... is an enigma in our society. He is envied by those who came here before him. He is feared by those who distrust knowledge. He is a paradox to those who try to teach him. He is scorned by the small minority of his contemporaries known as "beats." He is the hope of the next generation who, in turn, will curse him—as he curses us—for having handed on problems which will not be solved by idealism alone.

Is he an idealist? He probably would not admit it—but then, would we? He is a romanticist and he is romantic. He is also pragmatic. His ideas of fun sometimes give us, his elders, cause for despair (when we should be remembering our own college days). He finds time for a myriad of activities; he would rather participate than watch or listen. He is serious and he is studious (Rush Rhees Library is open until midnight six nights a week at his request). He realizes that his degree will not grant automatic entry into the intellectual elite. At his back is an ever increasing accumulation of knowledge to be questioned, accepted, digested, integrated and, in time, augmented. Ahead of him lies the opportunity to control his own destiny.

In the next twelve pages you can "listen" to him—and we think you will share our optimism concerning his future.

Statistically, the UR student is above average—he ranked in the top fifth of his high school class; he scored well above the mean in his College Entrance Examinations.

To his (or her) elders, much of what he says—about college (and he is not always complimentary), about the opposite sex, about "life"—may have a reminiscent ring. But there are differences—and these are important. Although his voice is sometimes strident, sometimes uncertain, there is a tone and a tempo to what he is saying and what he is thinking that augurs well for the future.

No one person can speak for all the students at this university. Perhaps this is a major strength of our complex of colleges and schools. Coming from all across this country, as well as from many foreign lands, students at the UR have an ever-broadening view of the world. The interchange of ideas takes place in the classroom, at dinner, over a coke, and, most of all in night-long bull sessions that start when he's too tired to study any longer... and last until it's almost time for class.

To discover what UR students are thinking about, talking about, griping about, The Review—in the person of its tape recorder—sat in on not one, but twenty-one bull ses-
sessions. What appears on the following pages is a sampling of all twenty-one tape recordings.

We don’t pretend that this is a scientific inquiry into the mores and motivations of the UR student. (Perhaps students—by their inherent diversity—are not appropriate material for quantitative analysis.) Our objective was to have the students talk about themselves—in retrospect and in prospect—without self-consciousness or censure.

Our techniques seemed simple in the planning, proved otherwise in operation. We drew up eight questions which, hopefully, would spark discussion, then we found students to lead the individual sessions. Each student was given the tape recorder for an evening, with instructions to invite two to five friends to his room for a bull session. Eight sessions were held in the men’s dorms, five in the Women’s Residence Halls, two at Helen Wood Hall, four at Eastman School. Two sessions were attended by both men and women. All schools and colleges were represented, all classes were included. A total of 82 men and women participated.

Although the mechanics of taping dictated a 15-minute-per-question time limit, the taped interviews seemed to produce reasonably uninhibited results. And despite the fact that the tape recorder was in plain view and that participants knew the purpose of the sessions, there was no apparent loss of spontaneity or candor. In only one or two instances did we feel a statement was made for our “benefit”—for example, one group of freshmen girls ended their session by singing “The Genesee”! By and large, these were typical bull sessions; at times the discussions verged on the violent; at times they broke down in gales of laughter. There were interruptions, irrelevancies, impertinent observations. These you will have to imagine as you read the next 12 pages.

The bull sessions ended, the Review staff proceeded to transcribe some 25 hours of tape recordings. (Somewhat naively, perhaps, we found it surprising that, regardless of school or class, so many people said so many of the same things.) Because all were speaking to the same questions, we were able to take bits and pieces from the twenty-one separate sessions and reconstruct one composite bull session. In so doing, we have endeavored to represent faithfully the content and context of each statement. The result, we think, affords a clue to the thinking of those who are now walking, running, strolling, chasing in our footsteps here at the UR. Obviously, we do not identify each speaker by name; the speaker’s sex is indicated by a change in type face—(men) (women).

To put the discussions in perspective, we asked Dr. Joseph W. Cole, River Campus Dean of Students and Associate Professor of Education, to write a short commentary. His comments appear in bold face type.

But neither a dean nor an editor can say the last word on this subject. If any conclusion can be drawn, it is that each student has his own conclusions about the questions asked, and that each reader will have to draw his own conclusions about The Student: 1961.—L.D.A.
THE QUESTION:
The world of our parents has disappeared; the world of today is rapidly changing.
What are your concerns with this changing world?
How involved do you feel yourself to be in these changes?

THE DISCUSSION:
Roman—the speaker is a man; italic—the speaker is a woman.

"It's the same rotten world it has always been."

"Our parents inherited a world that had problems—maybe not the same problems, but problems nevertheless."

"Why does one generation mess up the lives of the next generation?"

"You sound like an angry young man. How do you know we are going to do any better?"

"We probably won't. There is a tremendous feeling of apathy—or is it fear—that the world is in such a state that there isn't much that anyone can do about it. I think you can notice in today's younger generation the feeling of uselessness in doing anything because everything seems so pointless, so wrapped up, so messed up. We don't know what to do. Perhaps we would like to be involved; we would like to have the feeling of doing something for the world."

"How can you say we are apathetic? If college students aren't the ones who are aware of what's going on in the world, then I feel sorry for the future of America."

"You'll have to admit that—whether or not we are aware—we don't seem to be acting quite as much as students in other areas. Students are the main ones involved in Cuba; students are the ones waging riots in Japan. This shows an active interest that I don't think the American student is showing."

"I disagree! We have some pretty active chapters here on campus of SANE, NAACP, and the Organization on International Affairs. The dominant concern is for other people. The whole liberal movement on this campus and in the United States is increasing in scope, in size, and in activity."

"Not only the liberals, but the conservatives are more active—and not only at the verbal level (although I did hear that Senator Barry Goldwater will be speaking on campus next month). Look at how active both political parties are on campus."

"Don't you think a lot of people get involved in things just for the sake of getting involved? They are doing it for an activity or because their friends are involved. The time when they will realize they are having a part in the changing world is when they themselves see that they have effected a change in other people or in the world."

"We can't talk in terms of the whole world because we don't operate on that basis. We are operating on the basis of this campus. This is our world."

"What kind of world is it? We have no drive; we have no direction; we have no purpose; we have no interest except ourselves. We are amoral!"

"Why must you liberals be so pessimistic? There are changes going on that will make the world a better, happier place."

"What, for instance?"

"For one thing, we have the possibility of making life more rewarding for everyone by eliminating epidemics and cancer and scourges."

"I think it is exciting to think that a human being can actually get off the earth and go to other planets."

"Do you realize that nine out of every ten men who have ever been involved in scientific research are living today? This, most certainly, is going to change our world."

"But, that is my point: will it be a better world?"

"That's our challenge! It's our challenge to try to straighten things out, even though we are not responsible for the events that have preceded us—the great wars, a world with two enemy camps lined up against each other. This situation is the result of people who have gone before us—and their mistakes. It is a challenge each generation has had to face."
"I don't agree with you because I feel that the world has changed."

"But, how?"

"Well, as a generation we are much more loose, much more free. Our morals have changed. We don't have the restrictions our parents had."

"That's the point; we did not wrest this freedom from our parents, or they from theirs. It has been progressive development."

"Call it development or call it change, I think we are going along a little too rapidly. We are forgetting a lot of basic things. It takes the basic freedoms to be a decent personality."

"There's that old urge for security; therefore, we build up this little womb."

"The individual is trying to be forgotten . . . is trying to get lost in the big search for security."

"Can we ever find security when we are faced with utter and complete annihilation? This is a more serious prospect than any previous generation has faced."

"Somebody could make a mistake; the bomb could drop anytime."

"Will there be mankind tomorrow?"

"I'm more concerned with a different kind of explosion—the population boom."

"That's a job for our scientists—to help countries like India with the problem of birth control. Scientists will have to find the means of making all these people more productive."

"Perhaps we are becoming more materialistic not only in what we are striving to achieve, but also in the way we think."

"But, remember—before you can build a moral society, you have to have your bellies full. Hunger and disease have to be abolished. This will require material things; the materials of science, if you will."

"While we play up science's role, we seem to be playing down religion."

"No, we're not! Religion has never been more popular—on this campus and in the world."

"The fact that ours is a more fluid, mobile society generates a feeling of insecurity."

"Perhaps because of this insecurity or this emphasis on material things, we are letting the field of the arts become stagnant."

"You are absolutely wrong! There is a tremendous drive in the arts! We see it especially in music. We have more works for the strings and for the wind instruments. The same is true in vocal music. There is increased interest in music in the public schools; the number of community orchestras is growing. I'm not worried about the future of music—at least, not serious music."

"I think it is interesting to note that music is growing differently from the way industry and even agriculture are growing. There everything seems to be coming together in big groups, eliminating the small man. But music grows through the individual man—the performer, the composer."

"Yes, and the level of performance is continually going up."

"If there is all this interest in music and the arts, why are so many of our people—especially teen-agers—bored?"

"Yes! This is where there has been a big change from our parents' day to our day. Today's teenager doesn't know what to do with himself. In our parents' day they used their imagination to have a good time. Today they need money and a car to start with."

"This is all part of the changing pattern of family life. Families as a unit don't do things together any more—like going on a picnic or going camping."

"Perhaps we can put some of the blame for this on the fact that a woman's place is no longer in the home."

"But this isn't enough for most women today. That's why you find women in politics, in music, in the arts. It isn't so much wanting and needing an education for a career as it is wanting to be able to grow, to be able to give something more to her family."

"If a woman is going to be smart, then the man wants to be smarter."

"Many years ago women resented being treated as inferiors; now we defy that kind of treatment."

"The endless battle of the sexes! I think we will agree that there is increasing competition between men and women—that there is competition everywhere, especially in ideas and ideals."

"Obviously, there is in this group!"

"And our children will probably be saying the same things twenty years from now."

DEAN COLE COMMENTS:

A common thread of agreement permeates the thought of today's student. Complexity, ideological rather than practical problems, insecurity and possibly fear based on a feeling of helplessness are the concerns most frequently expressed by the University of Rochester student—whether he resides on the River Campus, Eastman, or Helen Wood.

He feels that his parents could face the problem of the Depression head on, whereas today's problems are elusive, hard to define and perhaps incapable of solution.

And yet the hint of despondency is offset by the tone of hope that springs from youth's knowledge that they live in an era of unlimited opportunity. Unlike their elders, they seem to sense that their hope for the future depends upon an awareness and concern for peoples throughout the world.
THE QUESTION:
Do you believe that education in general, and education at the UR in particular, is preparing you for a role in this changing world?

THE DISCUSSION:
Roman—the speaker is a man; italic—the speaker is a woman.

“There is a basic fallacy in this question. Education should not prepare us for living in a changing world, but education should prepare us to change the world. This is where our education fails us.”

“The entire philosophy of life here is exemplified by the physical position of the University. We have the river on three sides and the graveyard on the fourth. Very effective in isolating us from the contaminating influences of the great metropolis of Rochester. So we stay here on our little hill as far away from people as possible. After all, we are here to study things, not people.”

“This is a ‘grind’ school, but not necessarily an intellectual school.”

“You must admit that the UR has improved considerably over the past couple of years.”

“I agree! There’s lots of education to get here, but not necessarily in the classroom. This is commonly granted. If it doesn’t do anything else, it makes us more aware of ourselves here. We have to be! You have a good chance to think about your own capabilities, potentialities, etc.”

“All universities have the same problem. It is felt that during our stay here we should be taught—in a sense almost indoctrinated—about what other societies have thought. It also appears that we should learn a little bit about everything. While we are developing there should be some kind of fence so that we don’t get mixed up in what other people are doing—people who have arrived.”

“In your freshman year you have some sort of idea of what you think should happen to the world. In your sophomore year you may have a different idea. I feel the hothouse atmosphere is beneficial in giving you a general background before you enter into problems.”

“But you will never understand anything if you’re not given a realm for experimentation. We’ll never grow up if we’re not given a chance to try.”

“We are living sheltered lives. I think the attitude of the University administration is a little overparental.”

“Educational institutions don’t have the entire responsibility for us. We have a responsibility to dig things out on our own. I think you can get a great deal out of anything so long as you put a great deal into it.”

“I can learn more by just reading on my own and discussing some of the things with professors, students, outside lecturers. There is a stimulation in doing this outside reading and discussing the original course material with other people.”

“The reason people come here is for one goal—and that is to get a degree. To get a degree you need grades. In other words, everything you do here is built around the end to get grades to get a degree. You can’t just come here to take courses and not even care about grades, not just to study the things you want to study.”

“That’s a very pragmatic point of view.”
"I feel that grades are likely to be relative to how well you get along with the professor, how well you speak up in class, etc. I always felt that grades should be a reflection of how much you put into a course."

"But what you did in the classroom—whether in medicine or in any other specialty—helped bring you towards your goals, didn’t it? Helped you to think of yourself in, say, politics? Certainly, it is your civic duty to think about politics. You have to think about it and you can’t do it from scratch. You have to have the means to this end."

"Just because you get an 'A' in a course doesn’t mean you are a great intellectual."

"Marks are a necessary evil."

"You’re right. When you go out for a job the only thing they look at is your marks."

"Is it education for education’s sake or is it education for employment’s sake?"

