IT WAS OUR INTENTION to start this page of personal comment and campus observations by directing a large, barbed dingbat at those who would deny us the freedom to read the literature of today and of yesterday for fear that the printed page would unleash some latent prurient desires.

Would these appointed protectors also deny us the right to buy an auto capable of travelling 100 miles per hour?

Would they impose volsteadian prohibition on our right to enjoy a gin and tonic on a warm summer’s evening?

Would they deny us the choice of smoking filtered or unfiltered cigarettes?

There are dangers in each of these when the privileges are abused. We think there is an even greater danger in any attempt to filter what we read.

If Tropic of Cancer is banned today, when will the alphabet-stained hatchet cut off Homer, Chaucer or the Old Testament? And how far off is the censorship of the Rochester Review or your daily newspaper?

This, to us, is the danger in the banning of books. This is why the banning of Henry Miller’s nihilistic novel has caused such a furor on campus. This is why we decided that this magazine had to take a strong stand on the matter.

By coincidence, we discovered that Provost McCrea Hazlett had chosen academic freedom as the subject of his Baccalaureate address. We present his remarks starting on the page opposite. We believe this to be one of the most important articles ever to appear in the 24 years of the Rochester Review.

If the human hunger for knowledge finds nourishment in academic freedom, the old chestnuts served to captivate audiences in traditional Baccalaureate addresses provide few cerebral calories. We found Dr. Hazlett’s introductory remarks to his Baccalaureate address to be most appetizing:

“People who stand in my place are expected to expound a set of cliches to people who sit in your places.

“First, I am expected to tell you that we have failed in whatever mission we may have had and that in failing, we throw the torch of something or other to you.

“Second, I am supposed to say that the world lies before you and that you will make of it whatever you want to.

“Third, I am expected to deplore the present state of mankind and urge you to cure it.

“My heart does not lie in pursuing any of these themes. It does lie in congratulating you for completing your work and in wishing you a perfect life in an imperfect world.”

Even the word “baccalaureate” itself did not escape Provost Hazlett’s cool appraisal. He noted that reference to the entries under the word ‘baccalaureate’ in the Oxford English Dictionary and the Dictionary of American English, usually solacing volumes to a student of language, have brought me small consolation.

“From them I learn that as a modifier ‘baccalaureate’ refers to an address, a sermon or a speech delivered to unwilling victims as a final condition of their receiving a bachelor’s degree.

“I learn that as a noun the word refers to one who has received a bachelor’s degree or to the bachelor’s degree itself.

“Before me, however, sit not only many almost bachelors, but also many almost masters and almost doctors.

“To call this a baccalaureate exercise is to misname it.

“To call it a baccalaureate-masterate-doctorate exercise is to overwhelm it.”

THE WRITING of the article titled Boing (pronounced as having one syllable) that appears on page 15 required that we listen to some of the subject matter—electronic music. While one of our borrowed tapes was playing on the office tape recorder two students came by to visit. They sat quietly through the traumatic cacophony; from their facial expressions it was obvious they were expecting the tape recorder to blow up in a tangle of wires, tubes, and spare parts at any moment. When the music ended, they just shook their heads: “You can’t twist to that crazy music,” one said.
A LIVELY ISSUE ON CAMPUS this spring has been the subject of academic freedom, boiling up over the request from the Monroe County District Attorney that all county libraries and bookstores remove from their shelves Henry Miller’s hotly controversial novel, Tropic of Cancer. The novel had been listed along with 74 other publications in an indictment against two Rochester newsstand operators, alleging the sale of pornography.

The University’s response was immediate. Asserting that students and scholars should be free to read whatever their consciences dictate, Provost McCrea Hazlett announced that the University library would retain the book “unless it is finally determined by the courts that this book is inappropriate for anyone to read.” To keep the issue purely a matter of academic freedom, the book remained, as it had been all along, restricted to use only in the library by students and faculty, and its sale by the University bookstore suspended. The two other local colleges which also had library copies of the book adopted a similar stand.

The matter was brought temporarily to rest when the District Attorney decided not to take action against the university libraries, saying that he did not wish to cloud a court test of the book’s legality by bringing in the issue of academic freedom. The original case against the newsstand dealers is still awaiting a legal decision.

Although the subsequent discussion of the actions of the University and the District Attorney has since become more temperate than tropical, there remains a continuing exchange of views on the nature and importance of academic freedom. Following are Provost Hazlett’s.

MERE ACADEMIC FREEDOM?

by McCrea Hazlett

There are many ways of defining academic freedom. It can be defined in itself, or by comparison with the civil freedoms, or by analysis of its opponents. A full definition demands, I believe, some attention to all of these.

First, the thing in itself.

Academic freedom is described by one author, Robert M. MacIver in Academic Freedom in Our Time, as “the freedom of the scholar within the institution devoted to scholarship.” This refers to the freedom of the individual within the school, the college, the university, to teach and to study. In respect to the faculty member it is a doctrine which says that he must be free in his own field of specialization to pose for himself problems, to collect the materials necessary for the solution of those problems, to hypothesize, and to conclude. It is his freedom to pursue whatever intellectual game seems to him worth catching by whatever means seem to him appropriate. With respect to the teacher it is his freedom to provide his students with whatever material is appropriate to their study and to help them to follow a procedure similar to his in developing questions, hypotheses, and conclusions. With respect to the student, it is his freedom to study by means similar to or different from the methods used by his teacher. Academic freedom is vested in members of the academic community and provides them with the freedom necessary to exercise their proper academic functions. Academic freedom is, as are all freedoms, a form of responsibility. The scholar, the teacher, the student, accept, when they are given the privilege of academic freedom, the obligation to pursue their intellectual endeavors seriously, honestly and thoroughly.
Academic freedom is not the freedom to conclude without proof, to expound irresponsibly, or to exercise the arts of the charlatan.

A second way of defining academic freedom is by contrasting it with the civil freedoms. The two do not quarrel, but they are not the same. Academic freedom is a means to an end. The scholar and the teacher are granted academic freedom so that they may extend the limits of human knowledge and so that the world may have a constant supply of individuals capable of molding the ideas of mankind and of controlling the forces among which we live. Civil freedom, in our society at least, is an end in itself. We define the good society as being that one which respects the right of the individual to believe as he wishes. Our Constitution does not provide the civil freedoms as a means to an end. It indicates that the mere act of our possessing them is our civil role. One aim of our form of government, says the Constitution, is to "secure the blessings of liberty to ourselves and our posterity."

Academic freedom is necessary to the existence of a university. Without it truth cannot be discovered. Without the discovery of truth students cannot be educated. Without these things a university does not exist. Civil freedom is not necessary to the existence of a state. This is not to say that it is not necessary to the existence of a good state, and few of us would voluntarily take up citizenship in a state where our civil rights are not protected. Nevertheless, the history of human society gives us many illustrations of states which have existed, sometimes for very long periods, and which have prospered in the absence of civil rights. Academic freedom as we know it developed to a great extent as the lehrfreiheit of the 19th century German university, where it was staunchly defended by the state and by the academic community itself. Yet there was little civil freedom in Bismarckian Germany, and the professors were expected as civil servants to support the regime.

Academic freedom though perhaps less broad than civil freedom, is deeper. No one seriously suggests that all men should have unlimited access to morphine or radioactive substances, yet to scientists such materials are essential. Society recognizes that if human needs are to be supplied and human knowledge broadened a qualified scholar or teacher must be free to collect and use the materials which his research and teaching call for, and to pursue his thought freely as his ingenuity and his data lead him.

A third way of defining academic freedom is by viewing its enemies. Generally it may be said that they are the proponents of the closed society. Those who believe that what now is, is more precious than what can be; those who, for whatever reasons, deny change; those who are frightened by the prospect of a thought which they do not now hold, of a fact which will disturb their systems of belief; in short, those who prefer to see mankind as he is and has been rather than as he will or might be, are the enemies of academic freedom.

