THE COLLEGE TEACHER: 1959
Raymond Thompson Retires

The retirement of Raymond L. Thompson, UR senior vice-president and treasurer, on June 30, will bring to a close a 32-year career of service to the University. Mr. Thompson joined the staff in 1927 as assistant treasurer and was named treasurer in 1930 when Raymond N. Ball left that position to become president of the Lincoln Rochester Trust Company. Promoted to vice-president and treasurer of the University in 1948, Mr. Thompson became senior vice-president and treasurer in 1954. A UR graduate, Class of ‘17, he was vice-president and production manager of the Atlantic Stamping Company before joining the University staff, and served in World War I as a captain.

A trustee of the University, Mr. Thompson will remain in that post and will also continue as a director of Lincoln Rochester Trust Company, Rochester Gas & Electric Corporation, Rochester Institute of Technology, Rochester Chamber of Commerce, and Genesee Hospital. He is also a member of the board of managers of the Eastman School and the Memorial Art Gallery, and is an advisory member of the Board of the Rochester Hospital Service Corp.

In expressing his appreciation of Mr. Thompson’s many services to the University, President C. W. de Kiewiet recently noted that “more than any other man, he had knowledge of what was going on in the University; he has a wise head and a discreet way of using it.”

During Mr. Thompson’s term of office the University’s endowment has grown from $15,364,262 in 1927 to $70,970,420 in 1957-58, while the value of the physical plant has increased from $17,300,000 in 1927 to its current $21,000,000. In his more than three decades here he has seen the annual cost of running the University rise from $2,000,000 to more than $22,000,000, with the UR payroll growing from a few hundred persons to 3,600 employees, including faculty. His career has spanned the administrations of three UR presidents—Dr. Rush Rhees until 1935, Dr. Alan Valentine from 1935-1950, and Dr. de Kiewiet from 1951 to the present—during which the University has grown from 1,275 full-time students to today’s 3,600.

Commencement: 1959

A traditional highlight of Commencement Week activities, the awarding of honorary degrees and of special University citations brings twelve names into the campus limelight this June. Among the recipients of honorary degrees is John Cowles, publisher of the Minneapolis Star and Tribune, and speaker at the 109th annual Commencement exercises June 7.

Cowles, who receives the degree, Doctor of Laws, is chairman of the board of the Des Moines Register and Tribune Company, and is a trustee of The Ford Foundation, Gardner Cowles Foundation, Eisenhower Exchange Fellowships, Inc., American Assembly, and The Minneapolis Foundation. A prominent internationalist, he served as special assistant to Lend-Lease Administrator Edward R. Stettinius, Jr. in 1943 and received a Presidential Certificate of Merit for his services in that post.

Other recipients of honorary degrees are Rabbi Philip S. Bernstein of Rochester’s Temple B’rith Kodesh, nationally prominent religious leader, who receives a Doctor of Divinity degree; Dr. Archibald V. Hill of University College, London, Nobel Prize-winning physiologist, Doctor of Science; Dr. Albert Hurtado, dean of the Faculty of Medicine, National University of San Marcos, Lima, Peru, Doctor of Science; and Dr. Joseph E. Maddy, president and founder of the National Music Camp, Interlochen, Mich., Doctor of Music.

Religious leader of Temple B’rith Kodesh since 1926, Rabbi Bernstein is a former president of the Central Conference of American Rabbis, former vice-president of the American Jewish Congress, and member of the Western Hemisphere Executive of the World Jewish Congress. In 1946 and 1947 he served as Adviser on Jewish Affairs to the United States Army Commanders in Europe. A past president of the Rochester City Club and the Rochester City Planning and Housing Council, he was named “Man of the Year” by the Rochester Rotary Club in 1958.

Dr. Hill was awarded the Nobel Prize for physiology and medicine in 1922 in recognition of his research on the physiology of muscle contraction. President of the British Association for the Advancement of Science in 1952, he has, according to Dr. Wallace O. Fenn, retiring chairman of the UR Department of Physiology, “probably contributed more to the knowledge of muscle physiology than any other scientist.”

Dr. Hurtado, an authority on the influence of high altitudes on the human body, is research director of the Institute of Andean Biology. From 1931-1935 he was a Rockefeller Fellow and assistant in the Department of Medicine.
at the UR Medical School. In 1947 he was appointed Peru's Minister of Public Health, and in 1953 was vice-president of the first world conference on medical education in London.

Dr. Maddy, who served as supervisor of instrumental music in the Rochester public schools from 1918-1920, founded the National Music Camp at Interlochen in 1928, and has been president and musical director of the world-famous camp since that time. A former president of the Music Educators National Conference, he recently was awarded the American Education Award of the Associated Exhibitors of the National Education Association for his contributions to the field of education.

Receiving citations for their achievements and for loyalty and service to the University and to the alumni organization are Monica Mason McConville, '35, of Rochester and Dr. Thomas Gorton, '32E, '35 and '47GE of Lawrence, Kan., dean of the University of Kansas School of Fine Arts.

Citations to Faculty

Mrs. McConville, wife of Donald E. McConville, '35, and the mother of four children, has served the University as Alumni Elected Trustee from 1955-58 and previously was a member of the board of directors and president of the Alumnae Association. Prominent in civic affairs, she is a former vice-president of the School of the Holy Childhood for retarded children and has been active in the Rochester Council of the Girl Scouts of America, the Rochester Association for the United Nations, the Junior League of Rochester, and the Civic Music Association.

Dr. Gorton is currently president of the National Association of Schools of Music, president of the Kansas Music Teachers Association, and member of the executive committee of the Music Teachers National Association. Before assuming his present post at the University of Kansas, he was director of the Ohio University School of Music. He has been conductor of the University of Kansas Little Symphony and of the university's opera productions since 1956. Two years ago he represented the UR at the inauguration of the president of Baker University.

Citations to Alumni

This year five UR faculty members were chosen to receive alumni citations in recognition of "outstanding contributions to student life beyond the call of duty." They are Charles F. Cole, '25; director of the Office of Public Information; Dr. Ruth A. Merrill, dean of women and acting dean of students; Bernard Rogers, teacher of composition and orchestration at the Eastman School; Dr. Wilbur K. Smith, associate professor of anatomy and pediatrics (neurology) at the Medical School; and Miss Helen Vickery, instructor in the Department of Nursing.

Cole, a former staff member of the Rochester Democrat and Chronicle and Rochester Times-Union, has held his present post at the University since 1943. He is the composer of the music of several UR songs, notably, "The Dandelion Yellow," written in collaboration with classmate Dr. Richard L. Greene. From 1946 to 1959 he was editor of the "Rochester Review."

As director of Cutler Union in 1953, Miss Merrill was the first and only woman director of a student union. In 1954 she became dean of women on the River Campus, and in 1958, was appointed acting dean of students.

A member of the Eastman School Faculty for thirty years, Rogers has won numerous prizes for his compositions. A teacher of generations of Eastman's distinguished composers, he has many published works and recordings to his credit.

Dr. Smith joined the UR faculty in 1950 and—except for a period of training at the National Hospital for Nervous Diseases in London—has served the Medical School for more than a quarter of a century.

Coming to the University in 1950 as an instructor in chemistry and materia medica, Miss Vickery taught here for 24 years. She then moved to California, returning to Rochester and the Medical Center a year later.

At the Medical School...

T he last of the original department heads of the School of Medicine and Dentistry, Dr. Wallace O. Fenn, will retire as chairman of the Department of Physiology June 3. He will continue as Professor of Physiology and Associate Dean for Graduate Studies at the Medical School.

Named to succeed him is Dr. William D. Lotspeich, chairman of the physiology department at the University of Cincinnati College of Medicine since 1951.

A member of the Medical School faculty since 1924, Dr. Fenn is known by his colleagues as one of the great physiologists of this century, and probably the greatest in that he has trained more outstanding physiologists than any other man of his time.

Last fall, when Dr. Fenn was awarded the Gold Medal of the Medical Alumni Association in recognition of his inspiring teaching and devotion to the medical students, Dr. Einar Lie said of him:

"The span of Dr. Fenn's interests and his scientific accomplishments are well known, but the true greatness of this humble man is known to relatively few people. It has been my privilege to be one of those who have come close enough to know the selfless, loyal spirit behind this sharp mind, always busy, always working for the good of this school and all its members. He has to give his all, he feels, and this he does in a quiet, unassuming way, utterly unaware of the great debt this school and all of us owe him."

LEE D. ALDERMAN, '47—Editor CHARLES F. COLE, '25—Consulting Editor MARJORIE TROSCH, '43—Classnotes Editor
A distinguished teacher and researcher of international eminence, Dr. Fenn has published scores of reports on his investigations in professional journals in three major fields: muscle mechanics, and metabolism; electrolyte physiology, and the chemistry and mechanics of pulmonary ventilation. His recent activities have been concentrated in the field of pulmonary gas exchange.

Equally notable has been his service to the nation in many important capacities, most recently as a member of a four-man committee to propose a U. S. program for the international control of space exploration.

Dr. Lotspeich, who is also currently Joseph Eichberg Professor of Physiology at the Cincinnati medical college, will assume his new duties July 1. A graduate of Cornell University in 1941, he received his M.D. degree at the University of Cincinnati in 1944 and served his internship the following year at New York Hospital-Cornell Medical Center.

After serving as instructor and assistant professor of physiology at Syracuse University College of Medicine from 1947-49, Dr. Lotspeich spent the next two years as a research fellow in biochemistry at Oxford University, England, where he worked on tissue metabolism with Sir Rudolph Peters. He went to Cincinnati as chairman of the physiology department in 1951 at the age of 31.

His research interests include renal physiology and cell physiology, endocrine regulation of amino acid metabolism, and biological transport and its relation to cellular metabolism. His work has been presented in a wide range of publications.

MacLeod California Bound

Clifton T. MacLeod, since 1956 administrative assistant in the Department of Physics and Astronomy, has been appointed dean of men—a newly created post—at Claremont Men’s College, Claremont, California. Joining the UR staff as instructor in physical education in 1949, MacLeod was appointed director of Todd Union in 1953, and was named director of student activities in 1955. He is a graduate of Boston University.

