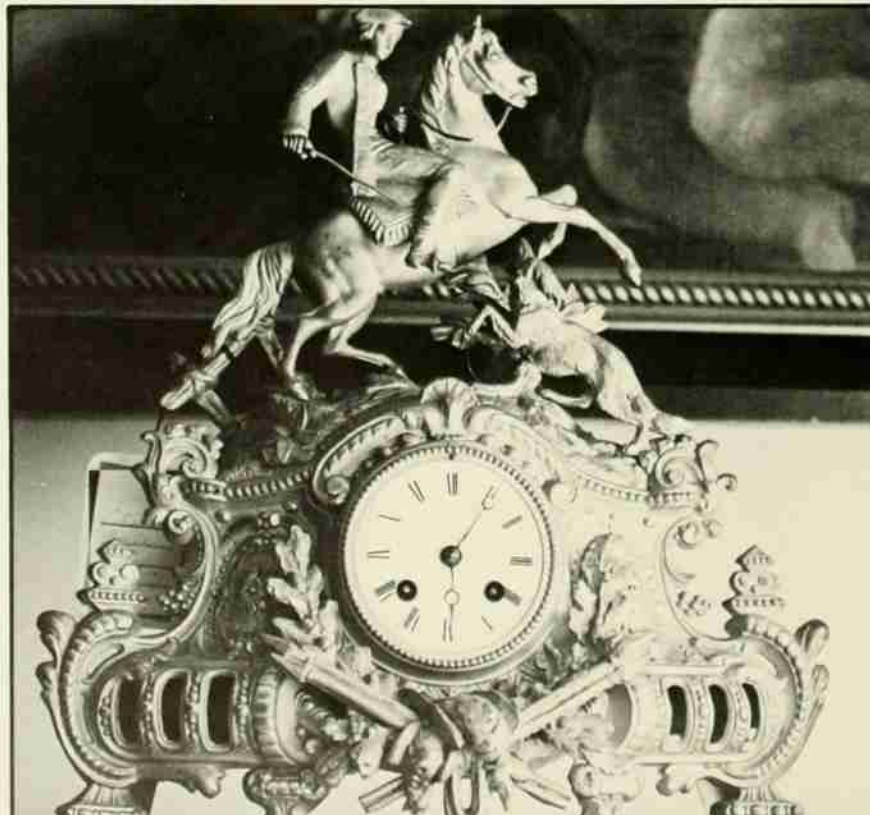
Rob Ford  
Dick McCaskill, Jr.  
Mike Hargett  
John Miller  
Joanne Lownes  
Sue Phillips  
Eddie Baysden  
Dickie Wilson  
J. C. Woodall

# Publications Authority

Student publications can be valuable in establishing and maintaining an atmosphere of free and responsible discussion and intellectual exploration among the university community. If such a goal is to be reached the university must provide sufficient financial autonomy and editorial freedom to insure that free inquiry and expression are possible. But just as importantly corollary responsibilities must be exercised by student editors to provide responsible journalism. Such responsibilities include the avoidance of libel, obscenity, undocumented allegations, undue harassment and attacks on personal integrity.



**Technician** The newspaper shall report events of interest to the University community with emphasis on those of interest to students, shall function as a meeting place for campus opinions an unfettered editorial opinion voice.

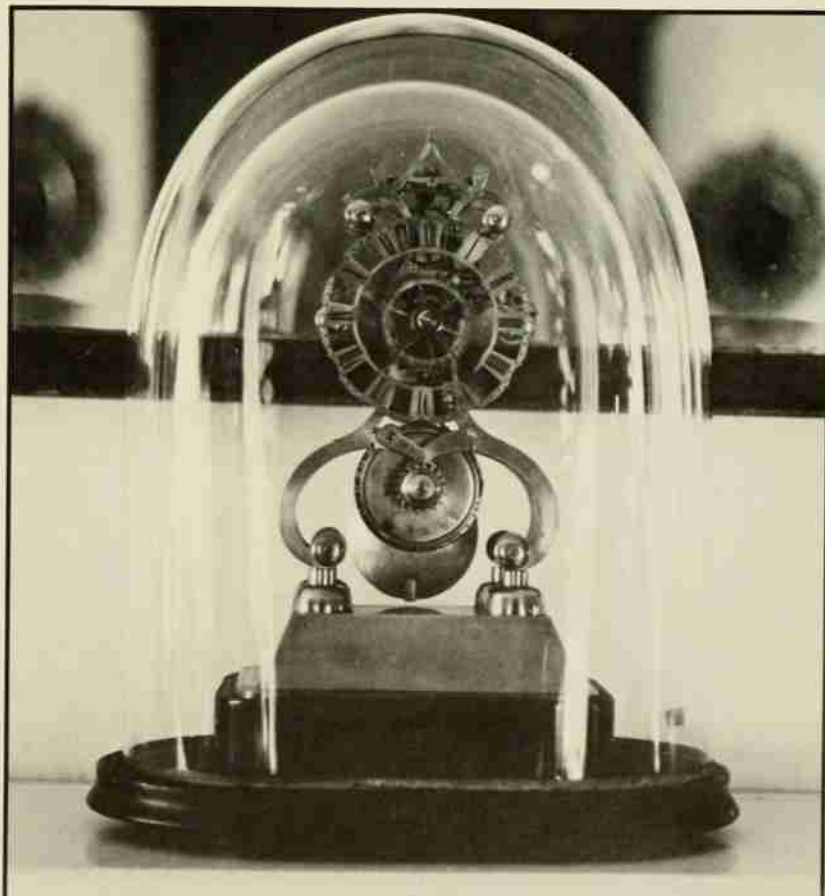


**Agromeck** The yearbook shall present in as simple and efficient manner as possible portraits of graduating students, organizational photos, and a chronicle of the year's events.





**Windhover** The arts periodical shall gather, organize and present works of graphic and literary art by staff members and contributors from the campus. So long as the campus remains more oriented toward graphic than literary arts, so shall this publication.



**WPAK; WKNC** The electric media shall consist of the campus student-operated radio stations. They shall present musical and other forms of entertainment, and supplement the newspaper with instantaneous coverage. They shall, when possible, engage campus and other figures of student interest for discussion and debate programs. In short, WPAK/WKNC-FM shall complement, through its unique, format, the functions of the other publications.



Abene, P. V.

Abernethy, D. McN.



Acree, T. A.

Adams, W. L., Jr.

Adkins, L. S.

Ajmera, P. U.

Alcorn, M. L.

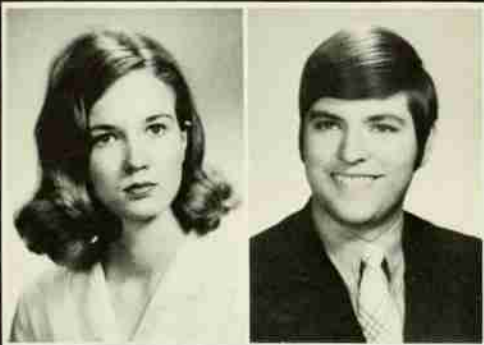
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Alford, J. B., Jr.

Allen, J. D.

Allison, J. D.

Ambrosio, A.F., Jr.



Amos, J. T.

Anderson, C.

Anderson, C.

Anderson, D. L.

Anderson, E.R., Jr.

Anderson, J. W.



Andrews, D. B.

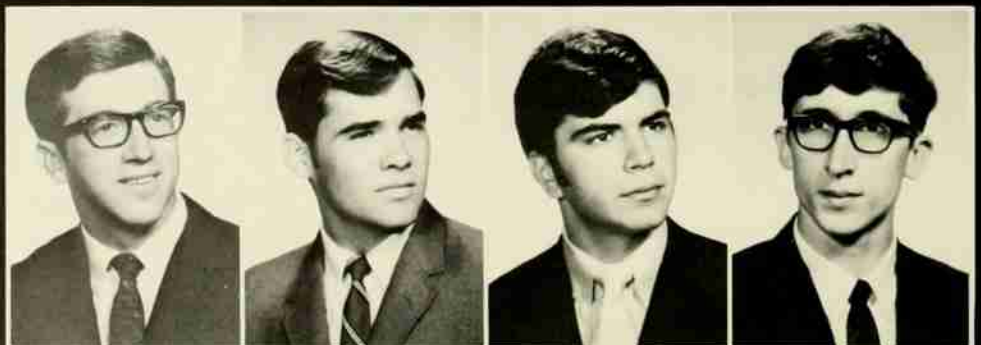
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Andrews, R. E.

Antley, W. R.

Arakas, I. T.

Arey, V. R.







Armstrong, B. T.   Arnold, M. T.   Asbill, W. C., Jr.   Ashe, J. T.



Atkins, R. E., Jr.   Atkins, W. O.

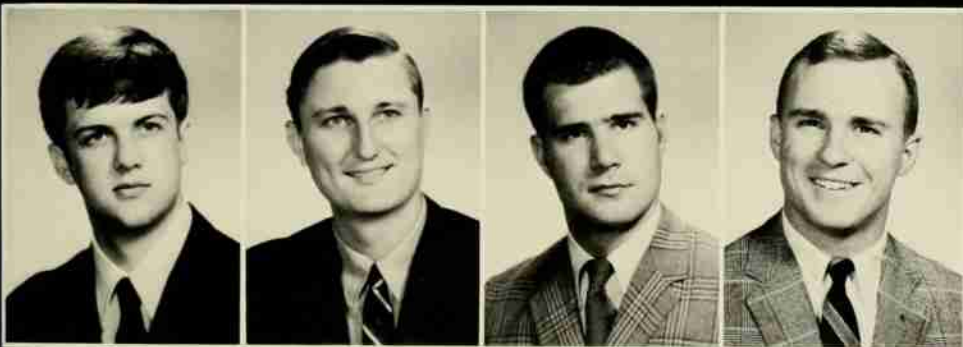
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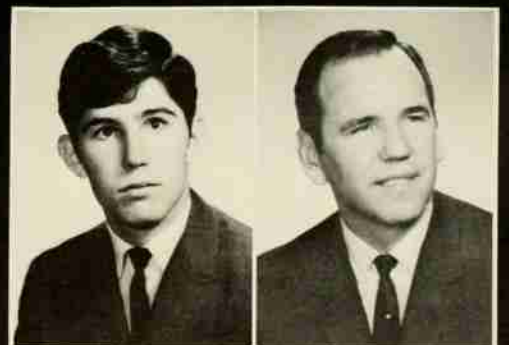
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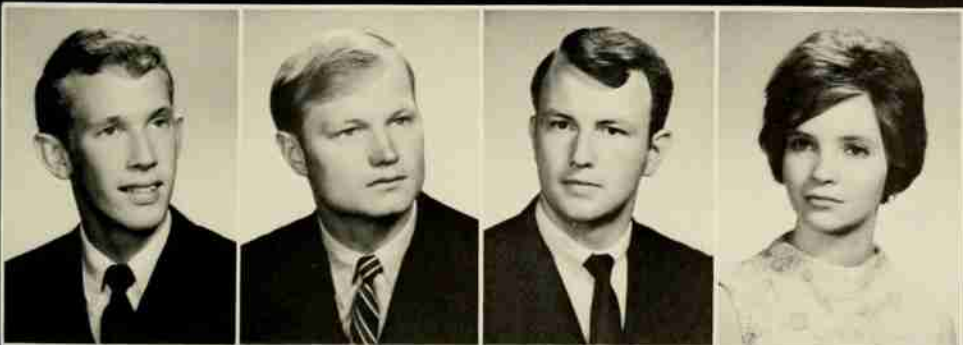
Avett, J. I. III   Ayers, P. R.   Bagby, T. J. III   Baggett, C. F.



Bagwell, J. W.   Bailey, D. W.



Baker, J. A.   Baker, J. D.   Baker, T. F.   Ball, D. G.



Barefoot, S. O.   Barger, J. V.





Barnes, B. D.



Barnett, S. B.