In actual practice the threats to academic freedom come from society, from academic administrations, and from scholars. The following quotation from Walter P. Metzger's *Academic Freedom in the Age of the University* will illustrate graphically what society can do to suppress academic freedom.

In 1918 the Nebraska State Council of Defense submitted to the University of Nebraska Board of Regents, a list of 12 professors who had, for one reason and another, assumed an attitude calculated to encourage among those who come under their influence, a spirit of inactivity, indifferece, and opposition toward this war and an undesirable view with respect to the several fundamental questions inseparable from the war. After investigation it was disclosed that three professors did variously believe in internationalism, impede the sale of liberty bonds, and criticize their more patriotic colleagues. For these transgressions, and after a trial by the Board, the three professors were dismissed.

This quotation distills in one example a long, weary, and sordid history of intellectual witch-hunting by the general public. We have seen it since World War II in ways only too clear, and its effects have left bruises too sore for us to touch.

Most actions taken by university administrations in the suppression of academic freedom have been taken, to one or another degree of willingness, as a result of outside pressures. These are frequently transmitted from outside to trustees and from them to university administrators. In 1894 Edward W. Bemis, a professor of political science at the University of Chicago, spoke against the railroad companies in the midst of the Pullman strike. His remarks were reported in the press, raised a great stir in Chicago, and William Rainey Harper, the great first president of that university, permitted himself the following unfortunate comments in writing to Professor Bemis:

Your speech has caused me a great deal of annoyance. It is hardly safe for me to venture into any of the Chicago clubs. I am pounced upon from all sides. I propose that during the remainder of your connection with the University you exercise very great care in your public utterance about questions that are agitating the minds of the people.

The remainder of Bemis' connection with the University of Chicago was the remainder of the academic year.

Finally, although rarely, scholars themselves have been enemies of academic freedom. The ivory tower, upon which so many of our friends from outside look with envy and longing as a haven of quietude and gentleness, is, of course, neither of these. Living as the
members of a university community do on the outposts of human knowledge, it should not be surprising that scholars become emotionally involved in their beliefs and are sometimes carried away by their own conclusions. It must be pointed out, too, that academic freedom protects all members of the community. The scholar who in the consideration of his professional problems, honestly and objectively amasses evidence, and formulates and supports the conclusion, say, that academic freedom should not exist, deserves just as much protection under the doctrine of academic freedom as anyone else. Under these conditions it is small wonder that scholarly zeal sometimes outdistances scholarly principle and that there are a few unhappy records of violations of academic freedom by the holders of academic freedom themselves.

So much for what academic freedom is. The next question I want to ask concerns its importance. In this I would like to follow the order of our definition of academic freedom and discuss its importance in itself, its importance as a cause and preserver of civil freedoms, and its importance as a perpetual pressure against things as they are.

**FREEDOM OF THE MIND is an important good.**

The right to inquire, to investigate, to explore, to invent wheels if you will, to develop theories which blossom into the principles by which men live, all these things seem to be at or near the essence of humaness. This capacity and a few physical characteristics alone seem to distinguish us from the higher animals. Academic freedom is a codification of the need for freedom of the mind. What is important about it is that it is a freedom to pursue systematic inquiry, a freedom of the mind rather than a freedom of action or a freedom of religion. It is a freedom which, more nearly than any other, protects the essential in man, and its preservation is therefore important to us all.

Academic freedom is important because it is a cause and a preserver of the civil freedoms. Academic freedom is essential to the existence of the school; the school is essential as a preserver of the permanent values of the culture around it. If a society wishes to be free, it must constantly replenish the belief in freedom of its succeeding generations of people. To be a free man today does not guarantee freedom to your son’s sons. Only as the tradition of freedom is handed down from age to age and imbedded so firmly in the thought and habits of the endless waves of new generations that they treasure it, only thus can freedom perpetuate itself. Without freedom in the academy, without freedom to teach according to one’s conscience and one’s best intellectual efforts, no tradition of freedom can be transmitted to the young.

**ACADEMIC FREEDOM is important as a pressure against things as they are.** All of us accept readily the proposition that our world is imperfect. All of us recognize that there is, however, in each of us a weaker or stronger desire to preserve things as they are. In middle age, I learn by first hand experience, it is more comfortable to continue living in the same house. One’s habit, one’s routine, constantly pulls one to stability. I do not suggest that the proper state of man is constant and violent change. Nevertheless, it is important that pressure for change, for growth, for development be always with us. Only the freedom to inquire and to speculate, the presence of inquirers and speculators amidst other men, and the protection of their right to inquire and speculate, can provide this pressure against things as they are.

So much for the importance of academic freedom. All that I have said concerning its value assumes an exalted view of the role of the university.

If one believes that the university, or college, or school is an insignificant social phenomenon notable chiefly for its protection of the young, the impractical and the helpless, his view of academic freedom will be either that it is a dangerous threat or a tolerable eccentricity. If, on the other hand, he views the academy as being of transcendent social importance, if he sees in the university something close to the hope of mankind, if he sees in the life of the mind the realization of the single most important characteristic distinguishing man from the beast, then his view of academic freedom must be equal to his view of the importance of the academy.

Whether or not you have stayed in the academy you may, sooner or later, be asked to take sides on this question, and, I ask you to imagine what your education would have been in the absence of freedom of thought and inquiry in your classrooms and laboratories. I have no doubt as to what a desert such education would be, nor did the wise framers of the 1940 statement on academic freedom and tenure of the American Association of University Professors:

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition. Academic freedom is essential to these purposes.

Mere academic freedom? Mere academic freedom, indeed!
“A key to a better life... a house of hope to those who may be almost without hope...” That is the way John E. Fogarty, Congressman from Rhode Island, characterized the new Rehabilitation and Diagnostic Center at its dedication in April.

Even as he spoke, the Center's first patients were already receiving help and hope in the bright and spacious new building. In the physical therapy room, a young man who had lost a leg in an automobile accident was learning how to walk again with an artificial limb. A patient whose power of speech was damaged by a brain injury
was working with a therapist in the Speech and Hearing Clinic, slowly regaining his lost function. And on the top floor, a little girl with a baffling neuromuscular disorder was being taught how to use her paralyzed hands.

Not yet completed, the building will soon also include a vocational training area where the disabled will be helped along the way toward a useful life.

Diagnostic facilities of the Center—private examining rooms, laboratory and X-ray facilities—are located on the lower two floors of the building. In this area also are consultation rooms and offices for the use of vocational counselors, speech therapists, psychiatrists and psychologists, and others among the battery of specialists involved in the comprehensive care of the Center’s patients.

Here, in this Center, are gathered the facilities and the specialists to make possible the evaluation, the care, and the eventual rehabilitation of the chronically ill. Its function is the realization of hope—the disabled patient’s hope for a more nearly normal way of life.

*The top floor of the building is devoted to an in-patient unit for the care of children with neuromuscular disorders. A special feature of the physical therapy room, geared for small patients, is the Hartwell Carrier. Attached to a ceiling trolley which goes around the room are a variety of devices, such as this tricycle, to encourage mobility in the patients, aided by the gentle pull of the "merry-go-round." It's fun, too.*
To regain a useful life, patients must be able to cope with the daily small tasks that are normally performed almost automatically. In the kitchen area of a room equipped also with bedroom and bathroom facilities, a patient is shown how she can wash dishes from her wheelchair.

The warm water of a whirlpool bath gives passive exercise when massage by even the lightest hands would be too painful. Also available are paraffin baths, especially helpful in the treatment of arthritic hands, and diathermy, ultrasonic, and other machines.

