Treasurer's Report shows University operating costs at new peak. . . Governor Dewey gives his papers to University Library . . . J. Milo Anderson named Administrator of Strong Memorial Hospital . . . Dr. Platt named Associate Chairman of Physics Department . . . Kappa Nu starts new fraternity house . . .

**Features**


The role of the Reserve Officers' Training Corps in the college program; article by Dr. J. Edward Hoffmeister, Navy and Air Force ROTC photos . . .

Richard Bales, '36E, composer and conductor, scores success with recording of new work, "The Confederacy" . . .

Dr. Henry E. Lawrence, '89, dies; pioneer in introducing laboratory methods into college physics teaching . . .

**The Graduate**

Concerts, play enliven River Campus activities in Christmas season round of entertainment; photos . . .

**Class Notes**

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**On the Cover**

Ansel Adams' photo of Harkness Hall, showing five-inch gun, part of fighting equipment for training midshipmen in NROTC program. Naval science building is named for Admiral William Harkness, noted naval astronomer, class of 1858.
With total operating costs of $14,735,737 for the 1953-54 fiscal year, a record high, the University had a net over-all deficit for the year ended last June 30 of $95,204 after using all income from all sources and all receipts from gifts and grants for current purposes. The deficit for the preceding fiscal year, 1952-53, was $11,514.

The income from the unrestricted endowment funds was spent mainly to meet the deficits in the College of Arts and Science and the University Medical Center. The amount necessary from these funds to extinguish the deficit in the College was $468,509, which is equal to the income from approximately $10,000,000 of additional endowment which is needed by that division of the University.

The Medical Center—which includes the School of Medicine and Dentistry, the School of Nursing, the Strong Memorial Hospital and related clinics, and the Atomic Energy Project—accounted for total expenditures of $8,975,103 during the year, or 61 per cent of the entire University operating costs. The net operating deficit of the Medical Center for the year was $239,192.

These figures are disclosed in the annual report of Raymond L. Thompson, Senior Vice President and Treasurer of the University, which showed that payments for salaries and wages to the more than 3,000 Faculty members and non-teaching employees, and contributions to the University's employee retirement and insurance benefits, were $10,059,069, or 68.3 per cent of the total operating costs.

Scholarships and loans granted to undergraduate and graduate students by the University aggregated $481,777, which equalled 22 per cent of the amount received from students in payment of tuition and fees.

In addition to the $14,735,737, the University spent $1,325,540 toward construction of new buildings at the River Campus and for new equipment.

Fundamental research supported by the state and federal governments and industry amounted to $3,468,337 for the year.

As an independent, gift-supported institution, the University relies mainly upon its Alumni and Trustees, citizens and industry for financial support of its educational programs. The University, Mr. Thompson's report shows, is less well off from endowment than it was before World War II, as a result of national inflation and University growth. As a result, the proportion of the annual costs that can be met from the income from tuition and University's own inadequate endowment has steadily declined. The 1953-54 operating costs were $1,078,774 higher than they were for the preceding fiscal year.

Up to June 30, 1954, payments amounting to $3,712,329 were received on Development Fund pledges. Continuing efforts are being made to attain the goal of $10,700,000 set in the campaign conducted last year. Fund receipts have reached $7,900,000, made up of cash gifts for new buildings and other specified purposes, bequest pledges, and reasonably assured long-term annual giving which has been stated on a capitalized basis. The sum of $650,000 paid to the University for Old University Field in Main Street East as the site for a new East High School also has been applied to the funds for construction of the new buildings at the River Campus essential to the merger of the Men's and Women's Colleges there next fall.

A breakdown of the income to meet operating costs during the past year follows:

- Tuition and student fees, 14.4 per cent;
- Income from endowment, 20.5;
- Strong Memorial Hospital patients and Municipal Hospital, 30.3;
- Grants-in-aid and sponsored research, 22.6;
- Dormitories and dining facilities, 4.1;
- Auxiliary enterprises, 2.6;
- Other gifts, 2.7;
- Miscellaneous, 2.6.

As of June 30, 1954, the market value of the endowment assets equalled 147 per cent of the book value, and the rate of return from these investments was 5 per cent. The investments at market value were diversified as follows: Bonds, 40.7 per cent; common stocks, 48.6 (5.7 utilities, 41.2 industrials, and 1.7 banks); real estate, mortgages, 3; income-producing real estate, 1.2; and income-producing leaseholds, 3.8.

Copies of the full text of the Annual Report of the President and Treasurer may be obtained on request from Mr. Raymond L. Thompson, 15 Prince Street, Rochester 3, N. Y.
'Father' of Med School Rates It Among Best

"This is one of the best medical schools in the country. It has come a long way since 1920."

That judgment of the University of Rochester School of Medicine and Dentistry was voiced by eighty-eight-year-old Dr. Abraham Flexner, the "father" of modern American medical education and the man who first proposed a medical school for Rochester thirty-five years ago. Dr. Flexner returned to the University on December 13 to give a talk on medical education in Whipple Auditorium.

The Rochester Medical School, opened in 1925, was the first wholly new school built under a sweeping program of medical reorganization initiated by Dr. Flexner. The project led to the development of strong, non-profit medical colleges in many parts of the country where none had existed before and brought a new era in the whole field of medicine. Dr. Flexner's famous survey of American medical schools for the Carnegie Foundation in 1908-09 produced a revealing report showing that many of the 155 institutions in operation then were poorly equipped, over-crowded, and were turning out ill-trained physicians.

In his talk at the Medical Center Dr. Flexner recounted how he "sold" George Eastman on contributing $5,000,000 to establish the UR School of Medicine and Dentistry, an amount matched by the General Education Board.

In the above photo, Dr. Flexner (center) is shown with Dean Emeritus George H. Whipple (left) and Dean Donald G. Anderson.

River Campus Adds 70 Acres to Bring Total to 245

Recent purchase by the University of seventy acres of land in the Genesee Valley Park vicinity has increased its total property holdings at the River Campus and Medical Center to approximately 245 acres.

Of this, about 115 are occupied by the buildings and grounds of the College of Arts and Science and the Medical Center, which includes the School of Medicine and Dentistry, the School of Nursing, Strong Memorial Hospital, and the Atomic Energy Project.

Adjoining these campuses, the 130 acres of undeveloped land which are contiguous to Genesee Valley Park, the Genesee River, and the Barge Canal, offer attractive opportunities for future expansion of campus facilities as needs arise, and prevent encroachment on the University campuses. There are no immediate plans for use of the undeveloped portion.

It is anticipated that the new property will be marked by signs designating it as part of the University campus and improved to the extent of planting pines and other trees and shrubs.

Plans for beautification of about two acres of University-owned land on the banks of the Genesee River at the River Campus, announced in the November issue of the Review, as a scenic spot for the use of students and University personnel, is another of the projects for expanding and enhancing the attractiveness of the campuses.

Strong Memorial Hospital Gets Able Administrator

A national authority in the field of hospital administration, J. Milo Anderson, formerly superintendent of the 600-bed Ohio State University Hospital and administrator of the $15,500,000 Ohio State University Health Center, Columbus, began his new duties in January as Administrator of Strong Memorial Hospital of the University of Rochester Medical Center, and as Professor of Hospital Administration in the School of Medicine and Dentistry.

Dr. Donald G. Anderson, Dean of the Medical School (no relation to the new Administrator), said that "Mr. Anderson brings to Rochester in an outstanding degree the qualities of leadership and the background of professional training and experience which an institution such as Strong Memorial Hospital requires in its triple role as a center for teaching, research and major health service to the community.

"Mr. Anderson began his career as a student and associate of the late Dr. Arthur C. Bachmeyer, Director of the University of Chicago Clinics, and one of this generation's greatest leaders in the field of medical education and hospital administration. Subsequently as superintendent of the Methodist Hospital in Gary, Ind., Mr. Anderson achieved an impressive record which clearly revealed his capacities for understanding and meeting the responsibilities and opportunities for service of a voluntary community hospital. His effective leadership in recent
years in helping to develop the new Ohio State University medical center has been widely recognized.

"It is clear that Mr. Anderson's coming to Rochester represents an important gain for the University and the community in their continuing efforts to maintain national leadership in the field of medicine and health."

The forty-four-year-old Administrator, whose appointment was announced in November, succeeds Dr. Basil C. MacLean, Director of Strong Memorial Hospital from 1935 until his resignation a year ago to become commissioner of hospitals for New York City. Carl L. Mosher, Acting Administrator of the Hospital since September 1, has been promoted to Assistant Administrator.

Mr. Anderson has taken a prominent part in activities of the American Hospital Association as a member of some of its most important committees, and as one of the eight members of the Commission on University Education in Hospital Administration. Last fall the commission published under the auspices of the American Council on Education a report making far-reaching recommendations for the future training of hospital administrators, based on a two-year nationwide survey.

Author of numerous published articles on hospital problems, Mr. Anderson is a Fellow of the American College of Hospital Administrators, and a former president of the Indiana Hospital Association.