Haloid Professor Named

Dr. Alexander Eckstein, a lecturer at Harvard University since 1956 in the fields of comparative economic systems and economic development, has been appointed Haloid Xerox Professor at the University.

A native of Novisad, Yugoslavia, where he completed his work in the Gymnasium, Dr. Eckstein received his bachelor’s, master’s and Ph.D. degrees from the University of California. He joined the Harvard University Russian Research Center staff in 1953, following service with the United Nations as consultant to the Economic Commission for Europe, and as economist with its Food and Agricultural Organization. Dr. Eckstein was also for two years international trade and development economist with the Department of State’s Division of Research for the Far East.

Dr. Eckstein will succeed Dr. Warren S. Hansberger, first appointee to the Haloid Professorship in 1954. Dr. Hansberger, currently on leave from the University, is engaged in writing a book on Japan’s economic relations with this country.

More Grants for Research

Among the grants received by the University in the last few months is an award of $19,920 from the National Science Foundation in support of an experimental program to be conducted at the University this summer designed to provide research experience for teachers in secondary schools, junior colleges, and small colleges which have limited research facilities.

Under the program, 20 teachers will be selected to participate in scientific research in the University laboratories under experienced investigators in the fields of astronomy, biology, chemistry, physics, and psychology, in the expectation that the research experience will contribute materially to their future teaching.

This will be the third program to be sponsored by the National Science Foundation for the UR 1959 Summer Session. The others are summer institutes for high school mathematics teachers and elementary school science teachers.

Another N. S. F. grant, of $35,000, will be used for support of basic research in the field of mechanism in chemistry—the study of the manner in which reactions occur, and the individual steps and sequence in which organic chemical reactions take place. The UR research project, on the mechanisms of elimination reactions, will be under the direction of Dr. William H. Sanders, Jr., Assistant Professor of Chemistry.

Among U. S. Public Health Service grants received since January is an award of $28,736 for a cooperative study of prostatic cancer chemotherapy directed by Dr. Donald F. McDonald, professor of urological surgery and Chairman of the Division of Urology; $10,927 for research on the role of red cell and platelet lipids in coagulation by Dr. Stanley B. Troup, Senior Instructor in Medicine; and $19,485 for investigation by Dr. Erwin Roy John, Associate Professor of Psychology, on the role of brain electrolytes in drug action.

Other U. S. P. H. S. grants include $11,223 for investigation of the lipides of the heart muscle by Dr. Elmer H. Stotz, Professor of Biochemistry and Chairman of the Department, and Dr. Guido V. Marinetti, Assistant Professor of Biochemistry; $2,725 to Dr. Shinya Inoue, Associate Professor of Biology, for study of the submicroscopic structure of living cells; $2,127 to Dr. John H. Gardnew, Assistant in Medicine, for research on familial amyotrophic lateral sclerosis, and $2,300 to Dr. Martin Morrison, Assistant Professor of Biochemistry, for study of Lactoperoxidase as a growth inhibitor for streptococci.

Tuition Increased

Steadily increasing costs of providing higher education has made it necessary to increase tuition in the River Campus schools and colleges of The University. Beginning in September, the amount will be raised $150 a year, making the tuition $1,150. A pro-rata raise in fees for the Evening Session will also go into effect.

The increases were authorized by the Executive Committee of the Board of Trustees as a step towards correcting the imbalance between operating expenses which have increased 78% in five years, and income which has had a gain of only 23% in the same period.
"A teacher affects eternity; he can never tell where his influence stops." — HENRY ADAMS
This issue of *Rochester Review* is dedicated to "The College Teacher: 1959"—
to the man, his principles, and his problems. It is concerned as well with
the proposition that each alumnus
and alumna has a responsibility to help
assure that the College Teacher of 1969,
of 1979, and beyond is an individual
marked for his intellect, for his desire to
extend the boundaries of knowledge,
and, most important, for his capacity to
teach and to inspire others to learn.

Here at The University of Rochester our
tradition has been ennobled by the
presence of distinguished teachers who
have had significant impact on their
students. We have asked a handful of
alumni to jot down the names of
their favorite teachers . . . but each
alumnus will have his own roster of teachers
whose contribution to his professional
or personal life has been vivid and lasting.
We hope you will remember them as
you read "The College Teacher: 1959."

The special articles that follow have
been prepared by a board of leading alumni-
publication editors for use by alumni
magazines generally and will reach
more than two million readers. There is
much to commend them to the attention of
the nearly 25,000 men and women who
have experienced a Rochester education, for
there is no college or university in this
country that does not face the problem of
attracting and holding able teachers. For
some institutions the situation is more
serious than for others, but certainly none
can be complacent.

We trust that you will find in
these pages an indication of the role that
college-educated men and women can
and must play—as alumni, as parents, and
as citizens—in meeting the needs of
higher education now and in the future.

"Dr. Arthur May is the
man who after 30 years has
left the deepest impression
on me. Dr. May afforded me
in college, classes of sheer
enjoyment. He gave us in-
formation—concise, factual
and logical.

As I sat in class, I watched
the working of a brilliant
mind. Dr. May's complete
understanding of the sub-
jects and his presentation of
them made me realize the
intrigue of government, the
power of government, the
tremendous effect on the
people of the countries.

What does freedom mean?
What is the responsibility of
a citizen enjoying this free-
dom? As he traced the story
of oppression and 'dictators,'
it made me realize that it
is a citizen's responsibility to
actively, intelligently and
unselfishly participate in his
government—to have the
courage to speak out for
what he believes.

Dr. May has contributed
to the University, to the
community, and to the un-
derstanding of history of the
past, which is so necessary
to understand the present."

*Mrs. Helen Power, '27

"It would be impossible
to single out any one of my
teachers . . . for the simple
reason that several of them
had a profound influence.
I recall, for example, Dr.
John R. Slater, professor of
English, who knew more
about more subjects than
any man I ever encoun-
tered. His intellect was an
inspiration and a challenge.

Dr. Frederick A. Hoeing,
Dean, and professor of Lat-
in, offered counsel and
friendship that went far be-
yond the classroom. I shall
always remember him with
affection.

Dr. Ryland Kendrick,
professor of Greek, had a
wonderful dry sense of humor
—and a happy faculty of
giving high marks, which
boosted my scholastic aver-
age considerably.

Dr. Arthur Gale, profes-
sor of mathematics, offered
friendship that went far be-
yond college days; he was
a great friend and sup-
porter up to and including
my entry into political life.

And then there was Dr.
Rush Rhees, president of
the University, under whom
I took a Bible course.

I look back on these men
as intellectual giants and,
even more important, as
architects of charac-
ter. Many others had a very
definite impact; but these
are some of the men who
come immediately to mind."

*Senator Kenneth B. Keating, '19
The two professors I best remember are Dr. Glyndon VanDeusen and Dr. Richard L. Greene. Both had the rare talent for communicating intellectual excitement. Both cared deeply about their subjects — history and English literature. Looking back upon my college years, I think the single most valuable course I took was Dr. Van Deusen's "The History of European Thought." It laid the foundation for a great deal of the reading and study I have pursued in recent years.

—Harriet Van Horn, '40, Television Editor, N. Y. World-Telegram and Sun

"In the years 1946 and 1947, competition among young composers was very noticeable and their need for recognition was strongly felt. In one composition class at the Eastman School of Music, a fellow student asked the professor, 'For whom should we write? Should we write to suit ourselves and not worry about how the music falls on the listener's ear, or should we write in a manner which would be readily communicable to an audience?'

The professor lit his pipe slowly, then said, 'A composer should not sit down believing that he is beyond question. He should think of his music as an offering, an offering to God, to a person, or to a large group of people. Composition is not showing how skillful, how radical, or how controversial one can be. This may, however, come after he has made this sincere musical offering.'

Then he said, 'The most beautiful thing about listening to a great musical expression is that you realize that it was conceived by a mortal man who had for a short time spoken with the utterance of an angel.'

Ever since then, when I commence work on a new composition, I remember this class and my teacher, Dr. Howard Hanson.'"
"I had the benefit of a variety of really distinguished scholars and teachers while I was a student at Rochester—Professors Vanderwalle, Slater, King, Curtiss, Gergen, DuBridge, Pigors—all of whom I admired and respected; but on brooding on it, I suspect that the greatest single influence was Dr. Frederick Seitz, then instructor of physics, now chairman of the department of physics at the University of Illinois.

When I took theoretical physics from Dr. Seitz, I was one of a hardy little cluster of four undergraduates and five graduate students and he was a very high-powered young man fresh from a postdoctoral research appointment. He set very high standards of performance for us, and made it clear that it was our responsibility whether or not we met these standards.

When I left that class I was beginning to be capable of working on my own in physics and so were the rest of the survivors.”

Joseph B. Platt, ’37
President—Harvey Mudd College

"It was my great privilege to have as a teacher at the University of Rochester, Dr. John Rothwell Slater, one of the truly great men of academic life in this country. I never entered Dr. Slater’s classroom without the feeling that I was extremely lucky at a young age to be exposed to a human being of his character, scholarship, sensitivity and with a gift for articulation that I have admired all my life. It is a sad commentary on textbook publishing that Dr. Slater’s priceless FRESHMAN RHETORIC is out of print. I still cherish my copy, and frequently show it to young people who could benefit by reading its pages.

I consider Dr. Slater one of the titans of American education, and Rochester has benefitted more than anybody can possibly appreciate by his incalculable contribution to building socially useful people.”

Jack Cominsky, ’20
Publisher—
Saturday Review

"Looking back to my days as a young college student and student nurse, I would not believe it possible that some day I would be writing that the instructor who had most influenced my professional life was Wenona Abbott.

A strict disciplinarian, intolerant of anything but the highest of standards in the practice of nursing arts, she did not believe in 'spoon feeding' or rote learning. 'Think it through' was the command when a problem became overwhelming. However, beneath the stern, militant exterior many of us found a warm friend, a willing listener and a wise counselor.

It was she who guided me in my first teaching experience and personally encouraged me to continue my studies for a degree in nursing education.”