"Maybe college life has become too specialized. There is a tendency today for college to become no more than a prep school to prepare you for a high-ranking graduate school. It seems a shame that we are concerned with this constant pressure of preparing ourselves—not to learn, but to gain admittance to graduate school which might enhance our economic or social position."

"The world today has become so complex that even in the most minute field extreme specialization is required. Just as a scientist is not familiar with recent literature, a literature scholar couldn’t tell you about the latest development in chemistry. It works both ways."

"As a medical student, I am getting an increasingly specialized course, and since the world is changing along lines of increasing specialization, I feel that I am going along with it."

"Perhaps as musicians we are not being educated, but 'trained' in our fields."

"There is so much to music that I sometimes wonder whether I will be able to grasp all the knowledge around me."

"I have a pet peeve in this idea of making the all-around college man—the person who comes out of college having taken courses in everything in order to get a better insight in the world . . . I feel one should be allowed to take the specific courses he wants in order for him to become what he wants. I think, really, that it is better to be allowed to take subjects that you’re really interested in—leaving it to your own initiative to go out and find out about the rest of the subjects that can give you a better insight into society."

"I say it’s the desire to learn that is important."

"But you have to differentiate between a boy’s and a girl’s education. For a boy, college education is the key to the material means which he’ll have to attain if he is going to support a family. He’ll have to have some means of making money. But a girl can think more in abstract terms—superficially."

"As far as a woman’s education is concerned, even if she never uses it to hold a job, she can be a better wife in that she is better able to assist her husband. More important, she is educating her children in an understanding way—with a broader background. They in turn will be better prepared."

"I consider even dorm life a part of my education. I don’t think I would be as prepared—or be as concerned—with a changing world if I hadn’t had the sort of life I’m having at the UR."

"Extra-curricular activities are important in terms of how a person can adjust socially, but I don’t think they apply to intellectual stimulation."

DEAN COLE COMMENTS:

In general today’s U of R student feels he is receiving a “good education.” However, he is concerned over problems of breadth vs. depth, paternalism, isolation from the outside world, and conformity.

The liberal arts student is pleased with his growth intellectually and worries about how he will earn a living; the specialist looks forward to applying his skills, but is concerned about the adequacy of his general knowledge. Times have changed little in this respect, as the products of the previous generation will testify.
THE QUESTION:
Has your education influenced your attitudes . . . your philosophy . . . your religious beliefs . . . your approach to this changing world?

THE DISCUSSION:
Roman—the speaker is a man; italic—the speaker is a woman.

“I’ve become more cynical.”
“I’ve become more liberal.”
“I’ve become more tolerant.”

“I have become more aware of religion. I feel I have a greater need of it because of being away from my family and because of pressures which I find depressive.”

“Is that the purpose of religion? I believe religion is a form of security.”

“Faith can help and inspire you. I don’t believe that every person who believes in God is basically weak.”

“I’m not saying that religion or any of these things we believed in so formally are good, or that they are necessarily bad. It’s just that we are forced to examine them here.”

“Would you say that education destroys idols?”

“You hear it said that a philosophy course will make anyone an atheist. I’m a philosophy major and I’m an atheist.”

“Oh, come on . . .”

“You’ll be struck by lightning.”

“Philosophy can be a religion . . .”

“For me, music is a religion.”

“So you see, there are all kinds of religion.”

“Yes, but you don’t have to think as other people do. Yet, you have to know what they believe in before you can be tolerant. There is much to be gained through such understanding.”

“My religious convictions have become a little bit stronger, a little bit more important to me because I see the viewpoint of people around here who feel that we must be materialists, or that we must be rationalists, or that we must be very scientific about our religion. I don’t believe religion must be wrong because it is not answerable by any equation or by reason.”

“I came to school quite firm in my religious convictions, but I find now I have doubts that Christianity is the only way of life. I still believe that people should live by principles and that they should try to express these principles in life.”

“You don’t have to go to a church or synagogue to live the good life.”

“I don’t agree that it is the course material that made you change. I have doubts about orthodox religion, but this comes from the people I have been associating with. There seems to be a trend toward atheism and it’s hard not to have some of it rub off on you.”

“Ah, here is the great danger! You are exposed to a thing, an idea that is unfamiliar and the first reaction is to go all the way—all the way to the right, all the way to the left.”

“But this is wrong! I used to see things in terms of black and white—Communists, black; United States, white. There is quite a bit of gray in the United States.”

“I’ve come to know what the word ‘conservatism’ means. I come from New York City where almost everyone seems to be a liberal. People just don’t mention things like ‘McCarthy’—it’s a bad word. But now I can see that the rightists deserve to be tolerated.”

“I feel that I have been inculcated with a large dose of liberalism which I
didn't have in my home environment. In college you get a lot more different types of opinions, a lot more attitudes for different situations. This induces a liberalism in your thinking and in your attitudes.

"Whether or not we approve of this so-called liberal atmosphere, there is an artificial air of liberalism here—as there is in almost any college. I think it is bad because it is artificial, not because it is liberal."

"It's not as important that a campus is liberal or conservative as it is that you are exposed to many things during your four years in college. Your interests are stimulated; your ideas are challenged. And even more important is that you continue this after college."

"College makes you more aware; as a result, you are more discontented with the situation in the world today, and with your own environment. Are we educating people who will alleviate the problems of the world? This is not the duty of just nurses, nor of just engineers; this is everybody's duty! This is the duty of every educated person exercising his rights as an active citizen of the United States."

"At the moment, I am very wary that anything can be done about the problems of the world. So we might just as well sit back and do what we have been doing and let the world take care of itself. It seems the world is gradually going down hill no matter what is done."

"You sound like an engineering major."

"Physics."

"That's just as bad. I think if we took a poll we would probably find that it is the engineers who have changed the least. It's not that they are stupid; it's just that engineers are forced to take such a tight schedule of courses that they are exposed to very few arts courses. I don't see how anyone can grow through science courses. It gives them a very narrow outlook."

"Now you are being narrow. I know a lot of people here—and I'm a senior—who haven't changed one iota. And they're not all engineers!"

"Too many people don't get any more out of a course than what they are looking for."

"That's the horrible part; these are the people who will be shaping the new world; these are the people who will be forcing all the changes on us. As far as real wisdom, they have the least to show for their education."

"But, it's through the evaluation of facts that you learn to develop your own ideas."

"I don't feel that I am being cramped. In my physics courses, the facts are presented in a way that requires a minimum of memorization. You learn to follow ideas logically. You can apply this training to other areas."

"That's true, but, nevertheless, I think courses in literature and history are important—no, necessary—in order to understand the world around us and where it came from."

"But, you must have a background in the sciences because this is the world we are living in."

"Do you really think your opinions count? Don't you feel like a small individual and that it can't matter what you do—say, in politics?"

"Let's take the question of segregation. Here we have students who are doing something—not because it's liberal or because it's something exciting to do, but because we think it is right."

"As college students, we feel an obligation to society."

"This is an important age because, unlike civilizations before us, we're coming to the point now where we have control of our destinies. It's our generation that will have control of the future of the world. This has a sobering effect on us and, perhaps, makes us a little fearful. We realize our responsibilities—although we may not act as though we do at times."

"Absolutely right! Ideally, we look for increased responsibility to society and greater respect for each other's beliefs. It adds up to a broader understanding of man. This is perhaps the greatest thing that a college education has to offer."

"And what could be more basic to true education than the development of the ability to think for yourself?"

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**DEAN COLE COMMENTS:**

Philip Jacob in his study entitled *Changing Values in College* concludes that "American college students today tend to think alike, feel alike and believe alike. The great majority seem turned out of a common mold, so far as outlook on life and standards of conduct are concerned. . . . The typical college graduate is a cultural rubber stamp for the social heritage as it stands rather than the instigator of new patterns of thought and new standards of conduct."

Jacob’s study reflects the college student of the immediate post World War II era. There are many who sense a sharp change on college campuses during the past four or five years. Preparation for the suburban life is still a goal for many of our young people—but more and more college students are asking the question "Where are we going?" Concern over problems of segregation, international government, and disarmament are of vital concern to ever increasing numbers of college youth.

The extent to which the University of Rochester or any university influences the attitudes of a student is directly related to the opportunities for intellectual intercourse within the university community. The classroom is accepted as an appropriate setting for the imparting of knowledge; it may not provide the setting for influencing attitudes.
**THE QUESTION:**

How do you define “success” in terms of your personal ambitions? What are your chances of achieving these goals?

**THE DISCUSSION:**

Roman—the speaker is a man; italic—the speaker is a woman.

"My personal ambition is to be happy."

"Yes, I would equate success with happiness."

"If to be happy is your goal, then you will make an effort to be happy."

"This is all very encouraging, but different things at different times make me happy."

"That's because happiness is never constant—whether it be individual happiness or the happiness of the people we care about."

"I would add the word 'satisfaction'—this is important in achieving happiness."

"Can a mere male get a word in?"

"We'd be happy to have you."

"Does this mean you are successful or that I'm successful? The point I want to make is that it isn't just women who equate success with happiness. We want happiness, but we are materialistic enough to want a reasonable amount of money—sufficient to live comfortably."

"Do you think that success is material gain?"

"I don't see how you can be successful without a certain amount of money; I'm looking for money as a means."

"I beg to differ with you. Money has absolutely nothing to do with success. You can be highly successful without having a lot of money."

"I don't think anyone can contribute to society by becoming rich."

"Well, I don't see how anyone can become rich without contributing something to society."

"If I make $50,000 a year—doesn't that in itself mean that I have contributed something to society, or at least, to my family?"

"It's entirely subjective; one person can be perfectly happy earning $5,000 a year and another person won't be until he is earning $50,000."

"Somehow, I don't think money has much relevance to this topic."

"Most of the things I want to do depend on money. But I hope getting ahead won't become a compulsion."

"What Makes Sammy Run?"

"I hope that won't be any of us. I don't think it will."

"Don't be naive. It's inevitable that you've got to step on a few toes if you expect to get ahead."

"Cynic!"

"Generally speaking, the best way—the only way—in America to achieve happiness or success or whatever you want to call it is by not being an innovator. You have got to follow a set pattern. You can not accomplish anything by being a renegade."

"What if you are a renegade?"

"We've got 'em. We call them 'beats,' they stay in the gutter where they came from."

"Let's stay on the subject. I would define success as the achievement of something to make the world a better place. Of course, it doesn't have to be a big splash; it can be a drop in the proverbial bucket. I feel that teaching will be the means through which I put that drop in the bucket. If I could change just one or two of my pupils' lives for the better I would feel that I was successful."

"That's the way I feel about my music. I want other people to love music as I do."

"This world is full of so many plain and simple things that put beauty in our lives. Being in the arts, I think I am more aware of this than a person studying calculus . . ."

"There is beauty in mathematics . . ."

"And in science, too."

"What is important in life is to see this beauty—something in a story, some philosophical idea brought home. If I can spread a little bit of that in whatever I do—that to me is success."

"I don't think you should be unhappy if you couldn't enrich another person's life. It wouldn't mean that you were not a success. Just working and doing your job and living your life is being successful, even if you don't achieve a bigger goal."

"But, we do need these bigger goals?"

"In music, the performer must have goals—and, they must be set high."

"You have to keep striving for something."

"There is so much pressure to do a good job in the eyes of everyone else, yet I feel that self-satisfaction is a more important factor."

"But, you can't be satisfied too long, at least not in music. As soon as you do, your standards go down."

"To be really successful you must achieve an emotional balance by striving to improve yourself and to understand yourself."
DEAN COLE COMMENTS:

Frequent opportunity for exchange of thought among students and among students and faculty is fundamental if the university hopes to play a role in the development of the individual student’s outlook on life.

During the years ahead the University of Rochester faces a serious challenge. The quest for excellence within the context of controlled growth must not sacrifice the intimacy presently enjoyed by faculty and students.

That the University of Rochester student equates success with material gain, personal happiness, vocational security and status should come as no surprise to adults who have structured precisely that kind of a value oriented society. Interwoven in their definition of success is a rejection of their parents’ devotion to materialism and a quest for service and dedication to an ideal.
THE QUESTION:

Will love and/or marriage help or hinder you in your pursuit of success?

THE DISCUSSION:

Roman—the speaker is a man; italic—the speaker is a woman.

“I don’t think we would be women if we didn’t think we would be happier when we are in love and are married.”

“That’s my ambition in life.”

“I would qualify that . . . I don’t want to end up as a wife and a mother and a maid who is married to the man she is being a maid for.”

“Oh, you want to be emancipated? This is the trend in our generation, but it never used to be that way. It used to be a woman’s place to raise a family.”

“I don’t think a woman’s place is just in the home.”

“But you can’t devote time to a career when you have children—not if you are a good mother. Your children are your first responsibility—to make them good people. This is where our education helps.”

“But does it? How many people try to realize their ambitions through their children? These are women who had career potentials, but got married and have been frustrated in their careers.”

“I beg to differ—at least in degree. Marriage can be the end of something, or, more likely, the beginning of something even more important. It’s much more satisfying when two lives complement each other. You are much more complete when you continue to grow. Marriage is inspiration.”

“Of course, it depends on the man you marry. Perhaps we should hear from the men.”

“Inspiration? Maybe at first, but marriage usually ends up as just a business deal.”

