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### Regis College Round-Up, Vol 22 No 4 Winter, '78-'79

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# Lou Kellogg Wins Hall of Fame

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**Dick Connor**  
Staff Writer  
The Denver Post

"Retirement" is just a word to C.H. (Lou) Kellogg.

After 41 years as a teacher, coach and administrator at both Regis High School and Regis College in Denver, Kellogg officially "retired" June 30, 1978.

Now, all he does is "some teaching at Metro State College (Physical Education), coaching the golf team at Regis College, and represent the Coaches and Trainers Sporting Goods of Fort Collins."

Four decades at Regis, an all-American football career at St. Mary's College in California, and a one-year stay with the Chicago Cardinals of the

National Football League all combined recently to boost Kellogg into the Colorado Sports Hall of Fame.

He was officially inducted at the Hall of Fame banquet February 19.

A native of Ladd, Ill., the 67-year-old Kellogg is the perfect example of a man who makes a hobby of his work. But it almost ended at the beginning. As a high school freshman in Marseilles, Ill., he broke his leg just before the school itself gave up the sport for the year because, with Kellogg gone, it had only 13 players left.

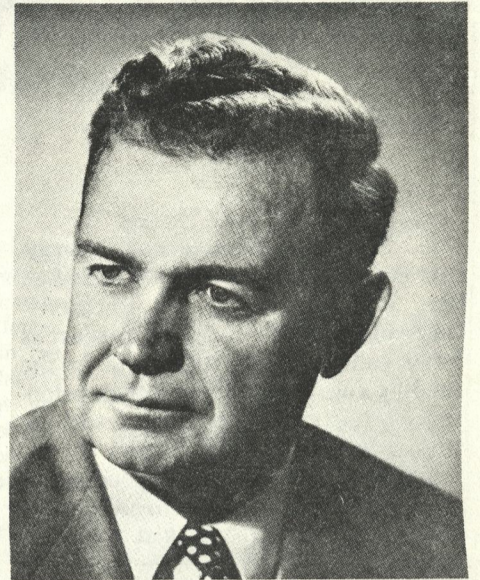
He started his collegiate career with the Gaels in 1932, playing both fullback and linebacker and serving as placekicker. He played with the Pacific Coast All-American squad against Green Bay in 1936 in the (then) annual Knights of Columbus Game,

and with the Cardinals in the NFL the next fall.

But by the fall of 1937, Kellogg was on the faculty at Regis High School in Denver — and his real career was underway.

With time out to serve as a Navy officer in the V-5 program, he remained at Regis for 41 years. He coached the Norman, Okla., Navy Zoomers basketball team until 1945, and returned to Regis in January, 1946.

At Regis, he coached football, basketball and baseball — with no assistants — while teaching five periods a day. During 25 years at Regis High, his football, basketball and baseball clubs won 35 city and state parochial championships, and his basketball team twice played in the National Catholic Basketball Championships in Chicago, Ill. One of his



Mr. Lou Kellogg

Regis players, Jack Cella, was selected on the high school All-American team.

During this same period, Kellogg also found time to serve 17 years as coach in the Oldtimers Baseball Program, and 20 years coaching in the American Legion's A and B programs.

In 1966, he became athletic director at Regis College, coached its baseball team two years and still coaches the Ranger's golf team.

He has also served on three National Collegiate Athletic Association committees, representing District VII.

## A Program for Elder Citizens

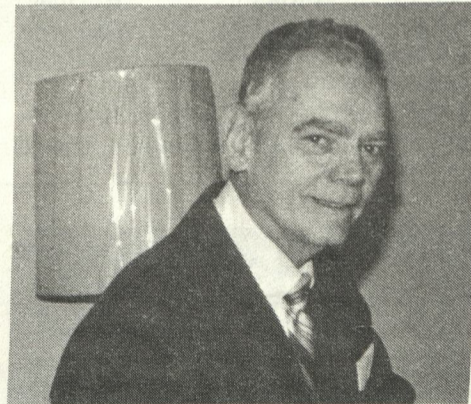
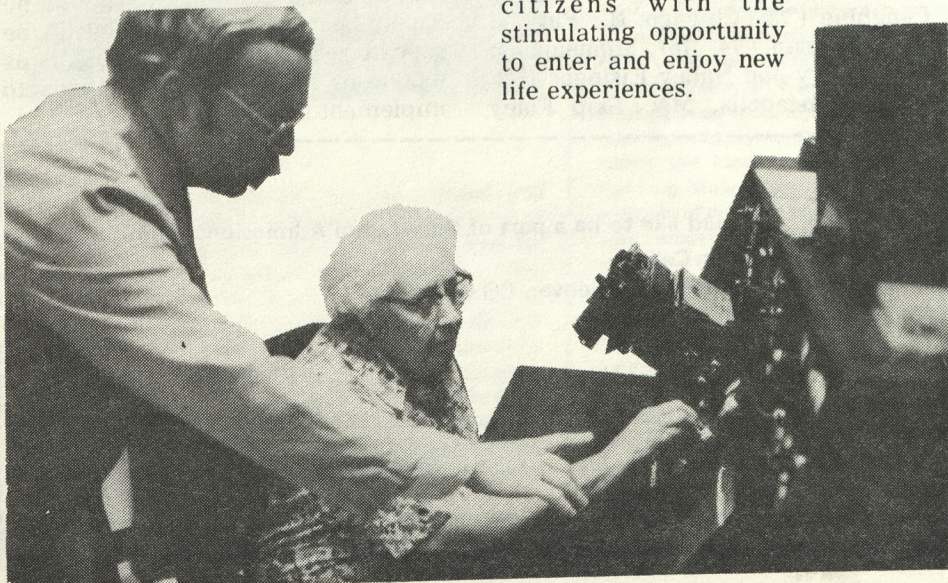
### ELDERHOSTEL

A national educational program for elder citizens — Elderhostel dedicates itself to enriching the lives of these citizens by providing them with intellectual stimulation and physical adventure. Originally a New England phenomenon, founded in Massachusetts in 1975, Elderhostel now services the educational needs of elders at over 100 colleges and universities in 18 states. This year Elderhostel will come to Colorado and more specifically, Regis College.

Sponsored by the Office of Special Programs, Elderhostel will bring 30-40

elder citizens to Regis for one week this summer. They will be housed in a Regis student residence hall and take their meals in the campus cafeteria with other summer students. Such diverse, specially designed, liberal arts courses as Eastern Philosophy, Folk Music and Colorado Politics will be offered to the hostellers on a non-credit basis. Also, both on and off-campus extra curricular activities will be made available to participants.

It is hoped that the Regis Community will strongly support this deserving program which provides our elder citizens with the stimulating opportunity to enter and enjoy new life experiences.



Mr. Gil Russi

## Regis Welcomes Mr. Gil Russi

Regis welcomes Mr. Gil Russi as our Planned Giving Consultant. Gil's background for this position is impressive.

In 1950 Gil earned his B.A. in Military Science from The University of Maryland. Having enlisted in the Regular Army in September of 1941, Gil held positions after W.W.II in the Secretariats of NATO, The UN, SEATO and USCONARC. His career carried him into two active war zones in Greece and Viet Nam. Gil retired from the military in 1970 with the rank of Full Colonel.

From 1970 through 1978 Gil served as Director of Development at Loyola University in Chicago. He joined Regis staff in the fall of 1978. Gil has been described as "quietly effective, and who has handled himself creditably with influential people in many areas of the world. He thrives on difficult assignments." Regis is fortunate to have Gil on board.



## PLANNED GIVING FOR 1979

May we offer this suggestion: Please have your will drawn up in 1979, or give your present will an early and thorough review to insure that it is up to date.

The Tax Reform Act of 1976 made sweeping changes in the estate tax law. If your will does not take into account the provisions of the 1976 Tax Reform Act, it is out of date and may necessitate significant changes.

Many Americans do not have a realistic approach regarding the establishment of wills, while others who have taken this important step possess wills which no longer reflect current needs nor include benefits to be derived from the recent tax reform provisions.

The lack of an effective will can have tragic consequences. Only through a will can you insure that the fruits of a lifetime of work, often marked by great personal sacrifice, will be distributed in accordance with your wishes, rather than through the impersonal dictates of state law.

Through your will you can make a most welcome gift in bequest form to Regis. That thoughtful act of generosity will perpetuate your relationship with an ever grateful Regis — a rather good resolution in itself.



# COLORADO'S GREAT TALENT SEARCH

by Rev. David M. Clarke, S.J.  
President

Colorado's great energy search is underway. Already hailed as the "last frontier of the Rockies," Colorado's vast natural resources have suddenly cast the state in the leading role of providing and developing energy for an energy-starved nation.

The news of Colorado's boom has spread nationally and internationally. Whether we want to accept it or not, we are suddenly standing on the threshold of this country's future success. However, Colorado could easily become a giant misfit warped in its development, grotesque in features, as one part grown mighty and the other part shrivels. As Colorado goes about its business developing its resources, growing in population and national importance, the question must be asked: Who will conduct the great talent search for tomorrow's decision makers? The development of our leadership resources is as crucial a factor to Colorado's future as is the development of our oil shale reserves and other natural resources. Our resources will maintain Colorado's vital energy role but the burden will rest on responsible leadership and dedicated volunteers who must maintain Colorado as a decent place to live not only environmentally and culturally, but humanely.