As Administrator of the Strong Memorial Hospital he will be responsible for the operation of the 400-bed hospital and related facilities, including the Edith Hartwell Clinic for cerebral palsy children and the out-patient department at Strong which handles over 60,000 patient visits yearly; and for directing the services which Strong provides the adjoining Rochester Municipal Hospital under contract between the University and the City of Rochester. Strong Memorial Hospital has a full-time and part-time staff of nearly 1,500, including 1,038 nurses, social workers, housekeeping, dietary and maintenance personnel, clerical workers, technicians and therapists; 153 on its house staff, including interns and residents, and a medical staff consisting of ninety-four full-time and 252 part-time physicians.

A graduate in 1933 of St. Olaf's College, Northfield, Minn., Mr. Anderson received his M.B.A. degree in hospital administration at the University of Chicago in 1945.

Plaster Falls from Eastman Ceiling Section

As this issue of the Review was written, the Eastman School of Music’s Eastman Theatre was closed for an indefinite period following the fall of a section of the auditorium’s rarely beautiful ornamental plaster ceiling on the afternoon of December 9.

Only four panels of the total of 186 crumbled on empty seats below, and great good fortune no one was injured. Two or three students were in the theatre at the time, listening to a rehearsal on stage of the Eastman School chorus and Orchestra II conducted by Dr. Herman H. Genhart. So gradually did the plaster fall that it appeared to float, witnesses said, and Dr. Genhart continued the rehearsal for a short time afterward. He was quoted as commenting wryly that Merritt Torrey, the stage manager, was “always trying for big effects.”

A concert by the Rochester Philharmonic Orchestra scheduled for that evening was cancelled, and other events listed for the theatre were rescheduled at other auditoriums on the campus and in the city.

Exhaustive tests of the ceiling, including the plaster and hemp “hangers” by which the ceiling is attached to a network of steel furring connected with the main trusses of the theatre roof, weight tests and others, are being made. The ceiling construction is of a type commonly used thirty or more years ago and is found in many buildings in this country and Europe.

The tests were in charge of a corps of construction experts. Two of the nation’s leading construction engineers, Dr. John B. Wilbur, head of the civil engineering department at Massachusetts Institute of Technology, and Rollo B. Lincoln, consulting engineer of the Pittsburgh Testing Laboratory, were engaged by the University to evaluate the test results and recommend the procedure to be followed in correcting the condition.

The University’s major objectives are to assure the safety of the public beyond any possibility of doubt when the ceiling work is completed, and to restore the theatre, one of Rochester’s major institutions and one of the world’s most beautiful auditoriums, to full usefulness as soon as feasible.

Others taking part in the ceiling studies are Leo A. Waasdorp, architect, Charles L. Urlaub, vice president and general manager, Warren Urlaub, and Edward P. Miek, structural engineer, of A. W. Hopeman & Sons, builders; Frank R. Davis, City of Rochester building superintendent, and Clifford Pitt, chief engineer, of the Bureau of Buildings, Morgan Klock, chief structural engineer, Eastman Kodak Company, and James M. Young, general superintendent of buildings and grounds for the University.

Work Begun on $100,000 Kappa Nu Fraternity House

First new fraternity house to be built at the River Campus since 1930 is that of Kappa Nu, now rising on Fraternity Quadrangle, shown in the architect's rendering above. Ground breaking ceremonies were held on November 7. Participants included President de Kiewiet, Harry Kaplan, former national president, Curtis J. Berger, '48, president of the Graduate Club of Rochester, and Garson Meyer, '19, building committee chairman. Kappa Nu, founded at Rochester in 1911, now has fifteen active chapters and an alumni body of more than 3,500 members.
Governor Dewey Gives Papers to UR Library

An immensely valuable addition to the University Library's collections on American political history, the papers of former New York State Governor Thomas E. Dewey dealing with his public career have been placed on permanent deposit in Rush Rhees Library.

This important acquisition, obtained largely through the foresight of Professor Glyndon G. Van Deusen, chairman of the History Department, contains much of the political, social and economic history of the past twenty years, and will be used by the University's graduate fellows in history and by scholars from all parts of the country. The papers contain tens of thousands of letters to the former Governor, his own diaries and the records of his racket-busting activities in New York and his campaign as Republican nominee for President. Professor Van Deusen described the collection as "a bonanza in contemporary history which will grow in historic value with the passing years."

"Its possession, along with the papers on Governor Seward, Thurlow Weed, and other outstanding political figures, places the University of Rochester in the front rank of those colleges and universities which have undertaken to share the responsibility for guarding and utilizing the papers of distinguished men," Professor Van Deusen said. "The Dewey papers throw much light on the political history of New York State and the nation for the past two decades. The stream of scholars already coming to the University from all parts of the country to work in our manuscript collections in American political history will be considerably increased. It means that the attraction of the University as a place of deposit for other collections of contemporary political figures will be greatly enhanced."

The twelve tons of Dewey material transferred to the University include: general files, 1943 through 1954; personal correspondence files, 1943 through 1954; miscellaneous files covering speech material, campaign files and research data; pre-convention and post-convention Presidential campaign files of 1948, and scrapbooks and clippings covering Mr. Dewey's service as rackets prosecutor, district attorney of New York City, and Governor.

Former President Alan Valentine first discussed with Governor Dewey the disposition of his papers in 1949. Several years ago Professor Van Deusen broached the plan again, but the talks ended with the Governor's decision to continue in public life a while longer. Soon after the elections last November, Professor Van Deusen again wrote to the Governor and renewed his invitation to place the material permanently in Rush Rhees Library. On November 20 the Governor met with Professor Van Deusen and University Librarian John Russell in Albany, and that evening announced to the press that he had sanctioned transfer to the University of his personal and official documents containing one million items spanning the period from 1938, when he became district attorney of New York County, through 1954.

Governor Dewey stepped down from the governorship after twelve years on January 1 to enter private law practice in New York City.
What Education Means to Me

By James M. Spinning, '13
Superintendent of Schools (Retired), Rochester, New York

I shall limit myself to just one or two aspects having to do with public education at the elementary and secondary school levels.

Let us try to agree that basically life presents just two problems, and that these apply both to the individual and to the nation.

They are keeping alive and getting something out of life that makes it worth keeping alive for.

Keeping alive as an individual means for most of us getting and using skills that bring us shekels for food, clothing and shelter or handling the shekels we have with such prudence that they will see us through. For the nation it means an economy so sound that it can provide the setting in which people can stay alive.

But how about a life worth living? It implies reasonable freedom—not just freedom of speech and the rest of the Bill of Rights, but freedom to develop one’s powers to live as fully as he can; to savor the delights of earth and air and sky; to know the joys of companionship, marriage and children; of thinking large, and not just petty, thoughts; of building and creating; of working and achieving; of being a person not

Parting Thoughts on Education in the U.S.A.

By A. Geoffrey Dickens
Dean of the Faculty of Arts, University of Hull

I count myself most fortunate to have served for a year at Rochester; by any criteria it is a distinguished and delightful university. Certainly it will henceforth command my own affection and loyalty. I was fortunate again in my departmental colleagues, each one of whom would form a conspicuous ornament to any university in the world. My worthwhile impressions are, however, largely limited to the study of the humanities; I therefore cannot justly appraise the whole University, the chief renown of which probably arises from certain of its scientific departments and from its great Medical Center. In such spheres, American genius and resources are fast making pupils of us all, and I have seen enough to convince me that the University is playing a notable part in these advances.

Rochester’s assets soon become obvious to the newcomer; its liabilities are in no sense peculiar to it, and to understand them one must study the problems now facing American education as a whole. The enthusiasm and financial support forthcoming from the local community and from the Alumni inspire in a British visitor nothing short of awe and envy. Rochester may also boast strong leadership and imaginative

The Classroom of Democracy

Excerpts from “The Age of Conformity”
By Alan Valentine, Former President of the University

Whatever their failings, the schools of America have made great contributions to the general welfare of democratic society. They have given the nation almost universal literacy and a broad minimum level of general culture. They have instilled the principles of democracy as their teachers have understood them, and have been a powerful influence toward ending religious, racial and class prejudice. The school system has been the nation’s best melting pot, and has helped to preserve and improve the social order. It has contributed greatly to the ideals and health of the community, supported the dignity of man by treating its pupils with more personal respect than any comparable educational system, and developed a national physical plant and organization adequate for the needs of the nation. It has imparted certain facts which have proved useful to its students, some attitudes which have elevated their thinking, and some mental and moral discipline invaluable to them and society.

Our schools have done all this without the close support of many community leaders best qualified to help them. They have survived, not without scars, the (Please turn to page 9, column two)
only with unalienable rights but with unalienable yearnings and strivings.

Not all of us get all of these things. Most of us would settle for most of them. And that is all right, too. One might even hold paradoxically that no man has a right to all his rights—because if he centers too much on getting them all, he is apt to become engrossed in that one aspect of living. He becomes self-centered, introverted. Too many of us lose half our life by insisting on all of it.

And, sadly enough, the half we lose is generally the one that holds the real joys of maturity: the joy of helping and of giving; the joy of being interested in things outside ourselves; the joy of speculating and partly finding our relationship to the Universe, to the Eternal, to God—even to our fellow men and to ourselves.