Barnwell, J. G.

Barr, W. E.

Barton, P. F.

Basinger, S. D.

Beam, C. H., Jr.

Beam, J. P., Jr.

Beane, K. E.

Beard, McL.

Beard, L. E.



Beaver, D. M.

Bedington, R. S.

Belin, J. C., Jr.

Bell, R. E.

Bengston, N. M.

Bennett, D. N.



Berryman, R. M.

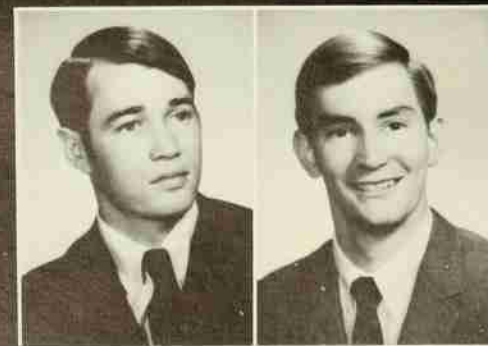
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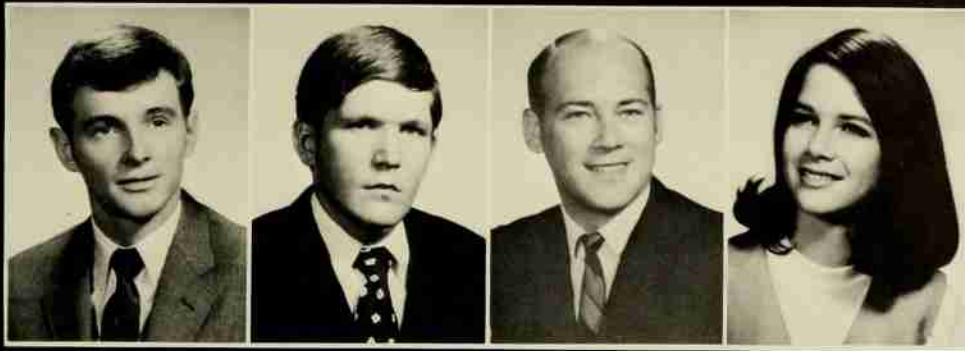
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Billger, H. M.

Black, M. J.







Blackwelder, A., Jr.    Blackwell, W. Mc.    Blaine, C. T.    Blair, J. C.



Blalock, M. E. III    Blanton, L. J.

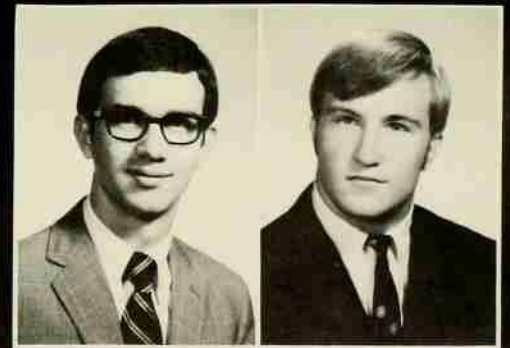
Bledsoe, G. W., Jr.    Blue, F. McR., Jr.    Boardman, C. W.    Bodenheimer, D. C., Jr.

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Bost, M. B.    Bothwell, R. W.    Bouldin, D. M.    Bowers, B. D.

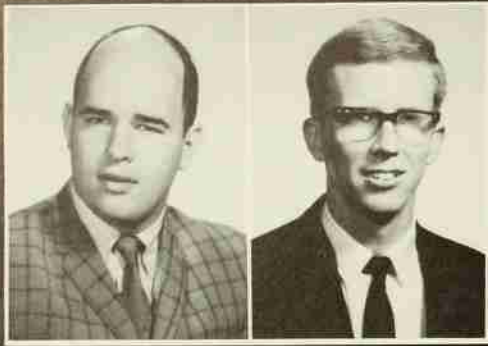
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Bradley, J. K.    Bradley, T. L.





Bradsher, J. McB. Brady, R. E.



Brake, J. S., Jr. Branden, J. P. Brandon, T. M. Brandt, E. S.

Brannan, W. S., Jr. Brattain, J. D.



Bray, J. D.

Brenton, M. J.

Brewer, J. E.

Brewer, S. V.



Bridges, J. R.

Briel, J. V.

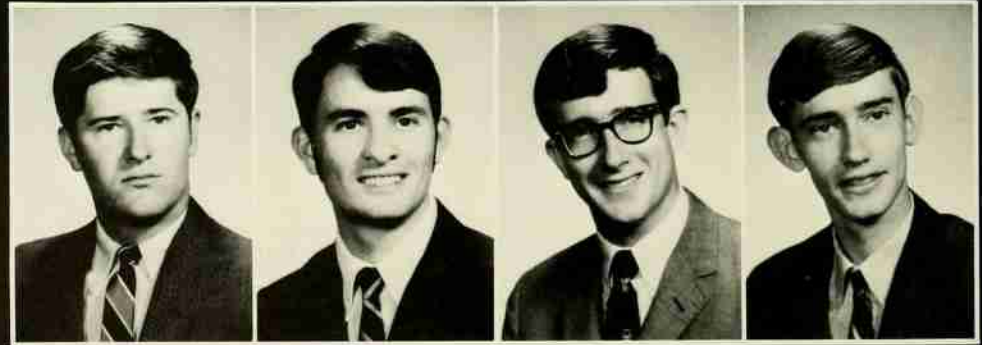


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Brisley, D. S.

Bristow, R. B., Jr.



Britt, D. F.

Britt, R. G.



Britt, R. D.

Brock, G. W.

Brodeur, R. E.

Brody, R. M.







Brooks, D. R.

Brooks, G. T.

Brooks, J., Jr.

Brooks, W. H.



Brothers, S. J.

Brown, D. L.

Brown, E. N.

Brown, J. E., Jr.

Brown, L. S.

Brown, N. A.

Brown, R. G.



Brownell, P. H.

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Bryan, N. L.

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Bulluck, A. E.

Bunch, D. C.



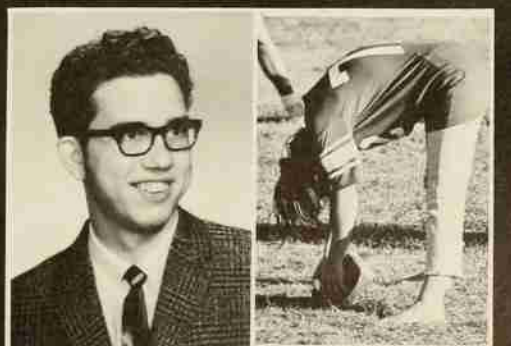
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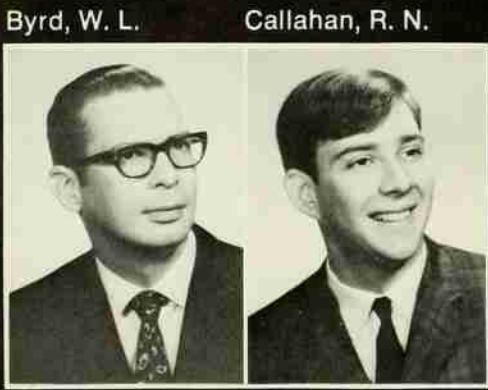


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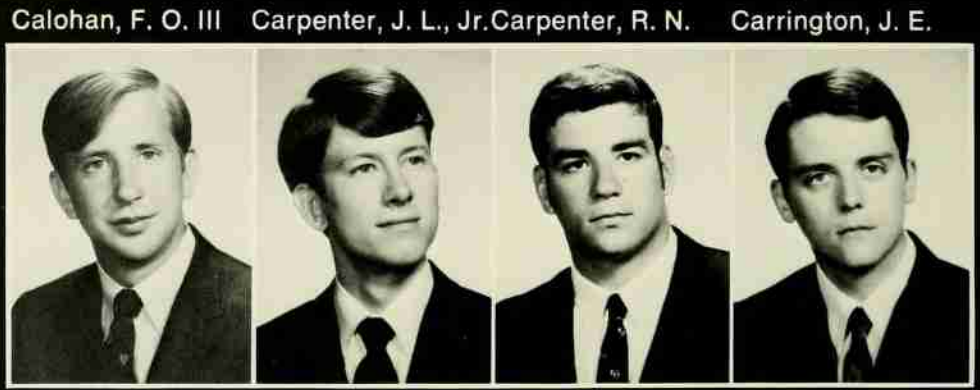
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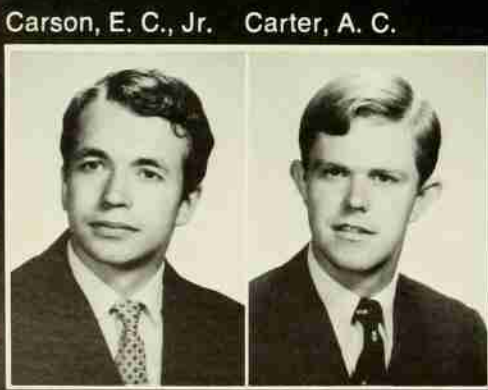


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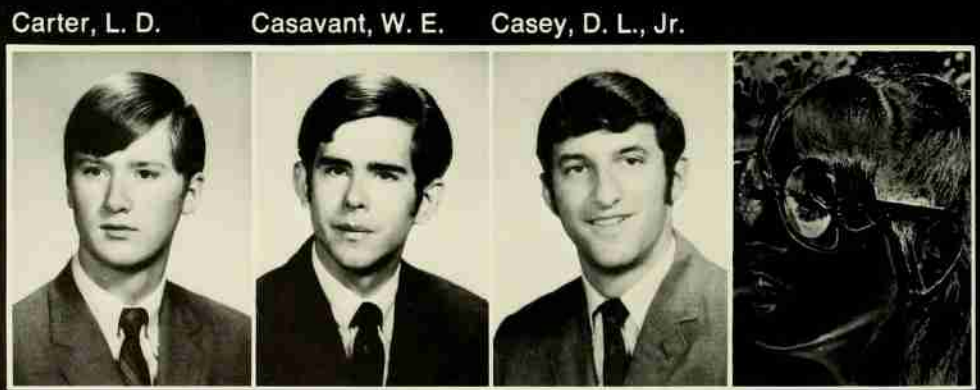
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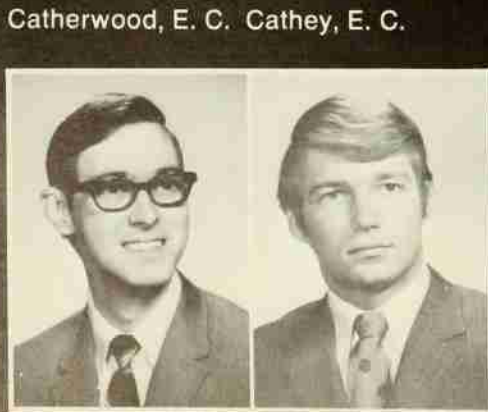
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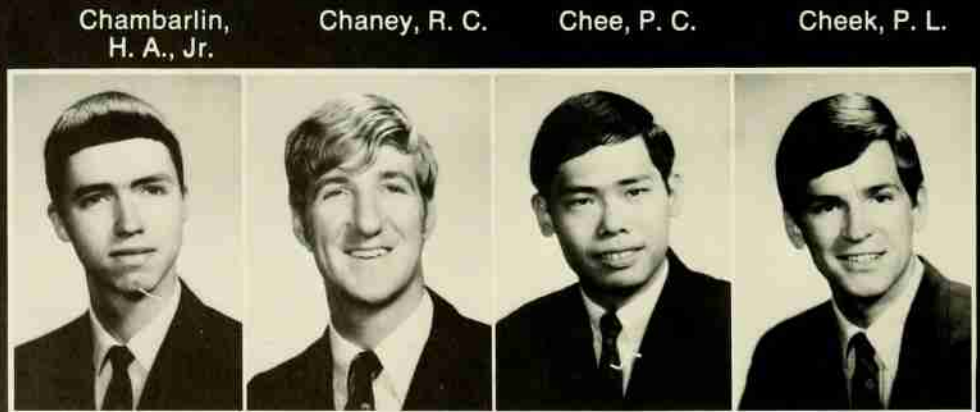
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Casey, D. L., Jr.