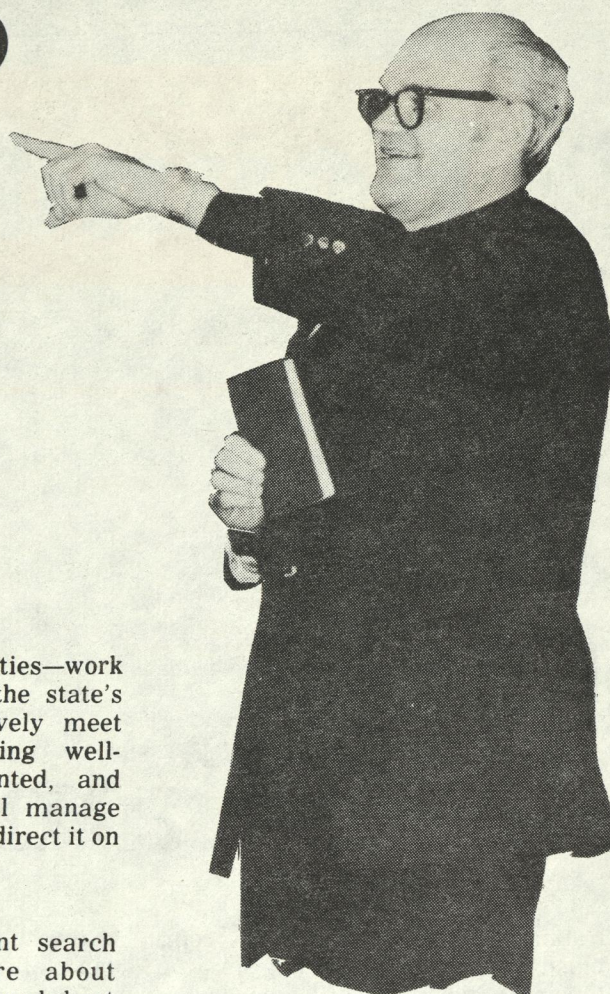
It is essential that Colorado's educational resources—

our college and universities—work with business to assess the state's future needs and effectively meet those needs by supplying well-balanced, educated, talented, and dedicated people who will manage Colorado's momentum but direct it on a value-centered course.

The great talent search seeks leaders who care about Colorado. We must be concerned about education for stewardship, that unusual word heard so often in church. But stewardship in this instance means the management of Colorado's values.

This country was founded on personal sacrifice, beginning with the men and women who fought for America's independence, and includes the countless thousands of individuals who, over the last 200 years, have volunteered to improve the conditions of life. We have seen the value of that commitment in such worthwhile endeavors as *Partners, Big Brothers, Kiwanis* and *Rotary* to name just a few. And we've experienced the direct benefits of volunteers as dedicated men and women have served to lend their expertise, from the gray ladies in hospital wards to Alpine rescue teams to memberships on organizational boards of directors and trustees. Without this kind of continuing leadership our society will face the specter of failure.

As I see it, we already have an unseen crisis in the volunteer service



structure. Colorado's needs will multiply as our population grows. The needs for human caring and service will rapidly expand and unless our educational system works in concert with business we will sadly find ourselves in an emotional battle zone where dog-eat-dog is the rule.

Looking Out for Number One is the title of Robert Ringer's popular new book and is a suitable title for the times. The 1970's have been labeled as the "me generation" because Americans are flocking to take courses and are reading books on self-esteem development and others. Of course these are valid human concerns and positive forces as individuals try to improve themselves. But, unlike the 1960's, people today seem less concerned with the welfare of others.

In the 1960s, people readily volunteered for a cause, any cause in fact, and oftentimes the act of volunteering seemed outlandish. Un-

fortunately, society had to pull in the reins on some of our most active enthusiasts. Now, ten years later, the question being asked is how do we encourage the "me generation" to serve others and volunteer for human causes which clarify their own personal values and further shape their identities.

I think the answer lies in Colorado's educational resources where we must continue to provide and promote our services. We can prepare tomorrow's professional; but, more than ever, we must nourish that leader's judgment as he takes into consideration your and my welfare when he makes tomorrow's vital business decisions. On the other hand, businesses must continue to challenge their employees to foster community pride and be accountable to the real needs of human service. It's the human factor — the mind behind the computer, the compassion behind the business decisions — that affects the lives of us all. The values inherent in tomorrow's decisions will affect Colorado's success.

Business in Colorado is forging ahead at a phenomenally rapid pace. But paralleling that growth are burgeoning problems of population growth, pollution, housing needs, health care needs and a multitude of others — some of which we may have not yet considered. The Colorado boom offers us prosperity and at the same time threatens our ability to live fully human lives.

## Roundup

Vol. XXIII, Number 4

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David M. Clarke, S.S. President  
Lawrence W. Durance, Executive Director Of Development  
Timothy J. Willard, Director Of Development  
Joel Schmidt, Editor

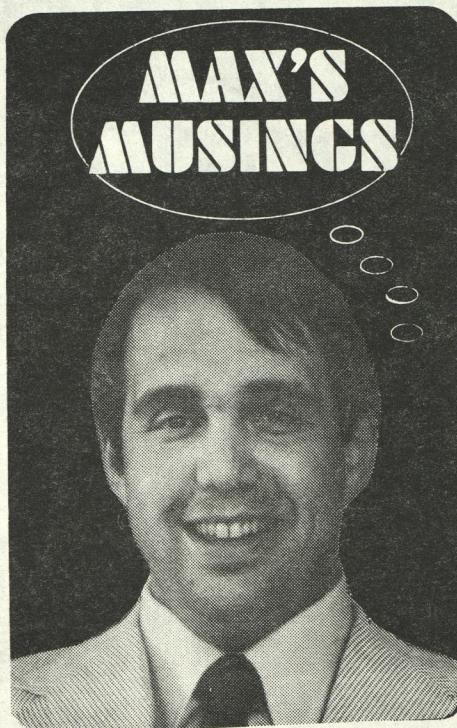
Regis College admits qualified students regardless of race, color, creed, sex, national or ethnic origin, handicap, or other factors which cannot lawfully be the basis for an admission decision.

by Paul T. Max

As I begin this column, I am reminded of the year past, 1978, as a year of people. In their triumphs or disaster, they etched themselves unforgettably into our memories. It's worth recalling just a few who distinguished themselves during the year — usually to their credit but sometimes to their infamy: Muhammad Ali, Howard Jarvis, Jim Jones, Pete Rose and Pope John Paul II. Those not with us for '79 include: Hubert Humphrey, Margaret Mead, Golda Meir, John D. Rockefeller III, Norman Rockwell, Pope Paul VI and Pope John Paul I.

You will be happy to know that people continue to be the most important priority in the life of Regis. At Regis the emphasis is truly people!

As I have mentioned in previous columns, the very future of Regis — academically and financially — relies upon a quality student body. And you as a Regis graduate can play a valuable role in the recruitment of qualified students. Because of the importance of this Alumni Assistance program in Student Recruitment I am now working full-time with the Regis Admissions Office. My new job title is — Alumni Marketing Director. The challenge ahead is to develop a model admissions marketing program which will build enrollment both in the number and quality of students. Acknowledging the sharp decline in the college age population, we cannot



afford to even "slow down" our efforts. Regis needs your help as we always have. I ask that you forward to this Office the name and address of the son, daughter, niece, nephew, cousin, neighbor or friend that you think should hear more about Regis.

Furthermore, I am in need of alumni volunteers to be a part of an Alumni Admissions team. Responsibilities would be twofold: 1) Representing Regis at College Night programs in

your area and 2) Phone congratulations to accepted applicants and serve as a liaison between them and Regis. Kindly use the appropriate coupon. Further details and information will be sent to those alumni interested in joining our Alumni Admissions program. Regis is indeed a quality educational institution deserving consideration by that high school senior "down the block."!!

May I take this opportunity to extend my sincere thanks to those graduates who have attempted to get high school students to think Regis! In particular I want to thank the following alumni: Jerry and Donna Brecher ('69, '72), Colorado Springs, CO; Leo Connelly ('77) Washington, DC; Caron Coughlan ('73), Chicago, IL; Pat and Mary Cronan ('74, '76), Minneapolis, MN; Larry and Nancy Eisinger ('72, '73), Minneapolis, MN; Skip Foley

('57), Wichita, KS; Tony Longo ('77), South Bend, IN; Dennis and Jean Lowe ('73, '74), Kansas City, MO; John and Vicki Mahan ('74), St. Louis, MO; Maureen McCarthy ('78), Washington, DC; Kitty Moroni ('74) Chicago, IL; Cathy Sheahan Varebrook ('73) Milwaukee, WI; Bob Vescovo ('61), St. Louis, MO; and John Wodniak ('68), Indianapolis, IN.