This nine-week-old baby, her right arm paralyzed by a birth injury, gets a special brace to keep her shoulder muscles from being stretched by the weight of her limp arm.
One of the major functions of a medical center such as Rochester's lies in the training it gives in patient care. During Grand Rounds, doctors, nurses, therapists, social workers, students and patients work together in learning more about the management of disability.

Buoyed by the whirling water, a patient with multiple sclerosis is able to walk in this five-feet-deep tank. Strengthened by this exercise, she may eventually be able to move around without the aid of the tank.

Muscles crippled by arthritis are gently exercised by a physical therapist.
Idle hands are given work to do in the children's occupational therapy room, and a girl, confined to a rolling bed by the heavy casts on her legs, discovers the joy of creating pictures with a needle.

The Center's "Little Red Schoolhouse" is in reality a large and cheery room with not a trace of the traditional wood-burning stove. Like its predecessor, however, it is equipped to handle all ages in a single classroom.

A play area contains all the equipment needed to delight the heart of a miniature housewife.
For poets, songwriters and other sentimentalists, the stars in the heavens are immutable. However, the astronomer's concept of the stars may be revolutionized by a space experiment designed by the Institute of Optics.

The experiment—a joint undertaking by the National Aeronautics and Space Administration and the University of Rochester—was designed to record ultraviolet radiation given off by the stars at altitudes above the earth's atmosphere. Instruments, designed and built at the Institute of Optics, were carried aloft in an Aerobee-Hi rocket to record stellar spectra during flight.

Results from the experiment were so startling that NASA officials were reluctant to discuss the results for eighteen months while checking the reliability of the data received from the rocket, which was launched at 3:42 a.m. on November 22, 1960, from NASA's flight center on Wallops Island, Virginia.

Speaking at a meeting of the International Committee on Space Research, NASA scientists reported that the UR-built instruments recorded far less ultraviolet radiation than was thought to exist. The differences between what was found and what was theorized were "great . . . huge . . . nothing subtle," they said.

"The stars just didn't look the way they were supposed to," according to James Milligan, an astronomer on the staff of NASA.

For example, far less ultraviolet radiation was recorded than was believed to exist. Until now astronomers believed that a considerable amount of ultraviolet radiation coming from the stars was being absorbed by the earth's atmosphere. However, readings made in the rocket beyond the hindrance of the atmosphere have caused scientists to re-evaluate their theories on the emission of ultraviolet rays by the stars. Further, the data on ultraviolet radiation coming from the so-called "hot" or brilliant stars indicate that stars exist for a longer time, have a different aging process, and are lower in temperature than had been expected.

In answering a reporter's query, Milligan noted that "a tremendous amount of work" is needed before any explanation of the differences will appear. Rather than further analysis of the present data, this will mean further experiments, especially rocket- or satellite-borne instrument recordings as opposed to earth-bound observations. However, the findings reported in this experiment should have an important effect on conclusions which have been drawn from studies of galaxies with radio telescopes.

Largely responsible for the success of the experiment has been Dr. Robert M. Blakney, associate professor of optics at the University of Rochester. He was assisted by Dr. Harold Stewart, Dr. M. V. R. K. Murty, Neil Hochgraf, Robert Horner and W. Staudenmaier.

The report of this success marks the second major contribution to space technology made recently by the University. A gamma ray telescope was launched in this nation's first Orbiting Solar Observatory and was reported to be functioning A-OK.
It was 40 years ago that the Eastman School of Music, plaster still wet and bits of scaffolding still standing, first opened its doors to a student body of 104 embryo musicians. In the four decades since then, the School has achieved a worldwide reputation as a center for the training of hundreds of young people who now occupy important posts in the nation’s major symphony orchestras, conservatories, colleges and universities. It also has acquired a well-merited reputation for fostering the creative spirit among American composers even beyond the professional training it offers, through its recordings and the annual programs of premier performances of American music.

Last month, in honor of the Eastman School’s 40th anniversary, the University sponsored a week-long series of symposia and presentations on the theme of creativity in music and in the drama, the fine arts, the humanities, and the sciences. Appropriately, the series was planned to coincide with the School’s annual Festival of American Music at which many of the nation’s foremost creators of music have heard first performances of their works, and a number of the Creativity presentations also were included as part of the Festival.

In an introduction to the symposia, Dr. R. J. Kauffmann, associate dean of the College of Arts and Science, wrote that “Creative people—in art, in science and in the kind of social thinking which creates the imaginative bonds of law, of working morality, of national style and habit—are those who provide insights which begin rather than end fruitful work. They also supply the kind of surprises but facts become order only through the imaginative power of the individual scientist who makes order of them. Scientific dreams provide myths and legends that are today being transformed into facts by scientific actions. Some of the most common preoccupations of science today have been in man’s mind for over 2,000 years.

—Dr. René Dubos

Music is not just a craft; it is more like a divine art. A composer shares with God in the joy of creation. In the creative process one must possess completely natural elements, including talent, enthusiasm, impetus and originality. It is invention and originality which differentiate the genius from the craftsman.

—Dr. Edward Lowinsky

Romanticism was a rebellion of imagination against the arrogant claims of rationality. This yearning for the unknown and the infinite has become the basis for modern art and literature. In this new conception of art, there are no words for what really matters, consequently there has been an attempt to put an end to the old forms and establish a new language.

—Dr. Erich Heller
which are not merely tricky and transient. They create new ways of imagining, new ways of organizing. They even invent whole new categories of effort."

During the week, six visiting lecturers expanded on this theme as it applied to their own fields. Speaking for the humanities were Dr. Erich Heller, one of the ranking cultural critics of our time, professor of German at Northwestern University, and Dr. H. Northrop Frye, principal of Victoria College at the University of Toronto, eminent teacher, scholar, and literary critic. Dr. Samuel Eilenberg of Columbia University, an internationally distinguished mathematician, and Dr. Rene Dubos, a member of the Rockefeller Institute of Medical Research, bacteriologist and pioneer in antibiotic research, were the spokesmen for the sciences. Creativity in the arts was discussed by Dr. Horst W. Janson, art historian, chairman of the department of Fine Arts at New York University, and Dr. Edward Lowinsky, noted musicologist, critic, and former...
concert pianist, professor of musicology at the University of Chicago.

Complementing the theoretical dissection of creativity, the week's performances offered an exciting array of its fruits. Included was the world premiere of a one-act play by the contemporary Swiss dramatist Max Frisch, "The Great Rage of Philip Hotz," a humorous contemplation of man in flight from the problems of reality—in this instance, marriage.

Adding a touch of spice to the week's events were programs in two idioms that have been developed since the founding of the Eastman School: electronic music (completely unheard of), and jazz (definitely from the wrong side of the tracks). But years add respectability, and "Fantasy and Variations for Tape Recorder and Symphony Orchestra" by Eastman School graduate Vladimir Ussachevsky was the featured work in a concert by the Eastman Rochester Orchestra, while an examination of the jazz idiom by the Modern Jazz Quartet conducted by John Lewis made up an evening's program.

Opera was represented by the works of two Eastman School composers: an imaginative staging of Bernard Rogers' "The Warrior," based on the final episode of the story of Samson and Delilah, and excerpts in concert form from Howard Hanson's "Merry Mount," closing event in the anniversary observance.

At a 40th anniversary dinner honoring the faculty and staff of the Eastman School, the man who has stood as its symbol for 38 of those 40 years announced his intention of retiring as director in 1964.

World famed composer and conductor, Dr. Howard Hanson, will, however, be trading one important post for another. At that time he will become head of a new Institute for American Music to be established by the University. The institute will carry on a project he began in 1925, the American composers' concerts and the festivals of American music. Through the institute, Dr. Hanson hopes to revive the composer's laboratory "so that composers from all over the country can come and hear readings of their works."

