THE CHALLENGE OF EXCELLENCE

THE IDEAL OF EXCELLENCE

THE RESPONSIBILITIES OF EXCELLENCE

THE DEANS' VIEWS

THE IMPLICATIONS OF EXCELLENCE

THE PRICE OF EXCELLENCE

THE PROGRAM FOR A GREATER UNIVERSITY

Because of the special nature of this issue, Classnotes have been omitted; they will appear again in the November issue.
Dream for a Greater University
The Challenge of

In today’s world education is the key to all major developments. It is significant, however, that the greatest and most insistent demands are not for the lower levels of education but for the very top. In India, tens of thousands of students already have rioted because they cannot obtain access to existing universities. In Africa a half-dozen institutions founded in the last ten years are on the threshold of acquiring genuine university status. On every continent the demand for university education is greater than can be readily met. This world-wide phenomenon corresponds to the remarkable change that has taken place in the total system of American education. A generation or so ago the most vital and creative part of American education was the secondary school system. Today the most vital and creative part of American education is the university.

The word university is not a loose term to cover all higher education. It refers specifically to those complex institutions that have responsibilities for teaching programs all the way from undergraduate to graduate and professional education. For many years
The University of Rochester, building upon its early commitment to excellence, has been making every effort to enter the ranks of the mature and fully equipped major universities of the country. This utterly necessary ambition reflects the fact that the nation now must place primary emphasis upon advanced instruction in the arts, the sciences, and the professions — instruction founded upon sound undergraduate education in the humanities and the basic sciences.

One fact is absolutely clear: the future will be favorable only to those institutions that recognize the nation's need and put forth an effort to maintain and improve their position in the great movement of modern times toward excellence in university education. The University of Rochester is determined to make such effort and, with this intent, is embarking upon a Program for a Greater University. The needs which the Program is designed to meet—and the implications it holds for the future of The University —merit the serious consideration of every alumnus.

—C. W. de Kiewiet
The challenge of excellence is mindful of the dignity of the individual, the honor of the University, and the welfare of mankind. The world is wide, change is rapid, time is too short to waste. In this age of international crisis the challenge of excellence demands judgment, vision, courage, audacity, and adventure. These qualities are traditionally American, Rochesterian, Meliora. Since 1850 they have made our honorable past, they make a lively present, and they can make a better future.

JOHN ROTHWELL SLATER, 1959
THROUGH THE ELEVEN decades of its existence, The University of Rochester has dedicated itself to the ideal of excellence: *excellence* in terms of the abilities and achievements of its students and of its faculty . . . *excellence* as related to its programs of instruction and research . . . *excellence* as exemplified by its physical facilities and its total environment for living and learning.

The years have seen Rochester grow from a small liberal arts college of 74 young men and 7 professors to today's academic community of eight schools and colleges with a total of some 7,400 full- and part-time students and 1,000 faculty members. From the old hotel building that was the first Rochester campus have evolved the three campuses of today's University complex: the River Campus with the College of Arts and Science, the College of Education, the College of Engineering, the School of Business Administration, University School, and the Institute of Optics; the School of Medicine and Dentistry and the component hospitals, clinics, and research laboratories of The University Medical Center; and the Eastman School of Music and its Prince Street Campus.

Certainly, the silhouette of today's University bears but slight resemblance to the little college of the 1850's; nevertheless, Rochester's preoccupation with the ideal of excellence has remained constant.

THE EXTENT TO WHICH The University has realized this many faceted ideal is implicit in the statement that Rochester today is a truly *national* university. To thus characterize The University is, of course, to imply much more than the fact that Rochester draws its students from all parts of the nation and from abroad and that the geographical distribution of its graduates spans the globe. Rather, this statement recognizes that The University of Rochester has taken its place among the nation's leading institutions of higher learning . . . that The University today is *national* by virtue of its reputation for scholarly attainment, its record of achievement in advancing man's knowledge, and its position of recognized leadership among educational institutions.

Such recognition stems in large part from the achievements of the many men and women who, as members of the faculty and administration, have made substantial contributions to the advancement of learning. Since The University's early beginnings, the presence of distinguished scholars has been a noteworthy part of the Rochester tradition and one that has had a major impact on every aspect of The University's development.

In every phase of its development, The University has recognized that the attainment of excellence is not preordained . . . that its cultivation does not follow a constant pattern . . . and that its preservation within the context of a rapidly changing world requires a deliberate and imaginative shaping of The University's destiny.