In keeping with the spirit of "Max's Musings" may I conclude with these thought provoking words of Viktor Frankl.

"Everyone has his own specific vocation or mission in life; everyone must carry out a concrete assignment that demands fulfillment. Therein he cannot be replaced, nor can his life be repeated. This, everyone's task is as unique as his specific opportunity to implement it."

**YES** I would like to be a part of the Alumni Admissions team.

Paul T. Max, Regis College,  
West 50th & Lowell Blvd., Denver, CO 80222

Name \_\_\_\_\_ Class \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Tel. \_\_\_\_\_  
Major \_\_\_\_\_ High School \_\_\_\_\_



# ON CHILDREN

Regis College, Denver, Colorado

Volume V, No. 1

February, 1979

## The Spiritual Development of a Child

BY DONALD A. SHERPENSKI, S.J.

### In This Edition:

Beginning with this issue of the Roundup, the Inquiry will be published as an insert twice annually. Inquiry will continue to cover topical areas of community interest. Contributors will be obtained from the broadest spectrum of experience consistent with Catholic values. Each edition will be devoted to the discussion of a selected topic.

For the February, 1979 edition the editor has selected the subject of children. We are delighted to have the opinions of individuals such as Donald Sherpenski, S.J., Dr. VA LaFleur, Dolores Curran and Eva Mackintosh. To round out our publication we asked children themselves to contribute. Lisa Patterson, Anna Willard and Brenie Bowles have, we hope, given a little character to our effort. We would be pleased to have any suggestions the reader may have concerning format, content and future topics. Write: Joel Schmidt, Editor, Regis College Inquiry 3539 W. 50th Ave. Parkway Denver, Colorado 80221.

The required brevity of this article precludes any attempt to treat in depth the cognitive, moral and faith dimensions inherent in the spiritual development of a child. For those readers not familiar with the developmental theories of Jean Piaget, Lawrence Kohlberg and James W. Fowler I have suggested

several works which will introduce them to this approach. My aim is modest. I would like to underscore several aspects of the developmental process that I consider to be significant.

From the moment of birth the environment plays an important role in the child's development. When love, concern and compassion prevail, the child responds in its own way and grows. Withhold these manifestations of love and an arrested development results.

Something significant happens to the child according to Fowler from its birth onward as a mother touches, comforts and cares for him. Her actions and words help establish a child's sense of trust in his environment. The child senses that it is good for him to be here, and this sense of well-being lays the foundation for trust and faith in others and the Lord later on.

During the early years of childhood, other people, especially those closest to him, hold an awesome power over the child. He carefully observes their words and gestures and imitates them. At this

stage fairy tales and other stories enrich the child's imagination. Certain biblical stories penetrate deeply into his imagination filling the child with awe, wonder and reverence. I still recall the lasting impression such stories as the creation of the world, of Adam and Eve, of the garden of paradise, of Noah and the ark, and the lives certain saints made upon me. The imagination acquires the material to answer questions the child asks now and will continue to seek answers to later on. During this period, the literal level of the myth or symbol satisfies the child, i.e., God created the world in seven days.

Church music, stained glass windows lighted in a winter night, candles, incense and the very silence with the church — all contribute to the way he will interpret and relate to his world for several years. Remove them and poverty of existence ensues. Replace these experiences with those of fighting, yelling, fire and bombs and development along the lines we would like to see it becomes

diverted or arrested.

In the minds of parents there might not be any doubt concerning the value of a rule or of a commandment like "honor your father and mother," but a child in the early stages of development fails to grasp their value. What he perceives is that certain actions on his part meet with disapproval. Punishment follows a disapproved action and punishment invokes fear which in turn is responsible for what the child values. This way of perceiving and relating to the world is necessary for a time. A danger in moral development occurs when parents unwittingly keep their child in this stage — fearing punishment — for long periods of time because it does quite effectively make a child docile. Boogey man, gypsy stories and remarks like "God will punish you" are effective in controlling a child's actions, but serve to prolong a child in this stage.

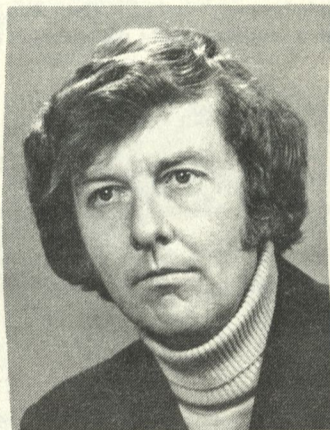
Parents can assist the child in advancing to a higher level of development by appealing to the positive consequences of an action, i.e., "Do this and others will like you," or "God likes good boys and girls and will make them happy." A person in one stage is naturally attracted to and can understand the reasoning of the next higher stage. But if a person remains in one stage too long, he might not be able to advance to the next stage.

Eventually a child must leave this stage of egocentric thinking and behavior and move out into the society of his peers. Here he learns to become conscious of himself as someone apart from the group while enjoying an important relationship with them as one of their members. In a peer group where mutual respect is present a child participates in rule making and acquires an understanding of how rules are formed. He also learns that concrete contributions must be made to win peer approval which gives him a sense of worth as a person.

Again parents and educators who strive to prolong the child's respect for and dependence upon them inadvertently place a serious obstacle on the path of the child's development. Any protracted effort to keep the child under the aegis of adult presence arrests his moral development preventing an ad-

vance beyond a blind obedience to their rules.

Parental approval becomes an



Donald A. Sherpenski, S.J.

important contribution at this stage. If a child doesn't receive approval at home, he identifies more and more with his peer group. An atmosphere of mutual respect among the family members also becomes important. When mistakes are made by any member of the family, the mistake should be discussed with an effort made to see how it disrupts the family relationships.

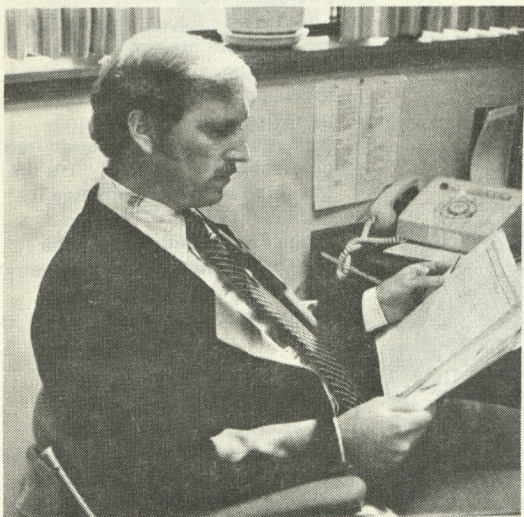
Finally, during the latter stages of a child's development his mythic interpretations of the world begin to crumble, i.e., "Santa Claus doesn't exist," "God is not an old man on a golden throne up there in heaven." Parents can explain the other levels of meaning contained in these symbols and myths thus providing him with new ways of perceiving and relating to the mysteries they point to and the authority from which they are derived.

I have selected these aspects from among the many contained in the developmental process. The existential completion of each stage results in a human person who is self-sufficient, capable of thinking for himself, responsible for his words and actions, concerned for others and able to respond to the challenges of society and the church in a creative manner. If these few words only serve to make the reader aware of the importance of this process and read again or for the first time some of the works I have suggested, they will have served their purpose.

## ARTICLE

BY V. A. LAFLEUR, PH.D.

Over the past several years as I have gone about the business of providing health care to children, I have become more and more concerned about what is happening to the family. The last two decades have seen significant changes occurring in our society which have had a profound impact on the family, the social



V. A. LaFleur, Ph.D.

institution most responsible for the physical and emotional well being of children. Included in a list of these social changes are following: increasing divorce rate; "alternate" life style for men and women living together and alone; decline in birthrate in every group of women except teenage girls where it is actually increasing; a continuing trend for people to move away from rural areas into cities and suburbs; and finally a marked increase in the number of women in the labor force along with changing attitudes about women's role in society. I would now like to take a few of these changes which I consider most significant and comment on them in more detail.

### The Family and Divorce

As a result of the marked increase in the divorce rate and the direction of the courts in awarding custody, an increasing number of families with children are headed by women. There are well over ONE MILLION divorces a year involving close to TWO MILLION CHILDREN. In 1975 the National Academy of Sciences reported more than 15% of children under the age of 18 live in single-parent families, almost double the percentage reported in 1950. Although many of these children do come from low income families, the single parent family is becoming much more common in the higher income levels of our society. Along with soaring divorce rates and single parent families there has been a concurrent rise in Teen-age drug and alcohol abuse; psychoses and pregnancies. Some might say this is coincidental. I think not. Dr. Selma Frailberg, a noted professor of child psychiatry states "All children of all ages need stability, continuity, and predictability in their human partnerships for the fullest realization of their potentials for love, for trust, for learning, and selfworth."

