THE UNDERGRADUATE
PRESIDENT W. ALLEN WALLIS SAID: At the University of Rochester, our undergraduates are an elite group. . . . Given such students our over-riding objective ought to be to develop individuality.

might well be our motto if a fine one had not already been adopted by the faculty in 1851: Meliora, signifying devotion to perpetual processes of improvement rather than any absolute goals. Of course we want our graduates to “fit in,” to do what is expected of them, to contribute to social welfare and national security (not to mention the gross national product). But we want them to stand out as well as “fit in.” We want them to do more and different things than is expected of them, to be driven by their own inner expectations and standards.

There is no better way to plant such sparks [of inner fire] in our students and to fan them into flames of individual strength than to cultivate the special personal qualities for which our students are selected, to transmit to them some of the accumulated knowledge of the past, and to convey to them an understanding of the methods and—above all—the spirit of inquiry, of science, of scholarship, of learning.

FROM PRESIDENT WALLIS’ INAUGURAL ADDRESS
Philosopher Lewis Beck's address to freshmen has meaning for alumni, too

THE GROWING EDGE OF KNOWLEDGE

If you are like the college freshmen I have known, the last few months have been a period in which you have asked yourself and others many questions. You have probably asked: How hard will I have to work at Rochester? Are the girls pretty? or Are the boys nice? Shall I join a fraternity? What is the weather like in Rochester? How many party dresses will I need? Can I get a job?

You all answered in the affirmative the question: Shall I go to a University? Before answering this, perhaps some of you asked, "Why should I attend a university, instead of some other kind of school?" I do not know what answer each of you has given to this question, but since you are here instead of somewhere else, I assume you came to an answer that satisfied you. Whether it would be the answer that would satisfy us—whether you have come to the University of Rochester for reasons that the University of Rochester wants to be chosen—that is the question before us. I hope many of you can say in your hearts what might sound priggish if said aloud: you come to a university, and to this university, to acquire knowledge and the understanding of how to use it.

This answer, of course, would be the right justification for going to any school worthy of the name. But why did it lead you to a university, and not to some other kind of school? So in addition to all the other questions which may have seemed pressing to you, you ought to have asked yourself this fundamental question: What is a university? What is the difference between a university and other kinds of schools?

There are many definitions and descriptions of universities. My favorite one is by President Lowell of Harvard: "A university," he said, "is a storehouse of knowledge, for the freshmen bring so much to it, and the graduates take so little away."

It is easier to say what a university is not than what it is. In the light of your summer reading of Hermann Hesse and B. F. Skinner, I will try to tell you what the university is not: it is not a Walden Three where human beings are trained for purposes of minimizing frictions and frustrations, and it is not on the Genesee because the Genesee has a message for you that cannot be put into words. I do not deny that the Genesee may make some sounds you will take as revelations; there are books in running brooks and sermons in stone, and I hope you will learn to read them. You will, I am sure, sit on the bank of the river and learn things about yourself (and your girl or boy friends). But we are not on a river bank just to gain incommunicable knowledge through suffering, and we are not on a Pond where human engineers from the deans' offices will condition your reflexes for life in their Utopia.

**“Siddhartha” by Hermann Hesse (New Directions), “Walden Two” by B. F. Skinner (Macmillan), and “The Aims of Education” by Alfred North Whitehead (Mentor)—these three books were required summertime reading for every entering student. The ideas presented in these books were the focal points for discussions held during Freshman Week.**
THE GROWING EDGE OF KNOWLEDGE

The best suggestion as to what a university is is contained in Mr. Whitehead's statement, that a university is the institution for the imaginative acquisition of knowledge.

What sort of knowledge is acquired in a university? Is it different from what is available in high schools, colleges, technical and vocational schools? When I try to answer that question, please remember that I am speaking of ideal cases; there are many institutions which do the jobs universities ought to do, and many universities which do jobs which they ought not to do and which can be done better or more honestly by schools that do not pretend to be universities.

The knowledge which a university ought to help its members acquire is the most important knowledge in the world, knowledge so important for such a long time that universities are next to the oldest institutions in our society. In almost every great city of Europe, the oldest institution after the cathedral is the university—it is usually older than the palace and the city hall. Most of the great European universities are over 500 years old; several in this country are older than the United States government. Rochester is a newcomer among universities, being only a little more than a century old, still, it is older than any other institution in the city of Rochester except a few churches and the city government. Why is it that governments come and go, businesses rise and fall, even schools disappear, but universities are often both the most venerable and the most modern establishments? I think it is because the kind of knowledge that a university is supposed to nurture is the most important knowledge there is, the kind of knowledge that retains its value when almost everything else changes.

Knowledge is power. A society as complex as ours cannot be run on the knowledge that has been around long enough to be picked up by imitation, as children learn; or on the knowledge that can be acquired by indoctrination, as stable societies learn, or by apprenticeship, as many necessary jobs even in our society are learned. What is this knowledge? I cannot list it, or show it to you in Rush Rhees Library. For most of the knowledge I am talking about does not exist yet. Most of what you learn to put down on your examination papers is going to be forgotten soon afterwards; much of what you will remember you will find later, when you need to use it or teach it to your children, wasn’t true after all. Certainly there are truths of permanent value, which you ought to learn and remember; but the truths that I think are permanent and important may be thought trivial or ephemeral by the next man who lectures to you. So no one can promise you that you will learn the truth and nothing but the truth.

Let me now move to another word in Mr. Whitehead's definition—"imaginative." He says the university aims at the imaginative acquisition of knowledge. The right learning is not rote learning, but assimilative, discriminative, even creative. If you learn what a university tries to teach, you will yourself participate in showing that much of what we teach is false or irrelevant. We do not ask you, as the earlier universities did, to copy, memorize, and believe what we say; we ask you to decide for or against it.

We do not, however, ask you to set out on a voyage of criticism and self-expression with a blank sheet of paper instead of a map before you. It may be that American education has so emphasized "learning by doing" that it has forgotten that one must sit down quietly before facts, learn them, and learn to respect them, whether they are interesting or not. If this is so, it is time for a change. Facts are the food of the mind; there are more facts than you ever dreamed of that you are going to have to learn before your critical and creative powers will have sustenance and strength and objects to work upon. "Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, if there be any praise, think of these things." Learning in the university means developing the talent for finding and thinking on these things, for questioning, analyzing, observing, experimenting, criticizing, discovering, revising, inventing, organizing, communicating these things; it means developing those talents by which our present knowledge has replaced earlier ignorance and error, and by which our present knowledge will in turn be replaced as ignorant error, or tested by the fires of your own criticism and found true, honorable, just, pure, lovely, and of good report.

The skills and talents I am speaking of can never be perfected, but unlike vocational skills they will never become obsolete. I am referring to skills which are called for by the instabilities of our society at the crisis points of history. I am not speaking of the comfortable routines of a safe society, for there is no safe society any more; I am not speaking of skills that will give you a sense of security, for only the obtuse and blind think there is security any more.

I do not delude myself into thinking that you are all going to be discoverers or inventors or scholars or creators or even doctors of philosophy or members of Phi Beta Kappa. But I do think it is the wise foolishness of a university to act on the fiction that each student is going to change the world by the way he thinks. A university is not devoted to imparting knowledge that can be saved up and used later; Professor Whitehead remarks that knowledge keeps no better than fish. The university is devoted to developing skills and how-in the sense in which there are not only techniques for removing moles from patients' eyes but for removing beams from one's own; techniques for making discoveries, as well as technologies for using discoveries made by others. Liberal education is the development of the capacity for free and independent use of the mind on the most important problems of life.

This is the education a changing society must have if it is to change wisely. Many people in our society don't know this; when Thomas Wolfe went off to college, a family friend said to him, "Tom, go down to Chapel Hill and learn everything they can teach you, but don't get any new ideas." But our society must have some glimmering of the importance of this kind of education; otherwise it would not spend almost as much on it as it now spends on funerals or on cigarettes and whisky, two other good things of life. But I must confess that our society is taking a big chance in this investment. It is a speculative investment.
If I were trying to sell you a university education, what I have been saying would be criticized by Consumers' Union or forbidden by the Federal Trade Commission. Probably no big business could survive if the quality of its products were as variable and, on the average, as low as that of even the best universities. It is not that the universities are not doing as good a job as the cigarette or whisky companies, which make a standard, dependable, guaranteed product for each taste and pocketbook. I think I must confess that the universities are not even doing the best job they can do with the resources they have. It is up to you, now as students and later as citizens, to insist that the universities do better, and to help them do it. I should mention to you newcomers that Rochester undergraduates have a tradition of successful and effective activity for the improvement of this University; I hope you will maintain this tradition of responsible citizenship in the association of scholars, which is Cardinal Newman's definition of a university. Criticism of universities by outsiders is usually uninformed, ineffective, or destructive. So let me suggest that one good reason for coming to a university is to help the university itself do a better job. For we have one of the most difficult, and certainly the most important, of all jobs in our society.