“As I see it, two people settling down, having a couple of kids, bringing the money home, sending their kids off to school: this is marriage. Nothing really new in their lives from day to day.”

“Marriage would be a hindrance to me, especially now.”

“It would tie me down; I want to be free—free to go where I want.”

“If this is the way all men feel, I’m afraid we women will have to forget about marriage and concentrate on our careers.”

“We’re not all cynics.”

“I’m inclined to believe that marriage is sort of a secure bastion to which you return from the perils of daily life. Marriage gives you the basis for thrusting out in other directions in your work, and in fulfilling the goals which you have laid out for yourself.”

“I want to share my experiences with someone and I can’t think of anything better than marriage in this respect.”

“The question is not ‘if’ or even ‘when’ we should get married, but to whom. The important consideration is to find someone somewhere who has similar interests, who has the same philosophy of life. Then you merely adapt your ideals and goals to his instead of having to adopt his.”

“The closer you are to a person, the more deeply you can share what you do.”

“Is it fair to ask a woman to share in the struggles and privations that go along with getting established?”

“You don’t have to have a house in the suburbs before you can get married. The struggles you go through together make for a lasting bond. You want someone at your side.”

“You learn to share. You learn to experience. You become a less important person in your own eyes.”

“You’ll know this when you are in love. I do! And I know that marriage will decidedly help me. I know because even now I can talk over my problems with my girlfriend. She has helped me to put things in perspective and has made life a lot happier for me.”

“You see things when you are in love that you just don’t see otherwise.”

“How romantic! I try to look at love objectively!”

“You can’t go out and look for it; it
has to come to you! It will just happen. You’ll lose your objectivity then.”

“Love must come first, obviously. People who get married just for the sake of getting married are really up a tree, so to speak.”

“What about the emotional preparation for the eventual occupation of wife-mother?”

“I’m not worried about that.”

“That’s interesting, because I think you ought to be. I think, perhaps, learning mother’s favorite recipe may be part of it.”

“Oh, no! I think that right now in college I’m getting tools for my own personal use. The day will come when my children go away and I’ll want something for myself, too.”

“I think traditionally this competitive drive—the ambition, the drive for grades, the drive for success—the interest in pursuing a career later on—is masculine ambition.”

“Do you mean that we will be competing with our husbands?”

“Yes.”

“Well, I want to be a good cook and a good mother and a good wife.”

“You’re going to be awfully bored then with that alone.”

“But I won’t have that alone. That’s my whole point.”

“I think that education for a woman is fine because through it she will be able to understand what her children are doing educationally and can share their experiences and help them in their ideas. But I am not so convinced of the rightness of a woman who wants to maintain a career and a home and children at the same time. I still want to be head of the family. And if my wife—because of her education, because she knows she has a higher I.Q. than I have and has learned more than I have in college—if she is going to try to dominate me—this I refuse to accept. But perhaps we are torn in this respect: we want someone to talk with but we also want a woman to make a good home.”

“If I can interrupt this private discussion, we have been talking about love and marriage, but before you can have these there’s the question of dating.”

“Dating? There just aren’t enough women at this school.”

“That’s only part of the problem. I maintain that the Admissions Office discriminates against beautiful women.”

“Well, pity the poor women with all the ugly men here.”

“The reason more people here don’t date more—and you have only to look at the lights on in the dorms on Saturday night to prove this—is that there is such emphasis on studies that you have to grind.”

“It’s more than that at Eastman. It’s really a very unsocial place. For one thing, the people just don’t turn out for mixers and social events. But, more important, it’s hard to date different fellows. Once you go out with a fellow here, you are immediately thought to be tied to him.”

“It’s just as bad at Helen Wood. We just don’t get to meet many men. The internes at the hospital are too old for most of us.”

“What we need is more contact between the campuses.”

“Take that gleam out of your eye. There’s enough ‘contact’ on the campus already. Walk into the lounges in the Women’s Residence Center any evening and you’ll see what I mean.”

“It isn’t that bad! It can’t be. The women’s dorm is just one big red brick chastity belt.”

“That isn’t funny! After all, this is my home; this is where I have been living for four years. The exhibition of ‘love’ in the lounges is disgraceful.”

“This conservative attitude towards making love—nobody will object if I call it by its rightful name—towards sex is very bad because, in effect, it makes sex seem dirty.”

“I think the U of R is very liberal in regard to relationships between men and women on campus. I transferred from a university where our evening hours were much more restricted than they are here.”

“The fact is that you girls want curfews.”

“I think the reasons are obvious.”

“But do curfews really serve their purpose? When a girl graduates from here, or goes home on vacation, she will suddenly be plunged into a situation where she doesn’t have curfews. Will she be prepared to be on her own without a house-mother, without curfews?”

“You make the University sound overly paternalistic. It’s not that at all. We girls vote on our own dorm hours. This is the way we want it; we’re not ‘beats,’ you know.”

“But don’t you realize that curfews keep girls out late? It’s an insult to take a girl back to the dorm before curfew.”

“I think it is time to call a curfew on this question and go on to the next question.”

DEAN COLE COMMENTS:

America’s increased emphasis on higher education and the resulting extension of time devoted to completing an education presents today’s youth with a perplexing problem. They see in love and marriage an incentive for study and preparation at the same time that it presents a threat. This is true even for women, who with increasing frequency are thinking seriously of careers, not only in terms of the present but in relationship to the period when their families will be grown. It is not uncommon for today’s women to embark on graduate education in anticipation of a career 10 to 15 years from now.
THE QUESTION:
What is your reaction to the word "conformity"? As a student, do you conform to any pattern of thought or action?

THE DISCUSSION:
Roman—the speaker is a man; italic—the speaker is a woman.

"I hate the word 'conformity.'"

"I think it is a dirty word."

"But, everybody has to conform somewhat."

"Yes, or there would be complete chaos in the world."

"Just because two or three people have the same idea—because they agree—does this mean they are conforming?"

"Non-conformity is not a matter of being original all the time. You are a non-conformist if you are not afraid to stand up for what you believe."

"Rugged individualism was for the 18th century, not for today."

"We conform because it is safe. You don't want to take the risk of offending the group. You are just seeking approval, and the easiest way to get approval for yourself is to do what the group wants you to do."

"I agree to a degree, but not if a person loses his individuality, becomes a stereotype, and has not developed his own thoughts. Conformity can be very narrow, or it can cover a wide range. Within a wide range you have individuality—you have room for deviation."

"I suppose everyone would like to feel he is a unique individual. About two months ago I saw myself fitting into a mold. I started to climb out as fast as I could."

"But you don't have to be a non-conformist to be an individual."

"Do you feel that you are accomplishing anything by being ostracized for being a non-conformist? Or is that your goal?"

"It's a terrible thing that conformity has gotten as far as it has. It makes a person just another cog in the wheel."

"If you do something, or think something just because everyone else is doing it or thinking it, you will be conforming blindly. But, you may find that you agree with the majority of the people after you have thought about a question and then decided that this is the way you really want it. So you're conforming; there is nothing wrong with it."

"It's the people who don't give a damn either way, who don't think for themselves, who are the greatest conformists."

"That's bad, but I think this is even worse: there are a lot of kids on this campus, freshmen and sophomores especially, who will wave the flag when they see the word 'liberal' because they are young, because they haven't had the experience of thinking for themselves, they will get up and wave the flag. It's liberal: it must be good; let's scream about it—all without discriminating. It isn't fair."

"But, there is a difference between the person who decides to do something for less than good reasons and the person who is doing something because of social pressures."

"Well, what are the forces for conformity on this campus?"

"Of course there are pressures here. For instance, when you came here as a freshman you were given the impression that if you wanted to have any social life you would have to join a fraternity. If you don't join a fraternity you have the feeling of being left out of something so you try to do the things a fraternity man does."

"Even though I belong to a fraternity, I'm afraid that the brothers all tend to talk about the same things—and very few of the topics of conversation are very intellectual—and even to think alike. It's a real effort to keep from becoming entirely narrow."

"That's what we girls object to: the fraternity system is just one big conformity."

"I admit there are some intellectual fraternity men."

"The Board of Trustees should turn the fraternity quad into an Honors Quadrangle. Students would be invited to live there not on the basis of looks or on the basis of family prestige or background, but would be allowed in on the basis of grades and the desire for intellectual stimulation."

"This would sure kill intra-mural football."

"Our fraternities at Eastman are based on professional interest, but even so, we do have our own likes and dislikes in music."

"We musicians are probably the biggest conformists in the world..."

"Society wouldn't say so; everybody thinks musicians are non-conformists."

"Oh? Can you imagine a symphony orchestra made up of non-conformists?"

"But the soloist can be a non-conformist."

"I suppose we conform to some things; in others, we maintain our individuality."

"But definitely not in some things! For instance, there is a college look—white sneakers are 'in' this year."

"That's an exterior manifestation."

"That's because we live in our own little world here. We do the same things for entertainment; we eat the same food."

"And we don't enjoy doing these things alone. It takes courage to be an individualist."

"But it's not a matter of courage. This is our right as students. This is the period in our life when we are allowed to try on different faces. If you want to be a non-conformist, if you want to grow a beard, if you want to sing folk songs in the middle of the night, you can do it while you are in college. We take ourselves seriously when we try on
THE DISCUSSION:

Students have been notorious for their high-jinks—from swallowing goldfish to stuffing themselves into telephone booths. What is your idea of "fun"?

"Truel We have to say, 'now my time is valuable; now I have no right to waste it; now I should be doing something that has some worth.'"

"It's the older generation that criticizes us. Back twenty or thirty years ago they did not have the opportunities to try out their wings; there were more pressing things than some of the frivolous things we are faced with."

"They are wrong! We are just a point in a pattern. Whether we like it or not, we happen to be conforming here. Sure, a lot of people try to rebel and run away from it by doing strange things. Actually, each one is going to have to think out his own beliefs."

"What's the whole hullabaloo about?"

"It's the faculty who say, 'now my time is valuable; now I have no right to waste it; now I should be doing something that has some worth.'"

"Who makes up this 'society' that is the ultimate judge?"

"It's just that college students are exposed to so many new ideas that their philosophy of life is in transition. The important thing is that they are thinking."

"And they've got to find some place. They've got to find their own personality and the place to express it. It's just a matter of trying out our wings in many different ways."

"Obviously, conformity on this campus fits people into a physical mold, not an attitude pattern."

"Then consider conformity in moral values and religion. Where do you draw the line? This is the area where we want the most freedom of choice, and yet, within this freedom of choice there is a conformity in making that choice."

"You can carry this even further. A good example is conformity in relation to inter-marriage. You really come up against a wall of conformity. It seems that society feels you should definitely conform."

THE QUESTION:

Students have been notorious for their high-jinks—from swallowing goldfish to stuffing themselves into telephone booths. What is your idea of "fun"?

THE DISCUSSION:

Roman—the speaker is a man; italic—the speaker is a woman.

"I don't have fun anymore. Sure, every once in a while I need an emotional outlet. I get drunk, but I'm not sure that's fun. Anything I would do for fun today would have to be worthwhile."

"While we still retain the ability to appreciate a prank and to get a lot of fun out of watching someone else do it—possibly even doing it ourselves—we find that our interests have changed so much that we would rather be doing something else."

"True! We have to say, 'Now my time is valuable; now I have no right to waste it; now I should be doing something that has some worth.'"

"It's not the student who says it; it is society saying it."

"I disagree. I would like nothing better than to take part in a fairly well organized, fairly original prank."

"We girls enjoy pranks, practical jokes, too, you know."

DEAN COLE COMMENTS:

I am inclined to agree with the young man who implies that the only important criterion in judging our behavior patterns is the extent to which they reflect thoughtful analysis of our personal goals in life. If our actions are completely in accord with our principles—then it is not important whether we carry the label conformists or non-conformists.

Also, I am intrigued over the fact that youth in conforming may seek an antidote to the insecurity presented by a very complex and troubled world; whereas the adult conforms in order to maintain his position on the ladder of a materialistic, "this is how you get ahead" society.
"Would you consider it fairly humorous if you could take apart that steam shovel on campus and put it on top of Gavett?"

"Come on, let’s go!"

"Sit down!"

"Grow up!"

"See! This is my complaint. The students here at the U of R have never been roused to anything whatsoever in a public manner. The only thing was the panty raid..."

"That wasn’t a panty raid. That was about the most worthless endeavor there ever was."

"You were there."

"People restrain themselves because they have responsibilities to do other things."

"Spoken like a true woman. The real trouble is that the Administration has made so many little pranks legal that it has spoiled all the fun. What pranks are left are so fantastically illegal that nobody dares do them."

"That’s not the problem. It’s just that the hell-raisers, the guys with the imagination and the ingenuity to pull off an original prank, are all gone now."

"Looking back in hindsight, seeing others doing some of the same gags—they seem ridiculous."

"Why limit it to a social thing; you can have fun by yourself, too."

"Yeah! Reading what I like is fun for me."

"Practicing the violin can be fun."

"For the scientist, his work can be fun."

"That’s just it; fun doesn’t have to be an extravaganza."

"I agree! One of the good things about this campus is the casualness. Because of it you can have fun in a much more normal situation."

"We don’t get up in the morning thinking what we can do today to have fun."

"Sure! Look what happens when you try too hard to have fun. You have K-Scope that is just one big, risque, double and triple and quadruple meaning joke after another."