Mrs. Jane Ladd Gilman, ’41, ’42N

"I think of three, rather than one, to whom I would give an ‘A’ for undergraduate impact:

Arthur Sullivan Gale, for unfailing courtesy, geniality, perplexing perspicuity concerning extra-curricular antics, and great depth of understanding;

John Rothwell Slater, for peerless lucidity and accuracy in the written and spoken word, which aroused a respect and admiration for both which has yet to lag;

Dexter Perkins, for captivating historical interpretation and enlightenment, spiced with enchanting entertainment.”

Clarence J. Henry, ’25
County Judge
"If I were sitting here and the whole outside world were indifferent to what I was doing, I would still want to be doing just what I am."
I'VE ALWAYS FOUND IT SOMEWHAT HARD TO SAY JUST WHY I CHOSE TO BE A PROFESSOR.

There are many reasons, not all of them tangible things which can be pulled out and explained. I still hear people say, "Those who can, do; those who can't, teach." But there are many teachers who can. They are teachers because they have more than the usual desire to communicate. They are excited enough about something to want to tell others, have others love it as they love it, tell people the how of something, and the why.

I like to see students who will carry the intellectual spark into the world beyond my time. And I like to think that maybe I have something to do with this.

THERE IS A CERTAIN FREEDOM IN THIS JOB, TOO.

A professor doesn't punch a time clock. He is allowed the responsibility of planning his own time and activities. This freedom of movement provides something very valuable—time to think and consider. I've always had the freedom to teach what I believe to be true. I have never been interfered with in what I wanted to say—either in the small college or in the large university. I know there have been and are infringements on academic freedom. But they've never happened to me.
I LIKE YOUNG PEOPLE.
I REGARD MYSELF AS YOUNG.

I'm still eager about many of the things I was eager about as a young man. It is gratifying to see bright young men and women excited and enthusiastic about scholarship. There are times when I feel that I'm only an old worn boulder in the never-ending stream of students. There are times when I want to flee, when I look ahead to a quieter life of contemplation, of reading things I've always wanted to read. Then a brilliant and likeable human being comes along, whom I feel I can help—and this makes it all the more worthwhile. When I see a young teacher get a start, I get a vicarious feeling of beginning again.
AND THERE IS THIS
MATTER OF "STATUS."

Terms like "egghead" tend to suggest that the intellectual is something like a toadstool—almost physically different from everyone else. America is obsessed with stereotypes. There is a whole spectrum of personalities in education, all individuals. The notion that the intellectual is somebody totally removed from what human beings are supposed to be is absurd.

THE COLLEGE TEACHER: 1959

PEOPLE ASK ME ABOUT THE "DRAWBACKS" IN TEACHING.

I find it difficult to be glib about this. There are major problems to be faced. There is this business of salaries, of status and dignity, of anti-intellectualism, of too much to do in too little time. But these are problems, not drawbacks. A teacher doesn’t become a teacher in spite of them, but with an awareness that they exist and need to be solved.
TODAY MAN HAS LESS TIME ALONE THAN ANY MAN BEFORE HIM.

But we are here for only a limited time, and I would rather spend such time as I have thinking about the meaning of the universe and the purpose of man, than doing something else. I've spent hours in libraries and on park benches, escaping long enough to do a little thinking. I can be found occasionally sitting out there with sparrows perching on me, almost.
"We may always be running just to keep from falling behind. But the person who is a teacher because he wants to teach, because he is deeply interested in people and scholarship, will pursue it as long as he can."
—Loren C. Eiseley

The circumstance is a strange one. In recent years Americans have spent more money on the trappings of higher education than ever before in history. More parents than ever have set their sights on a college education for their children. More buildings than ever have been put up to accommodate the crowds. But in the midst of this national preoccupation with higher education, the indispensable element in education—the teacher—somehow has been overlooked. The results are unfortunate—not only for college teachers, but for college teaching as well, and for all whose lives it touches.

If allowed to persist, present conditions could lead to so serious a decline in the excellence of higher education that we would require generations to recover from it.

Among educators, the problem is the subject of current concern and debate and experiment. What is missing, and urgently needed, is full public awareness of the problem—and full public support of measures to deal with it.

Here is a task for the college alumnus and alumna. No one knows the value of higher education better than the educated. No one is better able to take action, and to persuade others to take action, to preserve and increase its value.

Will they do it? The outlines of the problem, and some guideposts to action, appear in the pages that follow.
WILL WE RUN OUT OF COLLEGE TEACHERS?

No; there will always be someone to fill classroom vacancies. But quality is almost certain to drop unless something is done quickly.

WHERE WILL THE TEACHERS COME FROM?

The number of students enrolled in America's colleges and universities this year exceeds last year's figure by more than a quarter million. In ten years it should pass six million—nearly double today's enrollment.

The number of teachers also may have to double. Some educators say that within a decade 495,000 may be needed—more than twice the present number.

Can we hope to meet the demand? If so, what is likely to happen to the quality of teaching in the process?

"Great numbers of youngsters will flood into our colleges and universities whether we are prepared or not," a report of the Carnegie Foundation for the Advancement of Teaching has pointed out. "These youngsters will be taught—taught well or taught badly. And the demand for teachers will somehow be at least partly met—if not with well-prepared teachers then with ill-prepared, if not with superior teachers then with inferior ones."

MOST IMMEDIATE is the problem of finding enough qualified teachers to meet classes next fall. College administrators must scramble to do so.

"The staffing problems are the worst in my 30 years' experience at hiring teaching staff," said one college president, replying to a survey by the U.S. Office of Education's Division of Higher Education.

"The securing and retaining of well-trained, effective teachers is the outstanding problem confronting all colleges today," said another.

One logical place to start reckoning with the teacher shortage is on the present faculties of American colleges and universities. The shortage is hardly alleviated by the fact that substantial numbers of men and women find it necessary to leave college teaching each year, for largely financial reasons. So serious is this problem—and so relevant is it to the college alumnus and alumna—that a separate article in this report is devoted to it.

The scarcity of funds has led most colleges and universities to seek at least short-range solutions to the teacher shortage by other means.

Difficulty in finding young new teachers to fill faculty vacancies is turning the attention of more and more administrators to the other end of the academic line, where tried and able teachers are about to retire. A few institutions have modified the upper age limits for faculty. Others are keeping selected faculty members on the payroll past the usual retirement age. A number of institutions are filling their own vacancies with the cream of the men and women retired elsewhere, and two organizations, the Association of American Colleges and the American Association of University Professors, with the aid of a grant from the Ford Foundation, have set up a "Retired Professors Registry" to facilitate the process.

Old restraints and handicaps for the woman teacher are disappearing in the colleges. Indeed, there are special opportunities for her, as she earns her standing alongside the man who teaches. But there is no room for complacency here. We can no longer take it for granted that the woman teacher will be any more available than the man, for she exercises the privilege of her sex to change her mind about teaching as about other matters. Says Dean Nancy Duke Lewis of Pembroke College: "The day has passed when we could assume that every woman who earned her Ph.D. would go into college teaching. She needs something positive today to attract her to the colleges because of the welcome that awaits her talents in business, industry, government, or the foundations. Her freedom to choose comes at a time when undergraduate women particularly need distinguished women scholars to
inspire them to do their best in the classroom and laboratory—and certainly to encourage them to elect college teaching as a career."

Some hard-pressed administrators find themselves forced to accelerate promotions and salary increases in order to attract and hold faculty members. Many are being forced to settle for less qualified teachers.

In an effort to attract and keep teachers, most colleges are providing such necessities as improved research facilities and secretarial help to relieve faculty members of paperwork and administrative burdens, thus giving faculty members more time to concentrate on teaching and research.

In the process of revising their curricula many colleges are eliminating courses that overlap one another or are considered frivolous. Some are increasing the size of lecture classes and eliminating classes they deem too small.

Finally, somewhat in desperation (but also with the firm conviction that the technological age must, after all, have something of value to offer even to the most basic and fundamental exercises of education), experiments are being conducted with teaching by films and television.

At Penn State, where televised instruction is in its ninth semester, TV has met with mixed reactions. Students consider it a good technique for teaching courses with large enrollments—and their performance in courses employing television has been as good as that of students having personal contact with their teachers. The reaction of faculty members has been less favorable. But acceptance appears to be growing: the number of courses offered on television has grown steadily, and the number of faculty members teaching via TV has grown, also.

Elsewhere, teachers are far from unanimity on the subject of TV. "Must the TV technicians take over the colleges?" asked Professor Ernest Earnest of Temple University in an article title last fall. "Like the conventional lecture system, TV lends itself to the sausage-stuffing concept of education," Professor Earnest said. The classroom, he argued, "is the place for testing ideas and skills, for the interchange of ideas"—objectives difficult to attain when one's teacher is merely a shadow on a fluorescent screen.

The TV pioneers, however, believe the medium, used properly, holds great promise for the future.

For the long run, the traditional sources of supply for college teaching fall far short of meeting the demand. The Ph.D., for example, long regarded by many colleges and universities as the ideal "driver's license" for teachers, is awarded to fewer than 9,000 persons per year. Even if, as is probable, the number of students enrolled in Ph.D. programs rises over the next
few years, it will be a long time before they have traveled
the full route to the degree.

Meanwhile, the demand for Ph.D.'s grows, as industry,
consulting firms, and government compete for many of the
men and women who do obtain the degree. Thus, at the
very time that a great increase is occurring in the number
of undergraduates who must be taught, the supply of new
college teachers with the rank of Ph.D. is even shorter
than usual.

"During each of the past four years," reported the
National Education Association in 1958, "the average
level of preparation of newly employed teachers has
fallen. Four years ago no less than 31.4 per cent of the
new teachers held the earned doctor's degree. Last year
only 23.5 per cent were at this high level of preparation."

HERE ARE SOME of the causes of concern about the
Ph.D., to which educators are directing their
attention:

- The Ph.D. program is indefinite in its time require­
ments: they vary from school to school, from department
to department, from student to student, far more than
seems warranted. "Generally the Ph.D. takes at least
four years to get," says a committee of the Association
of Graduate Schools. "More often it takes six or seven,
and not infrequently ten to fifteen. . . . If we put our heads
to the matter, certainly we ought to be able to say to a
good student: 'With a leeway of not more than one year,
it will take you so and so long to take the Ph.D.'"