### The Family and the Working Mother

An H.E.W. survey in 1975 showed that more than half of all married women with children between the ages of 6-17 and two fifths of those with children under 6 were either working or looking for work. The majority of those who were working had full-time jobs. We know that many women in lower income groups have always worked. Now more and more middle class women are seeking employment because they feel the family needs the money or because they find their work fulfilling. Millions of pre-school children are enrolled in a variety of day care facilities ranging from licensed day care centers, Head Start and preschool programs, and approved family day care homes. Unfortunately the care in these facilities is highly variable and many are rated only fair to poor. In addition to these more formal arrangements, a significant amount of substitute parental care is given under loose arrangements with neighbors or relatives. Because many employers still insist on rigid 9-5 work schedules, many school age children are receiving no "care" between the time school closes and the time the parent returns home from work.

CONTINUED ON PAGE 5



# BECAUSE I SAID SO - I THINK

BY DOLORES CURRAN

Parents have a way of saying things that years later they wish they'd never said. I'm no exception. I recall, with embarrassment, an incident that took place at Grandma's home when our daughter was young.

It seems that Beth, then three or so, was being selfish with her toys, refusing to share them with visiting cousins. I reasoned with her, pleaded with her, and finally insisted, much to Grandma's dismay, that she either share or go to her room. Feeling defensive, I told my mother righteously, "But I'm not being too strict with her. She's been told over and over that it's wrong not to share, so she knows it's wrong."

I hope my mother has forgotten that statement. I realize now that Beth knew nothing of the sort. She knew I thought it was wrong, but she herself didn't accept it as wrong. How could I be right and she wrong when she ended up losing her toys to others?

She gave them up, of course, but only because I forced it. Beth was at a stage of moral development



Dolores Curran

typical of her age. Reward and punishment determine young

and us, and a "good friend" to please her peers.

I wish we had known more about the stages in moral development when our children were younger. It would have helped both us and them: us because we would have better understood their reasoning, and them because we would have been able to interact with their thinking more realistically. I find a basic understanding of moral growth valuable in understanding my children's behaviors today. I realize they're behaving normally when they exhibit certain behaviors that I don't consider moral, such as cheating. I've also learned that if, rather than condemning the cheating itself or assigning a motive to it, I reach them from a higher level of reasoning, I'll help lead them into a higher level of morality.

preparing ourselves to anticipate and deal with moral development.

Reading, discussing, observing, and evaluating are the methods by which we've learned many parental skills. If parents read this chapter and find it worthwhile to use in their own family, they can seek additional articles and books on the subject, ask for a lecture or course through their parish, begin to observe what they learn at home among their children, and evaluate their own effectiveness as moral guides.

First, what is moral development? Simply put, moral development is the process people go through in developing a conscience, a sense of what is right, what is wrong, and why. Why do some children and adults believe it's morally okay to steal, for instance, while others think it's wrong? Why do some children make better moral decisions than their older brothers and sisters?

The formation of a conscience is a developmental process in which people move from one stage to another. As with physical growth, some children grow faster than others. And people can stop growing morally and become permanently fixed at a certain stage. That's why we find some grownup criminals with a less-developed sense of right and wrong than many eight-year-olds have. Somewhere along the line their moral development stopped.

Religious educators and many parents have long suspected that there are identifiable stages of a person's moral development. But only in the past decade have these stages, studied by psychologist Lawrence Kohlberg and theologian James Fowler, become understandable on the lay level. Both based their research on the work of Swiss educator Dr. Jean Piaget, who gave us the stages of a child's cognitive or reasoning ability.

Much has been written about moral growth in the past five or ten years, but I find widespread confusion about it among parents, the very ones who can benefit most from it. They aren't sure just what moral growth is, and many feel it's too complicated for them to understand. It does require some thinking, but no more than the other developmental processes. If we can read up on and prepare ourselves for physical development (standing, crawling, walking), social development (the thirteen-month-old's suspicion of anyone but Mom, for example), and verbal development (sounds, words, thoughts), we have the tools for

children's moral thinking in their early years. And children perceive reward and punishment only in very concrete, tangible ways — a toy in the hand, a stern voice from a towering adult. So Beth obeyed.

Years later Beth would be in a higher stage. She would give up her "toys" — her loud music, noisy gum, or whatever — to win peer, parent, or teacher approval. Her moral thinking would progress beyond reward and punishment, beyond the bargaining and backscratching stage, to the morality of the group, to the meeting of the expectations of people important to her. She would be a "good girl" to please her teachers

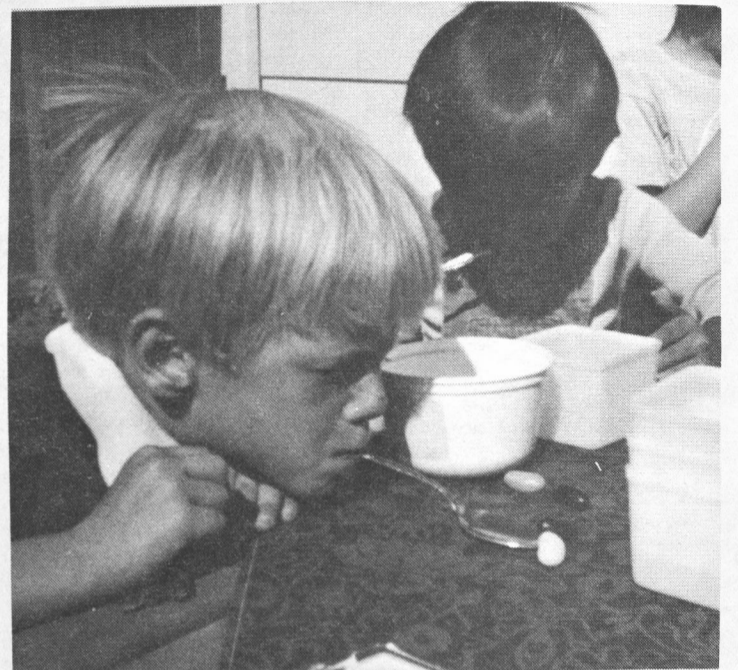
Lawrence Kohlberg theorized that humans advance through stages of moral development. Subsequent testing and research have given increasing weight to his theories.

He describes six stages, which I give below. Don't be put off by the strange labels. Directly after each, I give an example of how a person reasons at that stage. We can't put an age on any particular stage. Naturally, a child will begin at Stage One, and people do not regress to stages they have outgrown. These are about the only absolutes in the developmental

to me." "I'll share my toys with you, if you'll play with me." This stage often begins in the early school years.

### Stage Three:

**Group-expectations orientation** This is the "good boy/good girl" stage. People conform to group standards because they value the group's opinion. Reasoning based on others' expectations can cause conflicts when a person belongs to different groups with different values. "I want my friends to approve of what I do." "I'll do it because it pleases those



process. Some grownups will remain at Stage One, while many young people will progress to Stage Four by high-school graduation. It's fair to say that most children are likely to land in the first two or three stages.

### Stages of Morality According to Lawrence Kohlberg

**Stage One: Punishment-and-obedience orientation** People at this stage feel dominated by those stronger or in authority. "It's wrong because I'll get spanked if I do it," or "Mom will get mad at me." This is a stage typical of preschoolers.

**Stage Two: Self-satisfaction orientation** This is the "What's in it for me?" stage. People at this stage recognize that others have needs and feelings, but they try to use these to their own benefit. "If I do what my folks say, they'll be nice

important to me." "Everybody's doing it." Stage Three reasoning is found among many adolescents. Many adults remain at Stage Three, basing their moral reasoning on others' approval.

### Stage Four

**Law-and-authority orientation** People see the value of law for preserving the common good in society and for protecting their best selves. This is a positive stage in which people internalize values and principles. "Because it's the law." "School rules." "Duty." "Company policy." This is the highest stage most adults reach.

### Stage Five:

**Social-contract orientation** People see that individual laws are not absolute. Society can agree to change laws to bring greater justice to a greater number of people. Laws and obligations are made through free agreement and contract. "It's the law, but I'm trying to change it because it's unfair." People at Stage Five are affected by the injustice of others close to them rather than by more universal problems.

### Stage Six

**Universal-principles orientation** People see that ethical principles apply to everyone equally and are higher than any individual law. "I'll do it because it's the fair thing for all people." "Justice is justice no matter who you are."

Let's take a rather familiar behavior, lying, and run it through the six stages.

**Stage One:** "It's wrong to lie because I might get caught and punished."

**Stage Two:** "It's wrong to lie because I'll feel guilty and that'll be unpleasant."

**Stage Three:** "It's wrong to lie

CONTINUED ON PAGE 6



### BIOGRAPHICAL NOTES:

### Dolores Curran

Dolores Curran is a catholic columnist, mother of three children and wife of Dr. James Curran, Regis '52. She is the author of 8 books on the church and the family. Dolores is a lecturer and has served on national boards. Her column "Talks with Parents" is run in the newspapers of fifty-two diocese with a total circulation of 3 million.



## ARTICLE

CONTINUED FROM PAGE 3

Nevertheless some working mothers seem to have model children while others have children with serious emotional problems. The same could be said for non-working mothers. I feel there are several changes that could allow both parents who work to spend more time as "care takers" of their children. Some examples might be: (1) More flexible working hours, (2) part-time employment for both Father and Mother or (3) a shortened work week.