A champion of American music since he first came to the Eastman School as its director in 1924, Dr. Hanson holds a formidable array of awards, including the Prix de Rome, the Pulitzer Prize for Music, and some 21 honorary degrees. In recognition of his many achievements, Provost McGrea Hazlett announced at the dinner that Dr. Hanson has been given the rank of "distinguished senior professor of the University," a title held by only two other faculty members.
Electronic music has been a challenge to the serious, albeit avant garde composer, it has also been a puzzlement to the majority of its listeners. And, it has been a frustration to its critics who have had to describe and evaluate music made up of boings, bings, and bangs—these sepulchral moans and eerie screeches seem to characterize electronic music in its comparative infancy. Although there were some fetal murmurings as early as 1910, the birth cry of this new music was not heard until after World War II when, out of the development of oscillators, electron tubes and tape recorders, were born the techniques for producing, organizing, modifying and reproducing the entire gamut of sounds. Technology was the midwife at birth, not the mother.

Although electronic music is still in swaddling clothes, three distinct schools have already evolved. The German school, with branches in Belgium, Holland and Sweden, in particular has concentrated on the composition of esoteric electronic music constructed bit by bit out of snips of magnetic tape on which electronically produced sine tones (pure tones without harmonics or overtones) have been recorded at chosen intensities. These tones can be overlapped, superimposed and otherwise compounded. Duration of each sound is fixed by measuring off centimeters of tape. Karlheinz Stockhausen, acknowledged leader of the German school, describes the tedious task of putting together the tape as composing in its most literal meaning: putting together.

The French, with typical joie de vivre, were first intrigued by the possibilities of combining recordings of everyday sounds—a horn, a dripping faucet, a running motor, a baby’s cry. The result was a montage of candid sound effects known as musique concrète. Here concrète refers to the concrete sounds used rather than the noise made by a concrete mixer; some listeners could not be convinced of this, however, and this form is being left by the wayside.

Somewhat more listenable is the electronic music being composed in America. The three of the efforts have utilized electronically modified sounds of conventional instruments. As the equipment has become more sophisticated, the composer has literally at his fingertips the means of augmenting and combining the altered sounds of conventional instruments with pure sine tones.

In Europe, most of the work is being done on equipment available at radio stations. In the United States, electronic music is more closely associated with universities. The pioneer effort in this direction was the Columbia-Princeton Electronic Music Center established at Columbia University under a Rockefeller Foundation grant. Dr. Vladimir Ussachevsky, ’36GE, ’39GE, along with Otto Luening, former director of the opera department at the Eastman School, at Columbia, and Roger Sessions and Milton Babbitt at Princeton serve as co-directors.

At the Eastman School of Music, electronic music was heard in concert at the 32nd Festival of American Music this spring; it has also been heard in informal student “kaffee-klatch” sessions. This year, William Pottebaum, a Ph.D. candidate in Dr. Hanson’s composition class, has composed several pieces using both sine tones and the electronically shrunk, stretched, far-fetched sounds of ordinary instruments.

Electronic music is not to be confused with electrified pianos, organs, guitars or other bastardizations of existing instruments. Nor is it to be identified with the esthetically inferior early electronic instruments, such as the Theremin—played by waving the hand up and down beside an electronic wand—the Ondes Martonet or the Trauonium, which were little more than synthetic extensions of human lung power and finger dexterity. These instruments have been compared to the singing saw—the delight of the amateur hour and the hoedown—but frowned upon by serious musicians as mere imitations of existing instruments. By the same token, electronic music is not to be confused with experiments in computer-written music.

This is music written by the human intellect . . . for the human intellect. The composer is still a composer; his composition expresses his vision, his ideas, taste, and creative impulses. He must be master of, not servant to, the tape recorder and loudspeaker, which are no longer merely “passive” transmitters but active stimulants in the compositional process. This is indeed music at the third stage.

These are the three stages of musical development as it is known in the Western world:

Stage 1—the vocal stage. Music was written to be performed principally by the human voice. Even though this stage developed from the devotional simplicity of the Gregorian chant to the virtuoso embellishments of the bel canto style, it was necessarily restricted by the natural limitations in range and expression of the human voice.

Stage 2—instrumental music. The voice was augmented by instruments which still required human energy to blow a reed or set a string to vibrating. What man could
sing, scrape, blow, pluck, or strike, and the manner in which he could accomplish these, were subject to natural limitations at the extremes. The development of the various instruments, the increment of virtuosity, the differentiation of timbres, the expatiation of rhythmic complexity, the augmentation of the dynamic range—all have brought instrumental music further away from its vocal origins that are so manifest in the vibrato of the violin and the singing legato of the piano. It is not only the composer who pushed wide this stage—from the pure harmonies and melodies of Haydn and Mozart to Mahler's enormous Eighth to the tonal eruptions of Wagner, Stravinsky and Schoenberg—but also the performer who helps or hinders by superimposing his own interpretation.

**Stage 3—Electronic Music.** The only restrictions so far manifest at this stage are the ones imposed by an audience perplexed at being led down unfamiliar paths strewn with sounds they cannot associate with any preconceived notions of traditional music. In spite of the listener's reaction on first hearing, electronic music does have a kinship with the first two stages.

For the composer, the only restrictions are within his own creative imagination. At last, he has unlimited resources and material for his artistic expression. He is free to make his own rules, his own theories; he has been emancipated from slavery to the twelve-tone scale. In traditional music an interval of a second—say from F to G—is divided only by a half tone; electronically, this same interval can be divided into 52 tones of which every fourth or fifth is clearly discernible to the average human ear.

Traditional music had to be built up from 70, or at best, 80 pitch levels (Bach's *Well Tempered Clavier* utilized 50 to 55 different pitches), but the composer of electronic music has at his creative disposal the entire range of frequencies audible to the human ear. These begin with a susurrant rumble of 50 cycles to the strident cry of about 15,000 cycles per second (above this is the region where the bat takes over for man). Electronic equipment now in use can render 40 separate dynamic shades instead of the seven to ten available to the composer writing for traditional instruments. Further, the composer of electronic music can choose an infinite number of rhythmic patterns and tone colors. Obviously, nothing need be taken for granted in music at this third stage.

**Besides the Widening of the Musical Horizons,** the real revolution in electronic music lies in the merging of the composer and the performer into one person. The very techniques of the composition and realization of electronic music dictate that it be stored as a transcription on tape or record. What the listener hears is a duplicate of the composer's original tape; the composer is communicating directly with his audience. Like the painter or sculptor, he has no interpreter to interfere between himself and his audience. Where there can be as many versions of, say, Beethoven's Ninth as there are orchestras and conductors, there can be only one version of a piece of electronic music—the composer's!

In the early days of our modern music, bewildered listeners asked (as some still do): "Where's the tune?" Now, with electronic music, they are asking: "Where's the performer?" It takes more than casual exposure to find the answer in a concert hall where all the listener has to look at are from two to four hundred loud speakers (and oftentimes not many more listeners). Some of the purists in the field—composers especially—advocate radical changes in the design of concert halls to suit the needs of this new system of concertizing. This evokes the question: "What will happen to music as we know it?"

**Composers working in this area are agreed that traditional Western music is enhanced rather than endangered by electronic music.** As the music moves further and further away from its vocal origins, it crosses the frontier where the art is totally controlled by the spirit of man, in a way not previously imagined. For some composers this evolution is not unlike the architect utilizing new materials for buildings suited to this century. Others hold that this is a change of field of action. Instrumental music has been straining to find an escape from its own inherent limitations. Henry Cowell—a member of the summer faculty at the Eastman School for many years—startled his listeners by banging out wild fistfuls of "tone clusters" at the piano. The special sound effects he obtains with conventional instruments—played in most unconventional ways—approach electronic music in effect, as in his programmatic piece, *The Banshee*.