I have been speaking of society's investment in universities, and what the social function of the university is. But after all, the job of a university is to educate students and to hope that students will save society, not to save society directly. And most people come to a university not to save society from its follies, but to become doctors, engineers, lawyers, teachers, business men; and they are quite willing to let other people meet the crises of our culture. So let me turn for a moment from the broad social ramifications of education to speak of the individual and his learning. A liberal education, if successful, leads the individual to what Aristotle called "intellectual virtue."

Aristotle asked what is a good lute player, and answered that it is a man who does well what a lute player is supposed to do, namely to play the lute well. A good soldier is one who fights well; a good statesman is one who rules well; a good race horse one which runs well. The good of each kind of being is the perfection of the unique nature of that kind of being. So what is a good man? To answer that, he saw that he had to define what man is, so that he can find out what is unique and specific to him, the perfection of which would be human excellence or virtue.

Both Greek philosophy and Hebrew religion had to ask the question, "What is man?" We have inherited their answers, and some of our life is based on the Hebrew-Christian answer to the Psalmist's question, "What is man, that Thou art mindful of him," and some on the Greek's answer to the question, "What is man?" whether there are gods or not. Perhaps the answer they gave are reconcilable; at least many great Christian thinkers from St. Augustine and St. Thomas Aquinas have believed that they are. But it was the Greeks' answer that led to the founding of universities, and the first universities were founded at about the time the West rediscovered Aristotle.

Man, said Aristotle, is a rational political animal. What I have been saying earlier was based upon the conception of man as a political animal, and of his education as fitting him for his station in society which requires practical wisdom, prudence, and justice. But I would not want you to overlook the first part of his answer: man is a rational animal. He begins his most famous book with the statement, "All men by nature desire to know." To have this desire thwarted is to destroy the uniquely human talent. It is not given to many throughout their intellectual excellence to change our picture of the world, or through their artistic talent to paint a new one. But the kind of knowledge I am talking about, like artistic talent and health, is valuable for its own sake, as a human virtue. Like music, art, literature, and healthy animal spirits, it shines by its own light in the lives of those who possess and appreciate it. So besides being the instrumentality of society for gaining the knowledge which is power, the function of the university is also to promote intellectual excellence for its own sake, as something intrinsically worth having.

Let me turn now from Aristotle back to Mr. Whitehead and his statement that the function of the university is the acquisition of knowledge. Notice that he did not say the "transmission" or "imparting" of knowledge; he says, rather, its "acquisition." And this raises a question: who is to acquire knowledge in the university?
The University of Rochester has never been notorious for having an over-abundance of rah rah spirit, at least not in this century. Still, even in the "phlegmatic forties" Rochester men could be depended upon to remove the goal posts at Hobart at least once a season.

But not within recent memory has our traditional rival forty miles down the road been the victim of a midnight foray. The reason is simple; today’s undergraduates are too busy studying.

If you get out on campus and talk to the undergraduate you will probably hear comments such as this one from a junior political science major: "With tuition what it is, and what it will be, I am doing my best to get my money’s worth." However, such monetary considerations are only part of the story. Another factor is the demand of society for well-educated people who will be able to cope with the problems of a burgeoning technology.

The real key to this growing emphasis on the academic is to be found in the students themselves. They are here for a purpose and that purpose is to get an education—to learn as much as they can about as many things as they can. Although the undergraduate population has grown in the past five years—there are now some 2,500 undergraduates on the River Campus—the dramatic jump has been not in quantity, but in quality. Today’s undergraduates are truly an elite group. Whether you use the mean scores on the Scholastic Aptitude Test or their rank in the high school class, each of the four classes now here has surpassed the class that preceded it.

"The academic pressure here is tremendous," a pre-med major told us. With over 50 percent of the graduating class going on to graduate school, the urgency to maintain a three point average (four point is perfect) is omnipresent. This is especially true for the men and women who are hoping to be accepted by one of the nation’s 87 medical schools.

Competition for grades is not limited to those who plan on master’s and doctoral degrees. According to Ward Taylor, the University’s director of placement, more and more employers want to talk only to potential employees who have maintained a B or better average. In a voice tinged with resentment, a sophomore commented that this is "a reflection of the increased materialism of our society."

Whenever students discuss grades, criticism of the bell-shaped curve is sure to ring out loud and clear. The distribution—a few D’s, a lot of C’s, a few B’s and fewer A’s—provokes unwarranted competition, they feel. They are equally critical of multiple choice type of examination.

To keep up, if not ahead, the students report they spend on the average of forty hours a week in study outside the classroom. Of course, around exam time this figure can double. The increasing amount of time spent in studying multiplied by the increasing number of students has put a strain on the library facilities. As a result Rush Rhees library has added to its hours by remaining open until midnight every weekday except Saturday. Even on Sunday the library is now open for 12 hours.

You get another indication of this pressure to "hit the
by Lee D. Alderman '47, Editor

books" by stopping at Strong Auditorium where 60 or 70 students in Co-Kast are rehearsing for "Bells are Ringing." When not on stage, they are in a corner studying, their eyes on the book, their ears open for the cue lines.

This preoccupation with grades in particular and education in general manifests itself in almost every phase of the life of the student and of the campus. The current under-

graduates are certainly more serious—and more intense—than ever before, but their focus is on themselves, in the opinion of Alexander Cameron, dean of students. "The outside world does not seem real," is the way one co-ed put it. She predicted that at most only ten percent of the campus would turn out to picket against segregation in the community.

Does this mean today's students are apathetic to issues and causes? A biology student gave the answer. "Right now we are campus-oriented. When we get out of here we will have our share of problems—maybe still the same problems around today—to cope with. Maybe we can do a better job of solving them than has the present generation. But just because we don't get involved now doesn't mean that we are not interested."

THERE ARE still several hours in the day not spent in the classroom or the lab, over books or standing in long lines waiting for meals. But gone are the Todd Union bridge games that started when the building opened in the morning and continued until the lights were turned out with no interruption except to change players. Instead, you can usually find a group of students out on what green grass is left skimming a frisbee platter.

The River Campus has not—and hopefully will not—become an ivy covered ivory tower. Better than half of the stu-
students participate in extra-curricular activities and in intramural sports. The student activities office lists some 180 recognized organizations on campus. More important than this proliferation of activities, according to Martin Van de Visse, director of student activities, is the fact that more and more students are taking a leadership role. In addition, many more of the activities are centered on what must be classed as academic or cultural interests, he said. However, the students are not unmindful of the community. It is estimated that as many as 10,000 man hours a year are devoted to volunteer work through such organizations as the Red Cross. An interesting example of "town and gown" relationship is the work of a group of students who, without pay, spent this past summer tutoring 45 Negro and white children who needed help.

Comparing high school and college participation in specific activities, you find that only in dramatics are there more involved here than in high school. Stagers is still flourishing under the aegis of Lisa Rauschenbusch, and so is Co-Kast, the group that presents a Broadway musical in November; Jesters, the marriage of K'scope and Q-Club; Experiment '64, in-the-round presentation of avant garde drama; and a drama workshop, mostly student written one act plays. The last four enterprises mentioned are all student produced and directed as well as student acted.

One "extra-curricular" activity has not changed over the years, and that is the students' readiness to express their dissatisfaction. Some of their complaints are familiar, but some are new. Having been given increasing responsibility for their own education and conduct, they now want a greater say and greater authority in matters that affect them. Logically these go together, they say.

The gripes are many; some are important, some are not; some are valid, some are not. But put them all together, add a vocal leadership, and the campus could be the scene of another rally such as was held two years ago. However, not too many complaints build up a head of steam any more. "The students have won respect along with greater responsibilities; they now have the recognized organizations—such as the Committee on Educational Policy—to make their voices heard," said Joseph Cole, University dean of student affairs. As of the start of the current school year, these are the most frequently heard things the students were unhappy about.

1. the tuition increase, and especially the announcement in mid-summer when it was too late to transfer to another university
2. the loss of green grass to buildings and parking lots
3. the food service
4. overly large classes, especially in English and history—although they admit conditions have been improving
5. the lack of modern equipment in certain areas
6. parking—or the lack of it.