"I object! Quilting Club was three times as gross as K-Scope."

"Anybody can make a joke about sex."

"Look at it this way. We, as students here, are low-comic figures. A high-comic figure controls his environment; he has the power to rule his life. But, a low-comic figure is trapped in a situation and is buffeted by destiny and fate. We are in a college situation; we have to live by the rules; we have to go to classes. The way we rebel, the way we try to gain some control is by doing asinine things like ranting and screaming, and publishing renegade editions of the Campus Times. How do we have fun? We make fools of ourselves. We enjoy ourselves doing it. And, we exploit it for the greatest enjoyment of all."

"I think your explanation is fun."

True fun seems to be defined in terms of one’s personal value orientation—and yet originality, spontaneity, and diversion are common to most attempts at definition. Pranks and high jinks tend to be considered apart from fun by most students.

Personally, I am inclined to believe that pranks, high jinks, and riotous behavior may be related to the degree of authoritarianism found within a university.
The Question:

Are you more concerned with your own happiness, or that of the generation to follow?

The Discussion:

Roman—the speaker is a man; italic—the speaker is a woman.

“Our generation has an obligation and a responsibility to the next generation.”

“Yes, I think we have become broadminded enough to realize that our security is tied up with the security of the rest of the world.”

“Of course, you have to take a positive attitude toward the future, but you should also think about the possibility that there will be no future unless you do something about it.”

“That’s just it. People who are interested in just their own personal and social security are not exerting any influence on the course of destiny.”

“I think students everywhere are basically the same. We are all working for physical security for the immediate future and for our own personal rights. The Negroes in Africa are working for their rights; the white Africans are working for their rights; the same for the students in Turkey, in Korea, in Japan. They are all thinking about a happy, quiet, secure life.”

“What is our generation going to do? What have we done? We were the silent generation when it was most dangerous to be silent.”

“That was the previous generation. Certainly there has been a change since we have come to college.”

“The point is that there are a lot of people who are interested in the problems in the world, people who want to act while they are in college and who will continue to be actively interested.”

“You have all been talking about the world—other countries, other generations—but for me the future is my children, or is this a strictly feminine point of view?”

“Of course not! I will live for my children; they will have a better life than I have had.”

“Are children a projection of yourself, or are they one of your possessions?”

“Who is going to be unhappy if our children are unhappy? We are!”

“Yes, but we can’t leave happiness for the future generation if we haven’t found happiness for ourselves.”

“I think it is very unfortunate to live in a society where people are willing to throw away their lives—essentially empty lives, I’m afraid—so that their children can have a better life. What a parent gives a child is a model of how life ought to be led; it’s not what he tells him explicitly, but what he shows him implicitly. The parent cannot let his children parasitically feed upon him—making life softer for the child, running out to buy toys, that sort of thing—but must himself be productive and creative; he must be a useful member of society. This is the great legacy he can leave his children.”

“That’s all very noble, but I think we feel this responsibility only to our own children, not to everybody else’s children.”

“We are the product of sacrifices that the last generation made for us, sacrifices that enable us to control the things that will follow us. It’s rather narrow-minded of us to think that we should be so contrary to everything that has enabled us to be here—that we deny those who come after us the same privilege.”

“If you are going to live your life for other people, you are not going to live your own life to the fullest for yourself. I don’t feel as though I am going to run my life living for the next generation.”

“I agree! The next generation will have to solve their problems for themselves. I am more interested in the here and now.”

“I think you will change your mind when you are married and have children.”

“It isn’t that we have to push our ideas and values—I’m not sure that they’re absolute, or even right—but we should make these available to the rest of the world—Africa today is like a next generation.”

“Isn’t this the philosophy behind the Peace Corps?”

“The Peace Corps will be no place for the egocentric person. You’ll have to want to help, want to share with others to build a better tomorrow.”

“There are parts of our culture, parts of ourselves which are good and should be spread and passed on, and there are other parts which should not. The ultimate goal of man is to try to reconcile (I don’t think he ever will; in fact, I don’t think he was ever meant to), to reconcile all these differences into one beautiful thing, which, so to speak, is God, and then man will have reached his heaven.”

Dean Cole Comments:

There is a consistent point of view expressed by the students at Eastman, the Department of Nursing, and on the River Campus. They seem to say, “We are more aware of the problems of the world than any generation preceding us; but our frustration in not knowing how to deal with global problems forces us to focus upon the immediate and the self. Perhaps if we do a good job in running our personal life it will reflect in an improved world.” To this observer it sounds like a very practical, and perhaps hopeful, attitude. What do you think?
THE STUDENT: HERE AND THE

by D. Lincoln Canfield

Dr. Canfield has been teaching on university campuses since 1927—in Rochester, Florida, and in a number of Latin American countries. An internationally recognized linguist, he is Chairman of the UB Department of Foreign Languages and Professor of Spanish.

As an "old-timer" who was a campus buzzard in the sheba and hot-rock days of the early twenties, and who, as a teacher since 1927, has watched a succession of students on this and other campuses of this country and in several Latin American universities, it is interesting to reflect on changes that may have occurred in the American university student over the years, and on the great contrasts between the American student and his counterpart south of the border.

Just as surely as ontogeny tends to recapitulate phylogenetic evolution, a student tends to recapitulate the evolution of the community from which he springs and to which he may return to contribute to further confusion. Whether it be the staid environment of Charter, Church and Chamber, or the riotous one of Romance, Rumba and Revolution, the student is at once the representative and the product of his neighborhood. The twig is bent by other twigs, you know, and although he may be a branch by the time he graduates, a large part of his ultimate "nature" will have been formed in childhood before he matriculates. The New York City student comes to Rochester not only with his metropolitan accent, but with several of his clichés showing, and the Rochesterian at NYU soon has his rock-ribbed concepts X-rayed. In Miami, the Up-stater (Florida, that is) shows the fringe benefits of a Solid South to the North!

Let's take a look at the student of today and compare him to his ancestor of, say, thirty or forty years ago.

Psychologically, he is more physical, and physically he is more psychological, if you know what I mean. He is much taller and heavier. So is she! Their feet are longer but their endurance is shorter, along with the hair. In general, physically, they seem to be not too eager for the race. While there hasn't been a levelling of the sexes, as some may have claimed, the romantic lovers of yesteryear have tended to become comrades and rather casual in their contacts. In the old days, I well remember the old buzzards' roost, where the boys would sit just to watch the girls go by. Now, under perhaps less obvious conditions, the roles may be reversed. Emancipation has tended to make the female either seem somewhat masculine or to be consciously attempting to overcome any impression that this might be the case.

As a product of his environment, the modern student is more objective in both his outlook and his "inlook." He is in this respect more mature. More willing to debate than his predecessor, he is less sure of his own convictions; and while he is definitely more self-effacing and honest, he is quite prone to blame collective entities: administration, business, and government for his dissatisfaction. Although this student of today is willing to discuss the world and its problems in a straightforward way, he is sensitive about telling how he himself feels. Mr. Nineteen-Sixty is less of a self-made man than Mr. Nineteen-Thirty; he is less willing to fend for himself.

Contrary to popular opinion, I do not believe that the apparent "conformity" that so many people are advocating that we try to be "non" about, is actually conformity at all. It is the same "objectivity" with concomitant lack of convictions. The contemporary student is much more tolerant than the old-timer, he is strong for the defense of minorities, handicaps and the unorthodox, but weaker in his support of the majority.

Another very interesting difference that may lead us to a synthesis of this creature is that he is much less aware of the phenomena of nature. His geography is terrible, and although his horizons are broader, along with his hips, literally he doesn't know which way he is going! And the phenomena of weather that may have intrigued his father are of concern only as they smite him! In sum-
mary, he is more urban than his ancestor, and being more urban, he is less secure, less self-reliant, more prone to ask for protection, less likely to offer to protect. As time marches on, it would seem that this urbanite operates more and more in a climate of immediacy, not conformity. And this leads us to contemplate the Latin American student.

In Hispanic America, as elsewhere, the student is at once a product and a representative of his environment. The environment, in this case, nurtured by centuries of immediacy, is one in which palpitations have had a greater role than calculations. So, Mr. Latin America enters the university with an urge to surge! He has just graduated from secondary school (colegio, secundaria, or liceo) with a bachelor's degree. Not only that, but university means graduate school. Look, Ma, no four-year college! And since most of his professors, and perhaps the dean and even the rector, are part-time performers, the student, who is a full-timer, establishes a syndicate and works for autonomy. His modus operandi, in keeping with that of his society, is the manifestación or, under more pressing circumstances, the strike! Having witnessed several student strikes in Mexico, El Salvador, Venezuela, and just recently in Colombia, I shall describe one that took place in San Salvador a few years ago.

It happened that a student came to class, one morning, quite intoxicated, and proceeded to call the professor a series of names which aren't to be quoted, even in Spanish! The professor went right out and got the police, thus making a national issue of the affair. The young man was arrested, whereupon his companions and the Union decided to call a university-wide strike in protest. Most of those who followed the order didn't know what the issue was but welcomed the opportunity to leave their books.

At the police station (national, remember!) officialdom felt the pressure of the students so they quietly edged their prisoner out the side door, took him by car to the border of Honduras, from which country he had been excluded some time before! During the week that the strike continued, it was revealing to watch activity at the University. The students would mill about the buildings, calling meetings, making speeches to each other, dropping chalk on bald-headed men who might pass and whistling at the girls.

They finally decided to bury in effigy the professor who had caused the student to be arrested. They built a little coffin, paraded the “body” through the central part of the city, took it to the cemetery, had several orations and buried it.

In the benign climate of immediacy of that culture pattern, there was no protest from public, press or parents! As a sidelight, it should be reported that the professors reported each day during the strike to sign the roll. You see, they were paid by the hour because they had had a tendency to cut their own classes!

During the past seven months, I have witnessed seven student strikes in Colombia. In at least two cases, they not only succeeded in keeping the professors off the campus, but actually unseated the rector himself.

A committee of the National Congress has promised to study the problem!

Students: here and there, now and then!

Let’s hope that the here and now of Latin American immediacy may be somewhat tempered by the intermediality of a responsible society and that the American student may not lose sight of the then and there of his established intermediality in his rush to defend the immediate.
Men have always shaped their education in light of what they conceive to be the needs of their society. At one time education was regarded primarily as preparation for a career in the church, just as today—although we continue to educate clergymen—we tend to equate education with the desire to explore outer space.

The kind of knowledge that is eagerly sought today by the newly formed nations is largely technical knowledge, studies designed to teach men how to organize the resources of a state and make it prosper. It is not surprising that knowledge here should be conceived of in vocational terms, for it is only after man has solved the immediate problems of survival that he can turn to what we call liberal, or humane, studies.

Experience also tells us, however, that the kind of knowledge that is contained in a liberal or humanities curriculum is essential to any state or civilization that hopes to attain maturity. A knowledge of Shakespeare is not necessary to cure trachoma or to conquer malnutrition (although it might help), but eventually these problems are solved, and men are left alone to contemplate themselves and their existence and to try to make sense out of both. If the past is any guide, we can say that the quality of a state or civilization will depend on the fruits of that contemplation.

It is possible to regard an undergraduate—even after he has a diploma safely in hand—as a kind of newly emerging nation. His needs are not entirely dissimilar. He must obtain some means for making a living, to solve the problem of survival in this latter half of the twentieth century and to establish a position for himself in which his talents can be utilized. It is quite natural, and, indeed, highly desirable that he find an adequate outlet for his talents as quickly as possible. But since he lives in a highly organized and complex society, it is also highly desirable, if not, indeed, necessary, that he find himself and through self-knowledge discover at an early age the humanity that he shares with others whether he likes it or not. A failure in either task can cripple him and ultimately injure his society.

We have known for a very long time that material success alone does not solve the problems of being human, just as it is sentimental nonsense to assume that poverty brings happiness. It is understandable—which is to say human—that we should forget the limitations of self-aggrandizement, but today, as perhaps never before, it is most dangerous to do so. Change, the one absolute we must all accept, is sweeping the world at an unwonted pace, and we shall need imagination and understanding as well as strength and courage if we are to meet the tasks that will be placed before us.

Our analogy suggests that a college education should provide a student with the means both to make a living and to become a mature human being. This is not an unusual expectation. Indeed I have never seen a college catalogue which did not contain a statement to this effect. The aim is worthy, the goals are not incompatible, and the means are usually at hand. Time, however, imposes a severe limitation upon hopes of achievement. We may as well recognize that the most one can achieve from undergraduate study is an introduction to education. Knowledge has become so extensive and compartmentalized that it is impossible to obtain an education in any meaningful sense of the term in four short years. What, then,
should the student of today, and tomorrow, choose to become introduced to if he is to make the best use of the time at his disposal?

I shall not be so bold as to attempt a definition of the term “education,” but I would suggest that after four years of study a college student should possess some awareness of three kinds of knowledge: (1) some knowledge of the physical universe of which he is a part, the kind of knowledge to which the sciences have taken title; (2) a sense of historical perspective which would tell him where he has come from, where he is, and, hopefully, how he got there; and (3) the kind of knowledge that can be obtained from the creative arts, the perceived truth about ourselves and our lives which most of us are unable to grasp from direct experience. If, at the same time, he has been able to obtain a rudimentary grasp of one of the kinds of knowledge that are valued by society, he will have done as much as anyone can expect.