As a pediatrician I am often disturbed by the employer who is reluctant to allow a parent to leave work to attend to a sick child. Some employers even require a note signed by the child's doctor to excuse a parent's absence from work. It seems to me that things are often made as difficult as possible for a working parent to be worker and parent. It is as though some employers place more importance on job responsibilities than on family responsibilities.

### The Future

It is heartening to see that many parenting educators, church leaders and politicians are deeply concerned about what is happening to the American Family. I feel parenting is a very worthwhile vocation in life. Now is the time for more individuals to share views

such as these with their community leaders. Nationwide many small groups are preparing to participate in the White House Conference on Families and Children which is scheduled for 1981. I hope and

This is something that might be appropriate to include especially the last part. Taken from *The Prophet* by Kahlil Gibran  
 And a woman who held a babe against her bosom said,  
 Speak to us of children. And he said  
 Your children are not your children.  
 They are the sons and daughters of Life's longing for itself.  
 They come through you but not from you,  
 And though they are with you, yet they belong not to you.  
 You may give them your love but not your thoughts.  
 For they have their own thoughts.  
 You may house their bodies but not their souls,  
 For their souls dwell in the house of tomorrow, which  
 you cannot visit, not even in your dreams.  
 You may strive to be like them, but seek not to make them like you.  
 For life goes not backward nor carries with yesterday.  
 You are the bows from which your children as living arrows are sent forth.  
 The archer sees the mark upon the path of the infinite and he bends you  
 with His might that his arrows may go swift and far.  
 Let your bending in the archer's hand be for gladness;  
 For even as he loves the arrow that flies, so  
 He loves also the bow that is stable.

pray that "The Family" will become a concern of all since it is the social institution which holds the prime responsibility for the physical, mental and spiritual well being of "our" children.

### BIOGRAPHICAL NOTES:

#### Dr. V. A. LaFleur

Since 1972, Dr. Virgil A. LaFleur has had a private pediatric practice with the Kaiser Permanente Health Plan in Denver. A 1964 graduate of the University of Notre Dame, he received his M.D. at Case-Western Reserve University in 1968. Following his pediatric training he served the U.S.P.H.S. in Arizona (Indian Health) and New York City (Public Health). He is a teaching staff member at the University of Colorado Medical School and has also been a supporter of pro-life in Colorado. Dr. LaFleur has been married for twelve years and has two sons and two daughters.

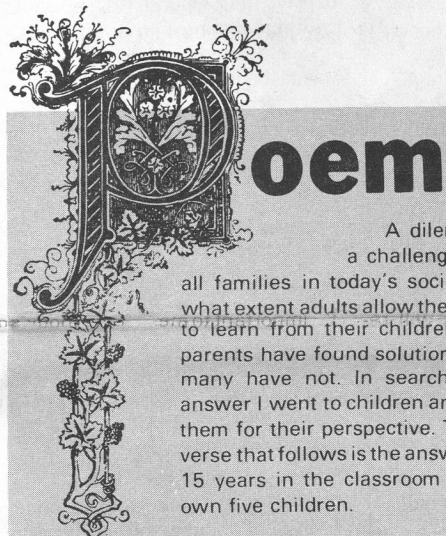
## Letter to the World



Anna Willard

### BY ANNA WILLARD

Dear World I  
 would like to give  
 the world something  
 to eat. Now that  
 something is a very  
 good thing to have.  
 I know that some  
 people don't have  
 something to eat I  
 am going to give  
 the world something  
 to eat. I also would  
 like to give the  
 world some care.  
 I know that some  
 people don't  
 have care. The  
 people that don't  
 have care are  
 poor. Love,  
 Anna Willard.



A dilemma — a challenge facing all families in today's society is to what extent adults allow themselves to learn from their children. Many parents have found solutions — but many have not. In search of the answer I went to children and asked them for their perspective. The free verse that follows is the answer from 15 years in the classroom and my own five children.

### BY EVA MACKINTOSH

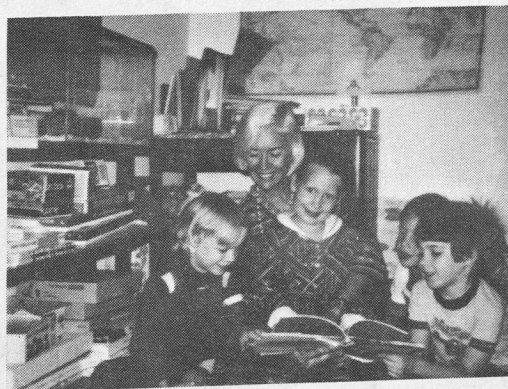
#### Listen Please - Child in Residence

Here we are — we're children — still rather young  
 and from time immortal, we've heard the rules sung  
 The ethics, the mores, the values galore,  
 Don't turn us off, there's really lots more.

We're taught to listen — now keep this in mind  
 But parents forget — their childhood behind  
 Our eyes, unveiled, perceive different places  
 The Peace Corps, the moon — black holes — rocket races.  
 We are desperate to share our dreams and our goals  
 Our loves and anxieties — receiving a rose  
 We want you to know of joys undescribed  
 But you're too busy to see our diversified lives.

All too often our opinions will veer  
 From accepted mores you've dealt with each year.  
 Our world is different — we love this new drama  
 To speak our minds — to share our trauma  
 We need frequent exchange in a loving way  
 It'll make for stability (or so "they" say)  
 We do need freedom — self-confidence too  
 But we need to practice — to practice on you  
 We know you have wisdom — the wisdom of sages

We have a bit too — just not of past ages  
 Our wisdom is fresh — its clean and its pure  
 Unhampered by prejudice — of that we are sure  
 You make a judgment — then lay down the laws  
 Dismiss the issue, regardless of flaws  
 Silence then follows — silence like stone  
 Between parent and child — each left alone  
 Please won't you listen as you struggle through life  
 Your children will share in your cares and your strife  
 Our minds are uncluttered, our eyes are not blind  
 Our patience long lasting — no conclusions in mind  
 Its a partnership to cultivate — a garden to tend  
 An openness, a sharing, fences to mend  
 So turn off the tube, put the book aside  
 A good rap session leaves nothing to hide.  
 How can we tell you? How can you know  
 That we love you dearly and want YOU to grow!



Eva Mackintosh with four of her 4-year old students.

### BIOGRAPHICAL NOTES:

#### Eva Mackintosh

Eva Mackintosh, educator, is the founder of the Mackintosh Academy for gifted children. She is also the founder of the Metropolitan Science Center located in the Pavilion of Science and Technology at City Park.

### BIOGRAPHICAL NOTES:

#### Anna Willard

Anna Willard is 7 1/2 years old. She is the daughter of Mr. and Mrs. Tim Willard. Tim is Director of Development at Regis. Anna is in the 2nd grade at Holy Family Elementary School. She likes Ballet and tap dancing, riding her bicycle, collecting dolls and reading, and is considering becoming a nurse or doctor. A recent quote from Anna is: "I don't like to do math because when you are done you don't have anything, but when you read you learn something."



# POEM

BY LISA PATTERSON

In winter when the snow comes down  
Most little kids don't usually frown.  
Some of the parents slip in the snow  
And hate it when the wind does blow.  
They don't go outside to be bold  
And hate it when it is so cold.

But when summer comes and it's so hot  
They complain whether it's cold or not.  
Parents go and eat hot soup  
Wear turtle necks and great big boots.  
They always gripe and always complain  
And say that summer is a big ol' pain.

When spring is here and it's just right  
They sizzle in the day and freeze in the night.  
They don't go on picnics or go to the park  
And make you go to bed even though it's not dark.  
And when there is just a little bit of rain  
They don't even let you walk down the lane.

When fall comes and the trees are bare and brown  
They make you rake the leaves up off the ground.  
They always make you go shopping for school  
And say the weather is much to cool.  
They say it gets dark much too soon  
And can't even see the shining moon.

But even though they might gripe and complain  
Big and little kids love them just the same.



Lisa Patterson

**BIOGRAPHICAL NOTES:**

**Lisa Patterson**

Lisa is a student at the Mackintosh Academy

# Because I Said So - I Think

CONTINUED FROM PAGE 4  
because my friends don't lie, and I don't want them to think less of me." (Or, as is often the case in adolescent peer-group shifting, "It's right to lie because my friends do, and I don't want them to think less of me.")

**Stage Four:** "It's wrong to lie because if everyone lied, our family and society's life would be in disorder. To operate smoothly, we have to believe each other."

**Stage Five:** "It's wrong to lie unless lying serves the greater good of most people."

**Stage Six:** "It's wrong to lie because telling the truth is a way of respecting oneself and the rights and dignity of other human persons."

Before elaborating on the stages, let me stress what they're not. They're not a new religion, but simply a tool for understanding the level of moral reasoning. They're not accurate for categorizing individuals. (We don't want to set up religion class for Stage Ones, Stages Twos, for example.) And they're not absolute. One might think on one level and behave on a lower level, as is the case of a person who has lofty ideals regarding racial tolerance but switches the children to private schools when busing hits personally.