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Cathey, E. C.



Chambarlin,  
H. A., Jr.

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Cheek, P. L.

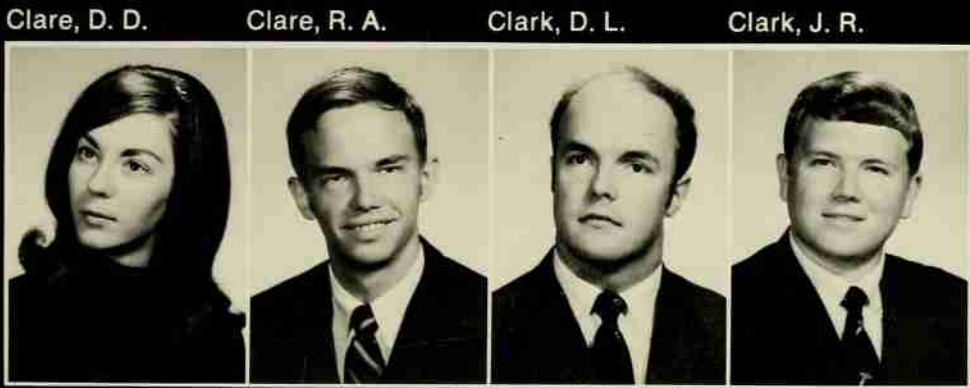




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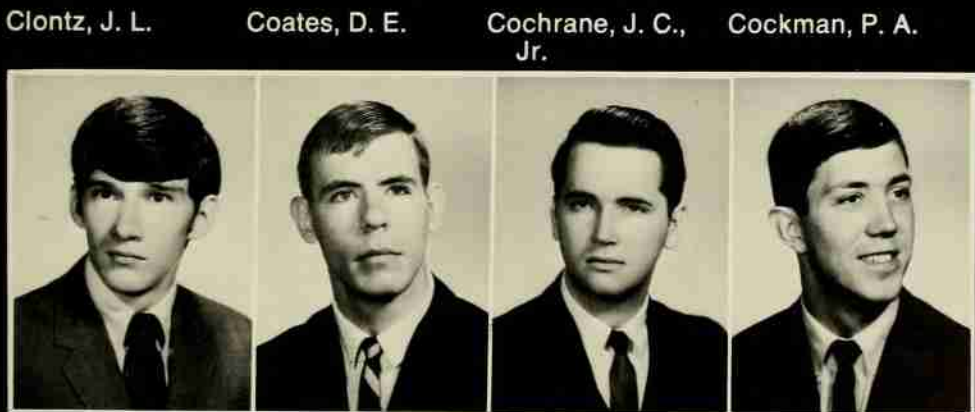
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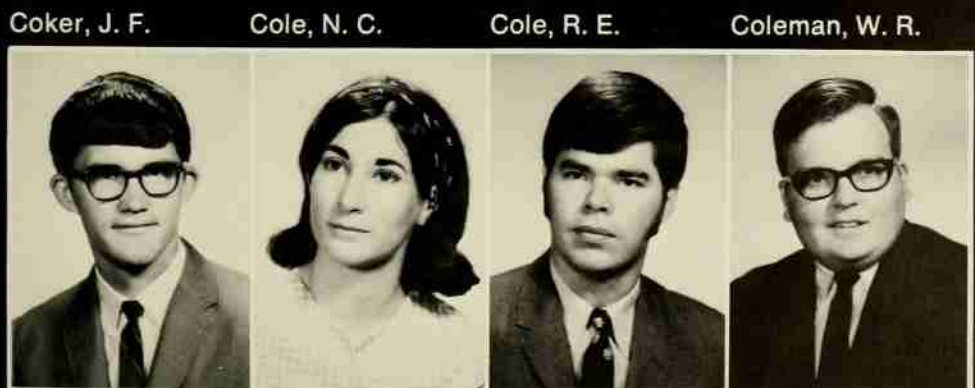
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Cogburn, K. P. Coggins, L. M.



Coker, J. F. Cole, N. C. Cole, R. E. Coleman, W. R.



Coley, B. E.



Collins, W., Jr.

Collins, W. H.



Colombo, M. A.

Connaughton,  
D. J.

Conrad, G. M.

Conrad, J. E.

Cook, E. C., Jr.

Cook, W. E.

Coonse, L.

Cooper, D. K.

Copeland, C. W.,  
Jr.

Corbell, I. I. III



Corbett, G. A.

Corbett, J. A.



Corbin, D. H.

Corlett, D. F.

Corn, R. L.

Corpening, C. L.,  
Jr.



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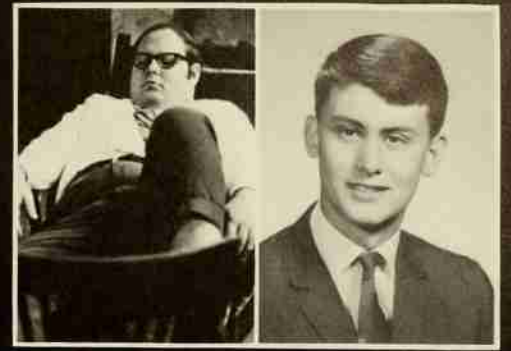
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Crisp, M. O.

Cromartie, D. E. Crumpler, R. E. Culberson, K. C. Culp, A. J.

Culp, G. K. Cumbee, A. D.



Curran, J. F., Jr. Curtis, A. M. Cutler, L. A., Jr. Dahir, S. H.

Daniels, J. M. Darden, D. H.



Davis, B. Davis, C. R. Davis, E. L. Davis, J. H.

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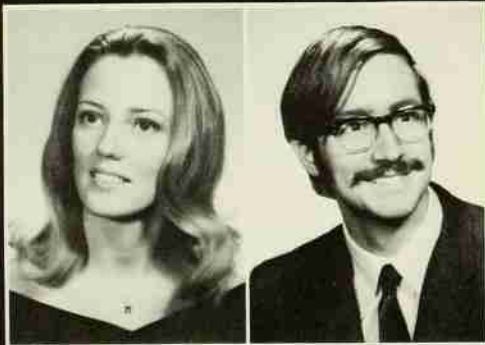
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Delmar, C. D., Jr.



Desai, V. B.

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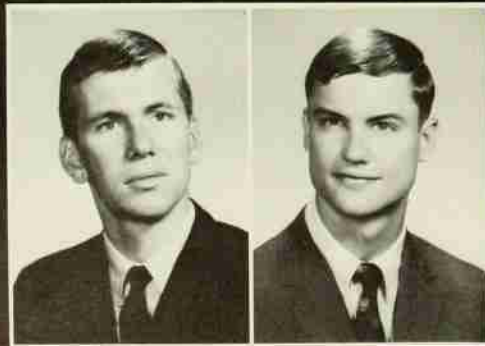
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Dickson, C. L.

Dietz, A. L.

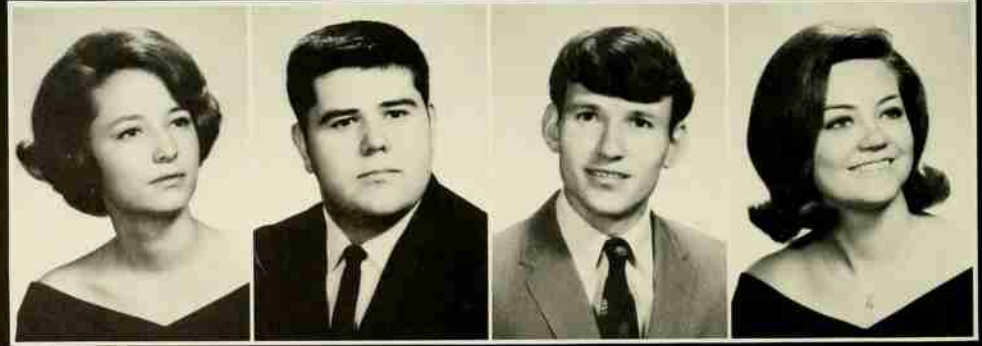


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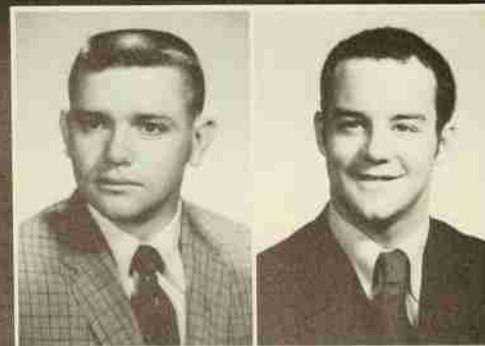
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Donovan, M. F.



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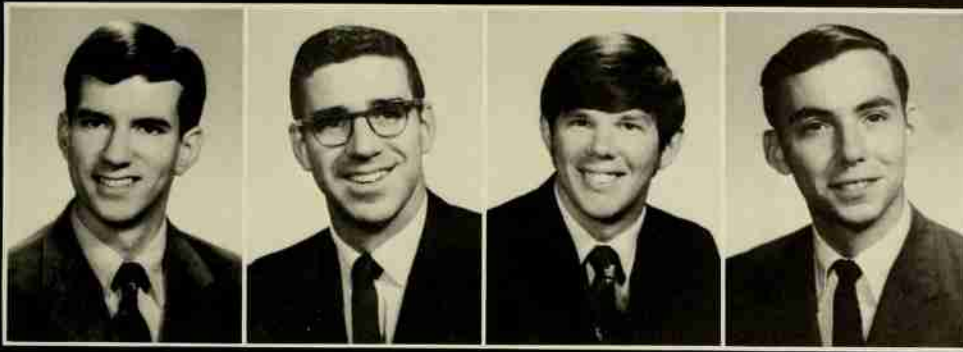
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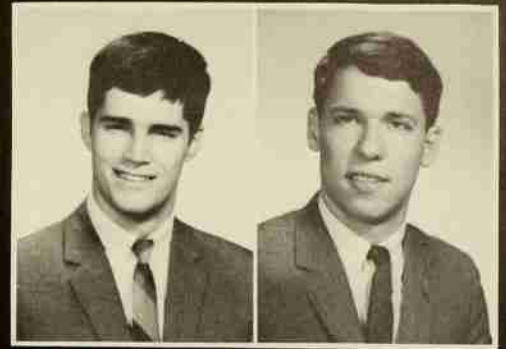
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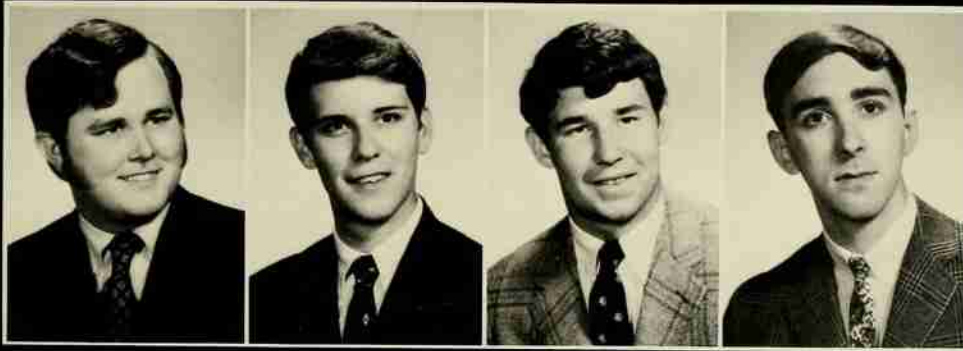
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Dyer, M. L. Dykes, C. A.