There are these and other petty grievances, but most students are unwilling to do anything more than just "sound off." A senior rationalized the rallies by comparing the administration to "a jelly fish—a nebulous blah to blame anything on. A public demonstration is the only way we can reach some echelons."
Actually, the students admit to spending a very small percentage of their time in griping. The favorite topic of discussion, especially among freshmen and sophomores, is religion. But here again, there is no unanimity of opinion. More than one undergraduate said to us, "College is a four-year vacation from religion." But a thoughtful coed warned, "We must be careful not to say religion has been lost; it is just that our approach has completely changed." For many this is the first time they have come in close contact with people who hold different religious beliefs or no religious beliefs. Because of the intimate relationships forced by campus living, the stimulus for re-thinking is greater.

"The college years are a time for scrutiny of the student's religious faith," said Dr. Robert H. Beaven, university chaplain and director of religious activities. "For some this leads to rejection, but for many it means a strengthening."

According to Dr. Beaven more than fifty percent of the Protestant students, slightly less of those of the Catholic persuasion, and fewer of the Jewish faith devote time and energy to activities associated with their religious faiths. "Any church in the country would be proud to have this kind of active participation," he observed.

To contribute to the intellectual ferment of the campus, the Protestant groups this year will sponsor a series of Sunday evening panel discussions. With titles such as "The Implications of Scientific Control of Human Life" and "What is the Basis of Making Moral Decisions," these discussions will seek to focus on the relationship of religious faith in the contemporary world.

While they may think and talk about religion, not too many students attend religious services. "Sunday morning is the only time I can sleep late," said several students. Another excuse given was the lack of appropriate facilities. "On Saturday night you are seeing a play, the next morning you are praying in the same place; it's hard to reconcile the two," a coed said. An interfaith chapel would be welcomed by most students, even though it would mean giving up another piece of grass.

If indeed there has been a decline in religious observance, if not faith, has there been a decline in moral standards? When this question was put to a junior English major he was quick to respond, "Do you mean your moral standard, or ours? They are different." Another student, this one a sophomore, noted that moral standards have not changed, but these days are getting more use.

In spite of the spate of magazine articles currently on the news stands, sexual promiscuity is not part and parcel of the campus milieu. Although many women may verbally object to the double standard, they see a greater gap between what society says and what society does. Still, the coeds as a group are monogamous, but they think that engagement rather than marriage is the "proper" time to begin sexual intimacy.

"We may talk about it (sex) a lot, but it is surprising how few dirty stories are told around here," a senior said. What seems to be the typical attitude was reflected in a statement by a coed: "Before I would go to bed with a man I'd be very sure that there is a deep and lasting—I hope—love between
us. It will not be for just the thrill...we're not bohemians.” With curfews what they are (none for the new Towers dormitories) a great deal of trust has been placed on the students. They themselves are aware of this, but are also aware that by design or by accident there is practically no place on campus where a couple can even “make out” (in the current vocabulary this is synonymous with what we called “necking” or “spooning,” depending on our era). If the fraternities still keep a card file on the dating behavior of every coed—as was the practice a decade or so ago—it is a well-kept secret. Dates today seem to be more casual and chosen for other than carnal reasons. “Sex is actually a minor part of a date, but it is fun,” a junior said.

Other than the “big weekends” spaced out over the year, social life on campus is up to the students themselves. Usually this ends up in what is known as a “beer blast” at a fraternity house. Many students decry the lack of any creativity in social events on campus. “What we lack in social events is made up for by the many cultural events on campus and in the community” said a sophomore coed, indicating the attitude of most of the undergraduates. She did not say in which category she would place guitar thumping and folk singing.

This same serious albeit conservative attitude can be seen in more overt ways. Dress, for instance. For obvious reasons, their choice of everyday clothes is best described as practical, but still much better than in the days when the two campuses were three and a half miles apart. Fads in clothing never seem to catch on here. Among the coeds the extreme, ballooning hairdo is seldom seen. The men are buying more razor blades again, many of the beards of the last two years have given way to tender skin. However, there is little pressure for conformity.

Lest the photographs that accompany this article mislead you into believing that every undergraduate is the epitomy of the clean-cut all-American youth, be assured that all are not beautiful or handsome. Undergraduates come in all sizes and shapes; they come from 38 states and 18 foreign countries; they have an assortment of ancestry and their backgrounds reach from one end of the dichotomy to the other. Although aware of the danger of generalizing about so diverse a group, this can be said: they have in common the
desire, the drive and the capability to enrich themselves through the resources of the University.

"Even though we may gripe and even though we may not cheer very loud at a football game, we like it here at the U of R because we are really getting our money's worth in the education we want," a student leader said. It has made a difference in campus life, and it has begun to have an impact on alumni activities. "Already we have a more serious content in reunion and homecoming weekends and in our regional club meetings," said Harm Potter, director of alumni relations. "We expect that the undergraduates of today will demand even more of this in the coming years as they join the alumni body."

More in truth than in jest is the comment so often heard from alumni of every era: i.e.—I'm glad I came to the U of R when I did; I couldn't keep up with the pace of today's undergraduates. More likely than not, they are right, for those who are today following in our footsteps are wearing twenty league boots.
**THE UNDERGRADUATE: a student's view**

**EDUCATION BY INITIATIVE**

by Marion Goldsmith ’64

Undergraduates at the University of Rochester are increasingly being forced to fall back on their own initiative. This applies to every aspect of school life from academic to extracurricular.

It may be a trend across the United States; however, on the River Campus it seems to me to be largely a result of two unique influences. The most important is the administration's and faculty's growing willingness to welcome undergraduate opinion in matters directly concerning them. Rapid growth of the university itself comprises the second factor. For, until student-faculty ratios are returned to their comfortable minimums of the past and classroom space catches up with classes, the University of Rochester undergraduate finds it is easier for professional staff to regard him as a number rather than as an individual. The burden of his personal academic welfare has thus fallen to the student himself.

Almost unequivocally, I regard the increased personal responsibility expected of UR undergraduates by administration and faculty to be a good thing. On the other hand, while the growing pains of the Greater University Program are no doubt temporary, they are, nevertheless, painful. Yet, perhaps the type of student graduating under the present transitional conditions will be more rugged, if not more cynical or even more resourceful than in the "old days" or the coming "new days." Judgments aside, if not more cynical or even more resourceful than in the "old days" or the coming "new days." Judgments aside, let us look at some of the effects of these two situations on the River Campus student body.

In the academic realm, the most obvious concrete result of growing undergraduate initiative is the creation of a student Committee on Educational Policy. Once a committee of the College Cabinet, the CEP is now essentially independently run and self-perpetuated by a small group of Cabinet-approved juniors and seniors. The group meets periodically with the deans of students and the Dean of the College of Arts and Sciences, and with the chairman of the faculty Committee on Academic Policy to discuss undergraduate educational aims, standards, and problems.

Student opinion on matters under direct scrutiny by the CEP is sought either in informal discussion or by campus-wide questionnaires. Further, the group has established departmental student-faculty committees which work independently of the CEP to bring specific questions about course material and presentation to the attention of department heads. The CEP and departmental committees are, moreover, free to exercise initiative in suggesting specific changes and improvements in the undergraduate curriculum.

While it is difficult to gauge the effectiveness of the year-old CEP's activities, it clearly represents an unusual cooperative effort between the university staff and student body. It illustrates the shifting of more responsibility for their own academic welfare to the students' own shoulders, particularly in the present time of flux when many staff members are overburdened with the weight of the expanding university program.

Administrative encouragement to undergraduate initiative is perhaps most widely felt in the imposition of dormitory rules and regulations. The philosophy of living for the six-man suite system of the new Towers dormitories was formulated in conjunction with the students themselves. Social rules, which are minimal and yet devised around the notion of common courtesy and respect for fellows, were formulated under joint administrative-student approval. Rule enforcement is also up to the students, with a self-imposed honor system and student-written constitution. The administration's attitude is that the students may take the proverbial yard if they use it well. As a result, the Towers will no doubt be an experiment in responsibility for the first few classes who live there.

In the same spirit, President Wallis met last year with heads of some 14 major campus organizations to discuss matters of general interest in River Campus life. That a busy new university head has solicited the opinion of recognized student leaders should serve as further encouragement for undergraduates to exercise personal initiative to their own benefit in the future.

Extra-curricular activities are still almost the sole realm of the undergraduate himself. Although the Student Activities Office exercises powers of coordination and guidance, the job of maintaining interest in specific campus activities falls directly on undergraduate shoulders.