By knowing these stages, the parent can lead a child from one stage to the next rather than attack the child for behaving on a certain level. We know that the toddler will go through Stage One morality: "That's a no-no. Don't touch or I'll spank your hands." We accept this, but we don't want to be spanking hands at eleven; we expect the eleven-year-old to be operating on a higher level. We need to realize that children can't jump from the no-no stage to principled action without passing through other stages. That's like expecting them to jump directly from their first word to complete sentences.

Most children will follow the no-no stage with an even-more-frustrating stage of hedonism, Stage Two: "What satisfies my needs is okay." On a child's level this can result in good or bad actions. Children may stop lying, not because they see wrong in it, but because the greater freedom their parents will allow as a result will be self-satisfying. On an adult level, it's likely to be the "What's in it for me?" mentality.

It's futile to deal with the im-

maturity of this level. Better to lead the child into stage Three: "It's right if it pleases those I like." If children stop lying because they know it disappoints the important persons in their lives or stop tattling because their friends don't like it, they're into Stage Three behavior. This is common adolescent behavior, where the peer group takes great precedence.

Many people never get beyond Stage Three. Their morality is based upon the reaction of people they consider important. Others never get beyond Stages One or Two. One study even indicates that most adult convicts and many adult prison personnel remain fixed in Stage One, the obey-or-get-punished stage, or Stage Two, the let's-make-a-deal stage.

One rule given us by Kohlberg is that levels of morality should not be used to categorize but to help lead persons into ever-higher stages by responding to them at the stage immediately above their present stage. I like to compare it to helping pokey children upstairs. We have the option of either criticizing them for being where they are or reaching out from a step above and helping them move up.

If they're operating on Stage One, "I didn't cheat because I was afraid I'd get caught and punished," we can respond from a Stage-Two perspective: "If you cheated, it might make you feel guilty, and that isn't a very pleasant feeling, is it?"

If they're operating on a Stage-Four level, "What can I do? It's school rules," we can respond with "Sometimes we have to question the rules and change them, even though it may be unpleasant for us."

Now, let's apply moral growth not to the child but to ourselves and our own basic moral behavior. Why don't I shoplift? Why don't I cheat on my income tax? Why do I discriminate? All these involve levels of morality. Let's put Kohlberg's stages into the context of why we behave morally.

**Stage One, Punishment and obedience:** "If I don't, I'll go to hell. If I do, I'll go to heaven."

**Stage Two, Self-satisfaction:** "I'll behave morally because I'm more likely to get ahead at home, on the job, or in the community."

**Stage Three, Group expectations:** "I'll behave morally because my Church, my family and my friends value moral behavior."

**Stage Four, Law and authority:** "I'll behave morally because it's Church law, and every religion needs its set of laws and doctrines."

**Stage Five, Social contract:** "Just following Church laws isn't enough. I must work to keep them viable for me and others."

**Stage Six, Ethical principles:** "I'll behave morally because it will best serve God and humankind."

We can take any behavior and run it through the stages to find out where we operate personally and to trace our personal moral growth. Take lying again. When did I stop lying because I was afraid of going to hell for it? When because it displeased parents and friends? Where am I now? Have I stopped there for life, or can I go on to a higher level?

Again, most of us settle on Stage Four, Church law. That's why our faith is so shaken when the law changes (Communion in the hand) or disappears (fasting). Once the law of fasting was lifted, was the morality of it also lifted? Were we permanently fixed on Stage Four? It's interesting to note that few of us fast today. Yet we once believed fasting was a highly moral act.

The Stage-Six person is the rare being who is so principled and loving that he or she doesn't need to consider his or her actions. Stage-Six people always do what is best for their neighbor. They would continue fasting, perhaps, because it helps them focus on human needs or it allows their neighbor more food.

The Stage-Five person has to take the large and frightening step from externally-imposed rules to internally-Christian behavior, from laws to love. We're involved in our own moral growth. It isn't someone else's responsibility to help us move into a higher stage of morality. It requires a lot of reflecting, prayer, and acting.

Parents who invest the time to better understand moral growth will be gratified at the results within themselves and their families. They'll feel more in control of their own and of their children's sense of right and wrong. When our larger culture shifts moral approval from one action to another with alarming frequency, our children must look to their closest moral guides for help. The closest moral guides are their parents. Are we ready to meet our children's needs?

## LETTER TO THE WORLD

BY BRENIE BOWLES

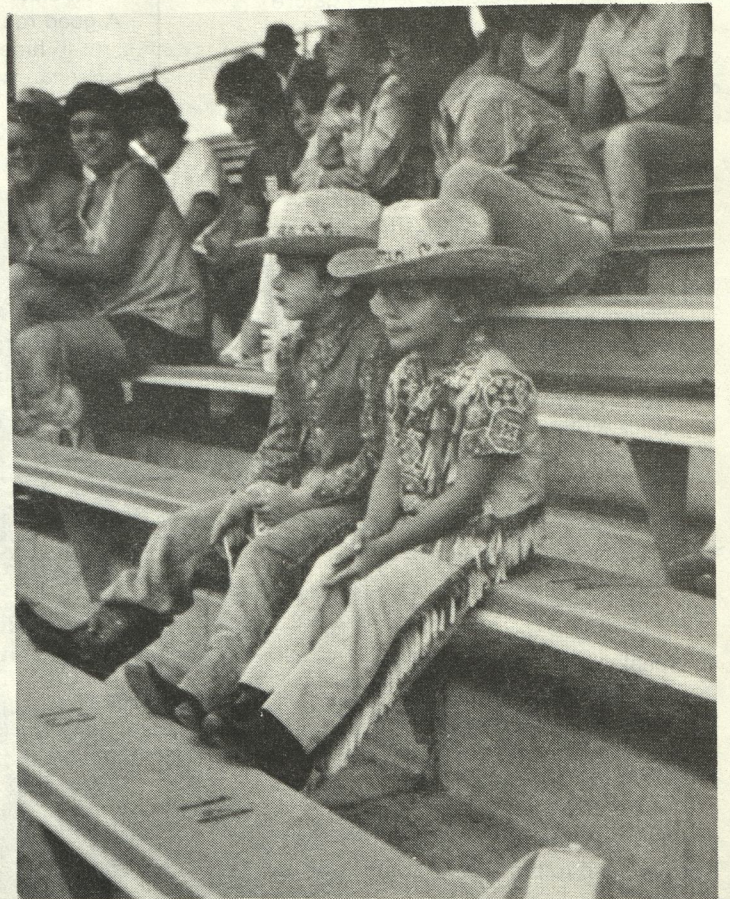
Dear world, For Christmas  
I would give all the poor people and  
the sick people money to help them,  
and I would give all the poor people  
toys and a house and some food

Brenie  
Bowles

**BIOGRAPHICAL NOTES:**

**Brenie Bowles**

Brenie Bowles is the son of Mr. and Mrs. Richard Bowles. Brenie is nine years old and is in the third grade at Blessed Sacrament School. Brenie's favorite things are: skiing, soccer, reading and drawing.





# 30's

1935

**Mike Carroll**, Director of Dow Communications, Midland, Michigan, has been named to a newly created position as coordinator of Communications and Public Affairs in the Public Affairs Department of the Dow Chemical Company, effective Nov. 20, 1978. He was appointed director of Communications for Dow in 1977, after serving two years in a similar capacity for their operations in Brazil.

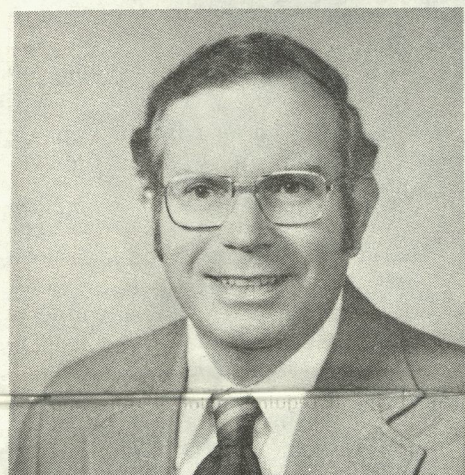
# 40's

1940

Let's hope that none of the class has missed any important engagements lately because of entrapment in a trash can as in the good old days.

# 50's

1952



**Mr. James F. Curran**

**James F. Curran** was awarded a Ph.D. degree from the University of Colorado at Boulder in August, 1978. He is the Director of Instruction for Englewood Public Schools. His wife Dolores is a syndicated columnist in the Catholic press. They reside in Littleton, Colorado with their three children.

After spending a year in New York City on Audit Assignment for the Dept. of Revenue, **William J. Hight** is now heading for New Jersey on Assignment. During his stay in New York he says he found Manhattan to be a very fascinating city, with all of its historic sites and the music and opera.