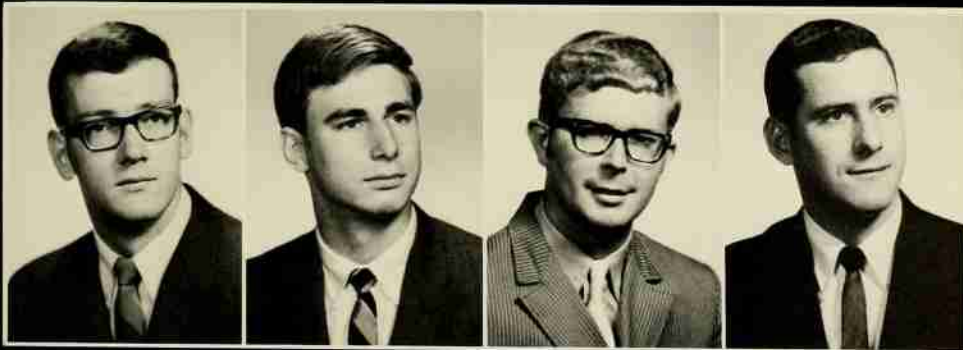
Eagles, W. A. Earley, W. S. Eccles, W. N. Eckard, E. W.

Edgerton, H. B., Jr. Edson, C. McD.



Edwards, H. B. Edwards, H. E. Edwards, J. B. Edwards, M. K.

Edwards, R. D. Efstratoglu, S. H.



Elkins, C. F. Elliott, J. D., Jr. Elliott, J. I. England, G. F.

England, J. W. III Ervin, S. H.





Ettin, J.

Evans, C. T., Jr.



Everette, M. L.

Farabee, C. R. II

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Faulcon, G.

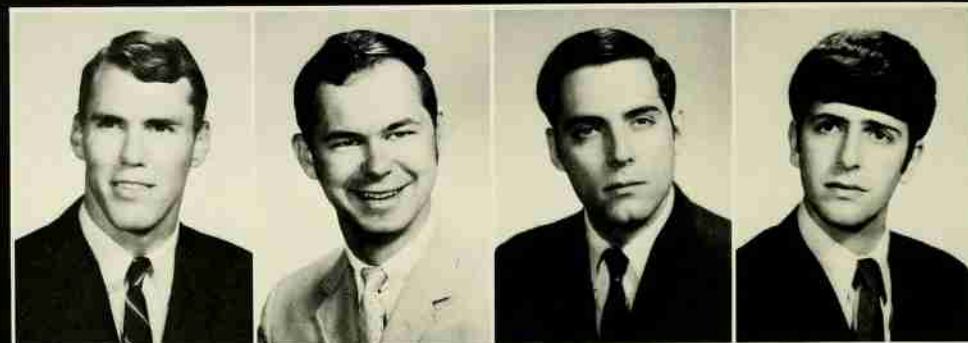
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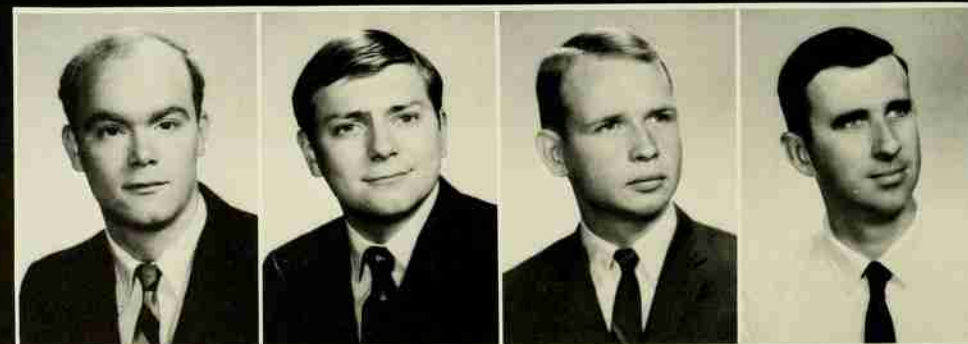
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Fields, S. R.

Filbert, D. E.

Fink, D. W.

Finkle, L. J.



Fitzgerald, J. G.

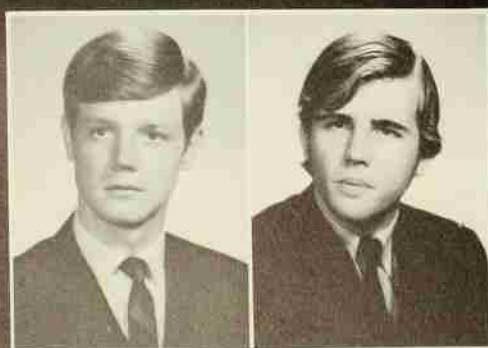
Fleischman, V. T.

Fleming, W. W.

Flowers, R. H.

Flynt, R. D.

Fofaria, R. H.







Fogleman, J. R.    Foley, R. T.    Ford, R. A.



Frazelle, C. W.    Freas, W. P. G. III

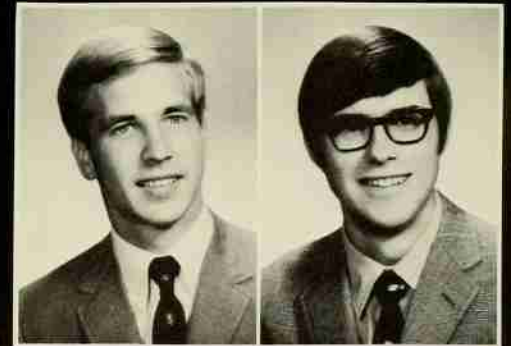
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Furr, J. S., Jr.    Furr, M. R.



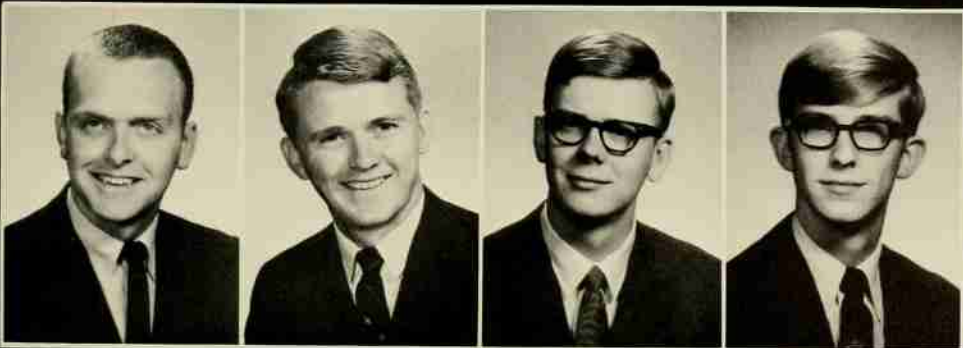
Galbincea, G. J.    Garner, A. J. IV    Gardner, C. W.    Garrenton, A. K.

Garrett, B. D.    Garrison, G. W.



Geddis, T. J.    George, J. G.    George, S. M., Jr.    German, J. R.

Gersch, D. F.    Gibson, A. F.



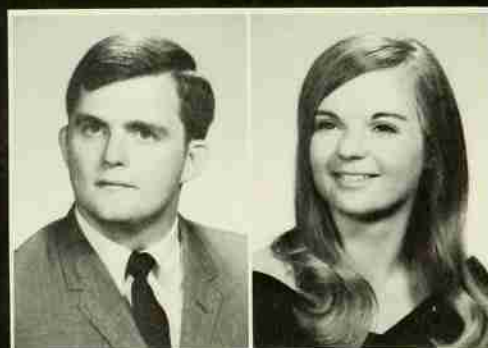


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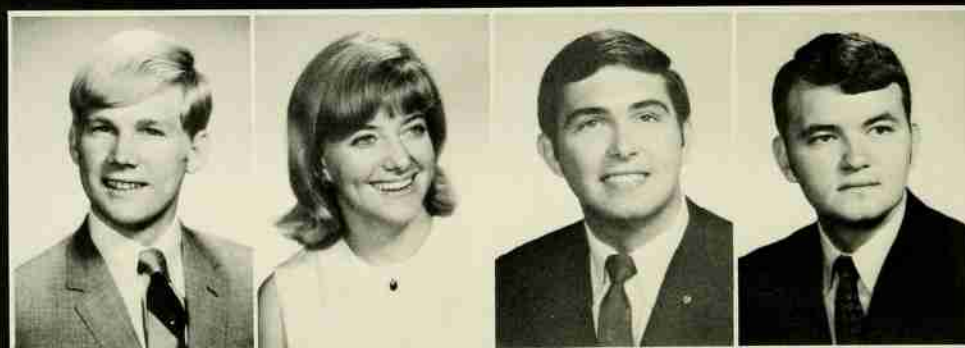


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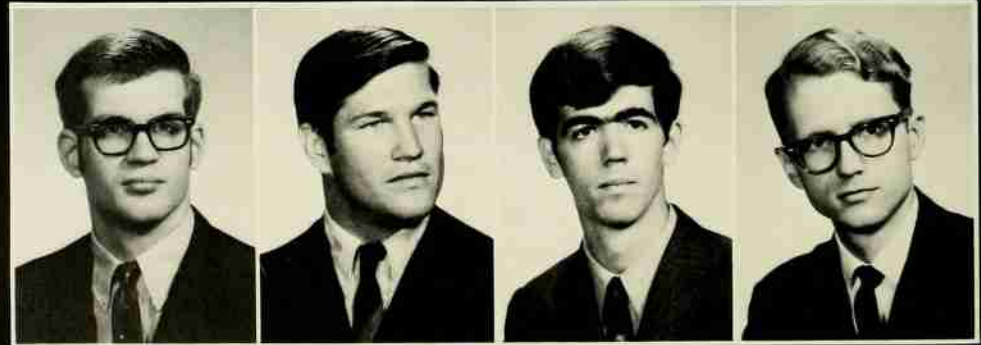