River Campus students have used this area, in particular, to offset some of the specific problems of university expansion—crowded classrooms, increasing numbers of large lectures, and difficult-to-see professors—all of which have reduced the time spent in personal contact between faculty members and undergrads.

The CEP and biology club have instituted a monthly undergraduate biology colloquium, for example, which gives interested students a ready opportunity to maintain direct contact with professors in the department. At least three major student-run conferences consisting of lectures and coffee hours are held yearly, increasing UR student-faculty contact as well as contact with non-university scholars. Professors and their wives may be invited at no charge to student dinners on campus. A faculty family is
slated to live in each of the Towers. In the past year professors have been asked to participate in student dramatic activities. The institution of "Quad Punch" was begun last year, in which punch is served informally on Eastman Quadrangle for faculty and students. Much of this activity has been the result of undergraduate prodding and faculty willingness to make time for worthwhile student-run functions.

Indicative of the increasing measure of responsibility for their own cultural lives that undergraduates have begun to assume is the mushrooming Arts Committee. In 1960 when I came to the UR, the Arts Committee was hardly more than a movie agent sponsoring 20 or so films of artistic and cultural merit at reduced prices. More recently, however, the committee has brought to campus traveling dramatic companies—including the Stratford, Ontario, Shakespeare Company and Dame Judith Anderson—an annual foreign arts festival featuring visiting lecturers from other universities, both student and professional chamber music concerts, folk artists, and dance companies. Moreover, they have arranged numerous informal coffee hours at which students could talk with the visiting artists and scholars. Entirely student-organized and financed, the committee's activities reflect the intellectual growth of both the undergraduate student body and the university.

The reorganization of Freshman Week has been, to my mind, one of the most important recent changes in undergraduate life. The pre-school week's activities provide the stepping-off point for the new undergraduates; as such they must provide an accurate introduction to the university.

Begun last year as a result of many months of close student-faculty-administration cooperation, the new orientation week emphasizes the academic rather than social aspect of university life. It now features discussions led by academically high-ranking upperclassmen on a theme chosen for the week, and based on three thought-provoking books sent to the incoming frosh over the summer. Discussion leaders emphasize the intellectual and educational aims of the UR, describe the academic and extracurricular opportunities open to the new students.

Significantly, the massive revision of the Freshman Week program was prompted by administrative threat to do away with the orientation period entirely. The undergraduate body fought to develop the program into a valuable and valid introduction to undergraduate life on the River Campus.

Academic pursuits still take up most of the time of UR undergraduates. Coincident with the temporary problems of university growth are the permanent advantages of an expanding undergraduate curriculum, of increased and better-trained faculty and staff—in short, of widening educational horizons and opportunities. And so it is important that the university is also becoming a place where the undergraduate body has more to say.

In practice, the specific responsibility of a greater voice still falls on the shoulders of the individual students—the handful of campus leaders and active workers who have taken the initiative and so continue to serve the majority of the undergraduate body much as in the past. Nevertheless, these largely individual efforts in the face of the problems of expansion, and with the close cooperation of university staff, have both demonstrated the maturing outlook of the River Campus student and largely enriched the life of the Rochester undergraduate today.
THE CLASS OF '67 IS AN ELITE GROUP

Whether you use as a measure the median scores in the Scholastic Aptitude Test or the percentage whose scholarship average put them in the top fifth of their high schools, the 752 men and women of the class of '67 rank higher than any class that has preceded them. The UR’s reputation is now such that even a random selection from the 2688 applications received would have produced a class equal to the potential illustrated by these two indices.

SCHOLASTIC APTITUDE TEST
1953-1963

HIGH SCHOOL RANK
CLASS OF '67

TOP FIFTH
87%

SECOND FIFTH
10%

THIRD FIFTH
2%

FOURTH FIFTH
0.5%

BOTTOM FIFTH
0.1%
River Campus Undergraduates come from 38 States and 18 Foreign Countries

The climate of the River Campus today is cosmopolitan because of the diversity of backgrounds of the undergraduate body. Where ten years ago two out of three students came from beyond Rochester and vicinity, today the figure is six out of seven.

One out of Three River Campus Undergraduates Receives a University of Rochester Scholarship

Last year 1850 students received financial assistance to pursue their education at Rochester. The University provided scholarship help to one out of every three students, expending $552,942—an average of $710 per student. Almost half the students received help from New York State in the form of Regents scholarships or Scholar Incentive Awards, totalling $739,258 or an average of $484. More remunerative ($928 average) but fewer in number were scholarships from miscellaneous outside sources; these totalled $108,672 last year. Federal assistance went primarily to participants in the NROTC and AFROTC programs; these students accounted for 10% of those who received assistance. Federal aid totalled $209,370, or an average of $832.

The University administers undergraduate loans from its own funds, plus loans available to students under the National Defense Education Act and the New York State Higher Education Assistance Corporation. A total of $218,786 went to 13% of the River Campus undergraduates last year—the average loan was $762. These loans are to be repaid over a period of six to ten years after graduation. The University loans bear no interest charges; the others are offered at minimal rates.
Last year 76 percent of the junior and senior classes were enrolled in the College of Arts and Science. Although all freshmen and sophomores are enrolled in this college, some 50 percent of them indicated that they planned to take their junior and senior years' studies in one of the University's professional colleges. (The graph above places these students accordingly.) Of the students electing a major within the College of Arts and Science, 34 percent were in the physical and biological sciences, 32 percent in the humanities, and 26 percent in the social sciences; 8 percent were undecided. Leading all departments as a field of concentration last year was the English department, with 252 students, followed by History (201), Psychology (180), Chemistry (176), Mathematics (153), General Science (144), Biology (142), and Physics and Astronomy (124).

The 1963-64 River Campus catalog lists 767 credit courses for the undergraduate. Some are required courses; most are classed as electives. It is only with special permission that an undergraduate may carry more than four courses each semester. (For the purposes of this tabulation a second-term course for which the first term is prerequisite has been counted as a separate course.)

One out of every three students earned a grade average of B or better in the Spring semester of this year. In this same period only one out of 32 students had to be dropped for academic reasons. Fulfilling their promise as an elite student group, 46 members of the class of '62 were elected to Phi Beta Kappa and 27 to the national science honorary Sigma Xi.
Some 5.9 percent of the undergraduate population — 124 men and 6 women — were enrolled in the College of Business Administration last year. Of these, 54 were majoring in business administration, 51 in accounting, and 25 in industrial management.

Women continue to outnumber men in the College of Education — last year by a ratio of 88 to 10. Together they account for 4.1 percent of the total River Campus undergraduate population.

Engineering is no longer a man's world. Of the 255 students enrolled in the College of Engineering and Applied Science, 10 are women. Within the College, enrollment is almost evenly divided among chemical (77), mechanical (83) and electrical (75) engineering. Optics was chosen by 20 students.

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"EXPERIENCE"

"DROPPED FOR ACADEMIC REASONS"
MORE THAN HALF OF THE CLASS OF '63 ARE CONTINUING THEIR STUDIES IN GRADUATE SCHOOL

The number of students going to graduate or professional schools jumped dramatically this year; 52% of the class of '63 compared to 38.5% of the previous class. According to the Placement Office, the median salaries for graduates entering employment this year are, on the average, 5 percent higher than a year ago.

GRADUATE SCHOOL 52%

EMPLOYMENT 32%

MILITARY 9%

OTHER 7%

Each symbol represents 10 percent
The 443 undergraduates studying for the degree Bachelor of Music at the Eastman School of Music are joined by some 31 compatriots from the River Campus who are candidates for the degree Bachelor of Arts with a major in music. "Home" for those matriculating at the Eastman School is any one of 47 states or of 20 different foreign countries. The only states not represented in the undergraduate roster are Alaska, Nevada and Oregon.

The freshman class this fall is a typical class, except they seem to have a greater measure of talent and potential, according to the admissions office at ESM. The programs of study chosen by the 121 members of the Class of '67E are:

- Applied Music .................. 59
- Composition .................. 2
- History of Music .............. 1
- Public School Music
  - General ...................... 23
  - Instrumental ............... 34
- Theory ........................ 2

Some 194 undergraduates last year received a total of $151,009 in financial grants from the 50 scholarship funds available. In addition, loans totalling $66,543 were administered by the Eastman School of Music to help 89 students complete their education.

Instead of the customary four year undergraduate program on the River Campus, the student in the Department of Nursing of the School of Medicine and Dentistry takes an additional summer's work following her senior year in order to qualify for the degree Bachelor of Science in Nursing.