In spite of its atonality, electronic music, too, has its programmatic uses, as Dr. Ussachevsky pointed out in an interview here during the Festival of American Music, when his *Fantasy and Variations for Tape Recorder and Orchestra* was played by the Eastman-Rochester Orchestra. Dr. Ussachevsky reported that his *Piece for Tape Recorder* had been usurped by television for background music to accompany Egyptian dead on their way to their underground final resting place. Another time it provided the background for a robbery on the high seas. However, in composing the piece Dr. Ussachevsky sought only to create an abstract piece of music. This presents a problem to the composer: whereas he is striving for a composition without radius associations with familiar instrumental sounds, the very "color" of the music may be distracting, even to the point of laughter. The listener cannot immediately incorporate the new sounds into the overall musical texture; a boing, stretched out and modulated, is a sound from a far-out mineral world rather than a part of the composition. For Dr. Ussachevsky this is a strong argument against the engineer pasting together sounds under the guise of music. "This medium has never obscured the lack of talent," he said. "If a person is a serious composer, it will come through."

Which will come of age first—the audience or this new music?

History will have to decide whether these composers and their electronic music will take their place in our musical heritage or whether these sounds will be relegated to being the "voice" of acid indigestion on television commercials.
In the academic community of today, the gifted teacher frequently stands modestly in the background while the more spectacular contributions of the brilliant researcher are applauded with a shower of honors. Through a gift from Edward Peck Curtis, vice president of Eastman Kodak Company and a University trustee, the University of Rochester can now give similar recognition to the scholar whose forte lies in imparting to others his own knowledge and understanding.

The $1,000 “University of Rochester award for excellence in undergraduate teaching” will be presented each June to an outstanding teacher chosen from among the full-time faculties of the University’s schools and colleges which award undergraduate degrees. Selection will be made without restriction as to rank after widespread consultation among faculty and students.

The first recipient of the award will be Dr. Lewis W. Beck, professor and chairman of the philosophy department since 1949. In announcing the selection, Provost McCrea Hazlett said that “Dr. Beck is a scholar who loves to teach and who teaches superbly, one whose scholarship enriches his teaching and whose teaching enriches his students and his colleagues.”

Mr. Curtis, who intends to make an annual gift of $1,000 for the next five years to establish the award, noted that “the unique role of the teacher in our society is too often overlooked or taken for granted. I am pleased to participate with the University of Rochester in calling attention to the contribution which the outstanding college teacher makes to the lives of his students, and, by example, to his fellow faculty members. It seems to me especially appropriate that a university such as Rochester, which is widely known for the excellence of its faculty, should institute such an award.”

Louis E. Martin, assistant librarian at Michigan State University at Oakland, Mich., has been appointed assistant director of the University libraries. The newly-created position, according to Director of Libraries John Russell, is made necessary by rapid growth during the past decade. Affiliated with Rush Rhees Library in the University’s system are the Sibley Music Library at the Eastman School, and the Medical School’s Edward G. Miner Library.

Aware that many small strokes fell stout oaks, people passing by the slight seedling oaks newly planted beside the Administration Building and the Women’s Residence Halls may fear for the stripling trees’ safety. However, if the seedlings measure up to their great-great-great grandfather, the Shakespeare oak at Stratford-on-Avon, there’s naught to worry about, for that hardy specimen has weathered centuries of chipping and nicking. The occasion for planting the trees was the 398th anniversary of Shakespeare’s birth, April 23. The young oaks, planted by emeritus professor John R. Slater, for many years the English department’s Shakespeare authority, were presented to the University by Dr. John R. Williams, retired Rochester physician whose specialty now is growing famous trees. He obtained the acorns from an oak on the Prince Street campus, planted in 1864 as a seedling from the Stratford oak.

If the ability to find significant material in unexpected places is one mark of a good historian, Glyndon G. Van Deusen’s place in the profession is secure. He is purported to have discovered priceless items of hitherto unknown correspondence by Henry Clay crammed into a 20-pound lard pail in the attic of an old Kentucky home.

More solid evidence of his professional distinction is demonstrated by the wide praise that greeted the publication of his Life of Henry Clay and three subsequent volumes on 19th Century Americana: Horace Greeley, 19th Century Crusader, Thurlow Weed: Wizard of the Lobby, and The Jacksonian Era. The manuscript for the Greeley biography won him the 1949 Albert J. Beveridge Memorial Prize for the best historical work written in the Western Hemisphere.

Dr. Van Deusen, Watson Professor of History and chairman of the department since 1954, will become professor emeritus this fall, but he will continue to be busy with new books, three of them already contracted for. One, Readings in American History, written with Herbert Bass, former graduate student in American history, will be published by Macmillan; another, a biography of William Henry Seward, will be published by the Oxford Press; the third is a paperback on the Jacksonian period.

A 1925 graduate of the University who earned his degree in three years, Dr. Van Deusen has been a UR faculty member since 1930.

Dr. Vera Micheles Dean, who initiated and has been director of the University’s Non-Western Civilizations Program since 1954, has been named professor of inter-
national development in the Graduate School of Public Administration, New York University. Her appointment becomes effective in September.

Citing the active role she played in generating interest in the program among faculty and students, Dr. Arnold W. Ravin, dean of the College of Arts and Science, said, "She has made an important contribution toward what has proved a permanent part of our educational structure. One of the principal considerations for her acceptance of the new post was her desire to be near her family in New York City." Mrs. Dean has a son and a daughter.

Mrs. Dean, who holds an honorary degree from the University of Rochester, was for many years editor of publications for the Foreign Policy Association.

The approach of the University's 113th academic year is heralded by new appointments and promotions in the Arts College. Capt. William H. Game, U.S.N., will be professor of naval science and commanding officer of the NROTC unit on campus. Captain Game comes to the University from the Office of the Defense Secretary, where he served as the Navy member of the military studies and liaison division.

William Lee Boomer has been appointed an instructor in physical education. A 1962 graduate of Springfield College, he will take Roman L. Speegle's place while the swimming coach is away on a year's leave of absence.

Allan Ross, '61, will assist Dr. Ward Woodbury in directing the men's and women's glee clubs. In his capacity as assistant to the director of music for the River Campus colleges, he will also conduct the concert band, act as concert manager for the men's glee club and as administrative assistant in the music office.

The department of physics and astronomy has made nine new appointments to its staff. Dr. Harry E. Gove, professor of physics, will direct a new laboratory in nuclear structure. As instructor in astronomy, Dr. Donald C. Schmalberger will strengthen and develop new areas of research in astronomy. Dr. Maciej Suffczynski, noted Polish physicist, and Scottish-born Dr. David J. Thouless of Cambridge University will become visiting professors of physics. A major appointment in solid state physics is that of Dr. Edward H. Jacobsen, presently engaged in research for the General Electric Company. Dr. David Lurie, a native of Belgium, where he received his Ph.D. degree from the Free University of Brussels, will be research associate and assistant professor, part-time, in physics. Dr. Daniel Koltun is leaving his position as post-doctoral fellow at the Weizmann Institute of Physics, Israel, to become research associate and assistant professor, part-time, in physics. Serving as research associates will be Dr. Morio Miyagaki from Kobe University, Japan, and Dr. Richard M. Spector from Oxford University, England.

Promotions in the department of physics and astronomy include: Dr. John H. Tinlot to professor of physics; Dr. H. Lawrence Helfer to associate professor of astronomy; and Drs. J. G. M. Duthie, Thomas F. Jordan, and M. Emery Nordberg from research associates to instructors in physics.

Among those in other departments who have been promoted are two full professors who have been elevated to named professorships. Dr. Lewis W. Beck, chairman of the department of philosophy, has been made Burbank Professor of Intellectual and Moral Philosophy; Dr. Bernard N. Schilling has the new title of Trevor Professor of English.