*With reputation comes responsibility . . .*
THE RESPONSIBILITIES OF

WITH REPUTATION comes responsibility such responsibility is two-fold: to provide leadership to the expanding educational, professional community and of the nation. In fulfilling this obligation
"This new age of discovery, of continuous change and ever-increasing complexity imposes upon the true university the obligation to include in its curriculum those emphases that are clearly related to the major needs and prospects of its society."

—C. W. de Kiewiet

EXCELLENCE

1. The Mushrooming Enrollment in Higher Education

In 1950 there were 2,297,000 students in American colleges. In 1958 there were a million more. In 1970 this country's institutions of higher learning must enroll more than 6,000,000 young men and women. In the main, this can be done most effectively and economically by developing existing colleges and universities. This fact places upon The University of Rochester, as upon all other institutions of higher education, the obligation to provide educational opportunity for a larger number of qualified students, to such extent as is compatible with maintaining the character of this University and the excellence of its academic programs.
"Man's questing mind stands upon more frontiers through and beyond than at any time in history."

"...the sub-microscopic world of atomic physics and biology; understanding of a divine mine..."

2. The Nation's Demand for Educated Manpower

The demand for specialized talent in every field of human endeavor is rising and will continue to rise. This means that The University must accept its share of the responsibility to provide—within its chosen fields of endeavor—programs of study that are in accord with the nation's most advanced requirements for specialized knowledge. At the same time Rochester must retain its traditional insistence on the liberal arts as the foundation for all studies, and must do all within its power to build added strength into that foundation.

3. Explosion of Knowledge

Throughout The University there is recognition of an increasing obligation to participate creatively in the discovery and application of new knowledge. Rochester's reputation for excellence in the sciences enables The University to respond effectively to these new areas of challenge and opportunity and to incorporate into its curriculums appropriate programs of instruction and research. At the Institute of Optics, for example, specialists from such fields as optics, biology, engineering, physics, and medicine are launching a dramatic project to design and produce for space exploration the optical components for an orbiting observatory. In the Department of Physics—already internationally recognized for its contributions to nuclear research—scientists are pursuing basic studies on the nature of outer space. At the Medical School such departments as pathology, biochemistry, physiology, psychiatry, and pharmacology are beginning to converge upon the structure and chemistry of the human cell. Such searches for new knowledge are already an important aspect of Rochester's responsibility; they will assume even greater importance in the years to come.

4. The Problems of International Crisis

The political implications of the atomic age... the emergence of new nations in Asia and Africa... tenacious "cold war" tensions... these and other critical problems demand greatly increased understanding of the changing nature of the modern world and of the impact of such change upon our own nation. They demand such understanding as can come from The University's Non-Western Civilizations Program, which engages the combined talents and specialized backgrounds of the historian, the economist, the political scientist, the geographer, and others. The recent Carnegie Corporation grant for this Program both encourages and challenges Rochester to intensify its efforts and extend its influence in a field in which its leadership has been widely recognized.
new knowledge with greater assurance of breaking into the macroscopic world of outer space, and in these we are moving into areas once reserved to the world of outer space, and in these we are moving into areas once reserved to the

-C. W. de Kiewiet

5. Regional Needs for University Education

Within its community The University of Rochester must—and does—offer educational opportunity for qualified full- and part-time students seeking undergraduate or graduate instruction. Increasingly important is the obligation to provide programs of study for men and women in business, industry, education, and other fields who wish to advance their professional competence. As part of its educational service to the community, The University makes available the facilities of its libraries, its Computing Center, the Testing and Counseling Center, and other specialized agencies. As the community’s needs grow and change in the years to come, The University must be prepared to respond flexibly and imaginatively.

6. The Responsibility To Enrich Community Life

As a focal point of intellectual and cultural activity, The University of Rochester seeks to contribute a richness and variety to the life of the community that only a university can provide. The wealth of musical programs offered by the Eastman School of Music ... the diversified collections and services of the Memorial Art Gallery ... Evening Session courses of a cultural nature ... public conferences and lectures ... radio and television programs ... these are important commitments which this University has recognized and must continue to meet.

7. The Health Needs of a Growing Community

With its opening in 1925, the Medical School accepted as one of its responsibilities the obligation to provide a broad range of health services for its community. Today the Medical Center’s hospitals and clinics—Strong Memorial Hospital and its noted Psychiatric Clinic, Municipal Hospital, Edith Hartwell Clinic—serve many thousands of men, women, and children. Through such services The University helps to assure for Rochester-area families a singularly high standard of medical care. To discharge this responsibility with ever-increasing effectiveness will be a primary concern in the development of the Medical School.