Now to apply some of this to education. It seems to me that:

All should have the tools of learning—the Three R’s—not the little three r’s, but the big Three R’s: reading, which is not just rudimentary word-calling but broad enough and prolonged enough to give us the means toward knowing what we need to know and want to know, reading that makes us heirs of the best that has been thought and said in the world; writing that goes beyond “Yours received and in reply would say,”—writing conceived as all communication in all media sufficiently mastered to enable us to tell each other and the world accurately and convincingly, and to this end even artistically; arithmetic that embraces all the science of number and of quantity, both the theory and the practical stuff that helps to make us masters of the physical world.

None of us can get it all. Some of us had better come very near it or this technological world of ours either just will not keep going, or will blow up on us. All of us should get as much as we can. We need the scientists and the technicians if we are going to continue to feed and clothe and house ourselves. We need the basic training for these things and the basic training in these things for those who are going to teach the next generation. Our schools must do this.

These big Three R’s for a big world are especially important in a nation committed to democracy, as to all nations.

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Dickens —

(Continued from preceding page)

administrators unafraid of educational experiment. It has an able, humane and devoted Faculty; an industrious and amiable student body well above the national average both in the inevitable percentage of misfits. For us, as for most Rochesterians, the splendid University Library has proved the very flywheel of life. Above all, whether one regards the University or the larger circles of thinking people around it, one cannot justly charge Rochester with smugness and intellectual isolationism. I have found it most kindly and tolerant toward foreigners. It brings into focus the big world of knowledge and ideas; it displays a commendable degree of immunity to those doctrines of self satisfaction and xenophobia preached at breakfast time by the syndicated columnists.

Such friendly criticism as I can offer has indeed no special reference to Rochester. It applies broadly to American higher education and especially to that in the high school. Through this stage onwards, the process sometimes appears to us foreigners astonishingly slow and expensive, but we soon stop speaking de haut en bas when we look at the statistics, when we realize that we ourselves avoid these censures only by the opposite sin of over-selectivity. Though, for example, in Britain we have doubled the size of our universities since the war and have virtually abolished admission by wealth, the fact remains that a far higher proportion of Americans is receiving a college education. Fair comparisons are most difficult to make, but a ratio of five to one would seem not unfair to us, so long as it be remembered that an average British high school graduate runs academically ahead of his American equivalent and hence stands in less desperate need of college education. In Britain we often say that we cannot afford to attempt expansion upon your scale, but in the modern world we cannot in fact afford to shirk the challenge. British educators have thought too exclusively in terms of inviolable standards; their American colleagues have taken real risks with standards, yet by a bold policy of educational diffusion have notably furthered the astonishing social and economic advances made in recent times by the United States.

As a selective university, Rochester has escaped the worst consequences of this audacity. I saw little sign that the intellectual level of my classes was being
prejudiced by the need to cater to unequipped students. Nevertheless, a number of these latter exist, even at Rochester. What I myself venture to regard, in my most liberal moments, as irreducible standards would certainly be threatened were the University's present level of selectivity lowered.

Responsibility for this marginal situation—it is sub-marginal in many American institutions—lies with public schools, parents, boom conditions, love of "popularity," and with other mental habits of the most idealistic, yet the most technologically advanced and economic-minded society in history. But the public schools, and especially the high schools, form the key to the situation. Having successfully acted as midwives to the nation, they have somehow failed to meet the intellectual challenge of the century. An outsider might well be pardoned for supposing that they had fallen under the guidance of doctrinaires and society matriarchs (of both sexes!), well-meaning postponers of the hard facts of life, people who will not acknowledge that the needs of individuals differ and who take refuge behind a totally false antithesis between academic

Alan Valentine - -
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demands and diversions of wars and witch hunts, the reduction of operating budgets, the decline of fixed social and ethical standards, and the innumerable daily pressures from the well-meaning, the self-interested and the ignorant. Nevertheless the achievement has been inadequate to the need. ...

The self-satisfied concept of a static democracy has impaired its education. Schoolmen have concentrated so heavily on one essential of democracy—equal opportunity for all—that they have neglected the second essential—exceptional opportunity and recognition for the exceptional. More time and money is spent in bolstering the academically feeble than in developing the strong. Many of those whose native endowments qualify them for leadership do not receive the inspiration or training to realize their promise, and society does little to urge the schools to supply it. At best these exceptional students are directed into extreme specialization, where they become remote from social and civic experience and, like Dr. Oppenheim, naive about them. Youth as a whole does not emerge from our schools and colleges with high civic understanding or motivation, with respect for quality in culture or even the ability to perceive it.

Most men active in education and civic affairs would deny that they neglect the full development of the specially talented. "Education for leadership" is a popular phrase. Principals would protest that they are in constant search for rare excellence in their pupils, and are prepared to give it special opportunity within the limit of budget and teacher capacities—but those are tight limits. ...

The mass education system of most public schools is ill-adapted to the identification and special treatment of highly talented pupils. Teachers and principals, often limited in their own perceptions and values, use criteria at variance with those of Jefferson, Horace Mann or Henry Adams. They assume that high grades are the sure measure of intellectual potential, that an aggressive but pleasing personality is a sign of potential leadership, that docile conformity or ambitious industry means fine character. Success in the development of an aristoi of talent and virtue is also handicapped by the facts that not all teachers believe in it, and that many who do fear that the community would regard special attention to talent as undemocratic. . . .

Alan Valentine

Alan Valentine’s book, “The Age of Conformity,” published in October by Henry Regnery Company of Chicago, is now in its second printing. He is at work on a new book, as yet untitled, and spent two months this fall in a beautiful, quiet corner of Ireland between Shannon and Cork to devote himself to that project. He plans to go abroad again next spring. His new book, he says, will be quite different from the last one.

“It won’t be fiction, it won’t be history, and it won’t be biography,” he was quoted in a newspaper interview. “Let’s say it will be concerned with ideas.”

“(Mr. Valentine) has put together in quiet fashion all the signs he sees of a dangerous drift in American life away from standards of excellence in politics, morals and culture; and the portrait is all the more disturbing for its sobriety. Having occupied important posts in government, business and education . . . he has had an unusual opportunity of seeing American life from a number of different angles, and from this book it is clear that he sees the object steadily and sees it whole.”

After his resignation in 1939 as President of the University, a position he held for fifteen years as successor to President Rush Rhees, Mr. Valentine served for a short time as director of economic stabilization during the Truman administration, and subsequently was head of the “Free Asia Committee” in San Francisco for a year. During the past year he has devoted himself to writing.

A. Geoffrey Dickens

Head of the history department of the University of Hull, England, Professor Dickens spent the 1933-34 academic year at the University of Rochester as the first R. T. French Visiting Professor. His fresh viewpoints and teaching ability made his courses an outstanding part of the undergraduate curriculum, and he and his family entered enthusiastically into campus and community activities. He returned to England last fall. The editors of the Review asked him for his views on American education, which are here presented.
I am referring to putting more emphasis on the spirit of democracy. I am referring to the thing that must be behind all machinery, all laws—the essence of democracy. I do not mean just equality before the law. I do not mean the law at all. I mean the spirit in which we operate all laws, all politics, all business, all education, all private and personal transactions.

Let me put it another way, the way in which I think our schools over the nation must catch hold of it and work on it. What I am writing about is a new chivalry. In mediaeval times we had an ideal of chivalry. The word itself comes from cheval, horse. A man who had a horse had power and because he had power he had status. He was quite literally looked up to. Yet status meant he had obligations—obligations summed up in the phrase noblesse oblige, nobility compels. His nobility, what he owed to his station as owner of a horse, and not the need or the desert of the other fellow laid on him an obligation to defend the weak, to right wrongs, to rescue damsels in distress. He had a code and vows of service which we must keep.

We all know that with the end of the feudal system knighthood and chivalry went out of flower—and because of abuses rightly so. But with the coming of the so-called Age of Reason and of the common man, even with all the teachings of Christianity, even with the service clubs and the Boy Scouts, even with the growth of the trusteeship idea, even in that era of fifty years ago when the colleges preached a life of service, we never got quite such an exalted or all around respected code again.

**WHAT we need today is a phrase in plain American that says Democracy obliges; that says, because I am an American I do this and I do not do that; because I am a member of the free world I do this and I do not do that. I do this because I am a disciple of democracy, a believer in the dignity of all men. I will not violate the sanctity of their feelings. I will not accept anything for myself which I am not willing and glad that others should have on the same terms—and I will not cheat on my income tax—I will give every man the status and the respect which God gives him.**

We are not educated until we come truly to find democracy not just in the machinery of government but in the hearts of men. Democracy is a spirit. It is more than your rights and the rights of your neighbor as expressed in the law. It is the heart and soul of us all. It isn't just getting all we are entitled to; it is giving all we can—not just of money, but of status. It is consideration. It is politeness. Yes, the schools should teach manners—but chiefly by example—by creating a climate where courtesy thrives. Democracy is holding doors open, doors for other people; literally, yes, but figuratively, too.