Advanced from assistant to associate professors are Dr. Wilhelm Braun, in German; Dr. Howard Horsford, in English; Dr. Melvin Zax, in psychology; and Dr. Yuzo Utumi, in mathematics.

The author of an article on President Kennedy's cabinet which appeared recently in the Sunday New York Times magazine section, Dr. Richard F. Fenno, associate professor of political science, will now focus his attention on Congress. Aided by a grant awarded him by the Social Science Research Council's committee on political behavior, Dr. Fenno will examine the anatomy of the appropriations process and how Congress makes its decisions to grant funds to executive agencies.

Recipients of Fulbright awards for study abroad in 1962-63 are Dr. Harry Harootunian, assistant professor of history, and Dr. Thomas T. Bannister, assistant professor of biology. Dr. Harootunian will conduct research in modern East Asian history at the University of Kyoto, Japan. Dr. Bannister will spend the year at the National Center of Scientific Research in Paris, conducting research in photosynthesis.

The College has announced the appointment of Dr. Marcus Alexis as associate professor of business administration, effective this fall. Dr. Alexis, who received his Ph.D. from Harvard University and Massachusetts Institute of Technology in 1961, has been teaching at De Pauw University, where he was an associate professor. He is a graduate of Brooklyn College, and received his master's degree from Michigan State University.

Eight students in the College of Business Administration are participating this summer in an international exchange program for college students in economics and business. The group will spend their vacations holding down jobs in Turkey, Yugoslavia, Finland, Portugal, Sweden, and several South American countries. In return for the placement of its students abroad, the University chapter of the International Association of Students in Economics and Commerce is working with a group of Rochester firms to offer training positions to foreign students for the summer.
The College will offer two workshops on programmed learning this summer. An introductory course on the materials and techniques of programmed instruction will be followed by two weeks of advanced application of the subject. A specialist in adult education, Jerome P. Lyons, will direct the workshops.

The College will add Dr. Gerald Gladstein to its ranks in September as associate professor of education. At present he is associate professor of educational psychology at the University of Minnesota.

The effectiveness of a relatively new concept in education, "large group instruction," will be evaluated in a three-year cooperative study for which two College of Education faculty members will be among the principal investigators. They are Dr. John J. Montean, associate professor, and Dr. John A. Schmitt, assistant professor, who will work with Dr. David Farr of the University of Buffalo and Dr. Henry Hausdorff of the New York State Education Department.

In the large group method, classes of 50 to 150 secondary school students attend lectures, followed by small discussion groups. Concentrating on chemistry classes, the investigators will weigh student interest and achievement and cost of instruction in the big classes and in the conventional groupings of 25 to 30 students.

What items do you put in the cornerstone of a building? This problem came up before University officials last month as they laid plans for the dedication of the new $11.2 million Hopeman Engineering Building.

To give the collection meaning, it was decided to include objects representative of "the state of the art of engineering circa 1962"; to make it fit (engineering circa 1962 has not yet invented an elastic cornerstone box), it was necessary that the items be small. The final collection of minute memorabilia contained a tiny circuit module of the type used in modern computers, a ruby rod less than two inches long used as the core of the recently-developed optical maser, a cube of pyroceram such as is used in the nose cone of a rocket, and miniature photo-etched mechanical parts. Also included were descriptive material on the University and its College of Engineering, copies of the day's newspapers, and, as a final shiny touch, a 1962 penny.

At the dedication ceremony, Albert A. Hopeman, Sr., chairman of the board of A. W. Hopeman & Sons Company, presented the new building to the University. A major part of the funds for the construction was contributed through a bequest from the estate of the late Bertram C. Hopeman, and a gift from Mr. and Mrs. Albert A. Hopeman, Sr.

The four-story building, expected to be ready for occupancy by early 1963, will house the department of electrical engineering and half of the facilities for mechanical engineering.

Expert finishing touches are given the Hopeman cornerstone by Albert Hopeman, Sr. Admiring his work are his grandson, Arendt Hopeman, Dean Graham, Dr. Arthur W. Kantrowitz, University trustee, and Provost Hazlett.

Associate Professor Oscar E. Minor, mechanical engineering, has been promoted to assistant dean of the College. In this new capacity, he will handle administrative problems which concern the development of the College, as well as retaining his associate professorship.

The National Aniline Division of Allied Chemical Corporation has awarded a $1,500 grant to the department of chemical engineering, $1,000 of which will be used for a scholarship. The remaining $500 will be applied toward the program of graduate research.

Dr. Edwin L. Carstensen, associate professor of electrical engineering, will direct a research program in biomedical engineering under a three-year grant of $105,712 from the National Institutes of Health. The grant, which will finance electrical studies of structure and function in cells, is the first such award made by the NIH to the recently-established program.
Bernard Rogers, professor of composition, received an honorary degree this month at Wayne State University's commencement. Three years ago Valparaiso University accorded him a similar honor.

Although the dictionary doesn't seem to have an exact synonym for "enthusiasm," the Eastman School of Music has had one for the last 25 years: Frederick Fennell. Dr. Fennell, whose multi-faceted enthusiasms have made him a nationally known figure, will transfer his energies to the Minneapolis Orchestra in the fall as its associate conductor in order to devote himself full-time to one of his major interests, symphonic conducting.

An authority on symphonic bands and woodwind ensembles, Dr. Fennell has been conductor of the pioneering Eastman Wind Ensemble since he organized it ten years ago. He is a popular guest conductor for bands and orchestras, and his recordings with the Wind Ensemble and the Eastman-Rochester Pops Orchestra revolve on turntables across the country. His interest in the Civil War, nurtured by his family (which was so immersed in the Civil War tradition it spent every summer weekend in an authentic reproduction of a Union encampment), led him to re-create the music of the period in a series of recordings that won immediate acceptance. Professor of conducting at the Eastman School, Dr. Fennell has been a member of its faculty since his graduation in 1937.

Dr. John Romano has been elected a fellow of the American Academy of Arts and Science. The Academy, chartered by the Commonwealth of Massachusetts during the Revolutionary War, includes in its membership some 1800 national and international leaders in the sciences and the arts.

Journeys to Russia, Lebanon, Greece, Italy and France will occupy Dr. Charles D. Sherman, Jr., assistant professor of surgery, this summer. He plans to participate in an operating session with Dr. B. A. Petrov, chief of surgery at the Sklifosovsky Institute in Leingrad, before going to Moscow to attend the International Cancer Congress. Dr. Sherman will visit associates in Beirut and Athens en route to Rome, where he will stop off at the Cancer Institute. Finally, his travels will take him to the University of Montpelier, France, where he has sent a third-year Medical School student for a summer of work under Dr. Claude Romieu.

Dr. Seymour Reichlin, associate professor of medicine, has received a five-year grant from the U. S. Public Health Service to study mechanisms of neural control of metabolic functions.

The fifth annual Clare Dennison Memorial Lecture was delivered in April by Marion W. Sheehan, deputy general director of the National League for Nursing. She chose as her topic, "Nursing in Perspective." As director of the New York State Bureau of Public Health Nursing, a position which Miss Sheehan held for a number of years, she pioneered new methods of public health nursing, and is at present a consultant for the U. S. Public Health Service. The Dennison Lectureship was established in the Department of Nursing in 1957 by Mrs. Charles Hoeing as a memorial to Miss Dennison, director of the School of Nursing from 1931-1951.