Serving the expanding needs of nation and community—within a framework of academic excellence—poses a striking challenge. How does the challenge apply to each of The University’s schools and colleges?
The Responsibilities of Excellence: THE DEANS' VIEWS

Dr. McCrea Hazlett
Dean, The College of Arts and Science

"The essential role of the College of Arts and Science is to discover and disseminate knowledge—to explore and understand and evaluate the nature of the universe and the nature of man. Increasingly, the excellence of the College will depend upon the presence on its faculty of scholars of eminence—men and women who stand at the frontiers of human knowledge and who are imbued with a passion for teaching and research. In the years ahead, our primary concern will be to attract and hold such a faculty—and to provide for them and for their students an atmosphere in which inspired teaching, enthusiastic learning, and creative scholarship can flourish."

Dr. John W. Graham, Jr.
Dean, The College of Engineering

"The flood of scientific discovery and invention that characterizes our era makes the engineer, who applies these discoveries, more important than ever. The almost geometrical progression in the nation's need for engineers is still not adequately appreciated; even less fully understood is the corollary need to encourage a larger number of promising young engineers to enter teaching and research careers. The primary educational responsibility of the College of Engineering, therefore, is two-fold: to prepare a relatively small, carefully selected student body to become engineers of high professional competence... and to educate and motivate an increasing number of outstanding students for leadership careers in teaching and research."

Dr. Howard R. Anderson
Dean, University School of Liberal and Applied Studies
Director, River Campus Evening Session

"People in Rochester-area business, industry, and the professions increasingly are turning to The University for instruction to help them keep abreast of developments in their chosen fields. As a result, their demand for university courses has risen dramatically. Currently the Evening Session is enrolling more than 4,000 adults—about half of them taking work at the graduate level; the recent River Campus Summer Session served some 1,500 students.

"In the years ahead we can expect that a sharply increased demand for educational, professional, and cultural courses will challenge The University to expand activities in this important area of service. Its responsiveness to this demand and its continued emphasis on excellence will be positive contributions to the community's growing need to attract and hold men and women of high competence."
Dr. Donald G. Anderson  
*Dean, The School of Medicine and Dentistry*  
"The drive to discover the cause and cure of disease . . . the expansion of medical science to include the social and the behavioral sciences . . . and the imaginative application to medical problems of advances in the natural sciences promise great returns for society. These growing dimensions and expanding opportunities challenge the Medical School to broaden and intensify its programs of teaching, research, and service. Only as the School meets this challenge will it preserve its reputation for excellence."

Dr. Howard Hanson  
*Director, Eastman School of Music*  
"Today we are making an important discovery: the discovery that, although science can kill or cure, it cannot of itself minister to man's spiritual needs or supply him with the sustenance his soul demands. These things the arts and the humanities can do, and these things they must be given increased opportunity to do if man is to escape the death of spiritual automation.  
"In the future the Eastman School will seek to maintain and broaden its leadership both in educating young people of talent for careers as performers, composers, and teachers . . . and in securing greater recognition for the importance of the arts in contemporary society."

Dr. William A. Fullagar  
*Dean, The College of Education*  
"The ultimate defense of a democracy is an educated people; the ultimate goal of our educational system is to produce people who are able to think, to create, and to grow intellectually and spiritually. The nation's need for more and better teachers is clear; of comparable importance is the need for improved articulation between secondary and higher education.  
"A university by its very nature has unique obligations to teacher education. It must include strong academic and professional programs for prospective elementary and secondary school teachers . . . provide teachers and administrators with opportunities for advanced study . . . serve school systems through the development of significant research programs. These obligations The University and its College of Education must fulfill."

Dr. John M. Brophy  
*Director, The School of Business Administration*  
"In America and in other areas of the world, surging populations link present needs and future hopes to new and expanded business and industrial enterprises. These prosper only as men and women demonstrate ability to manage and motivate by objectives which are attuned to changes in complex social, economic, and political conditions.  
"The School of Business Administration must educate its students for leadership roles in the 'management of complexity.' To fulfill this function it is essential for the School to strengthen its undergraduate program, to develop advanced programs of teaching and research, and to provide special programs and services which can contribute to the advancement of professional management in business and industry."