I maintain that nowhere in all the land except in his own home is a lad so valued for himself, without bar or slight because of race or creed or color or economic condition or mental or physical handicap, as he is in our public schools—valued for what he is, and bless his heart, for what he may become. Nowhere in all the world is there so much attempt to level up and not to level down, nowhere such effort through all ranges of capacity to bring to each his maximum achievement. I just want to see more of it.

And I want these youngsters as they come through the turbulent days of adolescence not to cleave to some of the snobbery which they copy from adults or to the cliquishness which is a natural phase of development as they grope for status. I want to see them emerge into an adulthood where a boy can play first violin in the symphony of democracy without popping the buttons off his vest in vainglory, or where he can play third piccolo without being made to feel that he is inferior, just so long as he plays it well.

**La democracie oblige.**

**Dickens - -**

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education and the development of personality. American high school teachers strike me as most high-minded and competent; they are doing what they can to escape this threat of lowest-common-denominator education, yet they seem gravely hampered by external pressures.

**IS it not just, efficient, and ultimately humane, to promote children by achievement? What sort of social morality is served by the deliberate retardation of able pupils, or by the sudden change from the easy going high school to the fierce state university, with its annual Massacre of the Innocents? Some curricular reforms might help the high school; for example, the substitution of linguistic and other disciplinary subjects for the present milk-and-water social studies should alone exert wonderful effects upon precision of thought and writing. Again, why carve out so much time for band-playing, magazine-editing and other light-weight activities from
what is already one of the shortest school days in the civilized world? And I still think that some American parents deceive themselves concerning the educational effects of child labor.

Assuming, however, that no radical tightening of high school discipline will occur in the near future, what can the universities do to enhance qualitative standards? Here I must allow my neck to protrude; I shall, after all, be three thousand miles from Rochester when the following six-point plan appears in print!

1. Class teachers should refuse to reward unclarity and illiteracy with any mark above C, however conscientious and informed the student. Let them devote a portion of every class to the extinction of nerveless and meandering prose. Let them show students how to use seventeen words where they now use twenty-nine. Let them lavishly praise clarity, precision and elegance, suffer visibly at the reverse, demonstrate the indecency of inflicting a first draft upon any reader, even a professor.

2. In giving grades, teachers should reserve the highest for mental capacity and zest for ideas. They should reward great factual efficiency with a B, but no more. The alpha element begins to emerge when the facts have been assimilated and the mind goes into high gear.

3. Examiners, and more particularly their remote control committees, should stop giving high final honors to mediocrities, simply because these latter have obtained high average marks throughout their four years. In labelling a graduate, only the end product matters, and his first three years' marks are as irrelevant as the age at which he cut his first tooth.

4. The coming population increase will tempt the universities to admit conscientious dullards to their graduate schools and so, ultimately, to the university teaching profession. This would constitute the profoundest form of debasement imaginable. The present Ph.D. system must throttle not a few inspiring teachers at birth; it tends to reward ox-like staying power rather than imagination and originality. We should hence redouble our efforts to find young men and women with these latter qualities; men who will be researching, and enjoying it, in 1975; men who will inspire the young, even though they may in a few cases lack the trade union ticket.

5. The sine qua non of all qualitative reform is the reduction of the number of subjects simultaneously studied in the B.A. course. I went away more convinced than ever that nobody can study four, let alone five, subjects simultaneously, except at sub-university levels. American freshmen are younger and less mature than those in European universities. So why add to their misery by insisting on twice the "spread?" Why not let a little light and air into their overpacked mental lives? Why kill enjoyment and reading outside the syllabus? Why delay their acquisition of real university standards? Why force them from the first to surrender the hope of achieving independent judgments? Why compel them to memorize text-book hokum? Do we aim at the mind which is an instrument, or the mind which is a rag bag? If a B.A. knows all the facts about five subjects, yet cannot think or write and has had no time to develop values, then he is still uneducated.

6. When academic statesmen attempt serious qualitative reconstruction they will presumably need to band together and take care of those arch-standardizers, the external crediting bodies. I do not know how this should be done, since in Britain we are at least masters in our own houses. Your statesmen will, like Machiavellian princes, be justified in using the methods both of the lion and of the fox. May the spirit of the great Florentine go with them!

When, however, I have finished preaching, I find myself still a firm believer in the spiritual future of American higher education. Here in Washington, where I write these words, one cannot but be moved by the vast complex of institutions symbolizing your recent cultural achievement. In taste, in humanitas, in devotion to the cause of learning, this nation has indeed made stupendous advances during the present century. I cannot believe that it will ever surrender to mere quantitative ideals, or that its inventiveness, its eclecticism, its faculty for radical self-criticism, will fail to reappear in the new phase which lies ahead.

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the common man to meet his responsibilities to democracy and to God. Later Americans added further objectives, often without considering whether their pursuit impaired the original aims. They asked their schools to prepare students for specific earning occupations; to adjust their psyches and personalities; to remedy their personal defects; to instruct them in social behavior and the arts of courtship and marriage; to provide medi-

CAL care and health instruction; to teach adults as well as children; to find reasons why no child should be dropped from school; and to accomplish all this with a minimum of pain, effort and expense to child, parents, and community. Combined, these activities make a chaos of educational ideals and an assignment impossible of qualitative achievement . . .

Each year American schools and colleges graduate thousands of men and women vocationally competent, mentally alert, socially conscious, orally fluent, intellectually broad-minded and superficially sophisticated. But those who look beneath the surface of these attractive graduates find limitations in mental self-discipline, humane values, firm ethical concepts, historical perspective, qualitative standards and depth and accuracy of knowledge. In the effort to prepare young people for the life they will enter education and society are giving them little vision beyond it. Modern young Americans are probably the first victims of an educational system whose objective is not to make them wise but to make them adaptable. The minds of youth are being directed toward acceptance of the commonplace and the intellectually superficial except, sometimes, in the disciplines of their chosen professions. Often the results are cultural ignorance and spiritual lassitude.

The standards and ideals of education can rise little higher than the quality and vision of its teachers. There has been a great shortage in the number of teachers needed for our expanded schools and colleges, but a greater deficiency in their average personal distinction of mind and spirit . . .

The educational institutions of democracy have failed to clarify their ends or impart precision in thought or in the communication of thought, except in limited reaches of upper scholarship. Precise thought and precise expression are allied; loose thinking leads to vague words, and carelessness of expression corrupts the accuracy of the mind. The nation which excels in the making of precision machinery is weak in the precision of its ideas. The jargon and polysyllables common in several professions and quasi-professions are partly facades to conceal the confusion in second-rate minds. The first step toward a general remedy is greater emphasis on the disciplines of thinking and expression in all schools and colleges. This can be done. Even so simple a change as a return to the study of grammar in the schools and logic and
As the Nation has come to rely on its colleges and universities as a major source of military leadership, particularly since World War II, Reserve Officers’ Training Corps programs have become an accepted part of the college curriculum. In cooperation with the Department of Defense and in the interest of national security, the University of Rochester has for a number of years offered as part of its regular curriculum training courses leading to reserve commissions in the Navy and Air Force.

It is clear that the colleges are necessary in training the large number of officers required by the armed forces, to supplement the programs of the service schools, and that the ROTC’s will continue to be an integral part of the college scene for a long time to come, as Dean Hoffmeister points out.

To help its readers understand better how the ROTC programs fit into the college program, the Review presents the accompanying article and photographs on the Navy and Air Force units. It should be emphasized that ROTC trainees are regularly-enrolled students who take the same four-year college programs in arts or science as all other students, but who take in addition the essential naval or air science subjects required by the Navy and Air Force. ROTC students wear uniforms only at weekly drills or on special occasions. Their college courses, living accommodations, and student activities are otherwise indistinguishable from normal college patterns.

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The Armed Forces have occupied a part of the River Campus for over eleven years. It all began during World War II. In the summer of 1943 the University of Rochester entered into a contract with the Navy to house and train a Navy V-12 College Training unit, On July 1 of that year the first contingent of potential Naval and Marine officers arrived—800 strong. They came from forty-five different colleges and had had from one to seven semesters of previous college preparation. The Navy is still with us. Furthermore, we like it, and we believe the feeling is mutual.

At the end of the war the V-12 program was replaced by the peacetime Naval Reserve Officers' Training Corps. Rochester was chosen as one of the twenty-five new college and university units established for the Navy's peacetime officer procurement program. There are only fifty-two such units in the nation. In the summer of 1946 a new naval science building was completed and named Harkness Hall after a distinguished Rochester graduate, Admiral William Harkness of the class of 1858, internationally known as a naval astronomer. Housing classrooms, a large armory containing equipment for teaching seamanship, damage control, communications and naval engineering, and a navigational bridge, Harkness Hall was the first building of its kind on any campus outside the U. S. Naval Academy at Annapolis devoted entirely to naval science and tactics.

In the fall of 1951 an Air Force unit was added. This rounded out our military program and offered a wider opportunity of choice to our students. Today our naval unit has a total force of 182 students and the Air Force 100. This means that over one-fourth of our male student body is enrolled in an officer training program.