- "Uncertainty about the time required," says the
Association's Committee on Policies in Graduate Educa­
tion, "leads in turn to another kind of uncertainty—
financial uncertainty. Doubt and confusion on this score
have a host of disastrous effects. Many superior men,
facing unknowns here, abandon thoughts about working
for a Ph.D. and realistically go off to law or the like. . . ."

ALTHOUGH ROUGHLY HALF of the teachers in Amer­
ica's colleges and universities hold the Ph.D., more
than three quarters of the newcomers to college
and university teaching, these days, don't have one. In
the years ahead, it appears inevitable that the proportion
of Ph.D.'s to non-Ph.D.'s on America's faculties will
diminish.

Next in line, after the doctorate, is the master's degree.
For centuries the master’s was “the” degree, until, with the growth of the Ph.D. in America, it began to be moved into a back seat. In Great Britain its prestige is still high.

But in America the M.A. has, in some graduate schools, deteriorated. Where the M.A.’s standards have been kept high, on the other hand, able students have been able to prepare themselves, not only adequately but well, for college teaching.

Today the M.A. is one source of hope in the teacher shortage. “If the M.A. were of universal dignity and good standing,” says the report of the Committee on Policies in Graduate Education, “. . . this ancient degree could bring us succor in the decade ahead. . . .

“The nub of the problem . . . is to get rid of ‘good’ and ‘bad’ M.A.’s and to set up generally a ‘rehabilitated’ degree which will have such worth in its own right that a man entering graduate school will consider the possibility of working toward the M.A. as the first step to the Ph.D. . . .”

One problem would remain. “If you have a master’s degree you are still a mister and if you have a Ph.D., no matter where it is from, you are a doctor,” Dean G. Bruce Dearing, of the University of Delaware, has said. “The town looks at you differently. Business looks at you differently. The dean may; it depends on how discriminating he is.”

The problem won’t be solved, W. R. Dennes, former dean of the graduate school of the University of California at Berkeley, has said, “until universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees.”

A point for parents and prospective students to remember—and one of which alumni and alumnae might remind them—is that counting the number of Ph.D.’s in a college catalogue is not the only, or even necessarily the best, way to judge the worth of an educational institution or its faculty’s abilities. To base one’s judgment solely on such a count is quite a temptation, as William James noted 56 years ago in “The Ph.D. Octopus”: “The dazzled reader of the list, the parent or student, says to himself, ‘This must be a terribly distinguished crowd—their titles shine like the stars in the firmament; Ph.D.’s, Sc.D.’s, and Litt.D.’s bespangle the page as if they were sprinkled over it from a pepper caster.’ ”

The Ph.D. will remain higher education’s most honored earned degree. It stands for a depth of scholarship and productive research to which the master has not yet addressed himself so intensively. But many educational leaders expect the doctoral programs to give more emphasis to teaching. At the same time the master’s degree will be strengthened and given more prestige.

In the process the graduate schools will have taken a long step toward solving the shortage of qualified college teachers.

Some of the changes being made by colleges and universities to meet the teacher shortage constitute reasonable and overdue reforms. Other changes are admittedly desperate—and possibly dangerous—attempts to meet today’s needs.

The central problem is to get more young people interested in college teaching. Here, college alumni and alumnae have an opportunity to provide a badly needed service to higher education and to superior young people themselves. The problem of teacher supply is not one with which the college administrator is able to cope alone.

President J. Seelye Bixler, of Colby College, recently said: “Let us cultivate a teacher-centered point of view. There is tragedy as well as truth in the old saying that in Europe when you meet a teacher you tip your hat, whereas over here you tap your head. Our debt to our teachers is very great, and fortunately we are beginning to realize that we must make some attempt to balance the account. Money and prestige are among the first requirements.

“Most important is independence. Too often we sit back with the comfortable feeling that our teachers have all the freedom they desire. We forget that the payoff comes in times of stress. Are we really willing to allow them independence of thought when a national emergency is in the offing? Are we ready to defend them against all pressure groups and to acknowledge their right to act as critics of our customs, our institutions, and even our national policy? Evidence abounds that for some of our more vociferous compatriots this is too much. They see no reason why such privileges should be offered or why a teacher should not express his patriotism in the same outworn and often irrelevant shibboleths they find so dear and so hard to give up. Surely our educational task has not been completed until we have persuaded them that a teacher should be a pioneer, a leader, and at times a nonconformist with a recognized right to dissent. As Howard Mumford Jones has observed, we can hardly allow ourselves to become a nation proud of machines that think and suspicious of any man who tries to.”

By lending their support to programs designed to improve the climate for teachers at their own colleges, alumni can do much to alter the conviction held by many that teaching is tolerable only to martyrs.
WHAT PRICE DEDICATION?

Most teachers teach because they love their jobs. But low pay is forcing many to leave the profession, just when we need them most.

Every Tuesday evening for the past three and a half months, the principal activity of a 34-year-old associate professor of chemistry at a first-rate midwestern college has centered around Section 3 of the previous Sunday's New York Times. The Times, which arrives at his office in Tuesday afternoon's mail delivery, customarily devotes page after page of Section 3 to large help-wanted ads, most of them directed at scientists and engineers. The associate professor, a Ph.D., is job-hunting.

"There's certainly no secret about it," he told a recent visitor. "At least two others in the department are looking, too. We'd all give a lot to be able to stay in teaching; that's what we're trained for, that's what we like. But we simply can't swing it financially."

"I'm up against it this spring," says the chairman of the physics department at an eastern college for women. "Within the past two weeks two of my people, one an associate and one an assistant professor, turned in their resignations, effective in June. Both are leaving the field—one for a job in industry, the other for government work. I've got strings out, all over the country, but so far I've found no suitable replacements. We've always prided ourselves on having Ph.D.'s in these jobs, but it looks as if that's one resolution we'll have to break in 1959-60."

"We're a long way from being able to compete with industry when young people put teaching and industry on the scales," says Vice Chancellor Vern O. Knudsen of UCLA. "Salary is the real rub, of course. Ph.D.'s in physics here in Los Angeles are getting $8-12,000 in industry without any experience, while about all we can offer them is $5,500. Things are not much better in the chemistry department."

One young Ph.D. candidate sums it up thus: "We want to teach and we want to do basic research, but industry offers us twice the salary we can get as teachers. We talk it over with our wives, but it's pretty hard to turn down $10,000 to work for less than half that amount."

"That woman you saw leaving my office: she's one of our most brilliant young teachers, and she was ready to leave us," said a women's college dean recently. "I persuaded her to postpone her decision for a couple of months, until the results of the alumnae fund drive are in. We're going to use that money entirely for raising salaries, this year. If it goes over the top, we'll be able to hold some of our best people. If it falls short... I'm on the phone every morning, talking to the fund chairman, counting those dollars, and praying."

The dimensions of the teacher-salary problem in the United States and Canada are enormous. It has reached a point of crisis in public institutions and in private institutions, in richly endowed institutions as well as in poorer ones. It exists even in Catholic colleges and universities, where, as student populations grow, more and more laymen must be found in order to supplement the limited number of clerics available for teaching posts.

"In a generation," says Seymour E. Harris, the distinguished Harvard economist, "the college professor has lost 50 per cent in economic status as compared to the average American. His real income has declined sub-
stantially, while that of the average American has risen by 70–80 per cent."

Figures assembled by the American Association of University Professors show how seriously the college teacher's economic standing has deteriorated. Since 1939, according to the AAUP's latest study (published in 1958), the purchasing power of lawyers rose 34 per cent, that of dentists 54 per cent, and that of doctors 98 per cent. But at the five state universities surveyed by the AAUP, the purchasing power of teachers in all ranks rose only 9 per cent. And at twenty-eight privately controlled institutions, the purchasing power of teachers' salaries dropped by 8.5 per cent. While nearly everybody else in the country was gaining ground spectacularly, teachers were losing it.

The AAUP's sample, it should be noted, is not representative of all colleges and universities in the United States and Canada. The institutions it contains are, as the AAUP says, "among the better colleges and universities in the country in salary matters." For America as a whole, the situation is even worse.

The National Education Association, which studied the salaries paid in the 1957–58 academic year by more than three quarters of the nation's degree-granting institutions and by nearly two thirds of the junior colleges, found that half of all college and university teachers earned less than $6,015 per year. College instructors earned a median salary of only $4,562—not much better than the median salary of teachers in public elementary schools, whose economic plight is well known.

The implications of such statistics are plain. "Higher salaries," says Robert Lekachman, professor of economics at Barnard College, "would make teaching a reasonable alternative for the bright young lawyer, the bright young doctor. Any ill-paid occupation becomes something of a refuge for the ill-trained, the lazy, and the incompetent. If the scale of salaries isn't improved, the quality of teaching won't improve; it will worsen. Unless Americans are willing to pay more for higher education, they will have to be satisfied with an inferior product."

Says President Margaret Clapp of Wellesley College, which is devoting all of its fund-raising efforts to accumulating enough money ($15 million) to strengthen faculty salaries: "Since the war, in an effort to keep alive the profession, discussion in America of teachers' salaries has necessarily centered on the minimums paid. But insofar as money is a factor in decision, wherever minimums only are stressed, the appeal is to the underprivileged and the timid; able and ambitious youths are not likely to listen."

PEOPLE IN SHORT SUPPLY:

WHAT IS THE ANSWER?

It appears certain that if college teaching is to attract and hold top-grade men and women, a drastic step must be taken: salaries must be doubled within five to ten years.

There is nothing extravagant about such a proposal; indeed, it may dangerously understate the need. The current situation is so serious that even doubling his salary would not enable the college teacher to regain his former status in the American economy.

Professor Harris of Harvard figures it this way:

For every $100 he earned in 1930, the college faculty member earned only $85, in terms of 1930 dollars, in 1957. By contrast, the average American got $175 in 1957 for every $100 he earned in 1930. Even if the professor's salary is doubled in ten years, he will get only a
$70 increase in buying power over 1930. By contrast, the average American is expected to have $127 more buying power at the end of the same period.

In this respect, Professor Harris notes, doubling faculty salaries is a modest program. “But in another sense,” he says, “the proposed rise seems large indeed. None of the authorities . . . has told us where the money is coming from.” It seems quite clear that a fundamental change in public attitudes toward faculty salaries will be necessary before significant progress can be made.

Finding the money is a problem with which each college must wrestle today without cease.