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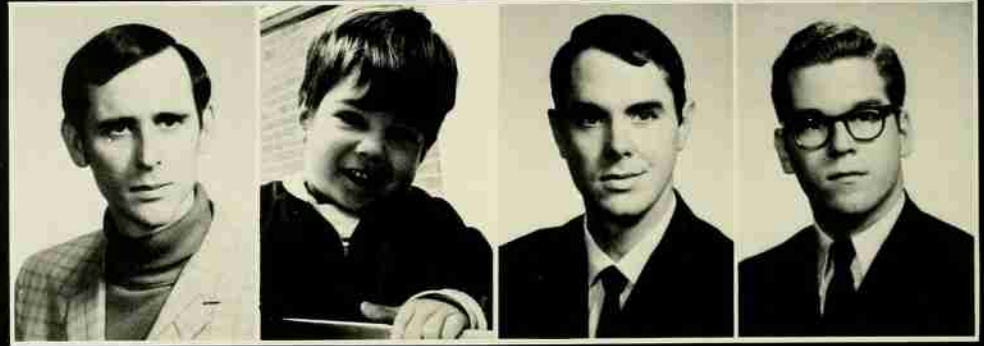
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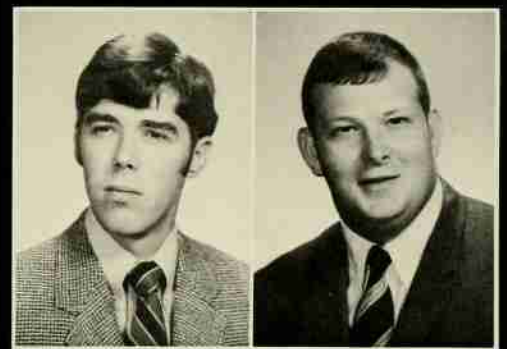
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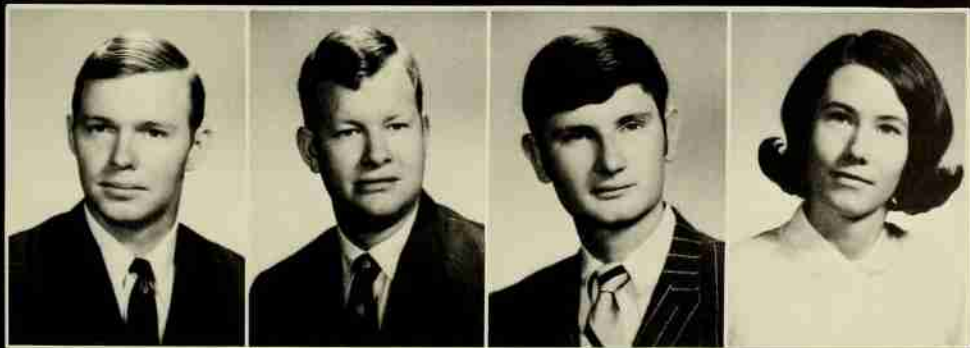
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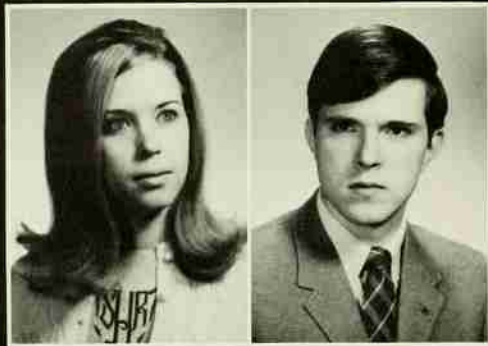
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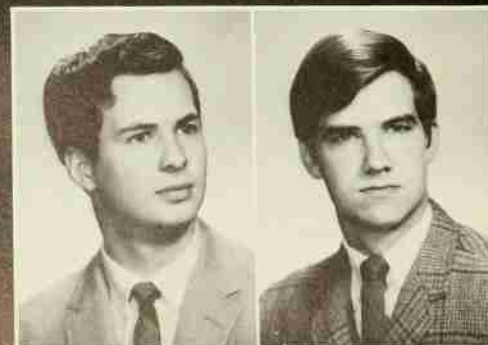
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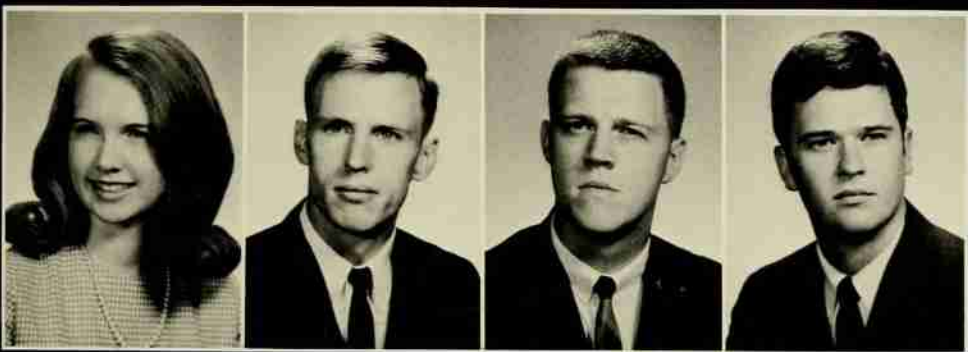


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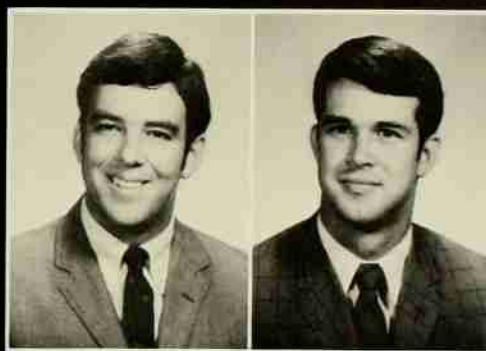


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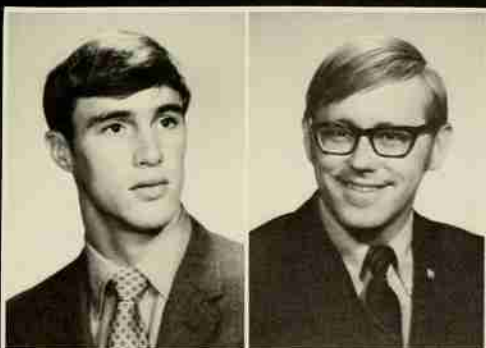


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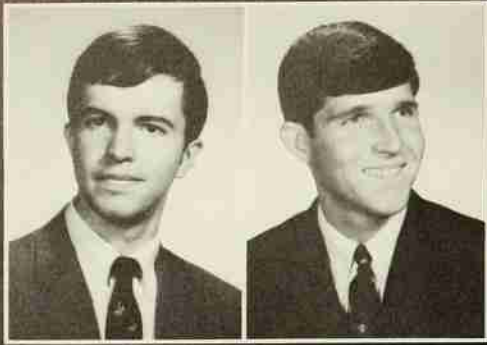
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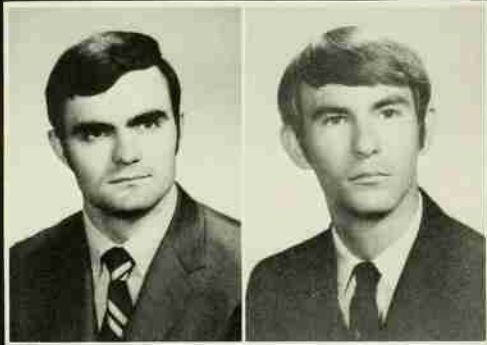
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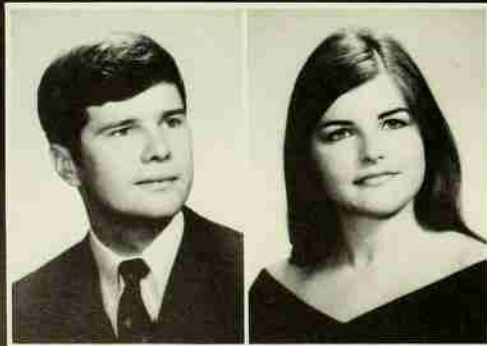
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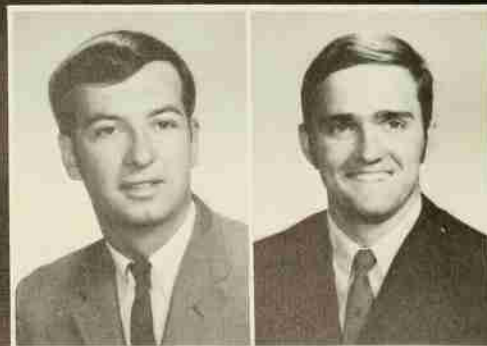
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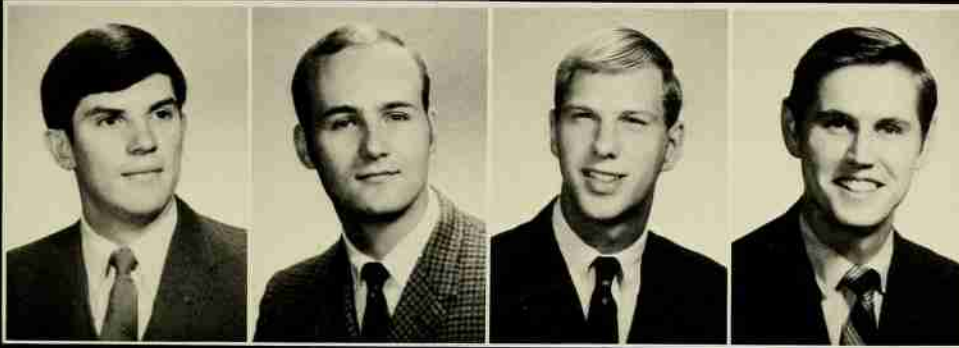


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Kinlaw, D. L. Kirby, T. L.



Kissam, R. F., Jr. Kmet, R. J. Koenigs, P. D. Kornegay, G. M.



Kornegay, L. C. Kunkel, J. M.



Labonte, G. J. Lackey, R. D. La Grone, C. F., III Laird, J. E.



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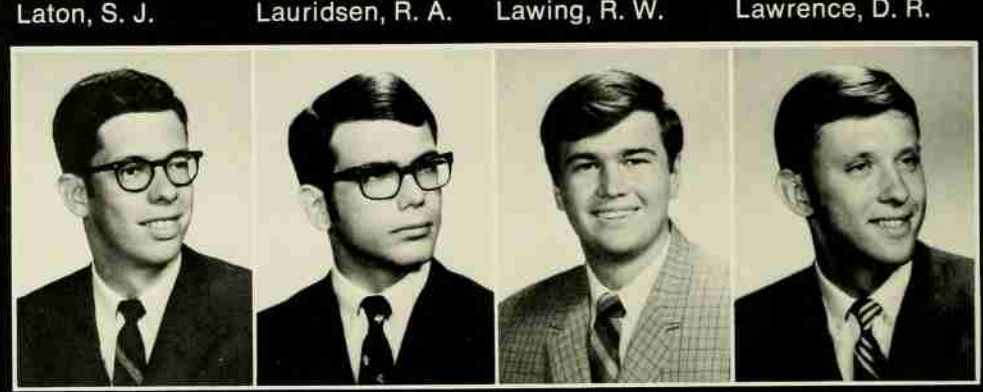
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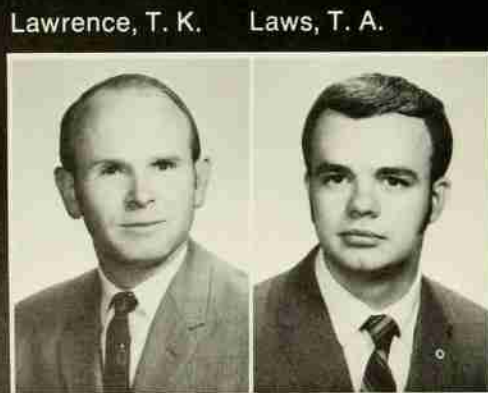


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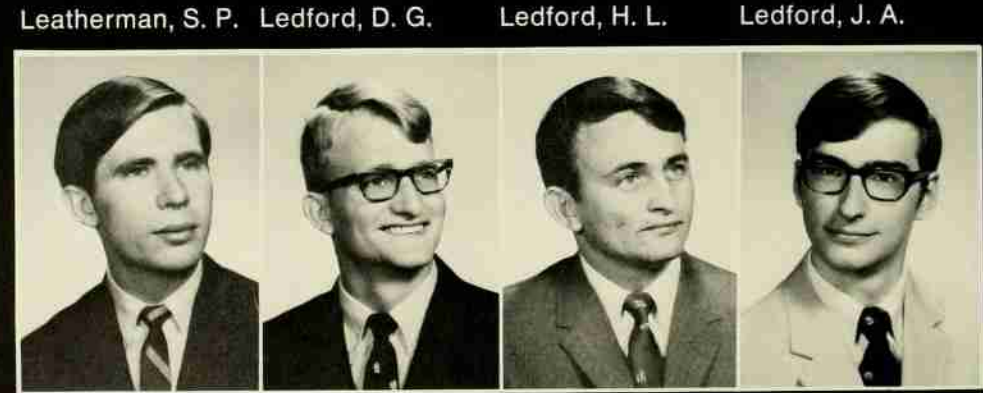
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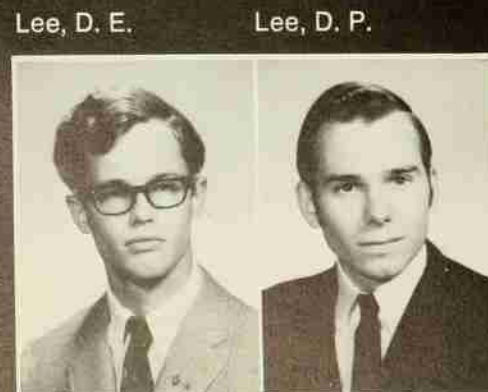