THE IMPLICATIONS OF EXCELLENT
"This institution must make no compromise with excellence. It must insist upon excellence of curriculum, excellence of students, excellence of faculty, excellence of research opportunities, excellence of facilities, excellence of environment." This recent statement by President de Kiewiet holds important implications for the future of The University.

Excellence of Curriculum

A true university offers undergraduate and graduate instruction in the humanities, the social sciences, the natural sciences, and such professional fields as can be effectively integrated into its total educational program. At Rochester, the essential design of The University is based on the foundation of a strong liberal arts college. Thus the College of Arts and Science not only encompasses programs of instruction leading to degrees in the humanities, the natural sciences, and the social sciences . . . but also supplies the first two years of instruction that undergird programs in the College of Education, the College of Engineering, the School of Business Administration, and the Institute of Optics. (In general, University School of Liberal and Applied Studies performs for part-time students the same functions that the College of Arts and Science performs for full-time students.) These schools and colleges—together with this University’s programs in music, medicine, and nursing—constitute the rich “horizontal” array of curricular opportunity at The University. Complementing this horizontal array, and equally important, is the “vertical” structure of its programs, starting with undergraduate studies in the arts, the sciences, and professional fields, and progressing through master’s programs to doctoral programs and, in some areas, to post-doctoral levels.

The strengthening of existing undergraduate and graduate programs and the selective development of new curriculums on the graduate level—for example, in business, education, and engineering—will enable The University to contribute increasingly to the nation’s growing need for educated manpower.

Excellence of Students

To sustain excellence of curriculum, The University needs a certain “critical mass” of full-time undergrad-
uate students. For the River Campus schools and colleges the critical number of undergraduates necessary for maximum educational impact is 2,500 students. To bring its undergraduate core to the desired strength, The University in 1953 initiated a carefully planned program of enrollment increase. This gradual rise—from 1,500 undergraduates in 1954 to 2,500 by 1965—will provide the enrollment base needed to support the total educational program on the River Campus. (According to present plans, undergraduate enrollment of the Eastman School of Music will continue at substantially its current 400-student level; at the Medical School, the number of students working toward the M.D. degree will remain at 280.)

More than critical mass, however, is required; the students making up this University's undergraduate core must be characterized by high academic ability. Rochester today is able to select its students from a greater number of outstanding applicants than ever before; this year's freshman class of 616 students was chosen from a field of 2,407 applicants. As a result, in terms both of class rank in their secondary schools and of their scholastic aptitude test scores, the men and women who make up today's undergraduate body come from the top ranks of high school graduates. In our current freshman class, more than 8 out of 10 students (75 per cent of the men and 90 per cent of the women) stood in the top fifth of their secondary school classes. This favorable position allows The University to expand its enrollment—in response to national needs and to the requirements of its own developing educational program—and to do so with no compromise of its admissions standards.

**Excellence of Faculty**

The strength of any university's program rests upon its ability to attract and hold an able faculty. In this area, above all others, the implications of excellence—and the problems of maintaining and enhancing it—are of increasingly grave concern to leading colleges and universities throughout the country.

The nationwide decline in the purchasing power of faculty salaries . . . rising competition from business, industry, and government for highly educated professional talent . . . the decreasing percentage of college teachers holding the Ph.D. degree . . . all these forces have created a situation where our colleges and universities—already vying among themselves for qualified teachers—in the years ahead will compete even more intensively for top-calibre faculty.

At Rochester, as at other leading institutions, continued excellence of faculty will require an upward adjustment of economic status. It will require, in addition, an enhancement of professional opportunity, including the opportunity to teach graduate students and to engage in research.

![High School Class Rank of Entering Freshmen](image-url)

Four out of five members of the Class of '63 ranked in the top fifth of their secondary school graduating classes. The group also achieved high scores on their aptitude tests.

![Real Income of America's College Teachers](image-url)

The real income of college teachers has declined while that of the average American has risen substantially. One result: fewer holders of the Ph.D. degree enter college teaching.
Excellence of Research Opportunities

More and more, the ability to attract an outstanding faculty and to offer strong graduate programs depends on the ability to assure opportunities for research. By providing the facilities, the personnel, and the academic climate conducive to fruitful scholarship, The University of Rochester has achieved national stature as a center for research and for the training of students for academic careers. An indication of this stature is the rapid growth within the last decade of grants for research activities: in 1950, sponsored research totalled $3,000,000; for 1959-60, sponsored research programs are expected to total more than $6,600,000.