For some, it is a matter of convincing taxpayers and state legislators that appropriating money for faculty salaries is even more important than appropriating money for campus buildings. (Curiously, buildings are usually easier to “sell” than pay raises, despite the seemingly obvious fact that no one was ever educated by a pile of bricks.)

For others, it has been a matter of fund-raising campaigns (“We are writing salary increases into our 1959–60 budget, even though we don’t have any idea where the money is coming from,” says the president of a privately supported college in the Mid-Atlantic region); of finding additional salary money in budgets that are already spread thin (“We’re cutting back our library’s book budget again, to gain some funds in the salary accounts”); of increasing tuition increases (“This is about the only private enterprise in the country which gladly subsidizes its customers; maybe we’re crazy”); of promoting research contracts (“We claim to be a privately supported university, but what would we do without the AEC?”); and of bargaining.

“The tendency to bargain, on the part of both the colleges and the teachers, is a deplorable development,” says the dean of a university in the South. But it is a growing practice. As a result, inequities have developed: the teacher in a field in which people are in short supply or in industrial demand—or the teacher who is adept at “campus politics”—is likely to fare better than his colleagues who are less favorably situated.

“Before you check with the administration on the actual appointment of a specific individual,” says a faculty man quoted in the recent and revealing book, The Academic Marketplace, “you can be honest and say to the man, ‘Would you be interested in coming at this amount?’ and he says, ‘No, but I would be interested at this amount.’” One result of such bargaining has been that newly hired faculty members often make more money than was paid to the people they replace—a happy circumstance for the newcomers, but not likely to raise the morale of others on the faculty.

“We have been compelled to set the beginning salary of such personnel as physics professors at least $1,500 higher than salaries in such fields as history, art, physical education, and English,” wrote the dean of faculty in a state college in the Rocky Mountain area, in response to a recent government questionnaire dealing with salary practices. “This began about 1954 and has worked until the present year, when the differential perhaps may be increased even more.”

Bargaining is not new in Academe (Thorstein Veblen referred to it in The Higher Learning, which he wrote in...
1918), but never has it been as widespread or as much a matter of desperation as today. In colleges and universities, whose members like to think of themselves as equally dedicated to all fields of human knowledge, it may prove to be a weakening factor of serious proportions.

Many colleges and universities have managed to make modest across-the-board increases, designed to restore part of the faculty's lost purchasing power. In the 1957-58 academic year, 1,197 institutions, 84.5 per cent of those answering a U.S. Office of Education survey question on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the inflation on the point, gave salary increases of at least 5 per cent to their faculties as a whole. More than half of them (248 public institutions and 329 privately supported institutions) said their action was due wholly or in part to the teacher shortage.

Others have found fringe benefits to be a partial answer. Providing low-cost housing is a particularly successful way of attracting and holding faculty members; and since housing is a major item in a family budget, it is as good as or better than a salary increase. Oglethorpe University in Georgia, for example, a 200-student, private, liberal arts institution, long ago built houses on campus land (in one of the most desirable residential areas on the outskirts of Atlanta), which it rents to faculty members at about one-third the area's going rate. (The cost of a three-bedroom faculty house: $50 per month.) "It's our major selling point," says Oglethorpe's president, Donald Agnew, "and we use it for all it's worth."

Dartmouth, in addition to attacking the salary problem itself, has worked out a program of fringe benefits that includes full payment of retirement premiums (16 per cent of each faculty member's annual salary), group insurance coverage, paying the tuition of faculty children at any college in the country, liberal mortgage loans, and contributing to the improvement of local schools which faculty members' children attend.

Taking care of trouble spots while attempting to whittle down the salary problem as a whole, searching for new funds while reapportioning existing ones, the colleges and universities are dealing with their salary crises as best they can, and sometimes ingeniously. But still the gap between salary increases and the rising figures on the Bureau of Labor Statistics' consumer price index persists.

HOW CAN THE GAP BE CLOSED?

First, stringent economies must be applied by educational institutions themselves. Any waste that occurs, as well as most luxuries, is probably being subsidized by low salaries. Some "waste" may be hidden in educational theories so old that they are accepted without question; if so, the theories must be re-examined and, if found invalid, replaced with new ones. The idea of the small class, for example, has long been honored by administrators and faculty members alike; there is now reason to suspect that large classes can be equally effective in many courses—a suspicion which, if found correct, should be translated into action by those institutions which are able to do so. Tuition may have to be increased—a prospect at which many public-college, as well as many private-college, educators shudder, but which appears justified and fair if the increases can be tied to a system of loans, scholarships, and tuition rebates based on a student's or his family's ability to pay.

Second, massive aid must come from the public, both in the form of taxes for increased salaries in state and municipal institutions and in the form of direct gifts to both public and private institutions. Anyone who gives money to a college or university for unrestricted use or earmarked for faculty salaries can be sure that he is making one of the best possible investments in the free world's future. If he is himself a college alumnus, he may consider it a repayment of a debt he incurred when his college or university subsidized a large part of his own education (virtually nowhere does, or did, a student's tuition cover costs). If he is a corporation executive or director, he may consider it a legitimate cost of doing business; the supply of well-educated men and women (the alternative to which is half-educated men and women) is dependent upon it. If he is a parent, he may consider it a premium on a policy to insure high-quality education for his children—quality which, without such aid, he can be certain will deteriorate.

Plain talk between educators and the public is a third necessity. The president of Barnard College, Millicent C. McIntosh, says: "The 'plight' is not of the faculty, but of the public. The faculty will take care of themselves in the future either by leaving the teaching profession or by never entering it. Those who care for education, those who run institutions of learning, and those who have children—all these will be left holding the bag." It is hard to believe that if Americans—and particularly college alumni and alumnae—had been aware of the problem, they would have let faculty salaries fall into a sad state. Americans know the value of excellence in higher education too well to have blithely let its basic element—excellent teaching—slip into its present peril. First we must rescue it; then we must make certain that it does not fall into disrepair again.
Some Questions for Alumni and Alumnae

- Is your Alma Mater having difficulty finding qualified new teachers to fill vacancies and expand its faculty to meet climbing enrollments?

- Has the economic status of faculty members of your college kept up with inflationary trends?

- Are the physical facilities of your college, including laboratories and libraries, good enough to attract and hold qualified teachers?

- Is your community one which respects the college teacher? Is the social and educational environment of your college’s “home town” one in which a teacher would like to raise his family?

- Are the restrictions on time and freedom of teachers at your college such as to discourage adventurous research, careful preparation of instruction, and the expression of honest conviction?

- To meet the teacher shortage, is your college forced to resort to hiring practices that are unfair to segments of the faculty it already has?

- Are courses of proved merit being curtailed? Are classes becoming larger than subject matter or safeguards of teacher-student relationships would warrant?

- Are you, as an alumnus, and your college as an institution, doing everything possible to encourage talented young people to pursue careers in college teaching?

If you are dissatisfied with the answers to these questions, your college may need help. Contact alumni officials at your college to learn if your concern is justified. If it is, register your interest in helping the college authorities find solutions through appropriate programs of organized alumni cooperation.
ACKNOWLEDGMENTS

Photographs: Alan J. Bearden

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Crematio Calculi

... a collegiate callithump

The advent of spring has traditionally had a weird and/or whimsical effect on the average American college undergraduate. These manifestations vary from decade to decade: this year it's stuffing collegians into telephone booths... a few years ago it was panty raids... in the 40's, goldfish-gulping was the craze.

And, back in the Seventies, on the UR campus, it was "Crematio Calculi," an annual spring revel in which sophomores celebrated the completion of their second-year mathematics course (at first, calculus; later, analytical geometry) by cremating, drowning, interring, or otherwise annihilating their math textbooks in elaborate ceremonies held during an all-night revel. Although this type of celebration was common to many campuses of the period, the Rochester version apparently was distinctive in that it climaxed the traditional freshman-sophomore class rivalry. Sophomore plans for the yearly callithump were made in deep and solemn secrecy; nevertheless, the preparations were frequently detected by the ever-alert freshmen, who thereupon descended upon the festivities en masse.

According to the elaborate programs prepared annually for the occasion, the form of this Saturnalia of the Seventies varied with the ingenuity of each sophomore class. Traditionally, the "Crematio Calculi" was held outside the city—some times as far away as Canada—breaking up only in time for students to struggle back to campus in a state of exhaustion for the day's classes.

The earliest mention of the ceremony appears in the Interpres for 1873 and describes a "funeral" presumably held in 1871. One class is reported to have sent its books aloft in a balloon, another to have cast them "into the depths of that bottomless pit beneath the falls of the great Niagara." However, cremation and burial were the most popular measures.

Breaking with tradition, the Class of '76 held its "funeral" on the campus in May, 1874, and invited the public to witness the event. The report that appeared in the Rochester Democrat and Chronicle the following morning is reprinted to the right.

"The Class of '76, who but recently vanquished the dreaded foe to the students' peace of mind, last night burned and buried him, and in such a manner and with such ceremonies as to attract to the campus a large crowd of spectators. It has generally been the custom for the classes to meet secretly at midnight with masks and torches, perform the last rites, chant their funeral dirges and then make the night hideous with their yells of satisfaction, but the present Sophomore class very wisely concluded to celebrate the occasion at a more seasonable hour and invite their friends to witness the ceremony. This they did and in fine style. At 6 o'clock the members of the class assembled at the arsenal, and half an hour later, masked and clad in black funeral robes, started in solemn procession for the campus, Hadley's regimental band heading the line. In the meantime a large crowd had gathered in front of the college buildings and by the time the procession arrived, fully 1,500 persons were on the ground. The gravel drives were also well lined with carriages and the members of the class may feel complimented by the throng of spectators they were greeted with. The prece—the leader of the procession—was arrayed in complete Roman costume, and, possessing a well-shaped, commanding figure, made a very fine appearance. He advanced up the campus at intervals repeating in a loud voice the following: 'Ollus Quiris leto data est exsequias Calculoso ire, qui commodum est, jam tempus est; ollus excoebus effertur.' Following him came the designator, similarly dressed, and two lectores, robed in black and bearing the fasces—the badge of authority. Hadley's band came next, playing a solemn dirge. The mourners, almost overcome by the intensity of their feelings, followed next in order, and after them black-robed figures representing Geometry, Algebra, Trigonometry, Surveying and Analytics. The lectus born by four lecticarii and followed by the orator, pontifex, vaticinator and blood relations completed the procession. The lectus was placed in front of the steps and the ceremonies begun...