Three student nurses, members of the 1961 graduating class, were awarded prizes of $100 each at the fifth annual convocation of the Department of Nursing on May 13. The awards, the Clare Dennison Prize for proficiency in general nursing care, the Dorothea Lynde Dix Prize for high scholarship and outstanding skills in psychiatric nursing, and the Millard Prize for outstanding ability in general nursing, were presented to Anne K. Van Rensselaer, Mrs. Elizabeth Kellogg Speege, and Mrs. Karen Houck Neu.
Mitch Miller Hands Fund Baton to Leo Welch ’19

Chairman of the Alumni Fund campaign for 1962-63 will be Leo D. Welch, ’19. He will succeed Mitch Miller, ’32E, who directed the campaign ending this month.

Welch, a member of the University's board of trustees and its executive committee, is chairman of the board of the Standard Oil Company of New Jersey. A onetime banker specializing in Latin American operations of the First National City Bank of New York, he joined the oil company in 1953 and became its board chairman two years ago. In 1958 the University awarded him a presidential citation.

on the Mayor’s Commission on Human Rights, the Community Welfare Council and the Fair Employment Practices Advisory Committee. In addition, she teaches as a part-time faculty member of the University of Wisconsin.

+ 1937

25th Class Reunion, June 9, 10, 1962

HELEN ANCONA BERGESON is the new president of the Rochester-Monroe County Girl Scout Council.

+ 1939

NEIL BURGESS is starting a new job as western regional manager for General Electric's new defense programs operation. He was formerly manager of the company's commercial engine operation in Cincinnati. Burgess and his family have moved to Los Angeles, Calif.

+ 1942

20th Class Reunion, June 9, 10, 1962

CHARLES J. SMITH, ’47G, is the new acting president of College of Charleston, S.C.

+ 1943

PETER P. MUHHEAD (G) has been named assistant commissioner for legislative and program development in the U.S. Office of Education.

Dr. HERBERT F. YORK (G) is one of five U.S. scientists chosen to receive the Ernest Orlando Lawrence Memorial Award for 1962. The award is made to those who made "especially meritorious contributions to the development of atomic energy." Dr. York is now chancellor of the University of California at San Diego.

+ 1945

EVELYN BUFF SEGAL will exhibit oils in miniature size in a one-man show at the Greer Gallery in New York City. She has exhibited her paintings in New York, Rochester and Washington, D.C., galleries during the past few years.

JUNE L. HERMAN was married to Robert Modell Shaplen this spring in Rochester. Mrs. Shaplen is a senior editor of Macmillan Book Publishing Co. Her husband is a staff writer for The New Yorker magazine.

+ 1946

DURA W. Sweeney has received an Alfred P. Sloan Fellowship in executive development at the Massachusetts Institute of Technology for 1962-63. Sloan fellowships are considered among the highest honors which can come to young men during their business careers.

+ 1947

15th Class Reunion, June 8, 9, 10, 1962

PAUL F. SCHMIDT has been named associate professor of philosophy at Oberlin College. He will study the impact on Indian philosophy of contemporary Western analytic philosophy.
Robert H. Brandow is the new assistant administrator and business manager of the F. F. Thompson Memorial Hospital, Canandaigua, N. Y.

Dr. James F. Glenn is the recipient of two research grants from the National Cancer Institute. He will carry on his research at the Bowman Gray School of Medicine, where he is associate professor of urology.

Dr. George T. Hauty (G) received the Raymond F. Longacre Award for achievement in the psychological and psychiatric aspects of aerospace medicine. He is chief of the psychology section of the Federal Aviation Agency's Civil Aeromedical Research Institute.

John Frank has been appointed to the newly-created position of assistant manager, province planning, for the Westinghouse Electric Corporation's defense and space group.

10th Class Reunion, June 8, 9, 10, 1962

Barbara Talbot Allen has joined the hospital staff at House of the Good Samaritan, Watertown, N. Y. She will be director of occupational therapy at the hospital.

Dr. Marshall Goldberg doubles as medical doctor and writer. He recently wrote a novelette on which one of the "Dr. Kildare" television dramas was based. He is doing research at the University of Wisconsin.

Dr. Arnulf Zweig will spend his sabbatical leave from the University of Oregon in Europe. He and his wife Phyllis also announce the birth of their first child, Rebecca.

1952

DR. NOBERT D. GREENE, JR. will become professor in fine arts at New England College. He is dean of the School of Fine Arts,48GE, at Pennsylvania State University.

NEWTON H. PASHLEY, '29GE, organist of the First Presbyterian church of Oakland, is conducting the 12th Intercollegiate Choral Festival in Burlington, Vt.

DOROTHY HUNT, music director at Trinity College, is conducting the 12th Intercollegiate Choral Festival in Burlington, Vt.

1953

DR. HARRY A. KING is listed in the new edition of Marquis' Who's Who. He is dean of Fre侗ia State University College.

1955

43rd Class Reunion, June 8, 9, 10, 1962

Dr. James W. grazing married Miss Cecelia A. St. Aunin on April 28, in Chicago. Elizabeth B. Westcott was married to Oliver J. Smith, III, on April 8 in Batavia, N. Y.

A second son, Daniel Mortman, was born to Mr. and Mrs. Irwin Wagman.

5th Class Reunion, June 8, 9, 10, 1962

James D. Greenthread is a technical writer for AC Spark Plug, the Electronics Division of General Motors.

Gerda Peterich (G) is associate professor in fine arts at New England College. She was recently cited for her work in photography, specializing in dance and architecture.

Sylvia and Louis Lurie announce the birth of a second son, Andris, on April 11 in Harrisburg, Pa.

1958

Deanne Molinari received a Master of Arts degree from Ohio State University this winter.

Dr. Norman L. Pollock married Miss Roberta S. Irwin on April 1 in Rochester.

Paula Bochner Cook and Donald K. Cook announce the birth of a daughter, Sandra Marie, on November 10.

Sara King Van De Mar and Charles H. Van De Mar, '59, announce the birth of a daughter, Susan Camille, on April 8, in Rochester.

20th Class Reunion, June 8, 9, 10, 1962

Dr. H. Wellman, '55, announces the birth of a son, Barry Stephen.

Eastman School of Music

1927

35th Class Reunion, June 8, 9, 10, 1962

Dr. Harry A. King is listed in the new edition of Marquis' Who's Who. He is dean of Fre侗ia State University College.

Newtow H. Fashley, '29GE, organist of the First Presbyterian church of Oakland, gave a concert for the American Guild of Organists at the First Methodist church in Fortuna, Calif.

Louise E. Cuyler, '48GE, is Head, Music Department, not head of the department of music at the University of Michigan as reported in the last issue of the Review.

1930

Arthur W. Henderson, a member of the choral staff at South Shore High School, Chicago, is head of the music department at Harland Summer Camp of Theatre Arts at Elkhart Lake, Wis.

Dorothy Hunt, music director at Trinity College, is conducting the 12th Intercollegiate Choral Festival in Burlington, Vt.

1932

30th Class Reunion, June 8, 9, 10, 1962

H. Wellman, '55, announces the birth of a daughter, Susan Camille, on April 8, in New Port, R. I.

Choe H. Wellman and Gerhard F. Wellman, '55, announce the birth of a daughter, Janice, on March 20.

1955

James Wheat has been accepted as clinical chemist at the Clifton Springs (N. Y.) Hospital and Clinic.

Michael E. Margaretten married Miss Ellen Lapin last summer in Philadelphia. Dr. Margaretten has received his Ph.D. in Optometry.

Louise Rushmer became Mrs. N. J. Rose on April 14 in Wilmington, Del.

Barbara Friedman Nechis and Mal Nechis announce the birth of a son, Barry Stephen.

1961

Sophie Pappathedorou has received a National Defense Education Act Graduate Fellowship for study in chemistry. She will attend the University of Miami, Fla.

Donal B. Rogers, Jr. (U) is stationed in the Philippines, where he will teach English as a member of the Peace Corps. He underwent 12 weeks of training in Puerto Rico and at Pennsylvania State University.