Prerequisite to admission is a minimum of two years' study in an accredited college. Of the 35 members of this fall's entering class, 16 took their freshman and sophomore years on the River Campus and 19 are transfers from other colleges.

Some idea of the caliber of the University's nursing students is indicated by their performance on the New York State Board examinations: last year, the Rochester group scored first among all nursing schools in the state on all exams but one, and on that they ranked second.

Almost half the members of the class of '63 have chosen to stay in Rochester as staff nurses at the Medical Center. Three others have joined the public health service in Rochester. The distinctive white mortar board cap of the Rochester nurse has made its appearance in at least two more hospitals in the country. Two members of the class of '63 will study for the master's degree starting this fall.
Participants in this tape recorded discussion were Helen Nowlis, associate dean of students; James A. Eyer, assistant professor of optics; Herbert B. Voelcker, Jr., assistant professor of electrical engineering; and Hayden V. White, associate professor of history and chairman of the department.

To start, the participants were asked to comment on President Wallis' alternate motto for the University—"To Each His Farthest Star."

**WHITE:** As I understand it, what this means is that President Wallis wanted to see each student develop those factors within himself which are peculiarly his. The question that it raises, of course, is whether any theory of psychology or conception of personality is adequate to allow us to realize that kind of goal as a practical educational program. It seems to imply a kind of specific anarchy, with each student doing what is required of him by his own personal inclination rather than by submitting to some kind of general scholarly discipline.

**NOWLIS:** It seems to me that throughout the history of education there has been a two-fold problem which you, I think, are implying here. One is the realization of the individual, but, secondly, this is always an individual within society. It seems to me that society is pretty hazy right now as to what goals a student should have.

**VOELCKER:** A pertinent question is: do universities exist to remove ignorance or do they exist to train minds? I can't escape the feeling that in this country we have a good bit of the removal of ignorance by dispensing knowledge in four-hour packets. Many undergraduates have the idea that knowledge comes in four-hour packets and if you want to know something, you can take a course in it.

Well, this has other ramifications in that if you want to train minds you are, hopefully, going to train them with the guidance of senior academic people. Presumably, the grosser part of the ignorance will be removed in the process.

**HERBERT VOELCKER**

Because minds come in all sorts of levels, I can't believe that such an activity is worthwhile for the enormous numbers of people who are going to college. It may be true to some extent that the University of Rochester—and some others, too—deal only with high class minds.

**WHITE:** I've found in the last five years quite a change in the entering freshman classes. It's really radical. For one thing, I find that in freshman history courses I can move into a fairly high level of sophisticated analysis without having to fill in all sorts of background materials.

**EYER:** In effect, we are seeing the strong effects of a more rigid selection system.

**NOWLIS:** Because of our selective processes we are getting more students from schools that provide a better secondary background. We are reaping the benefits of the advance placement programs in the high schools. More and more of our students are ready to move to what I think should be the function of the undergraduate years at the University, that is to get away from the tools, the imparting of knowledge, the four-hour packages to more intellectual considerations wherever we can. Of course, this will vary from area to area. In chemistry, for example, you just have to plug through certain courses because they are the tools of the trade. It isn't until the senior year that you can begin to use the tools.

**WHITE:** As you say, in chemistry you have to go through a certain number of barriers put there by the discipline. But, in the humanities it is not so much the acquiring of tools as finding out whether the kinds of problems being dealt with set up any resonances within yourself. If they do, you are asked to go out and start reading and thinking generally.

**EYER:** You are saying that ideally the undergraduate should have a great deal of freedom in his choice of curriculum, yet in engineering and especially in the sciences, the electives seem to be narrowing down all the time. So in fact you are forcing individuals into a narrower framework. We don't like this but we don't know what to do about it. Four years just aren't enough any more.

**WHITE:** Can society afford two years of aimlessness and general questioning? I would say in societies such as ours we have finally reached a stage where ostensibly you have enough wealth floating around out there to allow more and more people the luxury of two, four or even six years of deepening—this may sound sentimental and Greek and old-fashioned—of awareness of self.

**NOWLIS:** There is still a puritanical tradition in our country that really hits at education: if it's fun it isn't good; if they know what they want to do, they are not getting broadened enough; if they don't know what they want to do, they are not preparing to get through when they get out.

**WHITE:** Why not have nothing but graduate professional schools in a university such as this?

**NOWLIS:** The only university that could do this with any thought of acceptance by the community at large is one with unlimited scholarship resources. Otherwise, we would revert to the old colonial schools for the children of only privileged families. Because of basic tenets, our society just could not tolerate this.

**VOELCKER:** This de-professionalization of the undergraduate schools could be a double-edge sword. We notice on the part of some of our graduate engineers an increasing and marked reluctance to get
HE TRAINING OF MINDS

There is the anger of this retreat to academia. One can afford to ave this amongst some of them, but certainly one can't take a third of the nation's youth and let any significant number believe they can spend the rest of their lives contemplating ones or residing at universities. Someone must keep the money engine running.

YE R: There is one thing think every undergraduate should get out of the university experience and that is some knowledge of his own limitations. So many times you'll find a superior man or woman who has come through high school without really working and then hit the university environment which is quite different. This high school not firing hits the real world and makes him realize he has to work harder when he got to the University, but would have only worked harder when they got to the University, but would have only worked harder when they got to the University, but would have had some better ideas of why they are there.

VOELCKER: I for one would be much happier if, before they came to the university, our undergraduates saw more of the real world. In fact, if they had to work for a couple of years to save enough to provide for their own lodging and food, they would not only work harder when they got to the University, but would have had some better ideas of why they are there.

NOWLIS: The whole of adult society has not yet been able to accept what to me as a psychologist should be the ideal undergraduate period—whether it be for two, four or six years—for making the transition from adolescence to adulthood. We must accept the fact that this is a learning experience—a period of social learning, intellectual learning, emotional learning.

WHITE: —in which the mistakes are as important as the triumphs. It is very difficult to convince undergraduates of this, especially freshmen around February when they receive their first semester grades.

NOWLIS: And their parents receive the grades.

WHITE: They are discouraged because they always made A's in high school and now suddenly they find they are making C's and B's. Instead of taking this as an indication of their abilities and accepting it, working with it, trying to overcome it, they go into a blue funk and start talking about changing... .

JAMES EYER

EYER: At a time like this it is awfully handy to talk to someone farther down the road and find out that he also failed Physics I and it wasn't that serious.

VOELCKER: This brings up another point in relation to undergraduate life. In this university and most American universities the undergraduate is in contact with faculty members for remarkably short periods. Except for honors seminars and occasionally at conferences, they see the faculty in class and that is it. The undergraduate and post-graduate communities are fairly well separated. It is my personal opinion that the ideal—or nearly ideal—kind of university comes in the college system of Oxford and Cambridge wherein people of all degrees of intellectual gradation through academic training, live together, eat together and room together.

NOWLIS: Interestingly, this is one of the things that many students express a need for. They want more contact outside the classroom with the faculty. Of course, this is one of the things we are trying to introduce with the new Towers living center, where there will be four or five faculty families, a few graduate and some foreign students, to get more of this interaction. From a practical... (Please turn to page 31)
This spring 464 seniors and juniors left for home with the knowledge that progress on the Towers, the new residence units for upperclass students, was considerably behind schedule. Most upperclassmen were sceptical about occupying their new home in September. During the summer rumors concerning a delayed opening of college were common. Emergency plans for housing students in the event of further delays were developed. Daily progress reports were evaluated with an eye on the calendar. And finally, at 8:52 A.M. on Saturday, September 7, Hugo Albor, foreign student from Colombia, was issued the key to East 921 and the Towers were officially opened—occupiable, but not complete.

The two Towers and the dining center, connected by tunnels, offer a completely new dimension to residence hall living at Rochester. Much thought and discussion preceded the decision to build the Towers and the factors influencing the final design of the building are many and complex. As a result of the interest evidenced by alumni, parents, faculty, students and friends of the University, we are pleased to present this article on the story behind the Towers.—J. w. c.

In 1953-54 the University, in response to the national need for expanded college facilities, embarked upon a thoughtfully designed growth program through which undergraduate enrollment of 1,400 in 1953 would increase to 2,500 by 1965.

As alumni are well aware, the first step in the program was to move the Women's College from the Prince Street Campus to form a coeducational River Campus. The Women's Residence Center, Hoeing and Lovejoy Halls for men, and the Men's Dining Center were added to the River Campus complex between 1953 and 1955. Tiernan and Gilbert Halls for undergraduate men, were erected in the late 50's, and the projected growth program moved ahead with amazing accuracy. As indicated on the map, Gilbert (35) and Tiernan (36), along with Crosby (31), Burton (32), Hoeing (33), and Lovejoy (34), completed a quadrangle of 3 storied residence halls for men.