"The oration and prophecy were well delivered, and expressed in a touching manner the grief of the class at parting with 'Old Calc.' The procession then reformed and wended its way to the funeral pile, which had been erected near the center of the campus. The crowd followed, and so anxious were they to witness the novel and interesting ceremonies that the services of Officers Lynch and Burchell were necessary to keep them back in their proper places. The corpse was placed upon the pile and the... ceremonies were then performed...

"The invocation was repeated, the dirge played, and the torch was then applied to the funeral pile. This was constructed in such a manner and saturated with such inflammable material that it burned very speedily, and occasioned but little delay. Propitiatory offerings were then made to the names of the dead, and as the class marched up and deposited suspicious-looking papers in the flames, it was whispered around the circle that they were without doubt the 'cribs' which had helped them in slaying the venerable son of 'Mathew Matics.' Libations of wine and milk were then poured upon the smouldering pile, and the ashes were gathered up and placed in a large urn. This was deposited in the ground, each member of the class casting upon it a shovelful of earth. A fine funeral chant, composed by Everett A. Brown, one of the class, was then sung to the tune of 'Lauriger,' and the ceremonies were concluded. Thus was this x-taordinary character, y-plect Calculus, burned and buried by the class of '76, and when they left the campus no sign of him remained to demonstrate the fact that he had ever attempted with his diabolical combination to cause any differentiation among the members. He made the attempt, was himself dis-integrated, reduced to an imaginary quantity and left with no stone—may not even a pebble—to mark the resting place of his ashes. His fate was urned."
He's Grown Accustomed to the Pace . . .

John McKeehan, '46, Gets Things Done In a Hurry

"It's second nature to me now, like breathing out and breathing in . . . ."

This line from the song "I've Grown Accustomed to Her Face" from the now-world-wide hit musical, My Fair Lady, has special meaning for John H. McKeehan, '46, now residing in Syracuse, New York. Breathing out and breathing in is not second nature for polio victims; their very lives depend on intricate mechanical lungs that do their breathing for them. McKeehan has taken it upon himself to see that the chest shell respirators, in which two neighbors who have been stricken with polio must live, are functioning properly.

His duties include a grease and battery check every month, and twice a year the artificial lung is torn down and completely rebuilt. This complete overhaul is done by McKeehan in just a little over one hour—less than half the time that a polio patient can live without assistance in breathing from the respirator.

"This is a pretty tense job; it could be disastrous if I accidently stripped a respirator. It was his interest in intricate machinery that led McKeehan to his present job with General Electric Corporation, where he is employed in the Semiconductor Products Department.

McKeehan is married to the former Gladys Brougham, whom he met in 1947 when both were working for the Carrier Corporation. Their two daughters are now nine and seven years old, and their son, Walter, is five.
United Nations Week in Rochester, which will be observed October 18-24, commemorating the fourteenth anniversary of the world organization.

Richard T. Cook recently joined Needham & Groshman, Inc., advertising agency in New York City, where he will act as contact man on the account of John Wiley & Sons, Inc., book publishers. Other UR alumni in the firm are Jack Keil, '44, vice president and copy director, and Andrew H. Neilly, '47, assistant vice president and advertising manager.

1947

Neil Glixon has been named programming editor of TV Guide magazine with headquarters in New York City.

George F. Harris, an assistant New York State attorney general, and two other lawyers have formed their own law firm with offices in the Union Trust Building, Rochester.

1948

Neal S. Bellos and Gwynne Findleman were married in Dayton, Ohio, on January 11. They are residing at 420 Parkwood Drive, Dayton.

1949

William D. Morgan, Foreign Service Vice Consul, has been transferred from the American Embassy in Paris to the American Consulate in Birmingham, England.

1950

Ernest K. Bastress, Jr., was awarded a Master of Arts degree in aeronautical engineering by Princeton University in January.

William E. Goetz has been appointed staff engineer, psychological and operational research, at the Owego (N.Y.) plant of the International Business Machines Corporation.

1951

Arnold F. Ciacco opened a law office on January 1 at 45 Exchange Street, Times Square Building, Rochester.

Frederick G. Howland has been appointed general foreman in the splice bar mill, American Steel and Wire Division of the United States Steel plant at Joliet, Ill.

Dr. Christopher J. Cook, who was recently discharged from the U. S. Air Force, is now a resident at The New York Hospital, New York City.

William F. Reid has been named head of the expanded sales service operation of Yawman and Erbe Manufacturing Company, Inc., Rochester.

Frank H. Howd has been appointed assistant professor of geology at the University of Maine. He will take up his duties at the start of the 1959-60 college year.

William H. Ceckler, a candidate for a Doctor of Science degree in chemical engineering at Massachusetts Institute of Technology in June, has been appointed a chemical engineer for Jones and Laughlin Steel Corporation, Pittsburgh.

Marriages:

Edward Gartland and Patricia Dutton in Rochester on February 7.

Leonard B. Fennig and Norine Reuzen in Rochester on December 25.

John E. Wilson and Barbara A. Goddard in East Rochester, N. Y., on December 27.

1952

Richard A. Grayson has recently become associated with the law firm, Berryman, Fisher and Johnson, in St. Paul, Minn.

WILLIAM E. GOETZ, a staff engineer specializing in optics and assigned in psychological and operational research at the Owego (N.Y.) plant of IBM, has been named chairman of a national committee for the standardization of drawings for optical parts. The committee's work is being sponsored by the American Society for Engineering Education and the American Society of Mechanical Engineers.

1953

Morton D. Shulman recently opened his office for the general practice of law in Avon Park, N. Y.

1954

Thomas S. Keller has been named assistant to the sales manager of The Stanley Chemical Company of East Berlin, Conn.

1956

Richard H. White and Sally Martin were married in Warsaw, N. Y., on December 27. They are residing in St. Louis where he has a teaching fellowship at Washington University.

1957

William C. Bowden has been promoted from ensign to lieutenant junior grade U. S. Navy. He is assigned to the destroyer Hood and resides in Norfolk, Va.

Pvt. Richard R. Legier was recently graduated from the Army Information School at Fort Slocum, N. Y.

1958

Enos. Harold Krieger has been assigned to the Navy's newest aircraft carrier, the USS Independence.

Pvt. John E. Kampf, US Army, is taking special training in ordinance electronics at Fort Monmouth, N. J.

Robert J. Mroczek is working toward his master's degree at Penn State University.

E. Lawrence H. Kovach, USN, and Eleanor Mowen, '59N, were married in Westfield, N. J., on December 28.

Graduate Degrees

1937

Dr. Leonard C. Mead, Dean of Tufts University Graduate School of Arts and Sciences, has been appointed senior vice president and provost of Tufts.

1938

Robert Thomas, district principal of the Webster (N.Y.) Central Schools since 1948, retired in March.

1941

Dr. Arnold Broman, director of the Florida State Museum at the University of Florida, Gainesville, has taken a leave of absence from his position to become director of the biological sciences curriculum study of the American Institute of Biological Sciences at the University of Colorado.

1943

Dr. Clifford E. Herrick, Jr., director of research for the Oralid Division of General Aniline and Film Corporation, addressed the Rochester section of the American Society of America at its January meeting.

1948

W. Wentworth Slobbe, formerly senior engineer at the Seneca Falls (N.Y.) picture tube plant of Sylvania Electric Products, Inc., has assumed the position of general foreman of the new television picture tube plant of Productos Electricos de Mico, Ltd., at Sao Paulo, Brazil.

1949

Dr. David B. Camp, head of the chemistry department at the University of the South, Sewanee, Tenn., read a paper at the meeting of the Society of Experimental Biology and Medicine at the Bowman Gray School of Medicine, Winston-Salem, N. C., in November.

A research project submitted by Dr. William G. Guenther, assistant professor of chemistry at the University of the South, Sewanee, Tenn., has resulted in $3,500 grant from the Frederick G. Cottrell fund of the Research Corporation, New York City, for the purchase of an ultra-violet and visible light spectrophotometer.

1950

Dr. Giovanni Guillec of Le Moyne College, Syracuse, N. Y., has been promoted from associate professor to full professor in the department of modern languages.

1953

Bertis Vander Schaaff, principal of an Irondequoit (Rochester) school for twenty-two years, has been named West Irondequoit's first assistant superintendent of schools.

ARTS AND SCIENCE—WOMEN

1902

Miriam Seligman and Charles W. Neyhart were married on February 4 in Las Vegas, Nev.

1924

Vera B. Wilson has been named manager of community services, public relations department, Eastman Kodak Company, Rochester.

1927

HeLEN BLACKBURN was appointed volunteer chairman of all Red Cross units in Rochester city wards in January.

1930

Rowena Jackson and the Rev. LeRoy Halbert, '05, were married in December. They are residing at 31 South Sixth Street, Lewistown, Pa.

1941

Rosemary Wood Christ, president of the Arlington Senior High School PTA and second vice president of the League of Women Voters, Poughkeepsie, N. Y., was chairman of a workshop for the community-wide women's day institute held in Poughkeepsie on February 11.

1943

Mary S. Cooper and Wallace Wagner were married in Rochester on March 28.

Betsy Phillips Fisher and her family moved recently to Kenmore, N. Y., where her husband is associate minister of the Kenmore Methodist Church.
1946
A second daughter, Rebecca Jane, was born on December 16 in Schenectady, N. Y., to Robert, '44, '51G, and Helen Long Hoe.

1947
A second son, John Dalton, was born on March 11 in Richmond, Va., to Gerald and Mary Emily Dalton Morgan.

1948
Martha Gibbs was appointed supervising nurse of the Rochester School of Practical Nursing in January. She replaces Isabel H. Dill, '44G, who retired in January.

1950
A fifth child and first daughter, Diana Laurie, was born on February 3 to Leon, '55U, '57G, and Millicent Price Neese.

1951
A third child and second daughter, Patricia Ann, was born on July 22, 1951, to Peter, '50, and Carol Lendrim Willems.