It has been established beyond question that the colleges are essential in the training of the number of officers necessary for the safety and well-being of our country. The service schools, Annapolis and West Point, are totally inadequate to the task. The colleges are the only answer. During the war a large percentage of the men who led our armed forces were products of the ROTC. They proved themselves to be equal to their responsibilities. In these days of cold-war defense the country continues to look to the colleges for its major source of military leadership. The colleges should be and are for the most part willing and proud to assume this responsibility.

There is one thing which should be stressed because it is becoming more and more obvious. The ROTC's are here to stay for a long time. We used to think of them as temporary adjuncts to campus life, but we know now that they are, of necessity, semi-permanent organizations. This means that our thinking and planning must be readjusted to embrace this concept. If they are to become a regular and lasting part of our college they must be integrated into the program with the same care and thoughtful discrimination as is any new academic department.
A great deal can be said in favor of the ROTC's. Our students are aided financially, they are draft exempt and they are given commissions at the time of graduation as well as academic degrees. They are encouraged to develop good manners and morals, and a sense of integrity. They are taught the principles of leadership and are made to understand what responsibility means. Through summer cruises for midshipmen and stays at Air Force camps they have an opportunity to travel and see other parts of our country as well as foreign countries. Colleges which possess these units have an advantage over others. They not only attract students who are eager to serve their country as commissioned officers for a limited time but they also open the door to those who would like to make the military their career.

On the other hand, it must be frankly pointed out that there are weaknesses as well as advantages in the college military program. The most serious objection is the encroachment of military science subjects in the curriculum. Both the Navy and the Air Force insist that one course per year is necessary for the acquisition of a commission. This seems reasonable but college faculties are not always happy about it for the following reasons:

In the first place, four year-courses are equal to twenty-four semester hours out of the total of 124 required for graduation. This is a big block of time, equivalent to almost a year's work, which must be devoted to military science. The colleges have had to decide whether ROTC students must take these courses in addition to their other work or in place of a part of it. The former alternative would result in a greatly overworked student body over a four-year period or the addition of a fifth year. Neither of these is feasible and the result is that colleges have been forced to incorporate the military subjects into the body of the regular curriculum. Some of the subjects are of normal college calibre but others are believed to be intellectually inferior. Although they contain knowledge essential in the training of a commissioned officer they are more of the trade school type with emphasis on memorizing factual details rather than with the stimulation of the processes of thought. ROTC students must take these courses in place of the rich offerings of electives which are open to others. In some cases they may even have to eliminate from their programs courses which are deemed essential to a broad liberal education.

Rochester has played an interesting part in the development of the present naval curriculum requirements. At the end of the war when the ROTC was moving from a war-time to peace-time basis it was indicated that thirty-six semester hours of naval subjects would be required for a commission. This would have been disastrous. The colleges were alarmed but there was no organization to deal with the problem. The University of Rochester took the initiative and called a meeting of representatives of all NROTC colleges in the Third Naval District which included New England and New York. Deans and representatives of eleven colleges and the Naval Department held an all-day meeting in the Welles Brown Room. We expressed our concern and unwillingness to accept such a program. The naval officers showed complete understanding. A short time later it was announced that the requirements had been reduced from thirty-six to twenty-four hours. Another result of this conference was the organization of the Association of Naval ROTC's, of which Alan Valentine, then President of the University, became the first president.

We at Rochester have always had excellent relations with the Navy and the Air Force. We have been fortunate in the high calibre of the officers who have been assigned to our unit. They have taken an active part in college and community work and have been liked and respected by our Faculty. The two service organizations have done everything possible to gear their programs to that of the college. They have improved their courses greatly with the help of professional educators.
Richard Bales, '36E, musical director of the National Gallery of Art, Washington, D.C., and conductor of the National Gallery Orchestra which he founded in 1943, has won new laurels with his composition "The Confederacy," a cantata for soloists, speaker, chorus and orchestra.

Columbia Masterworks Records has released a de luxe album of "The Confederacy" in all speeds, with a thirty-two page pictorial supplement and several articles, one by Bruce Catton, 1954 Pulitzer Prize winner, which the company is reported to consider its most important release in several seasons. The album was produced at the National Gallery under the supervision of Goddard Lieberson, '35E, an executive of Columbia Records. The work was composed to celebrate Bales' tenth anniversary in charge of music at the National Gallery, and is based on music of the South in the period 1861-65. The LP recording is SL-220, the 78 is MM-1111 and the 45 is A-1111.

The gifted conductor and composer is now at work on two more historical works of this nature, one on music of the Union, and another on the period of the American Revolution. Parenthetically, Bales is a member of the Society of the Cincinnati, composed of descendants of commissioned officers of the line under George Washington, and as such is said to be the only conductor and composer in the Society.

Not long ago he was given a citation by the Washington Board of Trade for cultural service to the nation's capital.

Conducting the National Gallery Orchestra, Bales gave the first regular series of symphony programs on television during the summer of 1951 over the NBC network. The programs combined music and art from the National Gallery and each week featured the playing of an American work whose composer was interviewed. A highlight of the series was the appearance of Dr. Howard Hanson, Director of the Eastman School of Music. Those who saw the program remember with great pleasure that Dr. Hanson proved a brilliant television personality during his interview. Bales had orchestrated "Vermeland" as a surprise and present for Dr. Hanson, who expressed his delight with the string setting.

Bales made his debut with the National Symphony Orchestra of Washington, D. C., during the summer of 1935 as a protege of the late Hans Kindler. From 1936-38 he conducted the Virginia-North Carolina Symphony, and for the next three years held a conducting fellowship at the Juilliard School under the late Albert Stoessel. He was selected as one of five private pupils in conducting at the Berkshire Music Center in the late Serge Koussevitzky's first class in the summer of 1940.

The National Gallery music program consists of forty Sunday evening concerts each season, including an annual American Music Festival, which was inspired, Bales notes, by Dr. Hanson's annual festivals at the Eastman School. By 1954, Bales had programmed at least a thousand compositions by American composers, and premiered 100 new works either with the National Gallery Orchestra, or chamber music, song, or other recitals at the Gallery. All Gallery programs are broadcast in their entirety by Washington's Good Music Station and affiliated FM stations of the Good Music Network.

Bales' wife is the former Betty Starley, '37E. They have a daughter Mary Starley, and live in Fairfax County, Virginia.
Letters to the Editor

The Review welcomes letters from its readers. Please keep them short, and address them to: The Rochester Review, 15 Prince Street, Rochester, New York.

To the Editor:

Those of us who attended the Alumni dinner in New York City on December 13 were well rewarded for ratifying the constitution and thus bringing into being the New York Chapter of the Alumni Federation. Not only did we enjoy the pleasures and shocks of greeting old and graying friends but we also had the pleasure of hearing President de Kiewiet—many of us for the first time—in an account of the problems of Africa so incisive and sagacious as to merit wider circulation.

Most provocative was his challenge to find a way to share our many diverse American skills with an alien, uneducated and poverty-stricken people. "Transportation of skills" was his expression for it. I think he meant it to include not only our ideas of what constitutes "democracy" as we know it but also the commercial, educational, religious, scientific and legal skills and the many manual skills that are needed in a modern complex social structure. Over-riding and pressing was the "power vacuum" created in Africa by Great Britain's new military weakness. This weakness is known to the masses of India and Africa who are impatient to throw out all vestiges of white supremacy without waiting for the creation of a provenly desirable substitute. Communism seems to these ignorant people a perfect answer.

I would like to add an illustration from our American experience in the Philippines. After the Spanish-American War we sent in hundreds of school teachers to establish the first and still almost the only free public school system in South East Asia. Within a generation it was common to hear class valedictorians proclaiming proudly, "Give me liberty or give me death." There was no substantial animosity toward us as a colonial power because we promised independence "when they were ready." Our policy paid off in World War II. The Filipinos were almost the only natives to fight and die side by side with their masters against a common foe.

This lesson of a fixed forward date for independence seems almost to have been forgotten. A second lesson concerns the time element, viz., that it takes at least two generations to establish a practical foundation in democracy as we mean it. Our thanks to Dr. de Kiewiet for a valuable talk.

R. M. Gordon, Sr., '26, G'27
New Rochelle, N. Y.

To the Editor:

The short period since graduation tarnished but has not yet entirely obliterated youthful ideals. Thus, in response to the dictates of impetuosity, I would like to comment on J.B. Cominsky's provocative article in the May issue of the Review entitled "Our Greatest Economic Waste."

Our times call for continued redefinition, sustained and searching introspection into established notions, vital contact with the currents of thought and action. Mr. Cominsky's article, in the light of this most urgent contemporary need, assumes an increased significance. Certainly the intellectual lethargy of university graduates, the "waste of mind"... in the midst of situations that call for greater understanding, knowledge, and concern for the great social forces, scientific progress, governmental and international complications of our time militate against wise analysis by a nation presumably influenced by the university product. Despite its frequent publication of articles of intellectual significance, the Review has fallen short of being a forum of thought, the reason being probably that this was not its intended purpose. Nevertheless, the renewed need for the scholars' erudition is manifested in the intellectual cynicism and uncertainty of our time and the added complexity of the problems of our world.