The master plan developed in 1953 projected a new quadrangle of residence halls for men to be erected between the tennis courts and River Boulevard; however, several factors caused the University to rethink this plan. For example, the 3-story design demanded space that by this time was sorely needed for future academic development.

Moreover, in recent years the limited space in the Women's Residence Hall has forced the University to deny admission to larger numbers of extremely well-qualified applicants. At the same time, our experience with undergraduate social programs on the coeducational campus suggested that the proposed ration of 1800 men and 750 women should be re-examined. As a result, the planning for new residence units began to consider facilities that would accommodate women.

During this period another force was at work. More and more requests to live off-campus were being reviewed by the Office of the Dean of Students. Upperclassmen frequently supported their request by saying, "During my first two years I enjoyed the residence halls. The opportunity to live on the
same floor with 25 to 30 other students has helped me in many ways. Now, however, as I approach my final years in college, I would like a different type of living unit. My friends are pretty well established and I no longer need or derive satisfaction from living and sharing with so many people. I think I would be much happier if I could live off campus, share an apartment with a small group of friends and assume the responsibilities that I will be forced to accept after I graduate."

The possibility of large numbers of Rochester students living off campus has never received serious consideration, for the concept of a residential community is deeply rooted in the history of the University and we still subscribe to the values inherent in a residential campus. Nevertheless, it is understandable that many upperclass students want a change after two years of living in the men's halls or "on the hill."

Two other factors were considered; first, the fact that the co-ops enjoyed by women on the Prince Street campus had been sacrificed in the interest of a merged campus; second, that the student body itself is dramatically different from that which existed during the 30's and 40's. With the excep-
tion the World War II V-12 program, the period from 1930 to 1954 saw a relatively small, but closely knit male community on the River Campus—with life in the fraternities satisfying the needs of the large majority of students. Fraternities continue to contribute to the wholesome development of undergraduates at Rochester and have increased in number and membership. However, even though the ratio of fraternity-to-non-fraternity men has stabilized at approximately 50/50, the absolute number of non-fraternity men has increased in direct relationship to the size of each entering class. In 1962 there were 802 fraternity men and 784 non-fraternity men, more importantly, 50% of the fraternity men are members of non-house fraternities and use residence halls and other University facilities in developing their fraternal programs.

Thus, in 1959 the University approached the final stage of its 10-year residential development program with a recognition that 1. about 500 additional residence spaces were needed, 2. efficient utilization of campus space was a critical factor in the design of new facilities, 3. flexibility for future use was important, 4. accommodations for women were sorely needed and 5. a facility designed with the needs of upperclass students in mind would help preserve the tradition of a residential community.

Roger Austin, University Architect, immediately involved faculty, students, residence hall people, maintenance personnel, dieticians, and every segment of the University community in formulating a "building philosophy." Gradually a plan evolved. A complex of buildings should be designed to provide "small group living units, individual privacy, minimal need for proctorial supervision, maximum security, accommodations for resident faculty tutors, and small dining areas convertible to banquet hall needs. Desirable, but perhaps financially prohibitive, would be provision for seminar-type rooms and library facilities."

Guided by this objective, Rog Austin retreated to his drawing boards. A design was born, presented, criticized, redesigned, reevaluated, etc. In the fall of 1961 final commitments were made, bids were advertised, and in October the contracts for constructing the two Towers and the new dining center were awarded.

A typical floor plan for the rectangular building (50’ x 100’) reveals the basic living design for both Towers. Elevator and service facilities occupy the center space on each floor, with bedroom-living units on the outside walls. Apartment-type suites for six students are located on each corner of a floor. Four double rooms, with shared bath facilities, are located in the center (opposite elevators). Normal occupancy for most floors is 32, 24 in six-room suites and 8 in the four double rooms.

Seventy-five percent of the residents are living in the six-member suites, which include four single rooms and one double room. In contrast with the large public lounge areas of existing men’s and women’s halls, each suite contains a modest living room, designed for coeducational use. Private sleeping-study rooms and bath facilities are located off a corridor leading from the living room area. Ample storage closets are provided. An enunciator in each suite connects with the vestibule area at the ground level and a phone for calls within the University is located in each suite. Kitchenettes and refrigerators to permit light snacks are located on each floor and are shared by all floor occupants.

Each Tower accommodates faculty members living on the first, fourth, and seventh floors. On the ground floor, space normally devoted to a six-member suite has been designed for a faculty family. Professor and Mrs. Vincent Nowlis, for example, will occupy the East Tower ground floor apartment. (Dr. Helen Nowlis, Ph.D. in Psychology and Associate Dean of Students and Foreign Student Adviser, insists that while living in the Towers she will disdain all but one of the many “hats” which she so successfully wears.)

Professor and Mrs. Herbert B. Voelcker, Jr. and their four-year-old son John will occupy the West floor apartment. Professor Voelcker’s concept of his new role was recently expressed in a letter to two students who are serving as interim representatives of the Tower. In his letter he states that "As you probably know, we, the Nowlis’s, and sundry other faculty members will live in the Towers this year, and you ‘speak’ for us as well as for student residents. We are residents, rather than proctors, wardens, housemasters (call it what you will), and we (the Voelckers) would like to participate in Towers affairs simply as regular residents insofar
as our professional and family commitments permit. I might mention that neither Mrs. Voelcker nor I studied at a coeducational institution or at a university. (She attended Wellsley College, I attended M.I.T. and Imperial College in London.) Thus we view our residence as an unusual and hopefully very enjoyable educational opportunity . . . education in the sense that we hope to learn a good deal about students as individuals and about student life at the U. R.

We would like you to feel free to drop in any evening you see a light burning in our suite, for we look forward to meeting you."

Last fall the efforts of students, faculty and staff were focused on plans for occupying the new Towers. To understand our approach, some comments on the University's basic philosophy with respect to undergraduate students are, perhaps, in order.

Few universities in the country can match the quality of undergraduates admitted to the University of Rochester. Alumni are familiar with the outstanding records of Rochester applicants on the usual tests of academic performance. Less commonly publicized is the fact that applicants are carefully screened with respect to such less tangible traits as maturity, clearness of purpose, integrity, character, and other traits essential to the perpetuation of the kind of University Community which is known to alumni and which is expected to become a tradition among each new generation of students.

Our acceptance of University of Rochester students as intelligent young people, capable of mature judgment, has prompted the University to involve them in many aspects of planning. President Wallis meets regularly with a student Advisory Council to inform them of current thinking and to solicit their ideas and suggestions in the area of University policy that are of primary concern to students. Each college on the River Campus has a student advisory council that provides a means of communication between faculty and students on matters of mutual interest.

It was only natural that students should work closely with members of the Dean of Student's staff in preparing for occupancy of the Towers. Throughout the year student committees representing College Cabinet (all-campus government) and the governments of the Men's and Women's Residence Halls worked diligently in preparing recommendations on a) a priority system for assigning students to the Towers b) a system of government and c) social and intellectual life of the campus (already some of the Honors program seminars are meeting in the large areas of the suites). They are equally impressed with the tremendous responsibility that has been placed on them. It is only the confidence and pride in the judgment of Rochester men and women that has permitted us to embark on this program.

We recognize the Towers as experimental and we expect it will be necessary to evaluate the program on the basis of experience. Not all of the upperclass students can be accommodated in the Towers; this insures the opportunity of choice for those students (and parents) who feel that the Towers do not provide a living unit appropriate for the needs of a given student.

The adult world continually struggles with the problem of giving young people proper guidance and controls at the same time that it provides for them the freedom to learn and grow. At the University, in all areas of our program, we seek to work closely with students in helping them to acquire a sense of purpose and a value system that serves as a basis for intelligent living. It is hoped that after a few years of experience the Towers can be judged as contributing to this end.