1953
A daughter, Lily Anne, was born on January 4 to Dr. William, Jr., and Marilyn Wells Awad in New York City. Mrs. Awad is instructor in medicine at the New York Hospital, Cornell Medical Center.

1958
Margery Rosenberg and Dr. Brahman Baitte were married in Rochester on March 8.

1959
Dr. Mildred B. Kantor, lecturer in sociology and anthropology and research associate at the Social Science Institute, Washington University, St. Louis, is conducting a study of physical and social mobility for the adjustment of children under a $15,000 grant from the Milbank Memorial Fund.

1960
A son, Peter Scott, was born on February 3 to John and Jeannene Lyon Tylee in Tonawanda, N. Y.

1962
Kathleen Diem, who was commissioned for missionary service on December 21 in Lisha's Kill Reformed Church, Schenectady, N. Y., left in January for Arabia where she has been appointed to nursing service in the mission of the Christian World Service, Reformed Church of America.

A fourth child, Matthew Philip, was born on January 19 to David and Anne Morgan Standler in Seattle, Wash.

1963
Mary Ann Krupskar has been appointed secretary to U. S. Representative Samuel Stratton, '37, in Washington, D. C.

A fourth daughter, Kimberly, was born on February 17 to Robert, '31, and Elizabeth Webster Basler.

1965
Dorothy Botkin is doing research on her Ph.D. thesis in zoology at the University of California, Berkeley, where she also has a pre-doctoral Public Health Fellowship.

Mariella Adams Jette and Michael Brennan were married in Jacksonville, Fla., on December 19.

A daughter, Nancy Jeanne, was born on December 28 to the Rev. Bruce, '55, and Jeanne Hamilton Rathjen.

Mirella Seligman Ageloff was graduated from the Law School of the University of Virginia on February 7 and has passed the Virginia Bar.

1966
Gail A. Pettit and Dr. Romaine Bruns were married in Middletown, Ohio, on December 27.

1967
Joyce Lodge and Wesley Adams, '58, were married in Rochester on December 23. A daughter, Karen Elizabeth, was born on January 29 to John and Marian Merker Donkoch in Jacksonville, Fla.

1968
Caroline M. Sellick has recently joined Northwest Orient Airlines as a stewardess. She is stationed in St. Paul, Minn.

Pills with Personality ...

Shirley Morabito, '38, Puts

Two feature articles by nationally syndicated columnists, and a recent TV appearance in which she stumped the panelists on "What's My Line?" attest to the unusual career of Shirley Du- temple Morabito, '38, former member of the Board of Governors and '56 president of the New York Alumni Club. As chief taste-tester of medicines for the Charles Pfizer Pharmaceutical Company, Mrs. Morabito supervises panels of professional and volunteer taste-testers, and has herself tested some 700 medicines in the last three years.

A UR psychology major, Mrs. Morabito has worked at Pfizer for nearly ten years and rates as the firm's top taste-tester, having outranked other experts in twelve tests of the four major tastes (sweet, sour, salt, and bitter). Today, however, she is principally concerned with directing several test panels, including a group of some 40 co-workers; a consumer panel which evaluates the shape, size, and color, as well as the taste of medicines; and a small-fry panel of some 600 children of Pfizer employees.

Her "juvenile jury," ranging in age from 3 to 14 years, receives sample kits containing products which are tasted, but not swallowed, under strict parental supervision. As with the adult panels, the resulting recommendations are important in determining the acceptability of the product studied.

Children like fruit flavors, she notes, while older people tend to approve a mint-flavored medicine. However, any mint-flavored product must be of a "matching" color—green, white, or pale yellow—not, for example, red. Colorwise, ingenuity seems to pay off—a popular anti-nausea capsule for expectant mothers is colored pink at one end and blue at the other.

In private life she is Mrs. Domenic Morabito, and a sailing and dancing enthusiast.
JOHN LAMONTAINE, '42E, Wins Pulitzer Prize in Music

The Pulitzer Prize for music this year was awarded to John LaMontaine, '42E, for his Concerto for Piano and Orchestra. The composition had its premiere performance only last November when it was played by the National Symphony under Howard Mitchell with Jorge Bolet as piano soloist. A Carnegie Hall performance followed the same month and in December the Concerto was performed by the Minneapolis Symphony under Antal Dorati.

Originally a piano student at Eastman, LaMontaine later studied composition with Dr. Howard Hanson and Bernard Rogers.

HOYLE JENSEN in Westfield, N. J., Dr. Grant Fletcher has recently completed a Sonata for Clarinet and Piano. On December 27 a television program of his works was given over Phoenix station KPHO. On February 13, his "Caprice Ar­gentine" for clarinet and piano and "Two Or­chestral Pieces—Sumaro-Wintare" were included in the WNYC Twentieth Annual Festival of American Music series. He will appear as guest conductor of the Massed Choral Festival, which will highlight the biennial convention of the National Federation of Music Clubs in San Diego, Calif., during April.

A daughter, Catharine Ann, was born December 15 to Lawrence and Dorothy House­Reif of Perry, N. Y.

George M. Jones, clarinetist, played in a recital at the Newark (N. J.) Museum on January 4.

Howard J. Zettverhall has been appointed a part-time research assistant in education at the University of Buffalo.

William Lockwood played the D drum­pet in Bach’s "Magnificat" presented by the Elmira (N. Y.) Symphony Orchestra December 7.

Laurelbe Burke Campbell was harp soloist with the Flint (Mich.) Concert Band on February 8.

Donald Rupert presented a piano recital in the First Methodist Church in Wausau, Wis., on February 9.

Willia Howells is playing in the first violin section of the Dallas (Tex.) Symphony Orchestra.

Jon Engberg, "cellist, and Arno Drucker, pianist, are both members of the Pro Arte Trio of Washington, D. C.

An extensive list of piano duet music, both for teaching and concert playing, compiled by Palma Mellbraten, a member of the piano department of Augustaana College, Sioux Falls, S. D., was published in the November-December issue of The American Music Teacher. Miss Malbraaten made up the list in consultation with a paper she gave last year for the West Central Division convention of MTNA in Denver.

MARGORIE I. COWAN received her M.M. degree from Northwestern University in 1953. She was awarded a Fulbright grant to study in Europe during 1957-58, and earned a diploma from the Ecole Normale de Musique, Paris, in 1958. She is now assistant professor of music at Wells College, Aurora, N. Y.

A daughter, Robin Elaine, was born Oc­tober 13 to James and Sylvia Temple Marsh.

JOHN P. KRANCE, Jr., was chief arranger for the United States Army Field Band just prior to his separation from the Army in September. He was recently appointed editorial assistant for the Music Publishers Holding Corporation in New York.

"Concertante for Winds and Orchestra" by Dr. Archie Haukland was performed by the University-Community Symphony Orchestra in Morgantown, Va., on November 27.

A son, Paul, was born on June 17 to Richard and Theresa Ballester Wotich in New York. On December 12, 1958, Wotich a pianist, made his Carnegie Hall debut.

HOWEL FREEMAN recently conducted the symphony orchestra of the Berlin Conservatory of Music.

"Concerto for Marimba and Orchestra" by James Basta was performed by James Dot­son with the San Antonio Symphony Or­chestra at a concert on January 24 in Vic­toria, Tex.

Carolyn Willis sailed March 18 for the Orient, where she will be a missionary for the China Inland Mission, an interdenomi­national international pioneer mission.

NANCY GRANT was married to John L. Miller on June 1 in Rochester.

David Gilbert conducted the New Brit­ain (Conn.) Symphony Orchestra in the playing of his composition, "Nocturne," on December 2.

Craig Hankenson was stage director for the presentation of the opera "Il Ballo In­grate" by Montevedii at the Memorial Art Galler­ies in Rochester on February 14 and 15.

Mary Lynne Butcher gave a piano recital in the Tremont Temple Baptist Church, Boston, on February 8. She is a candidate for the degree of Master of Music, studying at the New England Conservatory of Music.

Pvt. Mitchell Peters is playing percussion with the 7th United States Army Sym­phony Orchestra.

Guy Lumia was presented in a violin rec­ital on February 26 at the Mannes College of Music in New York City, where he is currently studying violin with Raphael Bron­stein.

Paul D. Hartley is studying piano, the­or­y and opera conducting at the State­lich Hochschule für Musik in Cologne, Germany.

DOROTHY ELLEN JOHNSON was married in Dayton, Ohio, on December 27 to Joseph Kitchen, Jr.

Sgt. Albert G. Regni is clarinetist with the United States Army Band.

Graduate Eastman

1938

M. Burnett Thompson is director of music at Trinity Lutheran Church, Oakland,
Calif., and is teaching piano classes in Oakland City College.

1940
Cecelia Richards Nelson is elementary music consultant in the Eugene (Ore.) public schools. She has just finished a twenty-lesson TV series which dealt with the enrichment of the sixth grade social living unit covering the study of ancient civilization.

1945
Dr. Richard Johnston is directing a new series of Canadian folk music programs on the CBS, Trans-Canada network.

1947
Karl M. Holvik was recently elected chairman of the Northcentral Division of the College Band Directors National Association.

1959
Dr. Bruce Benward, chairman of the music department of the University of Arkansas, has been appointed professor and dean of the Women's College School of Music (University of North Carolina), Greensboro. He will take over his new position July 1.

1951
A daughter, Suzanne, was born October 18 to Mr. and Mrs. Melvin Sipe. Mr. Sipe is teaching in the College of Puget Sound, Tacoma, Wash.

"The Programmed Concert," an article by Dr. Charles Hoffer, was published in the January issue of Music Journal. Dr. Hoffer is associate professor of music at the State University of New York, College for Teachers, Buffalo.

Daniel Kingman conducted the Sacramento (Calif.) Philharmonic Orchestra on January 23 in a performance of his "Pastorale and Scherzo."

"The Son of Man," an oratorio for soloists, chorus, organ and symphonic orchestra by Anthony Taft's, was presented at Albion (Mich.) College on December 7. The work was commissioned by the Summer Fellowship Grant program at Albion College where Taft's is associate professor of piano and theory.

1954
The Peabody College division of music presented organist, Scott Withrow in a faculty recital on January 19.

William Fitzsimmons is teaching strings at the University of Minnesota, Minneapolis.