An inescapable corollary of the commitment to research—and of this University's position of eminence in this area—is Rochester's responsibility to expand research activities in fields where it can make significant contributions: biology . . . chemistry . . . physics . . . optics . . . psychology . . . economics . . . and the medical sciences.

Excellence of Facilities

Today, academic excellence simply is not possible without adequate plant and up-to-date facilities: the era when Mark Hopkins and his log were sufficient ended long, long ago. The growth in Rochester's undergraduate and graduate enrollment . . . expansion of its academic programs . . . the increasingly varied and complex facilities and equipment required in many areas of study impose new needs for classroom, laboratory, research, and office space. This is true of all branches of The University. On the River Campus the space problem touches nearly all facets of living and learning. Important facilities at the Eastman School require modernization. And at the Medical Center there are urgent needs for improvements and additions to facilities of the Medical School and of Strong Memorial Hospital.

Excellence of Environment

A university is a self-contained community. It must provide dormitory and dining facilities for a growing, campus-centered student population. It must provide adequate health facilities . . . an appropriate center for student religious programs . . . facilities for extracurricular and social activities. And, as a community, it must provide a total environment of beauty and of spaciousness, for these are among The University's valuable assets.

Here, as in other areas of The University's operation, are problems of no small dimension. Here, too, are exciting possibilities for new growth, new enterprise, new areas of service. To meet the problems and realize the potentialities will require conviction and courage and imagination of a high order.
The Price of Excellence
The price of maintaining and enhancing educational excellence is high. For The University of Rochester during the next six years it will be $49.9 million. This is the amount of new funds—expressed in terms of expendable capital or endowment—The University of Rochester will require to meet its responsibilities as a university. More specifically, this is the amount required to sustain and strengthen present programs, to help satisfy the educational demands of a mushrooming national student body, to respond effectively to the explosion of knowledge and the nation’s rapidly growing need for educated manpower, to help meet through education the problems of international crisis, and to provide for its community the educational, medical, and cultural services which are proper functions of a university.

The price is high, but it is a carefully determined price. More than two years ago, The University began a comprehensive department-by-department study designed to blue-print Rochester’s aspirations for its future and to spell out the costs of achieving its goals. That study was completed early in 1959, discussed at a series of Executive and Finance Committee meetings, and in May was adopted by the Board of Trustees as The University’s long-term plan.

Actually, the period under study was that from 1959 to 1965, and the plan which was adopted defines the requirements to be satisfied in this six-year period. At the same time, however, the Board recognized that other needs inevitably will arise, and will have to be incorporated into its planning. In reality, therefore, The University’s plan will have neither a terminal date nor a static dollar objective.

The University requires new funds for both operating and capital purposes.

After making careful allowance for growth in its income from investments, for economies in its operations, for planned expansion in its student body and a resulting increase in tuition income, and for increases in tuition which in all probability will become essential, the need for additional operating funds will, by 1965, amount to $954,000 annually. This need can be met by additional assured annual income (e.g., increased annual giving from alumni, corporations, friends) in this amount, by increased University endowment of $21.2 million, or by a combination of funds from these two sources.

The need for additional operating funds is clear. Faculty salaries must be steadily revised upward. Existing educational programs must be strengthened and new ones provided where the demands of our society are insistent. The amount of student aid offered by The University must be adjusted to reflect both the fact of more students and the probability of higher tuition charges. The inevitable rise in general operating expenses, including the cost of operating and maintaining planned additions to the physical plant, must be met.

Essential capital improvements relate to every aspect of The University’s program. Their estimated cost: $28.7 million.

River Campus requirements include classroom, laboratory, and office space for the sciences, optics, mathematics, and engineering; classroom and office facilities for the social sciences and humanities; dormitories; improved student health facilities; and a chapel and religious center. The cost: $8.7 million.

At the Eastman School of Music plans for improving the Sibley Music Library and modernizing other facilities will cost $250,000.

At the Medical School expansion of the library, provision of a new animal facility and research wing, additional classroom space, and an addition to the Atomic Energy Project are planned at a cost of $7.85 million.

Strong Memorial Hospital requires new operating rooms; additions to the delivery room and to x-ray facilities; 240 new beds,* 210 of which will replace beds that must be moved to make room for other new facilities; an ambulatory patient and rehabilitation center; and improvements to the cafeteria, laundry, kitchen, central services, and locker facilities. An addition to Helen Wood Hall, the residence hall for student nurses, is also contemplated. Estimated cost: $8.5 million.