SOME THOUGHTS ON EDUCATION

What learning was most necessary? Not to unlearn what you have learned.—Diogenes

The more a mind knows, the better it understands its forces and the order of nature; the more it understands its forces and strengths, the better it will be able to direct itself and lay down the rules for itself, and the more it understands the order of nature, the more easily it will be able to liberate itself from the useless. —Spinoza

The justification for a university is that it preserves the connection between knowledge and the zest of life by uniting the young and the old in the imaginative consideration of learning. —Alfred North Whitehead

Parents usually educate their children merely in such a manner that, however bad the world may be, they may adapt themselves to the present conditions. But they ought to give them an education so much better than this, that a better condition of things may thereby be brought about by the future. —Kant

All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of the young. —Aristotle

Ask not what the University can do for you, nor what you can do for the University, but what you can do to develop your capacities while you have the resources of the University available to you. —W. Allen Wallis

—speaking to students

Shall I tell you what knowledge is? It is to know what one knows and what one does not know. —Confucius

Learning has always been hard, thinking has always been painful; and the flesh always weak, weak in the teacher as well as the student. —Morlimer J. Adler
ONE OF THE FIRST SIGNS of musical maturity in the music student manifests itself in the desire to play chamber music. A vast area of intense musical experience reveals itself to the string student when he realizes that the chamber music literature represents the highest expression of musical genius. The attempt to participate in performance of chamber music brings to the student a keen appreciation of the absolute necessity for mastery of essentials in mechanics—for the essentials of mechanics are the essentials of music making. This understanding clarifies and focuses the need for practice and control. At this point, the student has discovered a worthy incentive for prolonged and serious study on his chosen instrument. He will now tend to develop into a better performer, a more cooperative and sensitive orchestra member, and will regard his instrument as a vehicle for musical expression. The student will become a musician. The primary function of the chamber music coach has been achieved.

Notwithstanding the vital role of the coach, it is surprising to regard the generally haphazard method by which the student is given ensemble experience. The usual approach seems to indicate that anyone in the field can qualify as a coach, provided he isn’t too busy with more important aspects of music education. It is helpful if the person available has a fund of anecdotes, some philosophical quotes, knowledge of esthetics, smokes a short-stemmed pipe, is a “fine” musician but not much of a performer, and may have been a member of a professional ensemble.

Actually, the coach is first and foremost a teacher, one whose basic concern is the revelation of musical content; an instructor whose knowledge of instrumental mechanics allows him to make instantaneous decision on all phases of technic. He should be able to correct through analysis and demonstration technical and musical distortions. Through a definite concept of the musical content of a work, the coach must clearly coordinate the musical ends with the correct mechanical means until the process becomes almost instantaneous, approximating the intuitive. Even in the case of the most highly developed instrumentalists, the insistence on musical ends with correct mechanical means never lessens.

In addition to being a teacher and a performer, the chamber music coach is also a critic. It is this facet of his function that usually obscures his importance as a teacher. As a critic, the coach must judge if the musical intentions, the concept, of the composition has been successfully realized and projected. To render a verdict, it is assumed that during the entire process of preparation there existed in the mind of the coach a definite concept of the work. The contents of the composition must have an organized significance or meaning which formed the basis for the coach’s suggestions and direction. In the process of preparation this concept must have subtly become the goal of the performers—even to the point of feeling that the conception of the work is their own, the coach merely allowing the group time to find the correct tempo, balance, phrasing and spirit!

As a teacher, the coach understands the value of demonstration. Unless he be hoary with age and arthritic, he should be capable of participation in the ensemble. The ability to sit in and do what he is asking to be done in the manner in which it should be done electrifies the entire ensemble. Knowledge of the solo repertoire further enhances the authority of the chamber music coach. The association of material relevant to both the chamber music and solo repertories establishes a sympathetic bond with students who may be struggling through the solo repertoire. The establishment of authority based on sympathetic understanding in the search for musical expression should serve as the basis for discipline.
Naturally, the intensity of function varies with the capacity and motivation of the groups receiving direction. As a general rule, the groups fall into three broad categories:

1. Introduction and exposure to the ensemble literature.
2. The amateur.

The first category is a sight-reading laboratory in which the coach analyzes and notes the intuitive reaction to the musical demands which expose deficiencies in technic. Because of the spontaneous response, deficiencies in technic are glaringly revealed. It is at this stage that liaison between the private teacher and the chamber music coach can be of enormous aid to the development of the student. The gradual loss of inhibitions and the gradual development of rhythmic discipline under stress eventually create the foundation for control. As personal involvement becomes objective, the student becomes aurally aware of the other voices and consequently tempers his participation so that the reading experience yields an acquaintance with the material rather than a chaotic conglomeration of distorted sounds. With technical progress the reading range can cover selected works in the entire repertoire and thus serve as a broad basis of personal exposure to the literature.

The category of the amateur has received a great deal of attention in recent years. Festivals of chamber music have included jamborees of seventy and eighty participants. Conducted by the coach the group will read Mr. Beethoven's opus 127! It seems the absolute negation of the spirit of chamber music, excusable only by the faint hope that the participants may attend chamber music concerts in larger numbers after the personal adventure of besting Beethoven on highest ground.

With the exception of a few highly gifted amateur instrumentalists, most amateur groups would profit a great deal from the aid and counsel of a participating coach. To prepare a Haydn or Mozart minuet under his guidance would permit the most elementary group a survey of the ensemble problems, their solution, and the resultant musical achievement. It may also impress the fact that instrumental competence increases the likelihood of satisfactory participation. The standard of performance in an amateur group is usually in inverse ratio to the amount of enthusiasm and perspiration. There is a valuable element, "catharsis." However, the amateur must realize that this is not an adequate substitute for skill. It is indeed a revelation to see the refinement that amateur groups can achieve when their limited technical resources are intelligently directed. The coach does not minimize the sincerity of the amateur's devotion, nor the importance of the "catharsis." He will insist on a high standard in fundamental matters such as tuning, dynamics, quality of sound, simple phrasing in relatively uncomplicated compositions. Once the competitive (one could say combative) spirit of the participants is quelled, the score can be the authoritative source to resolve most discussions.

Creative performance is the joy of the chamber music coach. A group already welded into an homogeneous unit responds with great sensitivity to the demands of the score. The coach merely functions as a critical listener: is the musical content projected with the utmost conviction, so that the unit presents the work as if the ensemble were a solo instrument? A soloist endowed with musical intuition; i.e., the capacity for stylistically expressive mechanical responses to musical content; can, through naivete, (a musical simplicity) identify himself with the contents of a musical work so completely as to create a concept of the work in performance which no verbalization can begin to describe. A group of such soloists in an ensemble hardly creates a unit. It is essential that in chamber music the performers achieve a unified concept in the presentation of a composition. It is the coach's musical authority that assists in creation of unity in concept. The principles involved in the formation of a musical concept are infinitely complex and variable. However, at the core of the coach's function lies the knowledge that to perform one plays not only notes, as much as motifs, phrases, periods, sections; the rhythmic groupings or impulses of which all music is composed. The expression is in the structure of the music: accentuating of contrasts, bringing of contours into relief. When this is done with authoritative conviction, the successful projection of musical content is assured.
1910
WILLIAM ROY VALLANCE, secretary-general of the Inter-American Bar Association, was among a roster of distinguished guests, all experts in international affairs, at a reception held during the 86th annual meeting of the American Bar Association.

1916
FERCIVAL W. (GOTCH) GILLETTE, who says firmly, "I'll never retire," has moved his law office to his home from the Wilder Building in Rochester. Along with legal documents, Gillette moved his desk, first and only desk used by his father since he began practicing law in the Wilder Building in 1893.

1919
FLORENCE R. VAN HOESEN retired in June from Syracuse University School of Library Science as associate professor emeritus.

1921
JAMES S. SCHOFF has been named by the New York State Senate majority leader to the "Moore Per Capita Commission" to study the need for a new state aid plan for localities.

1924
ABRAHAM N. SPANEL, founder and chairman of International Latex Corp., has been awarded the highest decoration of the Government of Bolivia—the "Grand Croix of the Order of the Condor of the Andes"—and at the same time was cited for extraordinary services to the country.

1930
DR. JOHN N. EGGLESTON was elected third vice-president of the Connecticut Optometric Society at its 56th annual convention in June.

1932
DR. F. BREDAHL PETERSEN has resigned as pastor of the Seventh Baptist Church, Baltimore, to accept a full-time teaching position at the Baltimore Junior College history department.

1935
A new Product Operations Division has been formed by Atomics International, which in turn is a division of North American Aviation Inc. Head of the new division is DR. ROBERT B. GORDON, formerly associate manager of general development for the film.

1936
Sledged for promotion to brigadier general is Marine Col. CHARLES J. QUILTER, who has been serving in Hawaii as chief of staff, Fleet Marine Force Pacific.

1937
STANLEY LEVEY, '39G, has taken over as correspondent for the CBS feature, This Week in Business, a weekly radio program that reviews developments in industry, finance and technology. Levey was a labor reporter for the New York Times for 19 years before joining the Washington Bureau of CBS this summer.