The problem of achieving this dual purpose is almost equally difficult in all programs of study, although often in inverse proportion. Here, for reasons of space and diplomacy, I shall not examine individual programs or courses. To simplify the discussion (and, of course, to oversimplify the issues), I shall refer only to two general classes of programs: those which lead to the degree Bachelor of Science, and those which lead to the degree Bachelor of Arts. For the present purpose I am assuming that all B.S. and B.A. programs correspond to their labels and that all students are seriously interested in obtaining an education. Naive as these assumptions are, they are sufficient for the moment. The point I am concerned with in making this broad distinction is that the B.S. program is usually more restrictive than the B.A. program by demanding a greater degree of concentration on a single subject. In his more concentrated program, the B.S. student will usually find a ready means for making a living.

The problem here is to find sufficient time in which to consider the human situation. On the other hand the B.A. student often finds it more difficult to market his talents, although he has the greater opportunity to explore the varieties of human experience. There are dangers in both kinds of programs. It is relatively easy to become a proficient technician if one moves in a straight line with no regard for one’s humanity. It is just as easy, if not easier, to drift through a series of disparate courses in the liberal arts, sampling everything but grasping nothing, and ending in a shallow dilettantism without knowledge or discipline. Most programs of study contain safeguards against these extremes, but if the student exercises no will of his own, the mere exposure to required courses will not do the job.

Although it is as difficult as ever to serve God and mammon, we need not despair, for we can approximate our goals. True, the B.S. student will be limited in his choice of courses by the requirements of his curriculum. This cannot be avoided, and as knowledge increases these requirements will become more rigorous, if they are not enlarged. Almost all curricula, however, contain electives, and if the student uses these electives wisely and well he can gain at least a glimpse of worlds other than his own. If he spreads these electives too thinly, he might pick up sufficient gambits for social chatter, but he will not really know anything. He would be better advised to concentrate his limited time upon a few subjects and to probe these as deeply as he can. For what he needs to grasp are the concepts of the liberal arts and as much of their language as he can assimilate. If he succeeds he will be in a position to continue his education independently, which is what anyone must do who would presume to be an educated man. Although he will probably obtain a job on the strength of his technical training, he need not fear that his introduction to humane learning will harm his chances for success. Like his suggested counterpart, the newly emerging nation, the more material success he attains the greater will be his need for broader understanding. If he recognizes the limitations of his preparation and takes steps to remove them, he can come as near to our goals as his energy and desire will permit.

Whatever may be said of the B.S. student, if he has attended to his business, he usually knows something by the time he has attained his degree. Whether that something is enough, of course, is another question. The B.A. students as well should strive to know something, and this will require considerable effort on his part. Contrary to popular opinion, humane learning, since it deals with human beings, is more complex and elusive than any other form of learning that we know. Thus the B.A. student also would be well advised to concentrate his efforts on a related number of subjects which can form an integrated body of knowledge. If his major subject of study is a truly humane discipline he will find innumerable relationships among various subjects which he can then pursue with profit. Through this concentrated effort he can achieve a discipline of mind which can prepare him for maturity.

Although the B.A. student will probably not be prepared for a specific position in society, it should be emphasized that his preparation will prove no bar to employment. Indeed if we consider the great variety of activities which are carried on in our society, we find that there are relatively few jobs for which precise preparation can be made. And although precise preparation may be the means of obtaining a job, the future will depend on what one does with one’s opportunities. In other words, much depends on personal qualities which can be developed in various courses of study, perhaps most fully in a liberal arts program. As a fellow named Hamlet once said: “The readiness is all.”

The choices to be made and the successes to be won will depend upon the nature and abilities of the individual student. Ultimately he will determine what he will become. If he possesses the full aspirations of youth, he will never fully achieve his goals. But whatever his fate, he should rejoice in the opportunities before him. Despite our persistent clinging to adolescence and our abiding mistrust of the intellect, I believe it is safe to say that never before in this country has education been accorded so much recognition or have the means toward education been made so available. Whether or not this is a sign of maturity remains to be seen. In the meanwhile, it is not a bad time in which to be a student.
NO SHORTAGE OF STUDENT IDEAS ON HOW TO SOLVE DORM SHORTAGE

FACED WITH A SHORTAGE of dormitory rooms until the new 500-room River Campus dormitory is completed in 1963, University officials recently announced a plan to “double up” some 40 single rooms in Burton and Crosby Halls next year.

UR students didn’t like the idea and said so. Their protests went considerably—and constructively—beyond bull session griping: College Cabinet appointed a student committee to investigate the dorm situation and to recommend alternative proposals for dealing with the room shortage.

The result: a comprehensive report based on lengthy interviews with University housing officials, intensive perusal of city housing surveys, long hours of discussion with fellow students, plus a liberal amount of hard-headed, realistic thinking about the situation.

The report, which was approved by the College Cabinet and sent to the Dean of Students, included four major proposals—including two for boosting the appeal of the unpopular “doubling up” plan.

THE COMMITTEE SUGGESTED, for example, that the University substantially lower the rents to be charged for doubled-up single rooms. “If rents are reduced enough to effect a real saving to the student, a number of students might be induced to move into these rooms of their own accord . . . A personal choice to move into one of these rooms is different from a forced move into such a situation.”

As a possible alternative to doubling up, the group recommended a plan for instituting “complexes”—suites of single rooms designed so as to accommodate more students than the original arrangement of individual rooms. “Through such a plan one or more students would be added to each complex, room rents being adjusted accordingly. The rooms and furniture could be arranged to suit the occupants, embodying separate studying, sleeping, or lounging units. By replacing single beds with bunk beds, floor space could be saved . . . We feel the unique aspects of a group living area and the subsequent economic advantages to the students could attract people to these complexes.”

The committee suggested also that the University temporarily relax its ban against off-campus living for undergraduates by permitting “a specific number of mature and competent seniors to elect whether or not they prefer to live on campus.”

While acknowledging that moderately priced rooms and apartments near the River Campus and University Medical Center are urgently needed by medical students and staff, graduate students, and young faculty members, the committee said that both the Rochester Housing Commission’s report and the students’ own survey of housing vacancies indicated that nearby living facilities are available. Any “conflict of interest” between graduate and undergraduate students looking for living quarters could be resolved by a priority system or other limitation upon the undergraduate, the committee noted. Moreover, they asked, “what better time is there for the student to begin the ultimate educatory process of independent responsibility than in his last year of college? For the 40 off-campus residents, the experience would afford the benefits of both University and community life and culture. In addition, the residential atmosphere of the University would suffer no consequential loss by the removal from that atmosphere and community of 40 students. On the contrary, we think it must in the long run profit from such an experiment.”

As an alternate proposal, the committee suggested that certain students be permitted to live with a faculty family or with the family of a city student. Commenting that this arrangement could provide “an enrichment of the student-faculty relationship,” the committee cited the plan as advantageous to the student, who would “live in an atmosphere approaching that of his own home,” as well as modestly remunerative for the family with whom he would live.

THE COMMITTEE’S REPORT was praised by Dr. Joseph Cole, Dean of Students, as “the most thorough and best prepared report I’ve ever received from a student group.” The report has won generally favorable comment from University officials who independently have been studying similar approaches to the problem. According to Dr. Cole, the University plans to utilize a combination of approaches to meet the shortage. Lower rents will be offered on doubled-up single rooms. Some single rooms will be converted to suites. And, although the University plans no long-term change in its philosophy of a campus-centered student population, a few students may be permitted to live off-campus. A canvass of faculty members will be undertaken this spring to determine how many faculty families are interested in renting rooms to students next fall.

Although the undergraduate dormitory shortage will be resolved by the fall of 1963, Dr. Cole points out that living facilities for graduate students, and, especially, for new foreign students, represent an increasingly serious problem. Nevertheless, he feels that the College Cabinet’s “constructive and reasonable approach to short-term housing problems of River Campus undergraduates has been most helpful . . . we are proud of their mature approach, their initiative, and their resourcefulness.”
Record Budget

A $33.4 million budget for the University of Rochester—the highest in the University’s history—was approved at the February meeting of the Board of Trustees. The largest single increase—a $1.6 million boost in funds for educational purposes—is the greatest dollar increase ever approved by the Trustees for strengthening and expanding UR academic programs.

This increase will provide for additional faculty appointments throughout the University. In the College of Arts and Science, additional faculty appointments will be made in Mathematics, Political Science, Anthropology and Sociology, Philosophy, History and Psychology.

Higher expenditures also have been budgeted for salary and wage increases and for improved staff benefits.

Significant increases were allotted for library operations and for strengthening cooperative activities of the Memorial Art Gallery and the University’s Fine Arts Department.

Four-Course Program

The fall of 1961 will see a major revision of the University’s undergraduate program.

The new “four-course” plan, adopted after a two-year study by the River Campus faculties, is expected to broaden students’ opportunities for independent work and permit greater “study in depth” than is now possible. It is the most sweeping revision of the University’s undergraduate structure since the establishment of the River Campus professional schools in 1958 and is the first major curricular change in recent years.

Students enrolled in Bachelor of Arts programs will take four courses each semester instead of the usual five. Most lecture and discussion courses will meet for three 50-minute periods each week and will include the equivalent of a fourth weekly period made up of enriched independent study. Science courses will continue to meet for four lectures plus laboratory periods weekly.

The reduction in the course load to four subjects is expected to make possible greater depth of study and instruction and will enable students to learn each subject more thoroughly.

The new curriculum structure also will simplify the University’s method of computing undergraduate degree requirements. The complex “credit hour” system of computing degree requirements will be dropped and the basic unit of instruction will be the “course.” (A course is defined as a “coherent body of academic material requiring approximately 25 per cent of the student’s working time during one term.”)

Each undergraduate course will be assigned four hours of credit. Candidates for the Bachelor of Arts degree will be required to complete successfully a total of 32 courses during their four years. Requirements for Bachelor of Science candidates will range from 32 to 36 courses, depending on the individual program.

The change will not affect a student’s progress to date toward completing his degree requirements. “Approval in principle” for the new four-course structure has been granted by the University of the State of New York, under which the University of Rochester is officially chartered.

Ph.D’s in Engineering

Vigorous growth in the College of Engineering is indicated by the recent authorization to grant the Ph.D. in Mechanical Engineering, and the announcement of the ninth faculty appointment in Engineering in the last seven months.

The degree in Mechanical Engineering completes the Ph.D. programs in the three departments of the college—Chemical, Mechanical and Electrical.

In announcing the appointment of Dr. David E. Ruchkin as Assistant Professor of Electrical Engineering, Dean John W. Graham emphasized his desire to build an outstanding faculty of engineering scientists, “men who can well prepare our students for the specialized demands of today’s nuclear age.”

By September the full-time faculty in Engineering will number 21 (8 in Mechanical, 5 in Chemical, and 8 in Electrical). At present there are 300 undergraduate students, 30 full-time graduate students, and 100 part-time graduate students enrolled in Engineering. By 1965 the College expects to have 500 undergraduate students and 60 full-time graduates.

Gifts Encouraged

As an integral part of the Greater University Program, the University has inaugurated a special program to encourage gifts and bequests to the University from alumni and friends, and has published a booklet describing the program in detail. Entitled The Privilege of Shaping Tomorrow, this booklet presents (1) the purposes for which gifts may be made—among them, scholarships, teaching, books, and buildings; (2) the methods by which such gifts may be made—by gifts from income and capital, and by trust, insurance and will; and (3) the tax benefits inherent in the various methods. The booklet is being distributed to attorneys, trust officers, accountants, insurance counselors, and investment counselors. Alumni may receive copies by writing to the Office of University Relations.

A special gifts and bequests program among alumni is also being planned. Nicholas E. Brown, UR ’28, an attorney, has been appointed general chairman of the alumni phase by the Greater University Council. A part-
ner in the Rochester law firm, Harris, Beach, Keating, Wilcox, Dale and Linowitz. Mr. Brown is a past president of the Associated Alumni and from 1955-57 was a member of the Alumni Federation Board of Governors.

The Alumni Gifts and Bequests Program is designed to inform alumni of opportunities for appropriate gifts to endowment or for capital needs of the University. The organization of the program will parallel the class agent system of the Alumni Fund. Initially a chairman will be appointed for each of the classes in the Men's Division which were graduated 25 or more years ago. The organization will eventually be expanded to include the other alumni divisions.

**$200,000 for Medical Library**

The John and Mary R. Markle Foundation has awarded a grant of $200,000 to aid the University of Rochester Medical Alumni Association's fund campaign for expansion of the Edward C. Miner Medical Library. The Markle Foundation grant brings the drive to within $100,000 of its $500,000 goal. The Medical Alumni Association is planning an all-out effort to obtain the remaining $100,000 this spring.

In announcing the Markle grant, Dr. Donald G. Anderson, Dean of the School of Medicine and Dentistry, said, "This generous contribution encourages our hope that the critically needed expansion of our library facilities will soon become a reality."

Plans for expanding and remodeling the library include construction of a three-level 40 by 100 foot addition to the library. The addition will more than double present library space, which has been substantially unchanged since the Medical School opened in 1925. The main reading room will be enlarged to three times the size of the present room. Shelf space will be doubled. Special facilities such as typing rooms, conference and seminar rooms, will be provided.