Thurlow A. Cook marries Miss Wanda E. Daucka on August 26 in Utica, N. Y.

John G. Giess married Miss Lois J. Christianson on March 24 in Oak Park, Ill.
"The Crucible"—An A·Ward Winning Opera

Robert Ward, '39E, has won the 1962 Pulitzer music prize for his three-act opera, "The Crucible." The work, based on Arthur Miller's play, was first presented by the New York City Opera Company, who also produced Ward's adaptation of the Russian drama "He Who Gets Slapped" in 1959. Hailed as a brilliant young composer since 1941 when at age 24 he wrote his first symphony, Ward, a former student of Dr. Howard Hanson, was commissioned by the Ford Foundation to write his award-winning opera. He lives in Nyack, New York.

The wedding of ANN L. GOLZ to Adrian CHARLES STROUSE, composer for two major Broadway productions, Bye Bye Birdie and The Pajama Game, occurred in the March 24 issue of the Saturday Evening Post. Both are associated with the San Francisco Opera. STEELE is piano soloist with the Zimbler Sinfonietta, a chamber ensemble made of up first-desk players of the Boston Symphony Orchestra.

Bye Bye Birdie was produced by Pro Art.

Barbara Agge Johnson, '57GE, were soloists at a Tallahassee (Fla.) Youth Symphony Orchestra. BARBARA AGEE JOHNSON, '57GE, were soloists at a Tallahassee (Fla.) Youth Symphony Orchestra. BARBARA AGEE JOHNSON, '57GE, were soloists at a Tallahassee (Fla.) Youth Symphony Orchestra. BARBARA AGEE JOHNSON, '57GE, were soloists at a Tallahassee (Fla.) Youth Symphony Orchestra.

MICHAEL J. SAETTA is the recipient of a PTA teacher fellowship. A member of the music department of Stillwater Central School in Troy, N. Y., Saetta is now with the Army at Fort Bragg, is scheduled to represent the Armed Forces in the Van Cliburn Contest in Texas in September. DR. RODERICK NEIL McKAY, '56GE, heard his own composition, "The Love of Three Kings" recently in the role of Flaminio. WALTER S. BARDEN, organist for Orchestra, was performed by the Boston Youth Symphony Orchestra. BARBARA AGEE JOHNSON, '57GE, were soloists at a Tallahassee (Fla.) Youth Symphony Orchestra.

The wedding of Ann L. Golz to Adrian Bayne Addams, '47GE, on April 3.

The wedding of Ann L. Golz to Adrian Bayne Addams, '47GE, on April 3.

They live in Fulton, where Mr. Addams is director of the Jameson Conservatory of William Woods College.

Dr. Donald Butterworth is the new director of the Dade County Junior College Choir in Miami, Fla.

Dr. Michael Galasso, concertmaster of the Baton Rouge Civic Symphony, participated in the first program of the 1962 Festival of Contemporary Music at Louisiana State University.

The wedding of Ann L. Golz to Adrian Freiche of San Antonio, Tex., was recently announced. Both are associated with the San Antonio Symphony.

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School of Medicine & Dentistry

* 1935
DR. ALTON D. BRASHEAR (GM) was guest speaker at the spring meeting of the Pee Dee Dental Association, Kingstree, S. C. He is professor of anatomy at the Medical College of Virginia in Richmond.

* 1939
DR. JOSEPH F. VOLKER (GM) has been named vice president for health affairs of the University of Alabama. He was formerly dean of the university’s School of Dentistry and director of research and graduate studies.

* 1940
DR. JULIUS D. TAYLOR (GM) has been appointed head of the department of pharmacology at Abbott Laboratories, Chicago.

* 1946
DR. WILLIAM C. CACCAMISE has recently returned from his third visit to Patna, India. Dr. Caccamise established an eye clinic there ten years ago and makes periodic visits to check equipment and personnel. In all, he estimates he has treated more than 10,000 Indians during the past 10 years.

* 1949
DR. JOHN C. WELLS, Jr. has been promoted to physician in the health services at Harvard University.

* 1951
DR. EDWARD B. MCKENZIE has been certified as a Diplomate of the American Board of Surgery.

* 1952
DR. JOHN W. HEIN (GM), dean of the Tufts University School of Dental Medicine, will be speaker for the annual meeting of the Western District Dental Society in Massachusetts.

* 1954
DR. JAMES G. UTTERBACK has been appointed to the medical staff of Saranac Lake (N. Y.) General Hospital as associate pathologist. He is married to the former Joan Ferguson, '51, '59G.

* 1958
DR. HEWITT F. RYAN married Miss Valorie J. Vigil on March 26 in Thornton, Colo. The couple is residing in Denver.

* 1960
DR. JOHN POTTER (GM) has joined Pan American World Airways’ Guided Missiles Range Division as health physicist in charge of radiation control measures for all radioactive materials brought onto Cape Canaveral.

* 1961
DR. NICOLA D. FERRANTE (GM) is joining the faculty of the University of Cincinnati College of Medicine as assistant professor of physiology.

Nursing Division

* 1932
30th Class Reunion, June 8, 9, 10, 1962

* 1937
25th Class Reunion, June 8, 9, 10, 1962

* 1940
MIRIAM WELTMAN became the bride of Marvin Davis, '37, '39G, on March 25 in Rochester.

* 1946
FLORENCE CHAPIN will leave in June for two months in the Ivory Coast, West Africa. She will be a group leader for a project of Operations Crossroads. Formerly, Miss Chapin was a member of the faculty of the Nursing School of New York Hospital.

* 1947
15th Class Reunion, June 8, 9, 10, 1962

* 1952
10th Class Reunion, June 8, 9, 10, 1962

* 1954
EVELYN WILLER SPERRY has been appointed director of nurses in Doctor's Hospital, Tonawanda, N. Y.

* 1957
5th Class Reunion, June 8, 9, 10, 1962

MARION ANNE JACOBS, '88N, became the bride of Dr. Rupert R. Brook on March 30 in Wellsville, N. Y.

* 1961
SANDRA H. BOND was married to Bartholomew A. Mandarano last month in Henrietta, N. Y.

* 1960
J. NANCY ELLEN GLOVER was married to William W. Miller last month in Rochester.

IN MEMORIAM

REV. CARL F. BETZ, '96, for 60 years pastor of Bethlehem Lutheran Church in Rochester, died on April 23 in Rochester.

WILLIAM A. SCHELL, '12, died in Rochester last fall. Before retirement, he was with the Eastman Kodak Co., Camera Works Division.

RAYMOND F. STEVE, '13, retired farmer and Town of Pittsford, N. Y., assessor, died in Rochester on April 23.

HARRISON E. WEMETT, '22, an attorney in New York City for many years, died there in April.

GEORGE S. COBURN, '25, former mayor and village trustee of Perry, N. Y., died in Buffalo on March 31.

BENJAMIN W. KNOPH, '29M, died in Oakland, Calif., this past January.

HENRY E. BRAYER, '31, an Eastman Kodak engineer, died in his home in Rochester on March 25.

RAYMOND V. SPARE, '35, a Canandaigua, N. Y., insurance and real estate broker, died in Canandaigua on April 12.

EDWARD JOHNSON, '38, a Medina, N. Y., teacher of commercial art, died in his hometown on April 13.

JOSEPH E. TARGETT, JR., '51G, died in a boating accident early this spring. Memorial services were held for him in Hackensack, N. J.

LILLIAN YACHETTA BALLOU, '54, a member of Strong Memorial Hospital's urology research department and a former nursing teacher for Nazareth College, died in Rochester on April 30.

VIRGINIA E. VINES, '58U, outstanding leader in women's and nursing activities, died in Watertown, N. Y., in April.