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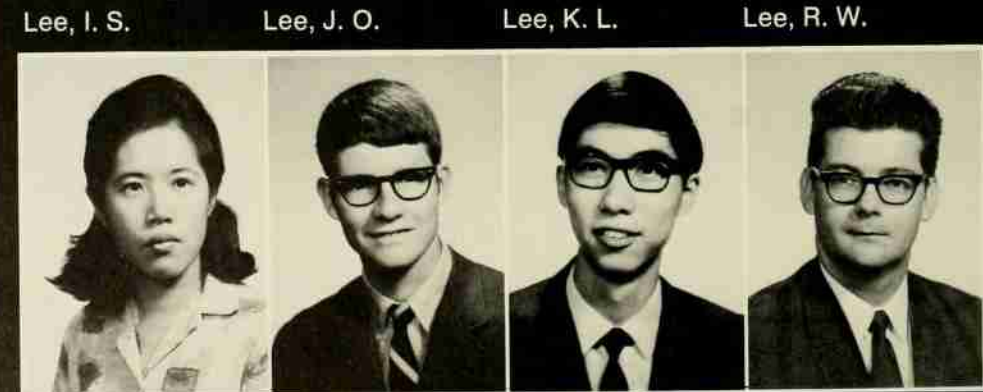
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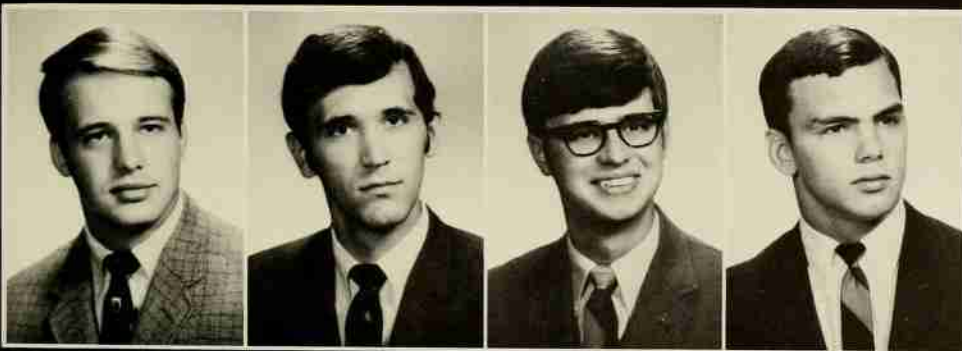
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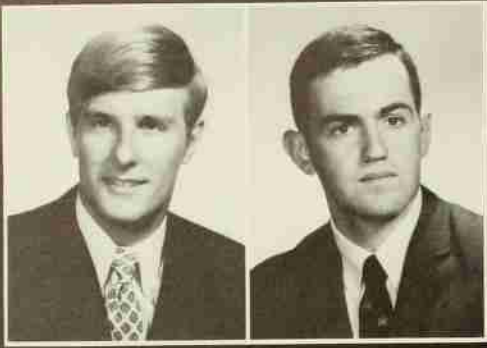
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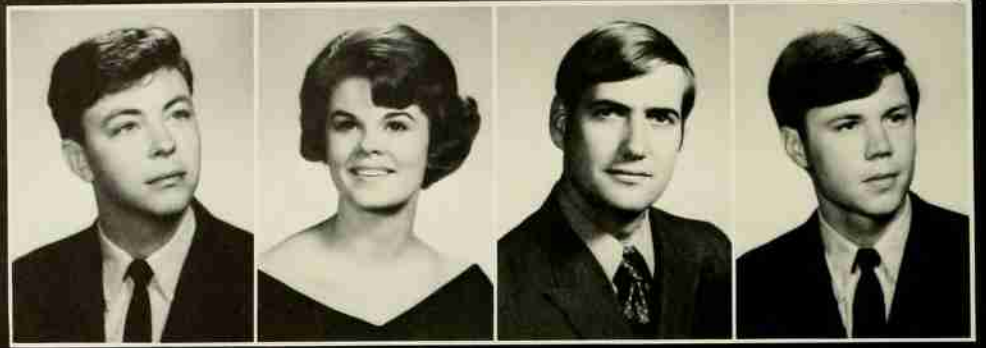
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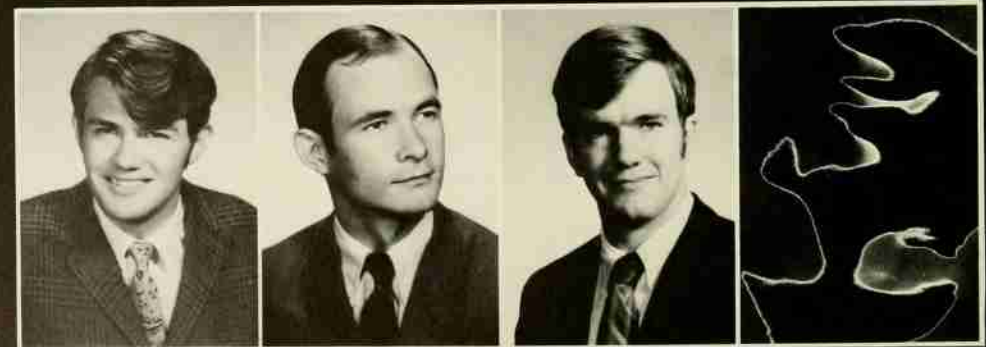
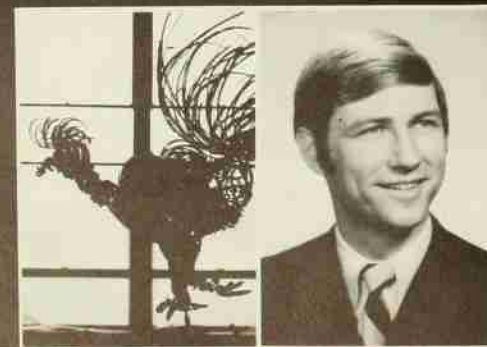
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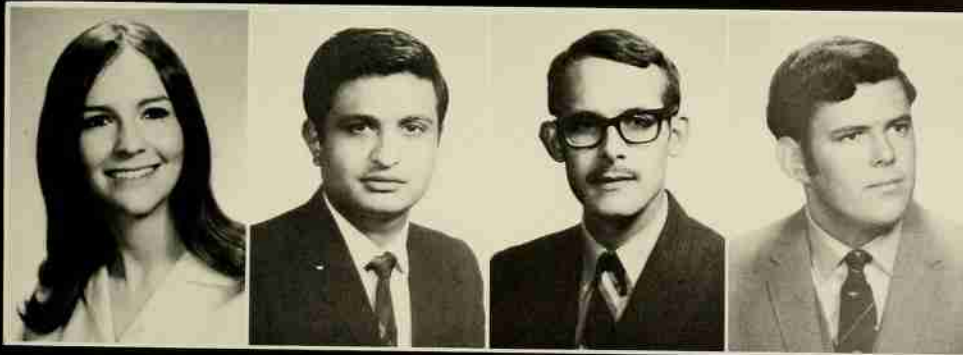
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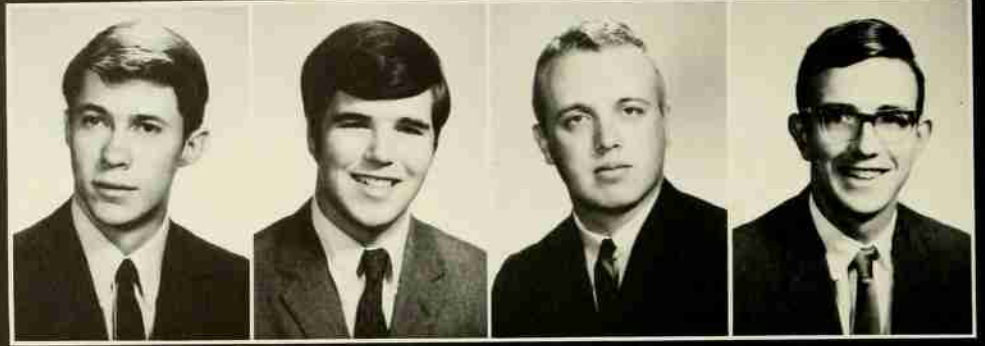
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Melton, J. L.

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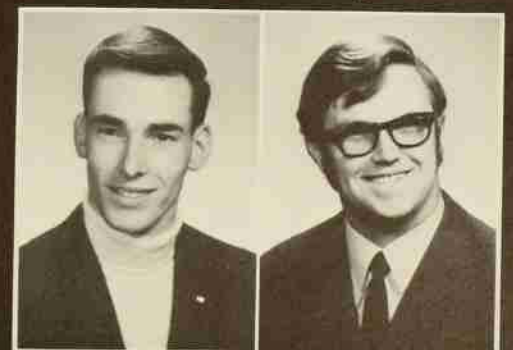
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Murray, A. E., Jr.

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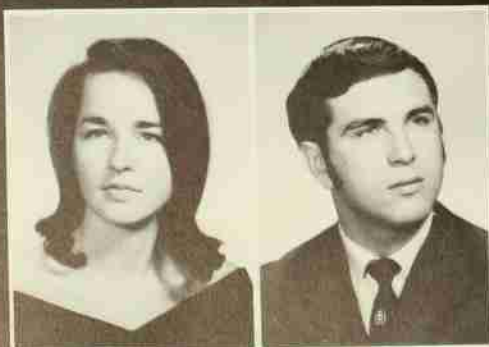
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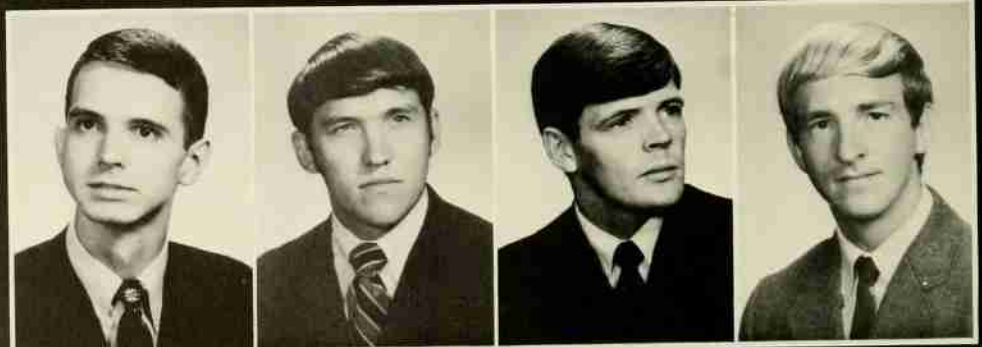