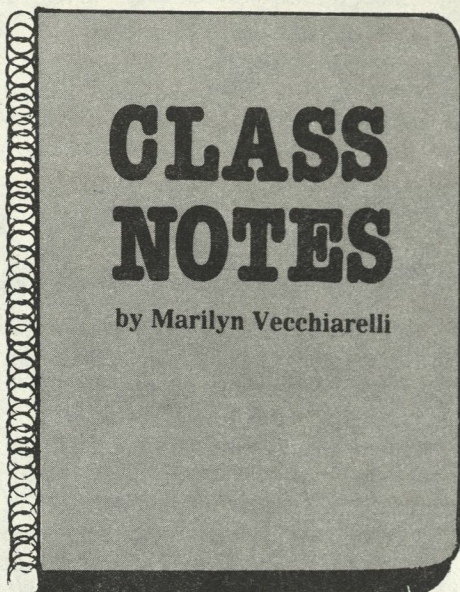
1954

**William L. Kerrigan** will become the Superintendent of Schools in Leadville, CO in January of 1979.

# 60's

1961

On January 8, 1979 **Paul Dugan** will become the 40th lieutenant governor of the state of Kansas. After earning his license to practice law at Washburn University in Topeka, he joined the staff of Sedgwick County Attorney Keith Sanborn. When a west-side legislative district opened up in 1968, Dugan ran for the seat and won. After two terms in the legislature, he backed out of active politics to devote more time to his law practice and business ventures. Besides having a successful law practice and a variety of business interests which include banking, truck lines and rental property, he is active in church and community affairs. He is president of his parish council at St.



Francis of Assisi Church. He is on the board of directors of Kansas Newman College and is chairman of the Holy Family Center.

1962

**Robert D. Pipkin, M.D.** is in the private practice of cardiac surgery in Palo Alto, CA. He and his wife, Pat and their three children, Kristen age 8, Rebecca age 7, and Sean age 5 continue to enjoy living on the San Francisco peninsula. They would enjoy seeing their Regis friends when you visit the San Francisco region.

**Michael D. Bisenius** attended the University of Denver law school for a quarter before becoming a broker about 15 years ago. He also was an executive in his own parking lot company before he sold out to his partner to move to the Vail area and live on Brush Creek near Eagle. He got his fill of the mountains and is now building furniture from the discarded wooden spools used by utility, phone and electric companies to carry cable and electrical wire. His shop is in the garage in back of the converted apartment house in which he lives.

**Harold P. Hormel** is among the contributors in the November issue of INSTRUCTOR magazine. This is a nationally circulated magazine used by more than a million elementary teachers and educators. With more than 260,000 subscribers, it is the oldest continually published magazine in the educational field.

1963

Election of **Anthony J. Fagiano** as president of Olinger Life Insurance Co. has been announced by Francis S. Van Derbur, Chairman of the Board. Fagiano has been with the Colorado State Division of Insurance.

1964

**Dr. Richard J. Laub** is Assistant Professor of Chemistry at Ohio State University. He earned his doctorate at the University of Hawaii and his M.S. at the University of California at Los Angeles. Along with Robert L. Pecsok he has written a book called Physicochemical Applications of Gas Chromatography. The book is the first comprehensive review of recent advances in the use of gas chromatography to study physicochemical phenomena.

1966

**Michael Hennessy** has changed real estate affiliation from Cnetury 21 to Manager of Remax East, Inc. He is also presenting national seminar engagements on stress management in Florida, Missouri and Illinois.

1967

Democratic U.R. Rep. **John J. Cavanaugh** won re-election as the Congressman from the Second Congressional District of Nebraska.

1968

**Dr. Joseph R. Zahn** has been appointed to the medical faculty of the Medical College of Ohio at Toledo. He will be Director of the Visual Electrophysiology and Ocular Motor Neurophysiology Clinics.

1969

**Tom Ashburn** and his wife Linda are the proud parents of Scott Thomas born on October 11, 1978.

**Don Maes** is now a Sales Associate at Corelco Realtors, Inc.

Navy Lieutenant **John B. Sandknop** has reported for duty with Attack Squadron 122, Naval Air Station, Lemoore, California. He joined the Navy in May, 1970.

**Stephen J. Forte** has been named president of FirstBank of West Arvada, scheduled to open next month in temporary facilities at W. 64th Ave and Ward Road. Forte now serves as senior vice president at FirstBank of Westland, Lakewood.

**Dr. John F. Remark** recently contacted the Alumni Office to say that he now lives in Forest, Virginia. John's new home is located 3/8 of a mile from Thomas Jefferson's Summer Home.

# 70's

1972

**William A. Nunns** received his MBA from the University of Colorado in August, 1977. He is employed by Air Force Human Resources Lab. at Lowery AFB. Nunns is involved in Research and Development into Computer Based Instruction and Maintenance Simulation in Support of Air Force Technical training. He is a Computer Systems Analyst on the staff.

1973

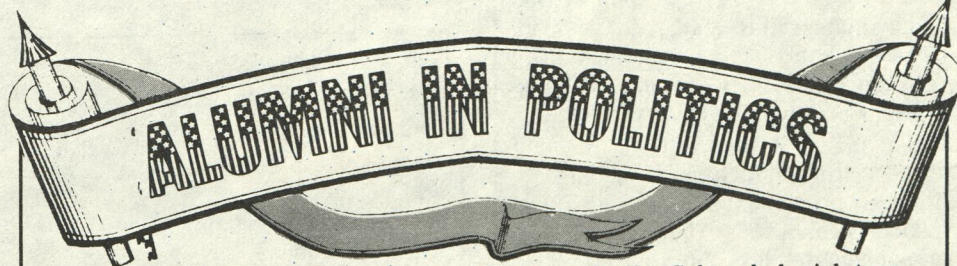
**Michael F. Denny** reports that he is single, happy and healthy. He is the Northern California Sales Mgr. for Mirassou Vineyards. He sends best wishes to all his friends.

**David L. Harris** and Ann Noble of Denver were married in April, 1978. After teaching 2nd grade for 4½ years, he is now teaching 5th grade at Stein Elementary School in Lakewood, CO.

**John W. Whitaker** and his wife **Margaret Reardon Whitaker** ('74) live in Kansas City, MO and have two children: Libby age 3 and Johnny, age 1½. All is well with them.

1974

Another eligible bachelor that has



The following Regis people are making news in the Colorado legislature. **John B. Davoren**, who attended Regis College from 1946-48, is a first term Democrat from District 34 serving in the Colorado House of Representatives. **Stephen T. Erickson**, who graduated from Regis College in 1972, is a first term Republican from District 45 in the Colorado House of Representatives. **Ronald K. Stewart**, who is a former instructor at Regis College, is a first term Democrat from District 24 serving in the Colorado Senate. **Anne McGill Gorsuch**, who attended Regis College, is a second term Republican from District 12 serving in the Colorado House of Representatives. **Donald A. Sandoval**, who attended Regis College, is a first term Democrat from District 4 serving in the Colorado Senate. **Dennis J. Gallagher** ('61) who was re-elected to the State Senate from District 1. He is also a faculty member at Regis College.

bitten the dust is **Skip Wrape**. Skip was married to his long time girl friend Elaine Bessink on Oct. 14, broken collarbone and all.

**Doyle** and **Mary Pat Weingardt** have a new daughter named **Lindy** who was born May 22, 1978. They also have another daughter, three year old **Christy**. Doyle runs Eastern Colorado Recycling in Burlington, CO.

1975

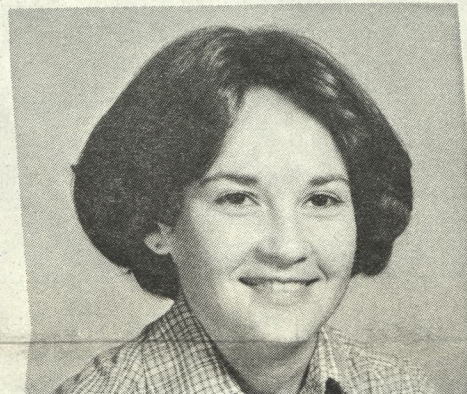
Another recent wedding was celebrated December 30, 1978 in Chicago between **Elaine Sotiras** and **Rick Greiwe**. She works as an English teacher in Jefferson Sr. High in Jefferson County and he for the Foundation for Urban and Neighborhood Development (FUND).

**Charles Bowe** is teaching in South Dakota at the Marty Indian School, which is heavily remedial. Most of the students are behind in school and attend the school for help.

**Connie Rae Boden** and **Robert Louis Larscheidt** are planning a March wedding. She is employed by Denver Parks and Recreation at Berkeley Park Senior Center and he is employed by the City of Aurora.

**Kathleen M. Cronan** has joined the law firm of Richard L. Ott as an associate in general practice. She attended Regis College and graduated with honors from the University of Colorado at Boulder. She received her J.D. from the University of Denver College of Law in June.

1976



**Miss. Denise Ann Songy**

**Miss Denise Ann Songy** has completed the training course at Delta Air Lines' Training School at Hartsfield Atlanta International Airport and is now a Delta flight attendant assigned to the airline's Chicago flight attendant base. Ms. Songy was previously employed as a Senate Aide for the Louisiana State Senate in Baton Rouge, Louisiana.