**To Solve Complex Complexes**

An advanced new computer system—an IBM 7070—will be installed at the University's Computing Center this fall. Expected to be in operation by October, the new system will be the first 7070 installation in the Rochester area and one of only five such installations in universities throughout the country. The equipment can make use of existing computer programs so that many of the programs currently used will not become obsolete.

According to Dr. Thomas A. Keenan, Director of the Computing Center, the new equipment will be superior to present facilities "in having a larger memory and higher speed, which means that the computer can solve more complex problems more quickly and at less cost."

"With the 7070, the Computing Center will be able to undertake projects of far greater range and complexity than has been possible. In fact, we will now be able to approach problems which have been too complex to even consider," Keenan said.

"In the past the Center has been utilized primarily in the area of numerical calculations. However, the 7070 will make possible a whole new range of uses, including the simulation of behavioral, social, and biological processes," he noted.

**Three New Trustees**

John W. Remington, '17, president of the Lincoln Rochester Trust Company and vice-chairman of the Morgan New York State Corporation, Leo D. Welch, '19, chairman of the board of the Standard Oil Company of New Jersey, and William W. McQuilkin, president of Bausch & Lomb, Inc., have been elected to the University's Board of Trustees. They will take office in June.

Remington served on the Board as an alumni-elected trustee from 1953 to 1955 and is a former president of the Associated Alumni. He recently was elected a member of the Greater University Council. Welch received a special presidential citation from the University in 1958 in recognition of his distinguished career as a banker and as an expert on foreign currency problems.

**"Programmed Learning" Offered**

One of the nation's first college-credit courses in the new specialty, "programmed learning" is now being offered by the College of Education in the University's Evening Session.

The course, "Programming for Automated Learning," is conducted by Assistant Professor Clarence Williams. Some 33 students, most of them teachers and training specialists from industry, are enrolled.

**Noted at Eastman**

The Eastman School of Music is featured in a television film now showing in Russia under the U.S. and U.S.S.R. cultural exchange program. The film, produced by the U.S. Information Agency, is the first of its kind.

Entitled "Rehearsal for Tomorrow," the 26-minute documentary shows Eastman School students in and out of class and includes performances by the School's string quartet, symphony, and choir.

After the Russian showing the film will be released for TV presentation in other countries.

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A list of 50 of the finest recordings currently available in music stores and libraries, compiled by the noted conductor, Leopold Stokowski, includes two recordings by the Eastman-Rochester Orchestra of the Eastman School of Music.

The Eastman recordings are Concerto-Grosso No. 2, by Ernest Bloch, and Samuel Barber's "Medea," Opus 23. Both were recorded by Mercury records and were conducted by Dr. Howard Hanson. "Medea" also was included in a list of the best recordings of 1960 by Hi-Fi-Stereo Review.

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The Eastman Philharmonia Orchestra, composed of outstanding Eastman School students, is one of two orchestras from the United States that will participate in the Inter-American Music Festival April 22-30 in Washington, D. C.

Conducted by Dr. Howard Hanson, the orchestra will feature world premieres of works by Roy Harris, Henry Cowell, and Camargo Guarnieri.

**Medical School Cited**

The University of Rochester School of Medicine and Dentistry is a leading training center for faculty members in the nation's medical schools, according to a survey published recently by the Association of American Medical Colleges.

The UR Medical School ranks fourth among the top 25 medical schools in percentage of graduates from the years between 1934 and 1958 who hold full-time faculty appointments in U. S. medical colleges. According to the AAMC figures, 11% of Rochester graduates from the 24-year period are now
Kiebala to Boston U

Joseph Kiebala, Business Manager of the University of Rochester since 1955, will become Comptroller at Boston University May 1.

Mr. Kiebala will work with Kurt Hertzfeld, Vice President for Administrative Affairs at Boston University, who was UR Business Manager from 1954 to 1959.

FACULTY

River Campus

Dr. Willson H. Coates, Professor of History, College of Arts and Science, has been named Chairman of the Editorial Board of the Journal of British Studies, a publication to be devoted to interpretive articles on British and Commonwealth history.

The journal will make its first appearance this summer and will be published twice yearly. It is sponsored by the Conference on British Studies, a national association of some 400 professional students of British affairs, and Trinity College.

Dr. Joseph Frank, Associate Professor of English, College of Arts and Science, has been awarded a six-month Folger Library grant for research at the Washington, D. C., Library for his forthcoming book on mid-17th century poetry.

Dr. Shigeto Tsuru, one of Japan's leading economists and former vice minister in one of Japan's first post-war cabinets, is Visiting Professor in the College of Arts and Science. Dr. Tsuru teaches courses in economics and lectures in the Non-Western Civilizations Program under a grant awarded to the University of Rochester by the Carnegie Corporation.

Dr. Kathrine Koller, Professor of English, College of Arts and Science, gave the annual English lecture at Wilson College, Chambersburg, Pa., in February.

Dr. Alexander Eckstein, Haloid Xerox Professor of International Economics since 1959, will become Professor of Economics at the University of Michigan where he will head a five-year research project on the economy of Communist China.

Medical Center

Dr. Stanley M. Rogoff, Associate Professor of Radiology and Chief of the Division of Diagnostic Radiology, recently attended sessions of the American College of Radiology in Chicago. Dr. Rogoff served as a representative of the Rochester Roentgen Ray Society.

Dr. Donald G. Anderson, Dean of the School of Medicine and Dentistry, has been made a Knight in the Order of the Crown by the Belgian government in recognition of services as a member of a three-member committee which visited Belgian medical schools in May, 1959.

The committee was appointed by the New York State Board of Regents to inspect four Belgian medical schools which were seeking Regents' approval.

Dr. Charles E. Tobin, Associate Professor of Anatomy, has written articles on the respiratory system for the new edition of the Grolier Encyclopedia.

Dr. Tobin also is editor of the recently published revised 4th edition of Shearer's Manual of Dissection, a basic guide to the dissection of the human body. Dr. Tobin edited two previous editions.

Dr. Karl Lowy, Clinical Assistant Professor of Otolaryngology, has been appointed professor in the University's new Center for Brain Research.

Dr. Lowy will hold the new position in addition to his duties as senior research associate in psychology, part-time.

Two assistant directors of the University of Rochester Medical Center have been appointed. They are George W. Warner, former administrative assistant to Dean Donald G. Anderson, who becomes assistant director of the Medical Center for special services, and David J. Fanning, former assistant controller of the University, who has been appointed assistant director of the Medical Center for finance.

Eastman School of Music

Dr. Howard Hanson, Director of the Eastman School of Music, has been appointed to the Concert Advisory Panel of the New York State Council on the Arts.

The Council is concerned with a study of the creative and performing arts in the state.

Dr. Frederick Fennell, conductor of the Eastman Wind Ensemble, was guest conductor of the New Orleans Philharmonic-Symphony March 21. Dubbed by one New Orleans columnist as the "only crew cut long hair conductor in the world," Dr. Fennell will return to New Orleans in May to conduct and lecture at Loyola University. Music critics called his New Orleans debut "impressive and auspicious."
CLASS NOTES

RIVER CAMPUS—MEN

1901
60th Class Reunion, June 9, 10, 11, 1961.

1906
55th Class Reunion, June 9, 10, 11, 1961.

The Rev. James E. Naylor, actively retired Baptist evangelist, is spending his retirement writing a series of books entitled "Paths to Power."

1916
45th Class Reunion, June 9, 10, 11, 1961.

1917
Herman A. Sarachan, membership and dormitory secretary of the Rochester Jewish Young Men's and Women's Association, has been elected to receive the 33rd Degree, highest award of the Ancient Accepted Scottish Rite of Freemasonry at the 1961 national conclave.

1918

1921
40th Class Reunion, June 9, 10, 11, 1961.

1923
Willard M. Green, formerly senior probation examiner, Division of Probation, New York State Department of Correction, is now executive secretary and consultant with the Indiana Citizens Council on Crime and Delinquency of the National Council on Crime and Delinquency.

1924
Abram N. Spanel, chairman of the board of International Latex Corporation, New York, was recently awarded the Republic of Bolivia's highest decoration, the Decoration of Grand Official of the Condor of the Andes, in recognition of his unselfish help to the Bolivian people. Three years ago Mr. Spanel was cited by the French government with one of its highest awards, Commander of Legion of Honor, for his single-handed efforts to further Franco-American friendship.

1925
Carl W. Lauterbach has been appointed manager of special recruitment of Eastman Kodak Company's business and technical personnel department.

1926
35th Class Reunion, June 9, 10, 11, 1961.

1927
Fred H. Gowen, a partner in MacKay-Shields Associates, Inc., prominent New York City economic consulting firm, was elected to the board of directors of Pfaudler Permutit, Inc., Rochester, in January.

1931
30th Class Reunion, June 9, 10, 11, 1961.

1933
Joseph DifeDE was recently installed president of the Bronx County (N.Y.) Bar Association.

1935
Thomas J. Gorbam has been named assistant vice president of the Home Life Insurance Company, New York.

1936
25th Class Reunion, June 9, 10, 11, 1961.

1938
William P. Buxton has been promoted to manager of the U.S. branch office of the New Yorker magazine.

Dr. Anthony A. Iati was awarded the degree of Doctor of Optometry from the Massachusetts College of Optometry, Boston, last year. He has opened an office at 123 East Main Street, Palmyra, N.Y.

Dr. Nils Y. Wessell, president of Tufts University, was appointed chairman of the board of the Federal Reserve Bank of Boston in December.

1939
Robert L. Wells, former general manager of the atomic power department of the Westinghouse Electric Corporation, Pittsburgh, was appointed chairman of the company's newly created management and professional personnel services department in August.

1940
Dr. Frederick Brehm, associate professor of economics at the University of San Francisco, was one of the panelists at the second session of Stagers turned their attention this year to contemporary drama with "The Diary of Anne Frank," presented in the fall. Presently they are in rehearsal for "The Skin of Our Teeth."
the Peninsula World Affairs Forum entitled "Crisis in Europe" held in San Francisco on December 8.

DAVIS J. STOLZAR has joined the law firm of Kaufman, Stolzar, Frank and Kaufman, 205 West 34th Street, New York City.

ROBERT H. WINTER, executive director of the Jewish Community Center of Greater Washington, has been named a special lecturer in group work at The Graduate School of Social Work, Howard University.

1941

20th Class Reunion, June 9, 10, 11, 1961.

NORMAN R. GAY, a member of the faculty of Texas Agricultural and Mechanical College, College Station, since 1958, has been appointed dean of engineering, Notre Dame (Ind.) University effective July 1.

DE. WILLIAM H. OGDENBROOK was recently promoted to associate professor of German at Union College, Schenectady, N. Y.

BARTON SEARLE was recently appointed director of personal accident and health underwriting, Liberty Mutual Insurance Company, Boston.

1943

WILLIAM J. RAAB has joined the technical staff of Shell Chemical Company's laboratory in Union, N. J.

DR. HERBERT F. YORK, director of research and engineering for the armed forces, received the distinguished public service medal of the Defense Department on January 18.

1944

DR. ERWIN KLEINBERG has been appointed a research associate at the American Cyanamid Company research center in Bound Brook, N. Y.

1945

"Lenten-Easter Sourcebook," a homiletic and worship anthology edited by CHARLES L. WALLIS, (G), professor of English at Keuka College, has been published by the Abingdon Press, New York City.

1946

15th Class Reunion, June 9, 10, 11, 1961.

ANDREW H. MONEY, Jr., has been elected vice president of the marketing division and a member of the board of directors of John Wiley and Sons, book publishers in New York City.

1948

DR. CARL G. KREEPS has been appointed a supervisor of fundamental research groups of the Du Pont Experimental Station, Wilmington.

DR. CONRAD LEMBO (G), an employee of the Avco Corporation, is a member of a top-level civilian group which has been engaged since October in an intensive study for the Air Force to determine what military space projects should be pursued.

1949

GEORGE W. RICH, Jr., has been elected president and general manager of Ontario Drill Company, East Rochester, N. Y.

LT. COL. CREEL E. SCOTT, USA, National Guard, is attending the 16-week associate course at the Army Command and General Staff College, Fort Leavenworth, Kan. Colonel Scott, vice president of Ross Equipment Company, Inc., Rochester, is assigned as commander of the 1st Howitzer Battalion, 270th Artillery, Army National Guard unit in Rochester.

DR. ROBERT J. WEISS has been appointed Milton Research Fellow in pediatrics at the Harvard Medical School.

1950

DR. JOSEPH R. BRANDT, Jr., has opened offices in the new Medical Arts Center, Ogdensburg, N. Y., for the practice of obstetrics and gynecology.

JAMES G. DOX, former sales supervisor in the Philadelphia district of Bestwall Ceretteed Sales Corporation, has been named sales manager for the Buffalo (N. Y.) district.

WILLIAM P. MCCARRICK has been appointed an assistant to the general manager of the international division of Eastman Kodak Company, Rochester.

W. BRANTLY MILLER (U), executive vice president of Lidy Stores, Inc., Rochester, was recently elected vice president of the National Luggage Dealers Association.

RICHARD C. WILLIAMS was recently elected treasurer of Dynacolor Corporation.

1951

16th Class Reunion, June 9, 10, 11, 1961.