Finally—affecting the entire University—a graduate living center and a program of land acquisition will require another $3.4 million.

The price of maintaining and enhancing excellence for The University of Rochester is indeed high. But The University and its Board of Trustees know that to be satisfied with less than excellence is to slip inevitably toward mediocrity...and that to regain position after even a momentary lapse is far more costly.

The Program for a Greater University, set forth on the following pages, makes clear the Board’s determination that there shall be no lapse in its efforts, no compromise with excellence.

*A community committee, studying total community needs, foresees by 1970 an additional 189-bed requirement which is not included in this summary.
THE UNIVERSITY HAS FASHIONED its response to the Challenge of Excellence. After carefully studying the faculty-administrative analysis of The University's future and of its needs, the Board of Trustees has

- Inaugurated THE PROGRAM FOR A GREATER UNIVERSITY—an active, continuous, and comprehensive undertaking to obtain the funds necessary to meet those needs which already are well defined, as well as those that will arise in the future.
- Established THE GREATER UNIVERSITY COUNCIL with full authority for the conduct of the Program.

The Program for a Greater University differs significantly from The University's Development Fund Campaign of 1952-53. The earlier program ran for a limited period of time. It was an intensive effort simultaneously conducted among all members of all The University's constituencies. It sought funds for a specific set of needs which did not change during the course of the campaign.

The new Program will be a continuing, long-term undertaking designed (1) to create and maintain the most favorable climate of interest and understanding among The University’s various constituencies—alumni and alumnae, parents of students, business and industry, and friends—and (2) to obtain funds for operating purposes, capital needs, and endowment. The Program’s initial goals are:

- $28.7 million for necessary capital additions and improvements;
- $21.2 million in additional endowment or $954,000 in additional assured annual income (an amount equivalent to the yearly income which this endowment would earn) or a combination of the two.

Among The University’s constituencies generally, annual giving to help meet the requirement for additional annual income will be stressed. Funds for capital needs and endowment will be sought from selected individuals, corporations, and foundations, through government grants, and through a well-considered effort to stimulate bequests to The University. In its objectives and in its conduct, the Program is designed for maximum flexibility. Thus it can respond readily not only to needs which are clearly apparent today, but also to new needs and changing opportunities as they appear tomorrow.
To guide and implement The University's efforts to achieve the goals of the new Program, the Board of Trustees has created the Greater University Council. To serve on the Council The University has been fortunate in enlisting a distinguished group—including both alumni and non-alumni—whose ability to provide leadership holds much promise for the Program and for the future of The University.

General chairman of the Council is Mercer Brugler, '25, a member of the Executive Committee of the Board of Trustees, and Chairman of the Board of Pfaudler-Permutit, Inc.

Members of the Greater University Council

Donald A. Gaudion, '36
Chairman for Annual and Capital Giving
Pfaudler-Permutit, Inc.
President

Joseph L. Noble, '34
Chairman for Alumni Giving
Haloid-Xerox, Inc.
Assistant Vice-President

Charles W. Carson
Chairman for Non-Alumni Friends
Community Savings Bank
President

Donald McMaster
Chairman for Rochester-Area Corporations
Eastman Kodak Company
Chairman of the Executive Committee

Elsie Siegl Ashenburg, '41, 42N
Co-Chairman for Alumni Giving

Ernest A. Paviour, '10
Chairman for Special Programs
R. S. Paviour & Son, Inc.
President
MEMBERS OF THE GREATER UNIVERSITY COUNCIL

Wilmot R. Craig
Co-Chairman for Special Programs
Lincoln-Rochester Trust Company
Executive Vice-President

James E. McGhee, '19
Chairman for Constituency Relations
Eastman Kodak Company
Vice-President for Sales

Charles L. Rumrill, '22
Co-Chairman for Constituency Relations
The Rumrill Company, Inc.
President

Raymond N. Ball, '13
Member, Board of Trustees
Lincoln-Rochester Trust Company
Chairman of the Board

Joseph C. Wilson, '31
Member, Board of Trustees
Haloid-Xerox, Inc.
President

Bernard E. Finucane
Member, Board of Trustees
Security Trust Company
President

Cornelis W. de Kiewiet
University President

LaRoy B. Thompson
University Vice-President and Treasurer

Donald E. Smith
Director of University Relations

Martin Morey
Associate Director, University of Rochester Fund