1955
Paul and Helen Bihlhorn Baumgartner are both working on their Ph.D. degrees at Indiana University, Bloomington. Baumgartner is majoring in music education and Mrs. Baumgartner in performance.

Jerry A. Bailey is piano instructor at Washington State College, Pullman.

1956
Jean Eichlerberger and Frederick Ivey were married on December 27 in Europe.

Dr. Murray North, director of the Anchorage (Alaska) School of Music, was commissioned by Robert Shaw to arrange "Symphony of Psalms" by Stravinski for two pianos and timpani for a performance in the Anchorage Music Festival this June. He is the Alaskan field organizer for the National Guild of Piano Teachers.

Anne Morrow is teaching piano and theory at the Mississippi State College for Women, Columbus. She gave a full piano recital at the college in February.

Marion Hackbart is studying music and piano at the Academy of Fine Arts in Vienna, Austria.

A program of compositions by Dr. Roger D. Hannay, associate professor of music at Concordia College, Moorhead, Minn., was presented at the college on November 25 by students and faculty members.

1957
Daniel J. Stolper is playing oboe with the San Antonio Symphony Orchestra.

Dr. John Pozdro, associate professor of theory at the University of Kansas, Lawrence, has been appointed chairman of the first annual Mid-American Symposium of Contemporary American Music to be held at the University of Kansas this spring.

Dr. William Hubbard Baxter, Jr., spoke at a Festival of Arts event on January 25, sponsored by the Birmingham (Ala.) Opera Guild, on the transplanting of opera from Europe to America.

1958
Dr. Guy Frank lectured at Florence (Ala.) State College on February 12 and 13 on "The Evolution of Jazz."

School of Medicine & Dentistry

1934
Dr. William G. H. Hobbs is serving as district governor of Rotary International in northern Connecticut and western Massachusetts.

1937
Dr. Frank W. Reynolds, director of the bureau of chronic diseases and geriatrics, New York State Health Department, has been named chairman of the state employees division of the 1959 Heart Fund.

1938
Dr. Ernest B. Emerson, Jr., was awarded a citation on October 4 by the president of Williams College. The citation read, "On the occasion of the fall convocation, with Creativity in Modern Science as its theme, the President, Trustees and Faculty of Williams College send greetings and congratulations to Ernest B. Emerson, Jr., who through his continuing efforts in science is furthering the welfare and security of our society."

1943
Dr. James C. MacDermott, Jr., closed his office in Wellington, Ohio, on March 1 in order to take two years of special training in anesthesia at St. Luke's Hospital, Cleveland.

1944
Dr. Henry T. Clark, Jr., coordinator of the Division of Health Affairs at the University of North Carolina, recently returned from Europe where he spent two months studying medical care programs.

1949
Dr. David R. Metcalfe is director of the EKG Laboratory at the University of Colorado Medical School, Denver.

1952
Dr. Donald E. Rowley, president of the medical staff of Athol (Mass.) Memorial Hospital, was recently certified by the American Board of Internal Medicine as a specialist in internal medicine following the successful completion of his oral examination.

1956
A son, Jonathan, was born on February 6 to Dr. and Mrs. John Seidlin. They are residing at 605 Fairview Boulevard, Rockford, Ill.

Dr. Robert H. Greenlaw was awarded one of six national fellowships in radiotherapy by the American Cancer Society. The $16,000 grant, which starts on July 1, is renewable for two years. He will be engaged in a training program directed primarily to treatment rather than diagnosis.

1953
Dr. Carl Butenas has been appointed secretary of the staff of the Memorial Hospital, Meriden, Conn.

1954
Capt. Joseph C. Seeger is assigned to the U. S. Air Force Hospital, Chanute Air Force Base, as an ophthalmologist.

Graduate Medical

1952
Dr. Milton Toporek is doing advanced research at Jefferson Medical College, Philadelphia, where he is an assistant professor of biochemistry. He has received a grant of $10,090 a year for three years from the National Institutes of Health, the Public Health Research Center, Bethesda, Md., for a study entitled, "Plasma Protein Production in Tumor-Bearing Rats."

1956
John S. Wiberg has been discharged from the U. S. Air Force and is a member of the biochemistry division of Massachusetts Institute of Technology. He has a Public Health Service Post Doctoral Research Fellowship.
Nuclear Submarines Pose Health Problems ...  

UR Trains Navy Doctors in Radiation Biology

The United States Navy's first nuclear-powered submarine designed to carry ballistic missiles is scheduled to leave the ways at New London, Conn., June 9, and her medical officer will be one of four who received special training here last year at the School of Medicine and Dentistry.

Since 1956, eight doctors from the Navy submarine service have worked for an academic year in radiation biology and industrial medicine, under the Medical School's departments of radiation biology and medicine, preparatory to serving aboard nuclear submarines. The two who studied here in 1956-57 are serving aboard the U.S.S. Swordfish and the U.S.S. Skipjack. One of the 1957-58 group is aboard the U.S.S. Triton, two are waiting assignment to new submarines. The fourth Navy member of this class, not a submariner but a specialist in aviation medicine, will probably eventually be assigned to a nuclear-powered aircraft carrier.

Two other Naval doctors, Lt. John H. Baker (MC) USN and Lt. T. Sterling Dunn, Jr., (MC) USN are currently at the Medical Center and will receive the M.S. degree in industrial medicine this June.

The program of training, which started in conjunction with the Atomic Energy Commission's industrial medicine fellowships, administered here, is designed to give basic training in the health problems arising out of the development of atomic energy.

Doctors in the Navy's Medical Corps who request the training, as well as qualifying for submarine duty, must be able to qualify under the Medical School's requirements for post-doctoral study, and upon completion of their year's study, may be awarded an M.S. degree by the University of Rochester. Before admission to the program, they must have the M.D. degree and at least two years of additional experience.

The nuclear power plants of the new underwater fleet are managed and monitored by non-medical personnel, but the UR courses in radiation biology enable the medical officers in charge of the health of the ship's company to understand the processes involved in maintaining safety, as well as the medical procedure in detecting and treating radiation damage.

IN MEMORIAM

CHARLES H. MAXSON, '92, died on August 11, 1958.

PETER A. BLOOM, '95, died in Brockport, N. Y., on March 8. During his life he had a varied career as an educator, newspaperman, theater owner, and car dealer.

H. BREWSTER ADAMS, '99, died in Reno, Nev., on January 16. For thirty-six years he was pastor of the First Baptist Church of Reno. He retired in 1946 shortly after he was awarded an honorary LL.D. degree by the University of Nevada.

HARRY MOULTHROP, '99, died in Rochester on February 23. For fifty years, until his retirement in 1946, he was with the Rochester Division of Engineering.

WILLIAM H. HART, '01, died in Amsterdam, N. Y., on August 28, 1958.

WILLIAM LOVE, '03, former Appellate Division Justice, died in Rochester on February 18. His career included service as a lawyer, district attorney, judge and court referee. Judge Love was a former president of the Alumni Association, and national president of Theta Delta Chi Fraternity from 1923-1930.

GEORGE W. RAMAKER, '09, died in Rochester on February 24.

DONALD S. CURTIS, '12, died suddenly in Honolulu, Hawaii, while visiting his daughter. He was a retired sales manager of Bastian Brothers Company, Rochester.

WALTER A. METCALF, '21, died on July 8, 1958.

HAROLD V. CAHILL, '22, died in Rochester on January 25 after a long illness. He was a retired sales representative for the Rochester Gas & Electric Corporation.

GLENN E. NICHOLS, '24, died at his summer home in Hilton Beach, N. Y., on September 20, 1958.

LeROY B. CONKLIN, '26, died suddenly in Albany, N. Y., on June 4, 1958.

GLEN E. CURTIS, '26, of Rochester, died suddenly on February 21, while enroute to Florida.

WILBUR F. SWANSON, '34G, died in Man­kato, Minn., on December 21, 1958.


ROY O. RYEM, '46, died on December 7, 1958.

DR. JOHN A. MURRAY, '52G, died in Rochester on January 12 after a long illness. At the time of his death he was assistant professor of history at St. John Fisher College, Rochester.
This is the first time in many years that the back cover of the Rochester Review has been devoted to a news story rather than a photograph. This news is of sufficient importance to merit such a position; what makes it important is not the size of the grants, but rather the philosophy of education implicit in the purposes for which they were given to this University.

Two Foundations Recognize UR Leadership

The recent announcement of two significant foundation grants underscores the fact that the University holds a prominent position among the nation's leading educational institutions. In April the United States Steel Foundation named Rochester one of four private universities selected this year to receive a $100,000 grant under the Foundation's Leadership-Institution Aid Plan; a few days later the Carnegie Corporation of New York awarded the University a $100,000 grant for its Non-Western Civilizations Program.

According to the United States Steel Foundation announcement, the Leadership-Institution Aid Plan provides financial support for "selected outstanding institutions" in view of "the unprecedented necessity that exists today in America for the relentless pursuit of excellence, the maintenance of freedom, and the stimulation of creativity and intellectual vitality."

The Carnegie grant testifies to the University's leadership in the study of non-Western civilizations. This leadership dates back to an article by President Cornelis W. de Kiewiet entitled "Let's Globalize Our Universities," which appeared in The Saturday Review in September, 1953. In the article Dr. de Kiewiet termed the predominant concern of American higher education with the history and influence of Western Europe "dangerously out of date" and urged colleges and universities to provide basic undergraduate instruction leading to a greater understanding of Asia, the Middle East, and Africa.

Dr. de Kiewiet's proposal was put into action by the University in 1954 with the establishment of the Non-Western Civilizations Program headed by Dr. Vera Michele Dean of the Foreign Policy Association. Since then 24 faculty members have taught in the interdisciplinary program which has enrolled some 250 students in the introductory course and many others in advanced courses. The University also has sponsored public lectures, special courses for secondary school teachers and others in the community, a television series, and a conference on World Awareness.

Beyond the campus the impact of Dr. de Kiewiet's original article has been reflected in curriculum changes at other colleges, and the Program's influence has been extended both by Dr. Dean's visits to colleges throughout the country and by publication of her book based on the Program's introductory course. This book, on which other members of the Program collaborated, is widely used in colleges and secondary schools.