TOWNSEND P. BURGE (U), formerly manager of the Denver, Colo., office of Haloid-Xerox, Inc., has been promoted to manager of Haloid's Dallas, Texas, branch.

JOHN A. WIEGAND (U), has been named sales promotion and advertising manager of the Fram Corporation, Providence, R. I.

ROBERT J. HIRSCH (U) assistant Monroe County (N. Y.) legal advisor, was recently named an assistant district attorney, Rochester.

M. LAWRENCE has announced the formation of a new law firm, Weiner and Lawrence, with offices at 111 West Commercial Street, East Rochester, N. Y.

CHARLES V. MINIER, Jr. (U) has been appointed state agent for the Phoenix of Hartford Insurance Companies in central New York State.

RICHARD K. SIMMONSON and Katherine McLaren were married on December 11 in New York City.

1952

ENZO A. FAGA has become associated with the law firm of Houghton, Pappas and LePore, 301 Times Square Building, Rochester.

ROBERT W. O'BRIEN and Barbara Weiss were married on November 24 in Rochester.

1955

BENJAMIN S. DEYOUNG has been named manager of agricultural advertising of U. S. Industrial Chemicals Company, Division of National Distillers and Chemical Corporation.

LIEUT. FRED DAUL recently received a regular commission in the U. S. Air Force.

DAVID T. NELSON (G) received a Ph.D. degree in physics from Iowa State University in November.

DR. CONRAD J. RAHTEJEN has been appointed pastor of the Brookport (N. Y.) Methodist Church.

JOHN E. STOLLER has been appointed broadcast media manager for The Rusticill Company, Inc., Rochester advertising agency.

MARRIAGES:

BRUCE C. BOWERS and Lissa Leland were married on December 31 in Ballston Spa, N. Y.

5th Class Reunion, June 9, 10, 11, 1961.

LIEUT. MARVIN JACOB, who was graduated from the Dental College, New York University in June, is currently stationed at Fort Campbell, Ky.

SHELLEY C. STONE, Jr., recently received a Ph.D. degree in educational psychology from the University of Chicago. He is assistant professor of education and coordinator of under-graduate admissions at Purdue University.

Co-Kast, now in its third year of all student-directed and student-produced musical comedies, put across "The Pajama Game" in the fall, and already are auditioning for another Broadway-hit production, "Guys and Dolls," for October, 1961.
1957
Edward J. Beiderbecke was admitted to the Bar of the State of New York as an attorney and counselor at law in December.

1959
Louis M. Clark, Jr. has been appointed assistant officer in charge of advertising, publicity and promotion for the Home Federal Savings and Loan Association, Canandaigua, N. Y.

Ross A. Ferlito is one of 118 outstanding graduate students from 25 countries to be awarded a Rotary Foundation Fellowship for study abroad during the 1961-62 academic year.

John R. Lanz (BA) has been appointed manager of the Rochester office of Utica Mutual Insurance Company.

Edwin W. Markelteow (BA) has been appointed comptroller of the wine division of Great Western Producers Inc., Hammondsport, N. Y.

Gordon Rose has been named junior research biochemist of The Norwich (N.Y.) Pharmacal Company.

Donald Yeaple (EN) has been promoted to lieutenant j.g., USN, and is attending submarine school at New London, Conn.

BRETT W. HAWKINS and Gloria Skeates on December 28 in Lanesboro, Mass., to Mr. and Mrs. WILLIAM STANFORD, (E)

A son was born on December 28 in Lanesboro, Mass., to Mr. and Mrs. WILLIAM STANFORD, (E).

A daughter, Theresa Anne, on December 6 to Edward, '58, and Barbara Hiler on November 19, Rochester, on January 7, Fairport, N. Y.

RIVER CAMPUS—WOMEN

1906 36th Class Reunion, June 9, 10, 11, 1961.
1911 50th Class Reunion, June 9, 10, 11, 1961
1916 45th Class Reunion, June 9, 10, 11, 1961.
1921 40th Class Reunion, June 9, 10, 11, 1961.
1927 35th Class Reunion, June 9, 10, 11, 1961.
1929 Arlene Markham Lucinbuhl retired in February as director of the Manhasset (N.Y.) Public School Cafeterias.
1931 30th Class Reunion, June 9, 10, 11, 1961.
1923 MABEL GRAHAME Green is patients' librarian in the LaRue D. Carter Memorial Hospital for Psychiatric Research, Indiana University Medical Center at Indianapolis. The Greens have purchased an old farm house which they are remodeling and after April 1 their address will be: 7831 Westfield Boulevard, Indianapolis.
1936 CORA HOCHSTEIN Feld left Washington, D. C., in July to join her husband in Budapest, Hungary, where he is attached to the American Embassy.
1941 20th Class Reunion, June 9, 10, 11, 1961.
1948 MONIQUE TINLOT O'NEAL has been appointed head of the Ann Arbor (Mich.) American Cancer Crusade.
1948 MARIAN WELLER (G) is a program specialist at the National Girl Scout Headquarters in New York City. She devotes her time to bringing the Girl Scout program to mentally, physically and socially handicapped girls.
1951 10th Class Reunion, June 9, 10, 11, 1961.
Dr. Mildred B. Kantor has been appointed director of vital statistics in the St. Louis (Mo.) County Health Department.
1952 A daughter, Jennifer Anne, was born on November 4 in Culver City, Calif., to Alvin and Elizabeth Cockrell Minnifield.
1953 A daughter, Alison Joanne, was born on December 14 in New Haven, Conn., to Dr. Andrew J., '52 and Elizabeth Pioes Graham.
1955 EDITH CELETTE of Hornell, N. Y., who is teaching in Switzerland this year, has been named head counselor and sailing instructor of The Eins, new summer camp for girls on Lake Keuka, N. Y.
1956 5th Class Reunion, June 9, 10, 11, 1961.

K-Scope came up with a tuneful musical about four girls in New York, succinctly called "On The Beat Where We Live."... Quilting Club presented their student musical this spring, entitled "One If By Land." Sorry, no pix available.
Beatrix Ryan Fraser is director of music at the Lockport (N.Y.) Presbyterian Church and also directs the Girl's Hand Bell Choir of the church.

Dr. Mark Hoffman, director of the music department of the University of Mississippi, University, Miss., presented a piano recital on January 4 at Louisiana State University, Baton Rouge.

The Rev. Helen Leavitt Fisher is associate minister of the Briarcliff (N.Y.) Congregational Church, and was principal speaker at the World Day of Prayer held by 13 churches in the Briarcliff area on February 17.

Edward J. Barcock, music instructor in the Corning, N. Y., schools and organist and choir director at Christ Episcopal Church, gave a lecture recital on the new organ at the church on December 11.

John Weinzelw, (GE) head of the composition department of the Royal Conservatory of Music, University of Toronto, has been commissioned by the American Wind Symphony to write a work for its Canada day program in June. He has also received a $1,000 award from the Canada Council to write a work for violin and orchestra.

Robert Hargreaves (GE) is director of the Muncie (Ind.) Symphony Orchestra.

Robert Hargreaves has been promoted to a full professor in the Faculty of Music, University of Toronto.

Dr. Kenneth Wright (GE), violinist and composer, and member of the music faculty of the University of Kentucky, Lexington, presented a joint recital on February 1 with John Jacob Niles, folk singer and composer.

William Elliott (GE), principal bassoonist with the Dallas Symphony Orchestra, was soloist in Mozart's Bassoon Concerto for the orchestra's concert on January 1.

Nevin Foster, chairman of the music department of Elizabethtown (Pa.) College, was presented in a joint faculty recital on February 2.

Lyndes Kay (GE) has been invited to serve as a judge for the fifth American Music Awards Program, sponsored by Sigma Alpha Iota.

Dr. Maurice Weed, head of the music department at Northern Illinois University, DeKalb, has asked to be relieved of the headship effective September 1, so that he may have more time to teach and compose. He will remain as a member of the teaching faculty. Dr. Weed is on leave of absence during this semester, and shall be in residence at the MacDowell Colony, Peterborough, New Hampshire, February 15-May 15.

The 30th Class Reunion, June 9, 10, 11, 1961.

Dr. Elinore Barber (GE), a member of the Hastings (Neb.) College Music Department, spent several weeks with Dr. Albert Schweitzer in Günsbach and Strasbourg in the summer of 1964, and during this time has lectured extensively and has been in charge of numerous projects on behalf of Dr. Schweitzer's hospital in Africa.

Dr. Dorothy Dukern Horn (GE), on sabbatical leave from Jordan College of Music of Butler University, Indianapolis, Ind., is doing research on the hymnody of the 18th century, with the aid of a grant from the American Philosophical Society.

Dr. George T. Jones (GE), associate professor of music at the Catholic University of America, Washington, D. C., has been awarded the Benjamin Commission for 1962, for an orchestral work "Restful" in character.

Alice C. Mack was married to Neill O. Rowe on November 19 and is living in California.

Dr. Arnold J. Running (GE) is the director of the Augusta College Choir, Sioux Falls, S. Dakota, which recently returned to this country from a two-month concert tour of Europe.

Bruce Hoesernecht (GE), director of the Joliet (Ill.) Township High School band, was honored for his outstanding work in music during the nationally televised half-time show of the Blue and Gray football game at Montgomery, Ala., on December 31.

Charlotte Stevenson Burgess (GE), flutist, has been playing concerts in the Salt Lake City area during the past year.

Forest D. Stoll received his Ph.D. degree from Ohio State University, Columbus, in December.

"Sinfonia 1965," by John Boda (GE), was given its first Rochester performance by the Rochester Philharmonic Orchestra on February 16. This composition was commissioned by the American Music Center Project under a Ford Foundation grant.

Arthur Schoep (GE), tenor, is studying at the University of Colorado, Boulder, for his doctor of musical arts degree.

The 35th Class Reunion, June 9, 10, 11, 1961.

Janice Overmiller Elliott (GE), is now in her fifth season playing with the Colorado Springs (Colo.) Symphony and plays in many chamber music and string groups. Her concerto for viola and orchestra, in which she played the solo instrument, was performed last summer in Denver by the Colorado Composers Society orchestra.

Elizabeth Artman Hagenah presented a piano recital on December 16 at Utica (N.Y.) College.

Janet Schoonmaker Hempston is teaching piano privately and is director of the Junior Choir of the Presbyterian Church in Mt. Holly, N. J.

Peter Labela is director of the Joliet (Ill.) Junior College Symphony Orchestra.

Dr. Paul Parmlee received his Ph.D. degree from Florida State University, Tallahassee, last August.

William Boyer, conductor of the Kingsport (Tenn.) Symphony Orchestra, was guest conductor of the Kalamazoo (Mich.) Symphony Orchestra on February 19.

Maxine Tilton is a member of the music faculty at Webster (N.Y.) Central School.

John DeBree (GE), faculty member of Hollins College, Roanoke, Va., has been appointed music critic of The Roanoke Times. He was special guest on the January 28th radio program "Know Your Music," heard over station WLRJ-FM, Roanoke. His "How Long, O Lord," and anthems based on Psalms 23 and 190 have been published by Dow, and "Clap Your Hands" by Hinshaw's.

John Huggler and Marlene Ryan were married on February 18 in New York. "Divertimento for Viola and Orchestra," by Mr. Huggler was given its first performance in Cooper Union, N. Y., on January 27.

Samuel and Sara Jarvis Jones were soloists in a performance of "The Messiah" on December 4 in Oshkosh, Wis. Mr. Jones is a member of the music faculty and director of the opera workshop at the University of Wisconsin, Madison.

Dr. William McKee (GE), Tulia (Okla.) Philharmonic Orchestra principal French horn player and professor of musicology and French horn at the University of Tulsa, appeared as guest soloist with the York (Pa.) Symphony Orchestra on January 26.

The 16th Class Reunion, June 9, 10, 11, 1961.

C. Warren Becker (GE) is a member of the faculty of Emmanuel Missionary College, Berrien Springs, Mich.


Myron F. Falck (GE), is teaching theory and methods and is director of the band at Gustavus Adolphus College, St. Peter, Minn.

Dr. Merrills Lewis (GE), conducted the University of Houston Concert Choir, Brass Choir and Grand Chorus, and Dr. Thomas Pierson (GE) conducted the University of Houston-Houston Community Orchestra in the Annual Christmas Concert at the University on December 9. "The Christmas Story," by Dr. Ron Nelson, '52E, was one of the works performed. James Austin, '59E prepared the brass choir for the program.

William Preudal is an instructor in viola and violin at the University of Iowa, Iowa City.

David Vandekool, cellist, is a member of the music faculty of the University of Oklahoma, Oklahoma City.

Grace DeBattista, soprano, recently appeared in three performances of Alec Wilder's
opera, “Sunday Excursion” with the Brooklyn Philharmonic under the direction of Siegfried Landau.

Arnold Berleant is presently completing a Ph.D. in philosophy at the University of Buffalo where he is an instructor of philosophy. He was piano soloist with the Buffalo Philharmonic Orchestra on December 9.

Willa Howells is a member of the Dallas Symphony Orchestra.

Johannes Smitt (GE), pianist and a member of the Memphis (Tenn.) State University music department, was presented in a recital at the college on January 8.

1954

Marian Anders, soprano, is teaching voice at Cornell College, Mount Vernon, Iowa.