Although in fundamental assent with Mr. Cominsky's views, there are points upon which issue might be taken. Intellectualism, a quest for understanding and knowledge, I feel is not an abstraction nor is it occasioned by economic necessity. It is an inbred way of life, not a spoon feeding process... The "great lethargy" is silent testimony to shortcomings in our educational process. Dr. de Kiewiet has a deep awareness of this as evidenced by his great ambitions for the University. The University and all its programs should impress a sense of great purpose, a desire to make significant contributions in the important areas of thought and action. To whatever extent Mr. Cominsky's program attempts to further this spirit, I am in complete agreement. But, to the extent that the quest for vision and understanding is sacrificed to professional knowledge, the search for awareness in all fields of understanding to restricted proficiency in specific areas, the contribution of a new Review would suffer from a provincialism perhaps as limiting as the "Class Notes."

Ens. Carl Angeloff, '53
U.S.S. Tarawa

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(Continued from page 11)

précis-writing might have startling effects.

Now that mankind walks the knife edge of freedom and slavery of a new kind, the feelings of individual men and women may seem trivial, but they are the stuff from which everything important in life is made. Education can no longer afford to relegate them to the laboratory, the consulting room and the ill-informed efforts of school and college advisers.

Having clearly defined its values and objectives, education would be in a position to fight for them. It might then be found that society, perhaps with relief, would defer to a united front of educators who knew their minds and would not compromise—who would not shrink from being called the theorists they should be, the idealists they must become, the authoritarians the present chaos demands.

W h a t is needed most of all is a change in the spirit of democratic culture. That can come only after free men reach a common conviction of what they want from life and translate that conviction into consistent daily values. This cannot be done by the forces of education alone, but they can lead more effectively. How they would do so, by what infinite devices and courageous steps, must rest with them. . . .

They could distinguish between education as an economic initiation and as a growth of the mind and spirit. They could offer more elevating incentives for study than preparation for a job, for teaching than the holding of a job, for scholarship than the pursuit of the esoteric or the dissection of the entrails of the minor past. They could insist that education be regarded not as a commodity but a privilege and the noblest and most difficult of the arts. They could be more stern in repelling from the curriculum and the campus the irrelevancies and the hypocrisies that flourish there, and thus regain an atmosphere of the primacy and dignity of scholarship. On the strength of these demonstrations, they could then appeal to the mature minds in their communities, not for more money but for more moral support against the pressures of immediacy and mediocrity. This would require that all educational administrators have a sense of the meaning and missions of scholarship; that professors have wider social horizons, and that both have courage and endurance.

For a review of "The Age of Conformity," see page 18.

(Continued from page 11)
Dr. Henry Lawrence, Physicist, Dies at 90

Dr. Henry E. Lawrence, ’89, who was head of the University’s Physics Department from 1903 to 1934 and who pioneered in introducing laboratory methods into college physics teaching, died at Strong Memorial Hospital on December 19, 1954, at the age of ninety. He was a member of Alpha Delta Phi fraternity.

A genial personality who liked students and whose students regarded him with respect and affection, Dr. Lawrence served on the Rochester Faculty for forty years, coming in 1894 as an Instructor. His progressive views on teaching physics and the apparatus he designed and built for laboratory work attracted the attention of Dr. Rush Rhees, President of the University of Rochester. When he returned to private practice, he was admitted to the bar in 1894 and practiced law privately until 1921. He served in the corporation counsel’s office from 1921-1936, thereafter corporation’s head of the University’s Physics Department and department head in 1903. Dr. Lawrence’s approach to undergraduate science instruction, changing it from the old “book course” method of lectures and demonstrations to a laboratory course, subsequently was adopted generally. For his pioneering in laboratory work, he was awarded an honorary Doctor of Science degree by Colgate University in 1921.

For several years after his graduation, Dr. Lawrence taught mathematics and science at St. Luke’s School, Philadelphia, and at Cornell University, where he took graduate work, from 1892 to 1894.

When the discovery of Roentgen X-rays was announced in Germany in 1895, Dr. Lawrence was reported to have made a successful X-ray picture of his own hand. His X-ray photographs were said to have been the first in this country outside of New York City.

Since his retirement in 1934, Dr. Lawrence and his wife had made their home in Pultneyville, N. Y., on Lake Ontario, where burial took place on December 22. A native of Sodus, N. Y., he attended Marion public schools and was graduated from the College of Pharmacy in 1883. As a youth he sailed with his uncle on a cargo sloop plying the Great Lakes.

As a student at the University of Rochester, he was elected to Phi Beta Kappa. He was a member of the American Association for the Advancement of Science, the American Physical Society, Sigma Xi, national honorary scientific society, American Institute of Electrical Engineers, and the Rochester Engineering Society.

Besides his wife he is survived by two daughters, Helen L. Ashbery, ’19, of Sodus, and Janet L. Taft, ’25, of Elmira, N. Y., and three grandchildren.
In his new book, "The Age of Conformity," Alan Valentine addresses himself to the task of assessing the effect of popular sovereignty on political and cultural values in our society. The title suggests in part the answer and in any case is all too apt a description of an era in which dissent, especially on public questions, may invite disaster. To some people any disagreement with Senator McCarthy and his ilk is at least presumptive evidence of treachery to the Republic and reason enough in the name of orthodoxy to throw to professional jackals the reputations of public servants and private citizens guilty only of non-conformity with the opinions of the self-appointed. As the author himself observes, our society "has not yet learned to distinguish between socially-valuable non-conformity and dangerous subversion, or how to investigate possible challenges to freedom without endangering freedom."

In the first six chapters Mr. Valentine examines the effect on our political institutions and ideals of increased popular participation in government, noting that the leadership of an aristocracy of talents and virtues envisaged by Jefferson has fallen away, that the American people have made ever greater demands on their government, and that government has become big government, an invitation to corruption and a monument to inefficiency. Although explicit in saying that popular rule does not make mediocrity inevitable, he contends that thus far it has too often and too consistently tended to lower standards and values of political judgment and conduct, to limit the growth of leadership, to weaken the position of minorities, and to invite the tyranny of conformity to the lowest common political denominator. "If the voice of the people," says the author, "is to determine so directly the actions of government, there must be adjustments in its machinery and a clearer understanding of the meaning and responsibilities of democratic citizenship."

This appraisal of democracy as a political system makes for stimulating reading indeed, in a book vigorous in its statements and refreshingly free of platitudes. But his appraisal of democracy as a culture affecting and affected by the political system is even more stimulating. For in the next six chapters the author is engaged in examining the values and quality of our society and the forces which adulterate or refine them. The conclusion that "democracy has not elevated the quality of its culture in pace with its material progress" rests on a series of judgments regarding science, education, religion, work, the creative arts, and technology. He is appreciative of what is positive in these institutions and forces but he does not hang back in saying wherein he thinks they have done democracy a disservice or in denouncing the prevailing emphasis on materialism, opportunism, and uniformity.

The concluding chapter is concerned
with the way in which the trend to conformity can be halted and reversed. Here the author is more inclined to consider what should be done than to say how to do it. The essence of his advice is that democracy must above all be an article of faith, "faith in the human potential."

Mr. Valentine has made an impressive if not, as he readily admits, conclusive case for his thesis that popular sovereignty has caused a decline in cultural and political values. I cannot share his view, however, that the age of conformity threatens us because of the extension of popular sovereignty or that the prime danger is going to come from tyrannical majorities. We are more likely to be endangered by minoritarian government.

The American attitude toward political power among too many people has been and still is too often a compound of apathy and distrust. By default, therefore, and for want of centralized, responsible political parties named by a larger share of the electorate, power rests not with majorities but with individuals and interest groups.

Whatever the case, here is a warning well stated by a man with convictions and the courage to express them. His book deserves reading and heeding. The dangers of conformity are real enough. For when conformity is carried to its logical conclusion the death of freedom is assured. As the late Mr. Justice Jackson once said, "Those who begin coercive elimination of dissent soon find themselves exterminating dissenters. Compulsory unification of opinion achieves only the unanimity of the graveyard."

Carnegie Endowment Trustees
Honor Dr. James T. Shotwell

Coincident with the mailing of the November issue of the Rochester Review featuring a photo of Dr. James T. Shotwell on the cover and an article by him, the noted leader in the cause of peace for fifty years was honored at a dinner in New York City by the trustees of the Carnegie Endowment for International Peace.

Two Varsity Players Make Little All-America List

Two Varsity players were selected on the honorable mention list of the Associated Press Little All-America football team for 1954. They are Tom Gibbons, halfback, of Erie, Pa., and Bruce McPherson, center, of Irondequoit, N. Y. Both are seniors. McPherson was co-captain of the 1954 team.

Both players hold alumni scholarships—Gibbons the War Memorial and McPherson the Casey-Long.

Dick Devereaux, an outstanding halfback, has been elected Rochester captain for 1955. A graduate of Manlius School, Devereaux also holds the Casey-Long Alumni Scholarship.

At the annual Touchdown Dinner, trophies to outstanding players were awarded as follows: Ball-Keating trophy as best lineman, McPherson; Gordon Wallace trophy, Jim Burkley, quarterback, and Gibbons; Phillips trophy as team's most improved player, Bob Nagel.
some free-lance writing and is active in the University Club of Philadelphia.