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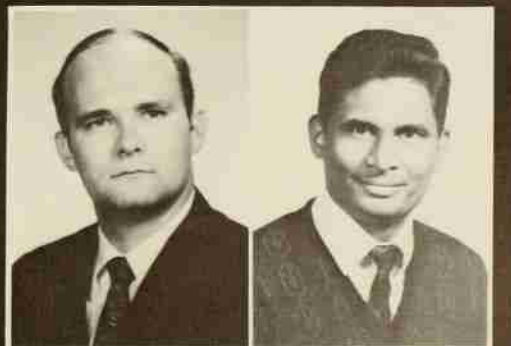
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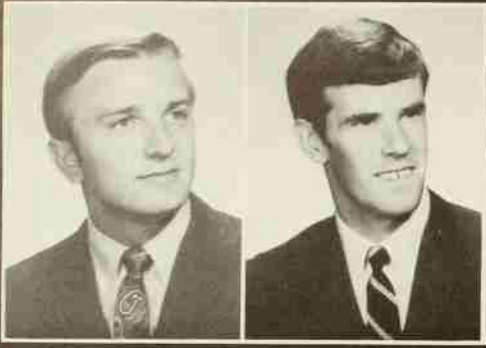
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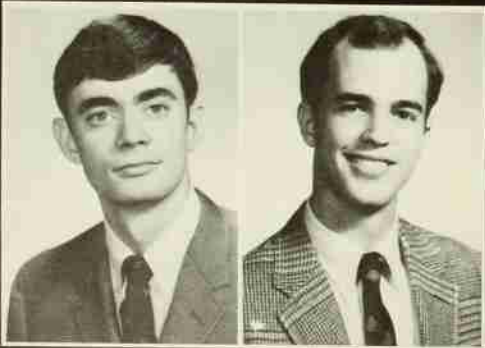
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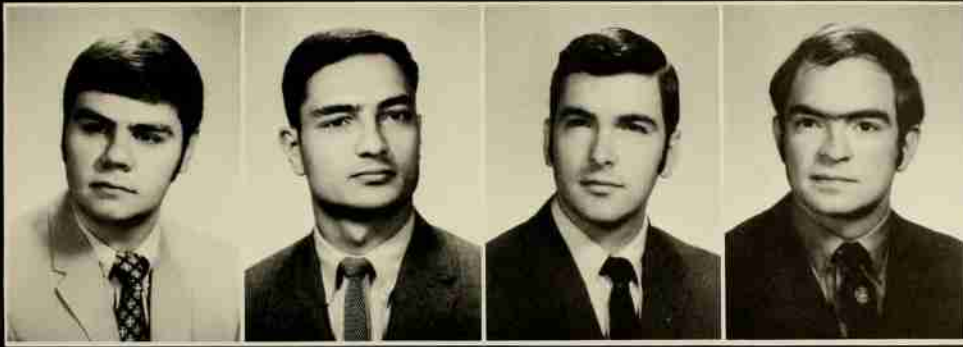
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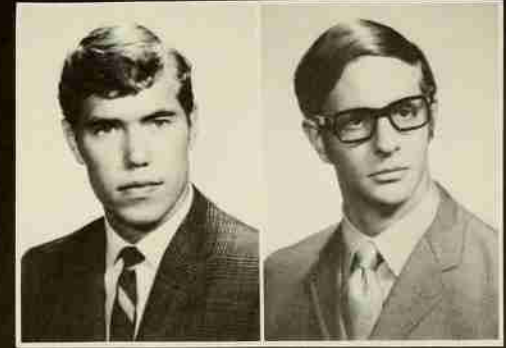
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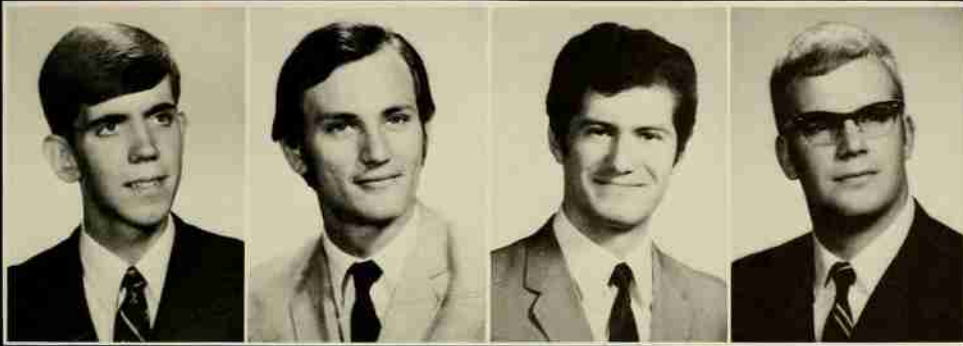
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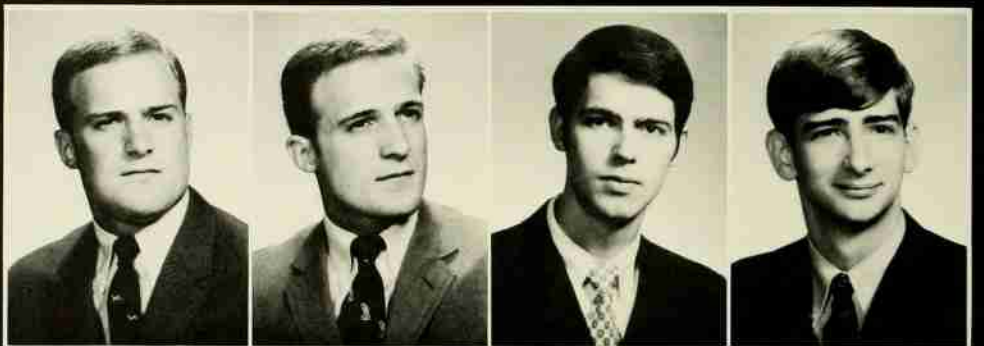
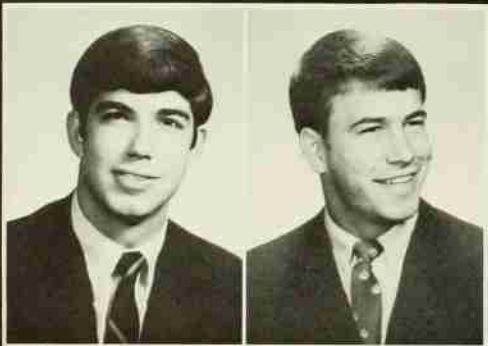
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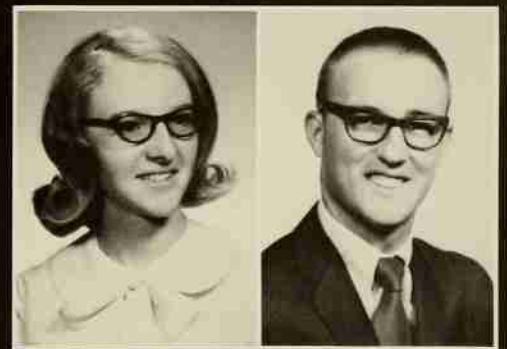


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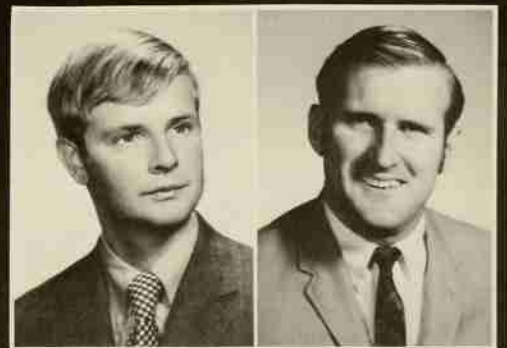


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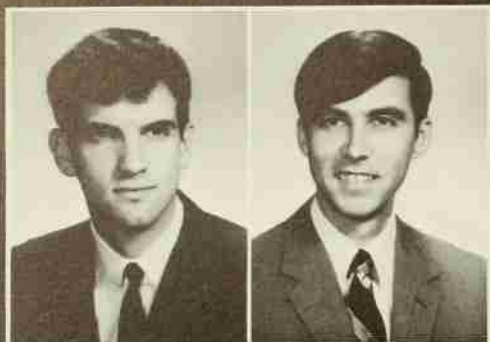
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St. Clair, R. E.

Stephens, C. G. III





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Stevenson, R. C.

Stewart, D. L.

Stewart, J. A.

Stewart, R. C.

Stilwell, G. H.



Stine, J. W.

Stokes, S. J.

Stoop, H.

Storrs, C. G.



Strickland, D. G.

Strickland, G. W.



Strickland, W. A.

Stroud, J. M.

Stroud, R. G.

Stubberfield, J. M.



Stubblefield, M.

Stuckey, A. D.



Sturgill, J. D.

Summerlin, M. D.

Summy, J. M.

Suter, R. M.







Suttle, J. T.

Sutton, J. N.

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Sweat, G. M.



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Tashjian, J. R.

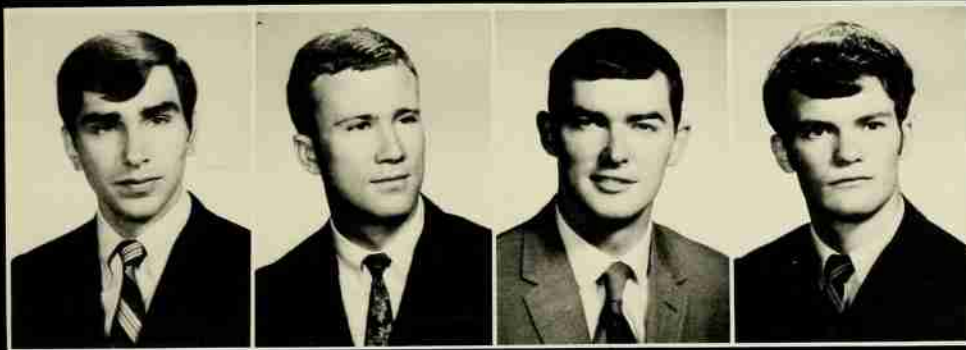
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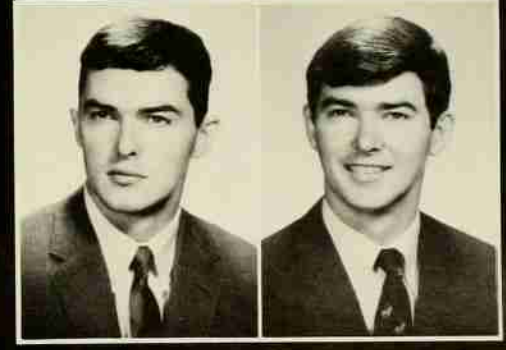


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Tesh, S. W.

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Thomas, P. C.

Thomas, T. K.

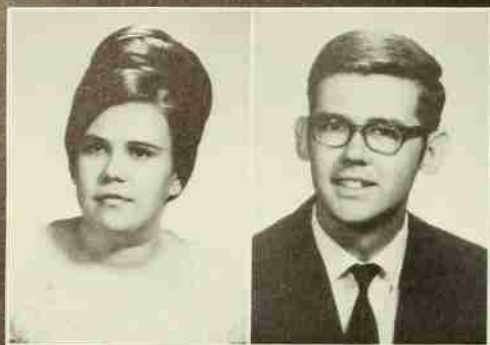
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Tinkham, D. J. Tomlinson, J. S. III



Torrey, E. J. Towe, R. D. Towle, K. J. Townsend, R. M.



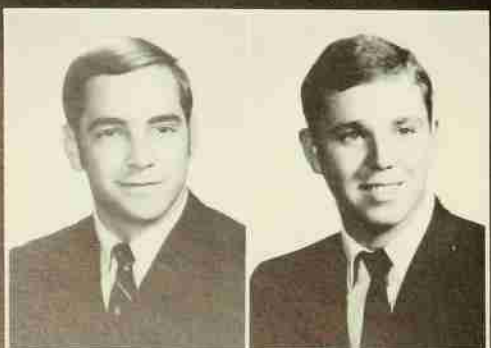
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Triplett, J. W. Tucker, J. L. Tucker, J. N. Tucker, T. L.



Tucker, W. R. Turner, D.



Turner, M. W. Turner, P. Y. Turner, R. S. Tutor, J. C.







Tyndall, H. M. II Underwood, J. C. Underwood, J. C. Underwood, T. E.

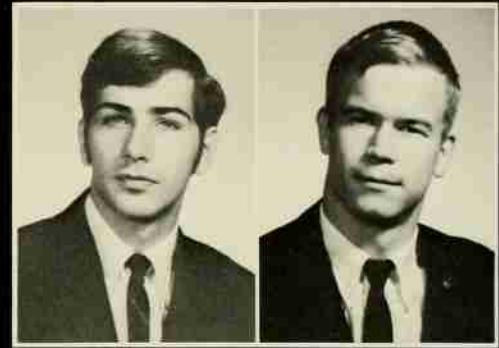


Underwood, W. T. Ussery, H. W.

Valentine, J. L. Jr. Vanpelt, D. F. Vaughan, O. B. Vaughn, D. D.



Venuto, E. J. Vernon, E. F.