1977

Navy Ensign **Richard G. Dodson** recently completed the basic Naval Flight Officer Program at the Naval Air Station, Pensacola, Florida. He received 26 weeks of extensive instruction in the functions, capabilities and operation of all systems aboard a jet training aircraft. In addition, Dodson studies navigation, meteorology, electronics, plus flight operations and procedures. He has now progressed to advanced training, which entails another 16 weeks of instruction and will lead to his designation as a Naval Flight Officer. He joined the Navy in February, 1978.

**Nancy Eaton** is now Assistant to the Controller at Suburban Publications in Wayne, PA.

1978

Navy Hospital Corpsman First Class **Lloyd W. Russell, Jr.** has been promoted to his present rank while serving at the Marine Corps Base, Camp Lejeune, N.C. He joined the Navy in November, 1967.

**Bill Wetmore** has been accepted by the College of William and Mary in Williamsburg, Virginia, for their master's degree program. He is now planning to attend there and then go to work at Peat, Marwick, Mitchell & Co. in Washington, D.C.

## IN MEMORIAM

**Peter Orthwein** 1954, St. Louis.  
**T. Terrence Brady** 1941, Denver  
**Thomas B. Masterson** 1942, Denver  
**Robert C. Hart** W.51, Denver



# SPORTS REPORTS

## Competitive and Getting Better

By Dave Tracy

Chris Dittman is in his first year as Athletic Director at Regis College after a very successful tenure at Westminster High School. "It shows," claims Dittman, "our whole athletic program is very competitive and getting better."

The competitiveness Dittman speaks of is reflected in both the women's and men's teams in almost every sport. Of course last year the

Ranger men's basketball and baseball teams won the Rocky Mountain Athletic Conference setting the stage for the 1978-79 seasons.

"But the real improvement this year has been with our women," says Dittman. "Regis College has been co-ed for only 10 years, this being our first year in the RMAC. But despite the short time period our women's programs have come along quite nicely."

## VOLLEYBALL

Probably the biggest surprise of the athletic year so far has been the Women's Volleyball team. The team, composed entirely of freshmen and sophomores, finished the year with a 16-8 record and a division championship. The girls were undefeated in Conference play before entering the RMAC Championship and the District

Tournament. It was there they dropped three games to Southern Utah, Idaho State, and Metro State.

Two of Coach Larry Coleman's players were selected to the RMAC All-Star Team; Freshman Phyllis Brewer from Kansas City, Missouri, and Sophomore Kealoha Curnan from Kaumakana, Hawaii.

## BASKETBALL



Coach Lonnie Porter's second year at the helm of Regis College's basketball program has been a frustrating one. Early in the season Porter had to rely on freshmen to fill the voids made by injury and eligibility. Senior Center Tom Wente sprained his ankle in the fourth game of the season (missing four games) and two subsequent starters, Sophomore Errol Sango and Junior Doug Farley, weren't eligible to play until December 25th, after the 1st semester.

"But despite the frustration this season we've had a fair amount of success," claims Porter, last year's District 7 Coach of the Year. "The freshmen showed a lot of maturity to play as well as they did in some pretty tough situations."

So far the Rangers carry an 11-9 overall record with an 8-5 RMAC tally. At this time post-season play seems out of sight.

Senior Carl Rustin from Washington D.C. is currently ranked fifth in Conference scoring with a 17.1 average. The team is ranked first in Conference

defense only allowing 63.9 points per game.

Remaining home games: Feb. 23, Western State; Feb. 24, Mesa College; both games begin at 7:30 PM.

If Coach Porter's season has been frustrating, someone should ask first year Women's coach Simon Peter O'Hanlon how he feels! A women's program at Regis has only been in existence for two years, and the lack of

"We only have one girl returning from last year," says O'Hanlon, an All-State selection from Regis High School in 1964. "Injuries have made it tough on the team. But our 2-10 record really doesn't reflect some of the fine athletes we have."

Two of the individuals O'Hanlon points out are Freshmen Mary Lou Miller, from Lafayette Inc., and Becky Muller from Westminster Colorado. Both girls are in the top ten scorers in the RMAC. Due to injuries the women are currently completing the season with only six players.

## SKIING

This is Ed Defrancia's third year as Ski Coach at Regis. After the second weekend of the season the Rangers are in second place in Division 3 of the NCAA standings. Last year the team finished 7th sending two women to the Regionals. Kim Hunter and Betsy Thompson, along with Cross Country ace Mike Kendrick, represented Regis

in the Regionals.

So far Hunter is ranked third in four races while Thompson is in the top ten

in the rankings. Mike Kendrick is currently the number one ranked cross country racer in the Division.

The team's season ends Feb. 17 with the Regionals taking up Feb. 22 and 23.

## BASEBALL

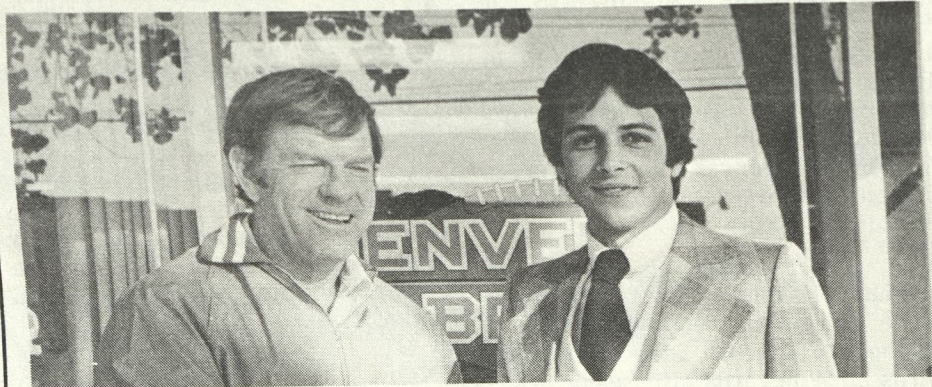
Head Coach John Sunkel begins his 26th year as a collegiate head coach, his fifth year here at Regis. His best year ever last year, Sunkel's team won the RMAC and made it as far as the District 7 playoffs. This year the Rangers season begins on Feb. 27 against Denver University at D.U. They begin defense of their RMAC crown on March 12 at Regis against the University of Southern Colorado.

Four seniors return to the championship club. Steve Caruso, the

national NCAA Division II leading hitter last year with a .500 average; pitcher Paul Gilbert, RMAC first team and a 2.3 league leading ERA; Joe Gleason, RMAC first team short stop; and Randy Bolton, All-District Tournament selection.

The Rangers boast a 45 game schedule this season, as they again play some of the toughest competition in the area such as the University of Northern Colorado, Colorado State University, University of Colorado, and the Air Force Academy.

### Budweiser Mr. Charge Award



Coach Red Miller and George Aguilar, "Mr. Charge."

"Our style of play is defensive oriented," says Regis College basketball coach Lonnie Porter. "So when the people from Budweiser said they wanted to sponsor an annual award for our team, I insisted it had to be for a defensive leader." Thus the initiation this year of the Budweiser-Regis College Mr. Charge Award. This year's winner, George Aguilar, was presented the award Friday night, Feb. 9 at half time of the Regis College Southern Utah game.

Taking a charge in basketball certainly isn't as publicized as scoring a basket, but its importance can be just as crucial to a team.

An offensive charge occurs when an offensive player (with or without the ball) knocks over or runs through a defensive player whose feet are planted, giving him defensive position.

"This sounds well and fine," muses Coach Porter, "but it's a hard call for an official to make; and they don't always call them."

For every one charge called there is maybe two which go undetected. "That means a lot of physical wear and tear on a player; besides much physical sacrifice for the good of the team," claims Porter.

George had 89 charges before the Southern Utah game. So figuring two calls go undetected, he's taken at least 178 'beatings.' "It's a tough business,"

Porter asserts. "George is only 5-11, and even though he's usually matched against the opposition's smallest guard, the majority of the charges he picks up are from bigger players."

The Budweiser night was run by Gary Guarino, Denver Branch Sales Representative. Beside the award, Budweiser gave away over 60 Denver Nugget tickets and sponsored a \$1.00 pitcher party at the Regis College campus bar.

"Budweiser is happy to sponsor this program here at Regis," said Guarino. "We've had a good working relationship with Regis and are looking forward to doing this every year."

"As far as I know this is a novel idea," comments Guarino on the Mr. Charge presentation. "Usually the award is for a Most Valuable Player, or scoring leader, but this is a new twist and I think most people at the game liked it; I know I did."

Aguilar has been a starting guard for two years now at Regis and is the 'quarter-back' of Coach Porter's team.

George is from Washington D.C. where he was named to the Washington Post All League Team his senior year in high school. A History-Political Science Major, George is also ranked fifth in the Rocky Mountain Athletic Conference in assists with 4.5 per game.

REGIS COLLEGE

3539 West 50th Parkway  
Denver, Colorado 80221

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