1908

FRANCOISE KLEIN COURTNEY (Mrs. John), a retired public school teacher in Rochester, died on October 18, 1954. She had taught in a number of Rochester high schools before retiring in 1940. Mrs. Courtney was a member of Phi Beta Kappa, and is survived by her husband, two daughters and two grandchildren. The sympathy of the class is extended to her family.

1909

ESTHER SHERIDAN SMALLOD died in Warsaw, N. Y., on November 5, 1954. A former teacher, Mrs. Smalllood was active for many years in women's clubs and the Red Cross and served as executive director of the Wayne County tuberculosis work. She was a member of Theta Tau Theta Sorority and had served as class fund agent. She is survived by four children and two sisters.

1910

Fifthy-Fifth Class Reunion, June 10, 11, 12, 1955.

MARION TAYLOR BOHACKET and her husband, Herbert, recently returned from a South American tour.

ANNA L. COLOD, social secretary for forty-five years at the Lafayette Presbyterian Church in Brooklyn, was recently honored by church members at a testimonial dinner. The class extends its congratulations for her record of service.

1914

MARJORIE HATCH CREAL (Mrs. Harold L.) died on November 13, 1954. Mrs. Creal formerly taught in Holley, N. Y., and at the time of her death was vice chairman of the Cortland (N. Y.) County Republican Committee and a trustee of the State University Teachers College in Cortland. Her husband was manager of the David Harum Farm in Homer, N. Y., and later purchased the property. He is director of the New York State Fair. Mrs. Creal was formerly chairman of the board of directors of the Home for Aged Women in Cortland.

ETHEL A. SHIELDS was elected class president at an October meeting.

1915

Fortieth Class Reunion, June 10, 11, 12, 1955.

1917

The annual fall meeting of the class was held at the home of RUTH MCKIE CROSS in Rochester. The dinner was in honor of ISABELLE DEVAUX YOST and her family live in Phoenix, Ariz.

ESTHER TELLER SWAMER is living in Wilming­ton, Del., where her husband is a research chemist with du Pont.

1920

Thirty-Fifth Class Reunion, June 10, 11, 12, 1955.

1922

KATHERINE ANDERSON STEELSKY is assistant editor of a scientific journal published in Cambridge, Mass.

MAUREEN MARGUE is head of the citizenship education department in the Lawrence (L. I.) High School.

DELORA HOPKINS ENGERT left recently for an extended trip to Japan.

DORIS GILLETT ANTHONY spent a recent vacation in California where she visited ROBERTA JENNINGS WINSLOW.

GEORGIANA BERGH LONG and her husband are planning a trip to South America this winter.

A class luncheon was held at Howard John­son's Restaurant in Rochester on November 20. Fourteen members were present. Following the luncheon, the class met at the home of SABRA TWITCHELL HARRIS.

1925

Thirtieth Class Reunion, June 10, 11, 12, 1955.

1927

The National Safety Council has awarded a certificate of merit in the 1954 Carol Lane Awards for Traffic Safety, to LUCILE MILLER VAN DELINDER. She recently completed a three-year term as safety chairman of the New York State Congress of Parents and Teachers. The award was presented for her work in promoting safety in New York State through education and legislation. Mrs. Van Delinder aided the Rochester Safety Council in promoting a city ordinance last winter and initiated an educational program in child traffic safety that reached 1,600 PTA units throughout the state.

MILDRED GLEICHAUF GORDON is living in New Rochelle, N. Y., where she is active in the Red Cross and Visiting Nurse Association.

1928

A surprise presentation of a citation was awarded to GRACE J. TANNER at the Friendship Dinner of the Rochester Business and Professional Women's Club on October 16. The award is given to a Rochester member of the club who has performed outstanding service in her chosen field. Miss Tanner, who retired in June from her teaching position at John Marshall High School, is legislation chairman of the organization.

1930

Twentieth Class reunion, June 10, 11, 12, 1955.

1933

RUTH HERTZBERG HAMBURG (Mrs. Morris) died on September 9, 1954, in Hemptead, L. I. A native of Rochester, she formerly was employed by the Monroe County Department of Social Welfare. She left Rochester fourteen years ago to reside with her husband, Morris, 33, 35G, in New York.

1934


FRANCES CLARK BEARD returned from Aus­tralia last March where her husband had been doing research work under the Fulbright pro­gram.

1935

Twentieth Class Reunion, June 10, 11, 12, 1955.

CORA HOCHSTEIN FELD, her husband, Nich­olas, and their three and one-half year old daughter arrived in Singapore last August where Feld was transferred following three years in the Department of State, Washington, D. C.

1936

A class meeting was held on October 7 at the home of MARY SADDEN LANKES.

1939

Sixteen members of the class attended a party on October 11 at the home of BEATRICE BROWN HAGGAS. A son was born to Lewis and ONNOLEE FOSTER in March. It is their third child and first son.

VIRGINIA KELSEY REDDY and her husband, Dermot, are residing in Charlotte, N. C., where he is a project engineer for the Celanese Corporation of America. A third child, Stephen, was born on April 13.

1940

Fifteenth Class Reunion, June 10, 11, 12, 1955.

DOROTHY SCHROEBER YOUNG, her husband, Luther, and their four children live in Ambler, Pa., where Mrs. Young writes part-time for the local Gazette.

ISABELLE DEVAVX YOST and her family live in Phoenix, Ariz.

JANE HUEWS WEBER lives in Cincinnati with her husband, Arthur, and their two daughters.

VIRGINIA IRWIN VOLZ recently returned to her YWCA work in Bangkok, Thailand, following a vacation trip to Indonesia.

ESTHER TELLER SWAMER is living in Wilming­ton, Del., where her husband is a research chemist with du Pont.

VIRGINIA RIEGEL STANTON serves as state treasurer of the South Carolina Federation of Women's Clubs. Her home is in Tuscaloosa, S. C.

JANE GAMBLE STABLER is living in Gran­ville, Ohio, with her husband, Arthur, and their two children. Stabler teaches languages at the University of Virginia.

MARGERY SANDERS KEHOE serves as district chairman of the Schenectady (N. Y.) Girl Scouts.

LINA BATEMAN is teaching in Newburgh, N. Y.

1942

The sympathy of the class is extended to MARION LORI SWIEKOS and VIRGINIA CAR­DENAL GIAMBRONE who lost their fathers re­cently.

BIRTHS:


A twin son and daughter on June 25 to DOROTHY and JANE HISTED OUGHTON of Ann Arbor, Mich. They also have an older son and daughter.

A fourth child and second daughter, De­borah, in September to Craig and BARBARA SCHULZT ALLEN of Westport, Conn.
**1944**
A son was born to Fred and Anita Manfield Little of Dallas, Texas.

**1945**
Teneth Class Reunion, June 10, 11, 12, 1955. A third child and first daughter, Jeanette, was born on November 5 to Alard and Patricia Closer Hanover.

A son, Philip, was born last February to Robert and Phyllis Tuttle Kelley. They have two older sons, aged two and five.

**1946**
The first class function of the fall was a bridge luncheon held at the Monroe Club in Rochester.

Jane Barhite has a new position with the Rochester Board of Education as home and school counselor. A daughter, Susan, was born in October to Armand and Jean Hoffeffer Marshall.

Margaret Mattison is with the St. Christopher's Hospital for Children in Philadelphia as a play-program director. She is a member of the Gilbert and Sullivan players in Philadelphia. For two years she served with the American Red Cross in Germany.

Margery Kerbelis Baslin and her family are living in Amsterdam, N. Y. She has three children.

Robert and Betts Lu Widmer Adams are living in Painted Post, N. Y., with their two children, Nancy, seven, and Bobbie, four.

**1948**
A son, James, was born on September 19 to David and Eleanor Vock Aulin of Camillus, N. Y.

A fourth daughter, Mary Virginia, was born recently to Eleanor Neubert Woodstock and her husband. Their home is in Syosset, L. I.

Helena M. Parry and Robert E. Heath, '30, were married on November 6 in Elmira, N. Y. They are making their home in Holley, N. Y., following a trip to Florida.

**1949**
Susanne Behrendt and Astiai Eson were married in Rochester on May 21. Eson is a graduate of the University of Brussels, the Belgian School of Dentistry and the St. Louis University Dental School. Their home is now in Rochester.

Upon completion of her traveling fellowship in England and France granted by the Rockefeller Foundation for post-doctoral research, in England and France, Dr. Helen Anne Rivlin's new address is 116 Seminole Way, Rochester.

**1950**
Fifth Class Reunion, June 10, 11, 12, 1955. Margaret Ann Roff and John L. Sheany were married in Loudonville, N. Y., on October 31.

BIRTHS:
- A second son, Eric, on September 6 to Joshua and Mona Sosie Schonhaut.
- A second son, William, on October 22 to Howard and Sara Williams Warner.
- A second son, Allen, on November 20 to Donald and Carol Ernst Hopkins.
- A daughter, Jennifer, on August 24 to Norman and Anne Stottler Grover.