A son, David Landes, was born to Arno and Ruth Landes Drucker on September 14. Mr. Drucker presented a piano recital in the music auditorium of the University of West Virginia, Morgantown, on January 10.

Stanley Leonard, tympanist with the Pittsburgh Symphony, was guest conductor of the student chorus of the department of music of the College of Fine Arts at Carnegie Institute of Technology on November 13.

Dr. A. Cutter Silliman (GE), associate professor of music at State University College of Education at Fredonia, N.Y., has been awarded a $750 Summer Research Fellowship by the Research Foundation of State University of New York. Dr. Silliman is also first chair French horn player in the Erie (Pa.) Philharmonic Orchestra.

A son, David Curtis, was born to Donald and Harriet Aller Storaker (GE) on October 1. Mrs. Storaker is director of the choir at George Fox College, Newberg, Ore.

The Department of Education in co-operation with the Canadian Broadcasting Corporation presented Christine Wilcosz, soprano, in a series of Music Broadcasts for the primary schools for five weeks beginning January 9.

1955

Charlene Chadwick Cullen was soprano soloist in a performance of “The Creation,” given by the choirs of Third Presbyterian and St. Paul’s Episcopal churches on December 4 in Rochester.

Dr. Paul Earls, music instructor for the Penfield, (N.Y.) school system, is conducting a program, “Adventures in Music,” sponsored by the Central YMCA in Rochester.

Samuel Fricano has been accepted for admission to the Advanced Bandmaster Course at the Army Element U. S. Naval School of Music in Washington.

1956

Dr. David Burge (GE), currently in residence at Whitman College, Walla Walla, Wash., gave a piano recital on February 9 at a School of Music convocation at the University of Illinois, Urbana.

Robert Greenberg and Therese Roberts were married on December 24 in Great Neck, N.Y.

Jean Eichberger Ivey (GE) has been appointed to the faculty of Xavier University, New Orleans, teaching theory, composition and piano. Her faculty recital this fall was an all-American program, including her own piano sonata, and a set of variations by George Walker (GE). Three movements of her new “Suite for Cello and Piano” were performed this year at the annual convention of the Louisiana Music Teachers Association, and her “Schermo for Wind Septet” was performed on a program of chamber music at Xavier University in February. A 25-minute broadcast of her compositions was heard over radio station WNYC, New York, on February 21. “Piano Students Can Interpret,” an article by Mrs. Ivey, appeared in the November-December issue of MusicKraft magazine.

Frank Libral (GE), formerly associate professor at Indiana State Teachers College, Terre Haute, has been appointed chairman of the Music Department of the University of Vermont, Burlington.

George Walker (GE), currently teaching at the Dalhousie School of Music, New York, has been appointed to the faculty of Smith College, Northampton, Mass. He was married to Helen Siemens last July. An article, “The Listener Considered,” by Mr. Walker, was published in the January issue of Music Journal.

1957

The first New York performance of “The Congo,” a composition for narrator and percussion ensemble by Jack M. Jarrett (GE), a member of the faculty of Dickinson College, Carlisle, Pa., was given on January 16 in Town Hall by the Manhattan Percussion Ensemble.

Ann Myers Patreek, instructor in music at Maryville (Tenn.) College, presented a piano recital at the college on January 13.

1958

Donna Renton conducted the orchestra at the Hanna Theater, Cleveland, for the Signet Players’ production of “Brigadoon” last fall. Recently she played second piano at the Cleveland Play House for the opera, “Little Mary Sunshine.”

Robert Spillman was guest pianist with the Rochester Pops Orchestra in an all-Gershwin program on January 21.

Dr. Joseph Carlucci (GE), associate professor of music, has been named head of the music department of Northwestern State College of Louisiana, Natchitoches.

A daughter, Meredith Joyce, was born to Craig, ’57E, and Joyce Hall Hangken on July 4.

Rolf Legrand, a member of the faculty at Ball State Teachers College, Muncie, Ind., presented a clarinet recital at the college on January 13.

Donald Schmans is brass instructor at Purdue University, Lafayette, Ind.

Dr. Ray Tablock (GE), head of the music department at Rockford (Ill.) College, has been commissioned to write an article on Alessandro Striggio, 16th century Italian composer, for a German music encyclopedia, “Die Musik in Geschichte und Gegenwart.”

1959

William Motzing is playing in the trombone section of the Pittsburgh Symphony Orchestra.

Leland Peck, pianist, is a member of the faculty of Prestin School of Music, St. Petersburg, Fla.

James Riley (GE), supervisor of music in the Greenhills Public Schools in Cincinnati, has written an article, “Toward a Better Flute Tone,” which was published in the January issue of the Instrumentalist.

Jeanne Sterner is teaching public school music at Wayland (N.Y.) Central School. Miss Sterner teaches kindergarten through the eighth grade, and elementary and junior high vocal music.

1960

Priscilla Bailey was married to Henk Ykelenstam on December 23 in Halifax, Nova Scotia. Both Mr. and Mrs. Ykelenstam are members of the flute section of the Halifax Symphony Orchestra, and are planning to visit the Netherlands when the current concert season is over.

Sharon Bennett Dwyer, soprano, sang the lead role in the opera production of “Hansel and Gretel” given by the Columbus Symphony Orchestra on December 29.

Mai Ghang is doing graduate work at Juilliard School of Music.

An article, “Don’t Be Afraid of It,” by Kenneth Donmoyer (GE), will be published in the April issue of the School Musician.

Donald Jackson, Jr. and Carol Anderson were married on January 28 in Rochester.

“Suite for Orchestra,” by Ray Luke (GE), was performed by the Oklahoma City Symphony Orchestra. Guy Fraser Harrison conducting on January 15.

Dr. Frederick Truesdell (GE), acting head of the department of music at the College of William and Mary, Williamsburg, Va., presented a piano recital at the college on February 17.

Lucius Wyatt, director of the marching band at Tuskegee Institute, Ala., was elected to “Who’s Who in American Colleges and Universities” and “Most Outstanding Senior Member of the University Bands for 1959,” at Florida A & M University, Tallahassee.
IN MEMORIAM

CHARLES C. STONE, '99, retired head of the department of mathematics at the Haverford (Pa.) School, died on February 11.

ADELBERTA WEHR MARTIN, '04, died in Syracuse, N. Y., on November 30 after a long illness.

FLORENCE LEVIS FISHER, '05, died in Rochester on December 26.

FLORENCE SOUTHWORTH BOYCE, '05, died in Hartford, Conn., on January 11.

DR. ALBERT BOWEN, '06, retired Army colonel, died in Boulder, Colo., on January 7.

ALICE HUDDUM DENISON, '06, died on December 13, 1959.

GRANT A. BEDELL, '07, died on October 19.

GEORGE G. KLEINDINST, '10, former president and chairman of the board of the Liberty Bank, Buffalo, died in that city on March 21, 1960.

LEE D. BOYCE, '14, died on May 16.

ALEXANDER E. WADDEON, '16, died in Rochester on December 22.

ROBERT REILLY, '20, Rochester real estate broker, died unexpectedly in Rochester on February 9.


DR. THOMAS KILLEN II, '24, died suddenly in Rochester on January 31.

Geraldine S. SPRINGER, '25E, died in Binghamton, N. Y., on January 11.

T. WEBSTUR, '25, chairman of the English department of Charlotte High School, Rochester, for many years, died in Rochester on January 10.

DR. ANGELO CASSETTI, '28, died in Elmira, N. Y., on December 11.

INEZ BLAIR COX, '32, died in Brockport, N. Y., on December 21, 1959.


JOSEPH V. LUKIEWICZ, '40E, and '41GE, associate professor of choral music at the University of Florida from 1948 to 1959, died in Gainesville, Fla., on December 29 after a long illness.

JAMES R. BLUM, '42, director for the televised Ted Mack amateur hour, died in Hartsdale, N. Y., on January 17.

MARGARET BROWN DEWEERE, '47N, died suddenly in Rochester on October 27.

SARAH MAY S. LONG, '48E, died on April 3, 1960.

MARGARET GUFOYLE LILES, '59, a teacher at the Hoover Drive School, Rochester, died on January 25.

School of Medicine & Dentistry

1939
DR. ROBERT D. MOORE was appointed chief of the orthopedic section of the department of surgery at the University of Chicago and professor of surgery last July.

1940
DR. G. WILBUR WESTIN, Los Angeles orthopedic surgeon, was one of four prominent Californians named to the 1960 Silver Anniversary All-American Grid Club by Sports Illustrated magazine in December.

1941
DR. CLEMENT A. FINCH, professor of medicine at the University of Washington School of Medicine in Seattle, has been elected president of the American Society for Clinical Investigation, usually known as "The Young Turks."

1944
DR. BENEDICT DUFFY has been selected to head a ten-year study at the B.S. Pollak Hospital, Jersey City, N. J., that will attempt to relate air pollution with chest disorders.

1946
DR. CHARLES H. BLY, formerly research professor of pathology at the Bowman Gray School of Medicine, Wake Forest College, Winston-Salem, N. C., was appointed the 13th President of Thiel College, Greenville, Pa., on March 1.

1947
DR. WILLIAM L. PARRY, chief of the urology section, Veterans Administration Hospital, Syracuse, has been appointed associate professor of urological surgery at the UR School of Medicine and Dentistry.

1948
DR. J. LAWRENCE SMITH recently moved from Iowa Falls, Iowa, to Ames where he has opened an office at 605 Duff Avenue for the practice of major surgery.

1952
DR. PAUL G. KUEHN recently opened an office at 729 Ellington Road, South Windsor, Conn.

1953
DR. HARRY GLENCOURT was awarded a Ph.D. degree in medicine by the University of Minnesota on December 15.

1956
DR. MARJORIE CUSHMAN and DR. GORDON W. ALLAN were married in Rochester on December 28.

1959
DR. J. LAWRENCE SMITH recently joined the medical staff of the Bellevue Clinic, Martins Ferry, Ohio, as general practitioner.

1960
DR. ROBERT D. MOORE was appointed chief of the otolaryngology division of Rochester and Monroe County.

1961
A first child and daughter was born on December 26.

Nursing Division

1931
30th Class Reunion, June 9, 10, 11, 1961.

1932
29th Class Reunion, June 9, 10, 11, 1961.

1936
25th Class Reunion, June 9, 10, 11, 1961.

1941
20th Class Reunion, June 9, 10, 11, 1961.

1946
15th Class Reunion, June 9, 10, 11, 1961.

1951
10th Class Reunion, June 9, 10, 11, 1961.

1952
BARBARA BARETT SHANNON and BRUCE R. BEST were married in San Jose, Calif., on December 23.

1956
36th Class Reunion, June 9, 10, 11, 1961.

1957
A second child, Laura Beth, was born on May 6 to Elwood E. and Myrna Sneed Marble.

1958
A son, Thomas David, was born on January 11 in Corning, N. Y., to James W. and Rebecca Van Sickle Dimtroff.

1959
A son, James, was born on September 19 in Selma, Ala., to Capt. Frederick and Shirley Schirra Hoopes.

1960
PAULINE JOHNSON is presently employed as a public health nurse with the Washtenaw County Health Department, Ann Arbor, Mich.
EVERYBODY IS A STUDENT AGAIN... AT THE 1961 REUNION COMMENCEMENT WEEKEND
JUNE 9, 10, 11, 1961

How long has it been since you were a student (at least, in the formal sense)? Come back to the River Campus on Friday, June 9, for your choice of “courses”—at 2 p.m., TEACHING MACHINES: EDUCATIONAL FAD OR REVOLUTION with Dr. Helen N. Nowlis, or OPERA AND ITS PLACE IN AMERICA with Leonard Treash... at 3 p.m., THE ART OF MIND READING IN ECONOMICS with Dr. Richard N. Rosett, or THE ICEMAN, THE PLUMBER, AND THE CARDIAC SURGEON with Dr. Seymour I. Schwartz. Saturday at 3 p.m. Dr. Dexter Perkins will be behind the lecturn to lecture on AMERICAN FOREIGN POLICY TODAY; will you be in his “class”? Today, as in your days at the UR, all is not lectures and seminars. Class and fraternity luncheons... Alumnae Luncheon... Nursing Dinner... Medical School Conference... All alumni will gather for the annual REUNION BREAKFAST followed by AWARDS TO FACULTY and the PRESIDENT’S REPORT. Saturday evening (per usual) is strictly for fun... buffet supper, concert by the Eastman Wind Ensemble, and a dance in Todd Union. Be a student again! You won’t have to “crib” on the exam your spouse will give on your return home because you can bring your family with you.
HERE IS THE HISTORY
OF HUMAN IGNORANCE
ERROR SUPERSTITION
FOLLY WAR AND WASTE
RECORDED BY HUMAN
INTELLIGENCE FOR THE
PONTITION OF WISER
LIVES STILL TO COME
The 1959-60 Alumni Campaign for The University of Rochester Fund opens October 6, 1959. The support that you and I and our fellow-alumni give to this year’s Fund is an essential element of strength in the launching of the new Program for a Greater University. Moreover, such tangible evidence of alumni interest and enthusiasm constitutes a necessary credential for The University as it seeks support from many other sources.

For all of us who have benefited from education at Rochester, this is a year for thoughtful giving.

Elmer K. Smith, '16
President, Board of Governors
The Alumni Federation