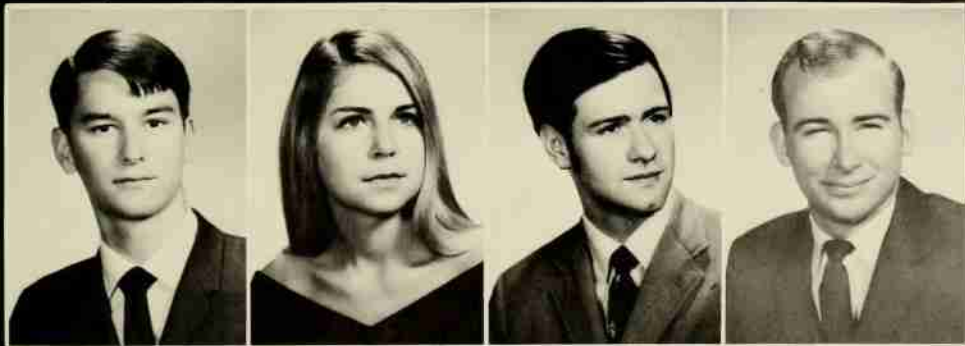
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Voncannon, N. K., Jr. Wade, W. H.



Waldron, D. F. Walker, M. L. Wall, S. D. Wallace, J. McL.



Walsh, J. T. Walters, C. M.





Ward, D. M.

Ward, T. E.



Wardell, R. F.

Washington, J. B.

Waters, F. W.

Watkins, B. J.

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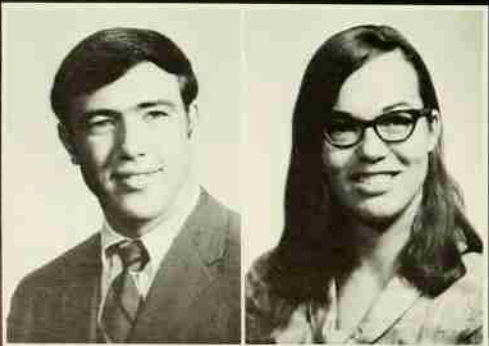
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Weber, W. L. III

Webster, F. L.



Webster, H. M.

Weeks, L. A.



Weiss, T. H.

Wells, G. N.

Wells, R. W.

West, R.







Whitaker, D. C.

Whitaker, R. D., Jr.

White, D. K.

White, J. K.



White, L.

White, R. M.

White, S. G.

Wicker, J. M.

Wiggs, J. E., Jr.

Wike, C. E., Jr.

Wilder, P. A.

Wilkie, D. E.



Wilkinson, V. C.

Williams, D. G.

Williams, D. C.

Williams, G. B.

Williams, G. J.

Williams, G. V.



Williams, J. S.

Williams, P. E.

Williamson, L. E.

Williford, J. N.

Willis, B. L.

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Wilson, B. L.

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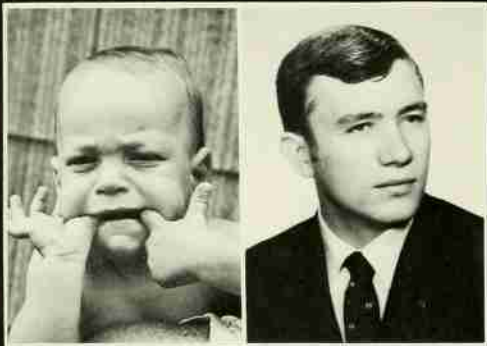
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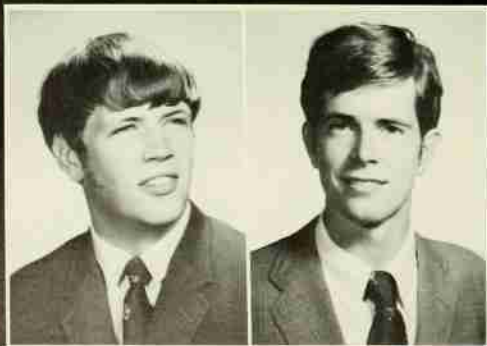


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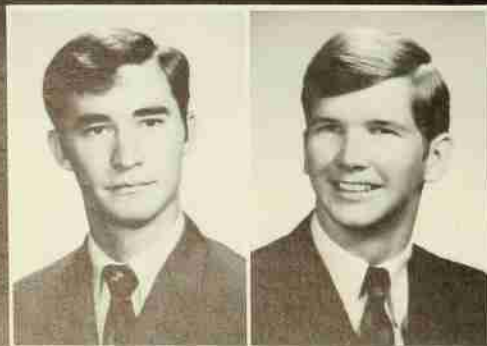


Wooten, J. A.

Wooten, R. E., Jr.

Wootten, L. P.

Worley, C. D.







Worrell, J. T., Jr.    Worrell, S. K.    Worsley, W. H.    Wright, R. K., Jr.



Wu, S. S.    Wyatt, R. D.

Wylie, P. L.    Wynn, M. G.    Wynne, P. J.    Wyre, B. E., Jr.    Wyrick, G. W.    Yajnik, M. V.



Yamin, M.    Yarbrough, M. S.    Yates, R. W.    Yeager, J. E.



York, M. D.    Yost, D. R.



Young, A. E.    Young, D. E.    Young, J. E.    Yuan, T. S.



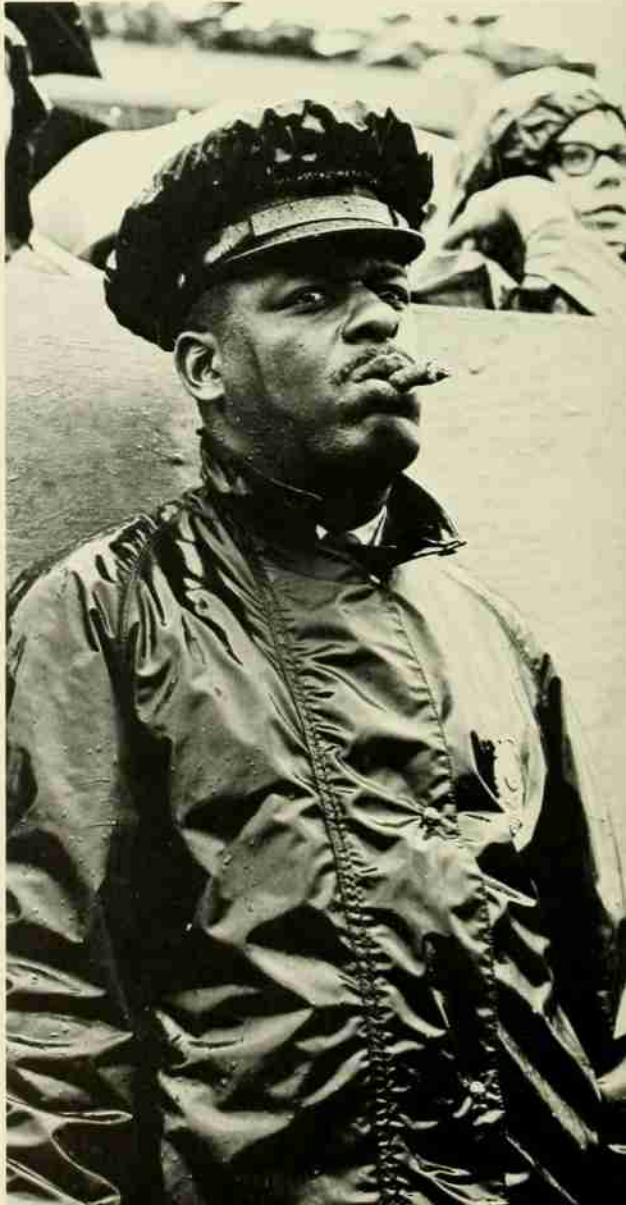
By oneself, indeed, is evil done; by oneself is one defiled; by oneself is evil left undone; by oneself, indeed, is one purified. Purity and impurity depend upon oneself-no one purifies another. (Dhammapada.)

These flowers I offer in memory of Him, the Holy One, the Supremely Enlightened One. These flowers are now fair in form, glorious in color, sweet in scent. Yet all will soon have passed away, their fair form withered, the bright hues faded, their scent gone. It is even so with all conditioned things which are subject to change and suffering and are unreal. Realizing this, we attain Nibbana, perfect peace, which is real and everlasting.



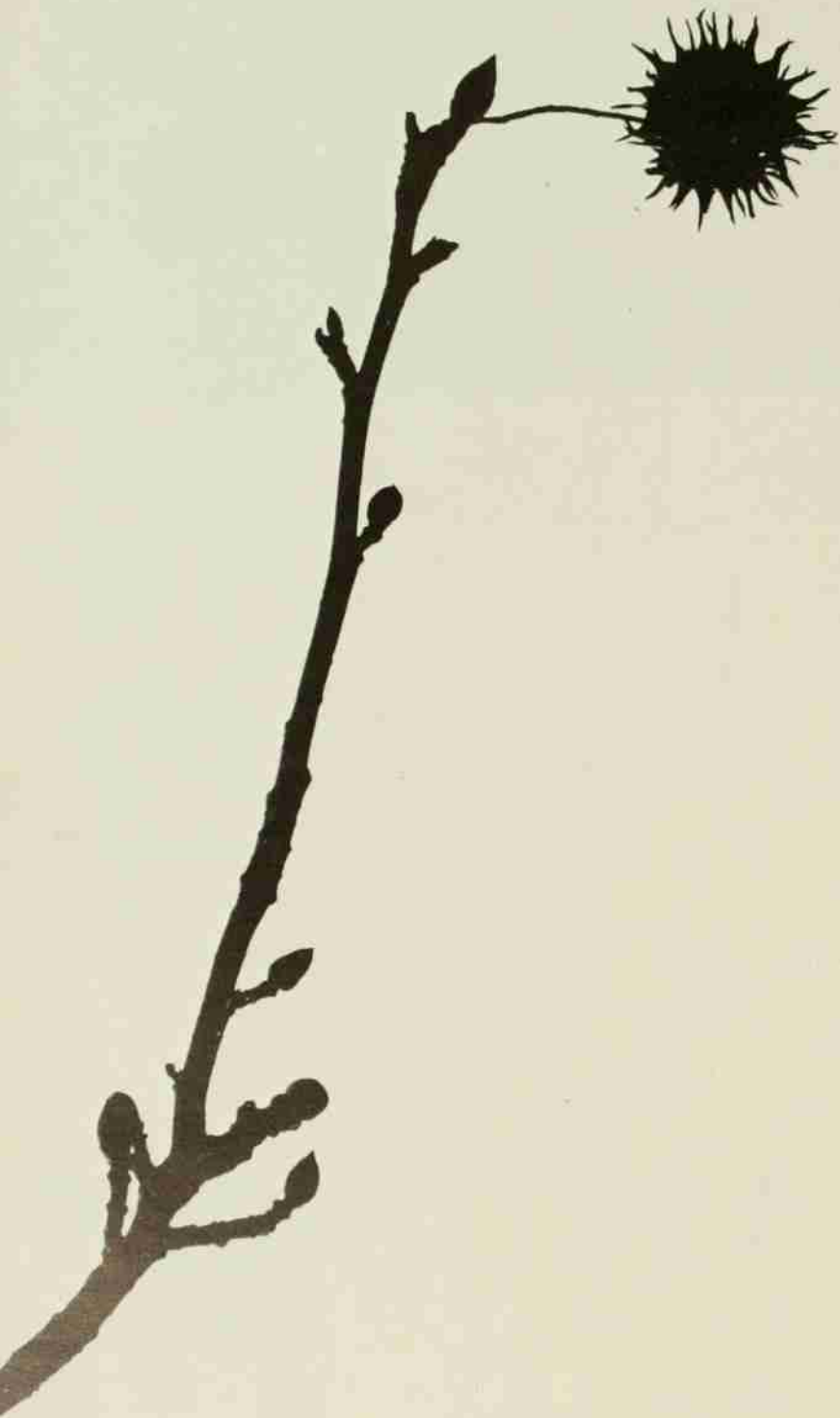
















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