**1951**
Michaelene Insalaco and H. Herbert Bensman, '53, were married in November in Rochester.

A son, Stephen, was born last May 12 to Edward and Mary Ann Link Carney of Webster, N. Y.

**1952**
Mary Henry is working for Harvard University's personnel office and lives with five girls in a "decadent mansion on Beacon Hill" in Boston.

Gina Trovato is working in the export department at Bausch and Lomb in Rochester.

Katherine Maybrick is vocal music supervisor on Kent Island in the Chesapeake Bay and lives in Chester, Md.

Dorothy Ray is doing graduate work in personnel and guidance at Indiana University.

Gloria Kroemer is doing social work in Denver.

WEDDINGS:
- Arlene Collett and Charles Sullivan on May 12.
- Nancy Janice and Richard Singley on June 12.
- Janet Dapson and Thomas Hall last March. Their home is in Brunswick, N. Y.

BIRTHS:
- A daughter, Pamela, in September to Elbridge and Marcia Butts Cole of Drexel Hill, Pa.
- A son, Karl, on April 16 to Stuart and Patricia Mallory Van Vart of Rochester.
- A second child, Lynn, on May 24 to Kenneth and Doris DeLong Morgan of East Paterson, N. J.

A son, Douglas, to Donald and Jane Torr Bussell of Madrid, N. Y.

A son, Joseph, on July 7, to Robert and Mary Jean Tillett Spaulding of Buffalo.

**1954**
Joan Frances Frostell and Philip Schuyler, Jr., were married on September 25 in Cobleskill, N. Y.

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**Eastman School**

**1930**
Gordon J. Kenney is a member of the music faculty at the University of Kentucky.

**1932**
Ralph R. Young, Jr., died on March 30, 1954. At the time of his death, he was an undergraduate for the Prudential Insurance Company of America and organist and choir director of the First Church, Unitarian, Jamaica Plain, Mass. He is survived by his wife, William, and three children.

**1933**
Dr. Gerald Keanan, music instructor at West Chester (Pa.) State Teachers College for the fifteen years, was recently appointed executive director of the Music School at Duquesne University in Pittsburgh.

**1936**
Janina Gorecka Robinson, violinist, was guest artist on November 6 in the scalarama concert of the season given by the Ridgwood (N. J.) Symphony Orchestra. Edward Prudore is associate professor and orchestra director at the University of Florida.

**1940**
Inga Borgstrom Morgan is a member of the faculty of the School of Music at the University of North Carolina.

Harriet Conant Dearden is organist and choir director of the Hackensack (N. J.) Unitarian Church and is an associate of the American Guild of Organists.

**1941**
A. Clyde Roller has served since 1948 as conductor of the Amarillo (Tex.) Symphony Orchestra. Previously he had been supervisor of music in the public schools in Birmingham, Ala., and was a member of the faculty at Southern Methodist University.

Vivian Van Zander and John H. Wallace were married in Rochester on November 20.

**1942**
Rayburn B. Wright and Doris Benoit were married in New York City on October 2. Wright is a former member of the U. S. Army Band and the dance orchestras of Tony Pastor and Tex Beneke. His work as a composer and arranger is now heard regularly at the Radio City Music Hall in New York.

**1947**
Barbara Hanchette Conant is organist at the First Congregational church, South Hadley Center, Mass. Mrs. Conant is a former director of music at the Bement School in Deerfield, Mass., and organist and choir director of the Old Brick Church, also in Deerfield.

**1949**
Edward J. Jantsch is a music instructor in the Glowersville (N. Y.) public schools. Joanna Gill Markis is harpist with the Fort Collins (Colo.) Civic Symphony. She formerly taught at the National Music Camp at Interlochen, Mich., and at the University of Illinois.

**1951**
Wayne Raper is in his initial season with the Kansas City Philharmonic Orchestra. He formerly was with the Marine Band and Orchestra and the Indianapolis Symphony.
**Graduate School**

**1927**
The 1954 Science Award of the American Pharmaceutical Manufacturers Association was presented recently to Dr. Vincent Du Vigneaud. He has been professor and head of biochemistry at the Coepland Medical School in New York since 1953 and recently was a close runner-up for the Nobel Prize in medicine for his successful synthesis of the pituitary hormone oxytocin.

**1938**
John B. Crowder since 1951 has been dean of the College of Fine Arts and director of the school of music at the University of Arizona. From 1929-1931 he was professor of music at Montana State University and had been dean of music there since 1939. In 1952-1953, Dean Crowder was president of the Music Teachers National Association and is past vice president of the National Association of Schools of Music, Region Number One.

**1929**
Dr. H. Owen Reed has been a member of the Michigan State College music department since 1939.

**1940**
Charles M. Fisher, former professor of voice at the University of Redlands in California, recently opened a voice studio in Westfield (N.J.).

**1942**
Dr. Frederick Stone has been appointed assistant for professional services for the Schools of the Health Professions of the University of Pittsburgh. Since 1948, Dr. Stone has served as a commissioned officer with the U. S. Public Health Service, National Institutes of Health at Bethesda, Md. For the past three years, he has been chief of extramural programs of the National Institute of Neurological Diseases and Blindness.

**1946**
J. Robert King is director of instrumental music at the University of Delaware and conductor of the university's symphonic band. He previously taught and conducted at Debra University School of Music, New York.

**1950**
Robert C. Kelley was recently promoted to purchasing agent at Wollensak Optical Company in Rochester.

**1954**
Dr. Charles P. Vallis has an office in Lynn, Mass., for the practice of plastic surgery, and is serving on several hospital staffs in the area. Following completion of his internship at Strong Memorial Hospital in 1946, Dr. Vallis served with the Navy for twenty-one months. He then returned to Rochester for a six-month fellowship in pathology and a two-year residency in general surgery. For two years he was on the staff of the Tulane University, New Orleans.

**1946**
Dr. John D. Leidholt was recently appointed assistant in orthopedic surgery at the Harvard Medical School.

**1948**
Capt. James F. Morris has been assigned to the Medical Laboratories at the Army Chemical Center, Maryland. He had previously been stationed at Fort Sam Houston, Tex., and was a physician at the Fort Douglas Veterans Hospital, Salt Lake City, prior to entering service in the fall of 1954.

**1952**
Dr. Robert E. Birk has been named assistant chief resident at the Henry Ford Hospital, Detroit.

**Nursing School**

**1940**
The sympathy of the class is extended to Esther Tuthill Cady, whose husband, Guy, died on October 16, 1954.

**1947**
Elizabeth L. Beswick and Charles L. Rice were married in Rochester on October 30.

**1948**
Catherine Bentley Browning and her family left Guam on July 9 upon her husband's release from the Navy and they are now in Iran where Browning is associated with the U. S. Public Health Service. En route to Iran they stopped in Paris and Rome. Mrs. Browning's family as well as her husband's family is located in Iran. The Brownings' third child and second son, David, was born last April 23.

**1950**
Walter and Shirley Kelly Greggs are living in Hawaii.

**1954**
Joan Bell is teaching student nurses at Albany Medical College.

**Medical School**

**1929**
The Italian government awarded its Star of Solidarity Medal on December 4 to Dr. Pasquale F. Mettilla. The medal was presented by Baron Carlo de Ferrariis Salzano, Italy's minister plenipotentiary and consul general in New York City. The award is made to a person who has contributed to Italy as well as his own country.

**1930**
Dr. Joseph Victor died in July, 1954, in Frederick, Md. Dr. Victor received a B.S. degree from C.C.N.Y. in 1926 and was a member of the pathology department at Columbia University from 1930-1947. He served as an assistant professor in the department from 1939-1947. At the time of his death, Dr. Victor was chief of the Pathology Branch, Camp Detrick, Frederick.

**1945**
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**1952**
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**University School**

**1950**
Robert C. Kelley was recently promoted to purchasing agent at Wollensak Optical Company in Rochester.

**1951**
Pvt. Robert H. Paine has been assigned to the Medical Laboratories at the Army Chemical Center, Maryland.

**1952**
George F. Parcells and Phyllis Burgess, both nurses, were married on October 9 in Rochester.

**1953**
Jeanette A. Klute, a research photographer with the Eastman Kodak Company, recently had fifty of her color plates of deep-wood subjects published by Little Brown and Company in a volume entitled "Woodland Portraits."
The arts were given quite a whirl on the River Campus during the pre-Christmas period in a spate of musical and theatrical productions ranging from the classics to jazz. First was the Stagers' lively presentation of Aristophanes' farce-comedy "Lysistrata" (right). Next, Eastman School students turned from long hair to crew cut in a talent-studded jazz concert in Strong Auditorium that provided a brilliant display of versatility and virtuosity, to raise funds for the American Heart Committee (lower right). The combined Men's and Women's Glee Clubs, in their first performance under Dr. Ward Woodbury, gave a Christmas concert on December 5 that was one of the great treats of the season (top). Todd Union was transformed into a medieval banquet hall for the annual colorful Boar's Head Feast, a musical and gustatory delight.
Gasping with surprise and delight, Todne Lohndahl, '58, candidate for Sweetheart of Sigma Chi, is overwhelmed as she discovers white rose betokening her selection as 1955 queen-elect of University of Rochester chapter.