1940
ALBERT A. MATTERA, adviser in the Asian Department of the International Monetary Fund, recently returned from a 14-month technical assistance assignment in Manila, where he served as adviser to the Central Bank of the Philippines. Mattera was promoted to his present position in May. Formerly he was chief of the Western Pacific Division of the IMF.

1941
In August, Army Reserve Capt. NICOLAS MARCHESE completed the five-year course at the Army Command and General Staff College, Fort Leavenworth. It prepares students for duties as commanders and general staff officers. Along with his Army Reserve duties, Marchese is supervising principal of Van Etten (N. Y.) Central School.

1943
G. MARIO L. VENTURA, a legal staff officer previously assigned to the U. S. Air Force Academy, has been assigned to a unit of the U. S. Air Forces in Europe.

1946
THE REV. EDWARD GUTHNER has been pastor of the First Baptist Church, Niagara Falls, since 1961.

1947
JULIA PAGG was married on June 1 to Harry R. Wheeler, Jr. The Wheelers are living in Miami Springs, Fla.

1948
HELEN BRINSMAID has completed a year of resident study in the School of Social Work at Columbia University. She is case supervisor in the Child Welfare division, Albion, N. Y.

1950
DR. WILLIAM E. LANGELAND is the new director of project coordination in the research and development department of Wyeth Laboratories. He has been a member of the American Baptist Foreign Mission Society since 1956, first in the department of missionary personnel and later as associate secretary in the public relations department. Dr. Boddie is the author of A Giant of the Earth and The Biblical Basis of the Negro Spiritual.
CHARLES H. WADHAMS, JR. has been appointed assistant general agent of the Rochester agency of the Massachusetts Mutual Life Insurance Company in charge of recruitment and training.

1951

JOHN J. REINHARDT has been named manager of procurement for Xerox Corp.

1952

Dr. and Mrs. RICHARD C. CORNELL announce the birth of Sharyn Taronne on August 9.

Arthur and WANDA WELLER GRO-ENENDALE are the new parents of a son, Daniel Peter, born October 22.

1953

FRANK A. TALLARIDA (U) and Constance Ann Graydon were married May 11 in Clarksburg, N. Y.

Princeton University awarded a Ph.D. degree in art and archeology to LOUIS HAWES, JR. in June.

1954

FRANCIS R. GREBE has been named assistant vice president and trust officer at the main office of Security Trust Co. in Rochester.

RAYMOND P. LANG, JR. (U), account executive for Great Lakes Press, Rochester, has been elected to the board of directors of the Bank of Philadelphia in Jefferson County, New York.

Formerly product manager in the packaging films division of Kordite Corp., Macedon, N. Y., CHRISTIAN RUGH has been promoted to advertising manager for the corporation.

DR. GENE M. SMITH has been appointed to an assistant professorship at Harvard University.

1955

DR. ROBERT E. O'MARA has begun a three-year residency in St. Vincent's Hospital, New York.

A son, David Steven, was born on August 13 to Jerome and DOROTHY BOTKIN ROSENTHAL.

1956

A husband and wife artist team who have been exhibiting their work frequently in New Mexico, where they live, are Tom and NINA STEPHENSON HOLLAND. Mrs. Holland has also shown her work in a number of one-man shows.

DONALD E. HULTQUIST, '62CM, is conducting research in the chemistry department at U.C.L.A. under a fellowship from the U. S. Public Health Service.

DR. DANIEL J. RUBIN is a first-year resident in pathology at Presbyterian Medical Center in San Francisco.

1957

WILLIAM L. HOLLAND, who has been finishing up his doctoral work at Yale, has been appointed assistant professor of philosophy at Emory University.

RICHARD AND TONI PUTNAM LEGER announce the birth of their third child, Catherine Lowell, on July 11. Leger, on the reporting staff of the Wall Street Journal for the last three years, has been transferred to the Journal's Southeast news bureau in Atlanta.

1958

RICHARD K. MACKNE is back on the Arcite Terrier programs at the Naval Propellant Plant, Indian Head, Md. He has completed his fifth year of missile work for the U. S. Navy.

DAVID E. PETERS and Elinor Lynde, '82, were married on August 17 in Kenmore, N. Y. Peters was promoted this fall to associate director of residence halls for the River Campus.

After completing the management training program of the Equitable Life Assurance Society, HANS SCHULTZ, U, '61GBA, has been appointed a staff assistant in the ordinary insurance administration department.

DR. WALTER F. SY, '62M, is a resident in anesthesiology at Grace-New Haven Hospital.

RICHARD A. WEDEMEYER has received his Master in Business Administration degree with distinction from the Harvard Graduate School of Business Administration. He has joined Rohm & Haas Co., Philadelphia, as a sales representative in the company's resins department.

1959

ROBERT E. BATTERSON has been promoted to senior claim representative at the Los Angeles regional claim office of Connecticut General Life Insurance Co.

MICHAEL AND CAROL FEDERICO GEMIGNANI announce the birth of their first child, Stephen Michael on August 20.

DR. ROBERT C. SCAER, '63M, has begun his internship at Colorado General Hospital, Denver.

Mr. and Mrs. GEORGE SULIVAN are the parents of a second child, Timothy Frank, born June 30.

1960

MARK E. FRIEDLANDER and Carole Goldman were married on July 4 in Auburn, N. Y.

JOHN J. LUGERT married Virginia A. Gorton on April 13 in Rochester.

CHARLES RAFF has received the M.A. degree in philosophy from Brown University.

RUTH COOPER ZIMMERMAN has a recent M.Ed. degree from the UR.

1961

CONSTANCE L. BRAINARD, formerly in the University's admissions office, is now assistant director of residence halls for the River Campus.

STEPHEN DE NAGEL was among those awarded the M.S. degree by the College of Engineering.

JOHN G. GARNISH is a junior officer trainee for the U. S. Information Agency, undergoing a six-month training program before being assigned to an overseas post.

ELAINE HEMENWAY SPENCER is now living in Palmer, Alaska, where her husband is doing research on the marketing of beef. She plans to teach in elementary school.

MARTHA J. STEELEN, a member of the mathematics faculty at Stoneham (Mass.) high school, was awarded the degree Master of Arts in education at Allegheny College.

ROBERT A. VAN OSTRAND was commissioned a second lieutenant in the Air Force and is assigned to Norton A.F.B., California, as a weapons controller.

DR. PERCY WARRICK, JR., has been appointed assistant professor of chemistry at Florida State University.

DIANA DORNAN was married on June 22 to John C. Vickerman in Corning, N. Y.

GEORGE T. LONKEVICH, now a second lieutenant in the Air Force, is assigned to Luke A.F.B., Arizona, as a weapons controller.

1963

LYNN VILLNOW is teaching ninth and tenth grade English at Avon (N. Y.) Central School.

DIANE NEVINGER WARDLOW has been awarded a grant for graduate study at the University of Buffalo.

MARRIAGES:

SUSAN MEEKER ANDREW and JAMES R. SWEET, August 17.

EILEEN F. CAHILL and W. Michael Cowley, August 24, in Saugerties, N. Y.

SUSAN GWEN DE HOND and James W. Hadley, '62, in Rochester.

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1991

HARRIETTE SLACK RICHARDSON, '43GE, was guest organist at an organ dedication at the Burlington (Vt.) First Methodist Church in June.

DR. DONALD W. STAUFAKER, an assistant leader of the U. S. Navy Band, delivered a technical paper at the May meeting of the Acoustical Society of America and has contributed two articles on intonation problems to recent issues of Instrumentalist.

1942

DR. DOROTHY HORN, '42 & '52GE, has been appointed head of the theory department of Jordan College of Music.

EARNEST HARRISON, '46GE, formerly soloist with the National Symphony Orchestra, has been appointed assistant professor in the newly formed music department of George Washington University. His wife, the former Phyllis Hunter, '41E, is organist at Walker Chapel in Arlington.
BARBARA CONNALLY ROGERS (GE) is now on the faculty of the University of Texas as assistant professor of music.

DR. GLEN C. LAW has written two feature articles that are appearing this month in Music Educators Journal and The Instrumentalist. His book, The Urgency of New Leadership in Higher Education, has recently been reviewed by Harvard Educational Review and Library Journal.

The first performance of a sonata by HENRY CAMPBELL, '49GE, was performed by Campbell and a fellow faculty member at Montana State College as part of a series of piano duets presented during the state convention of the Montana State Music Teachers Association in July.

BRUCE R. HOLCOMB, a permanent member of the Mozarteum Orchestra in Salzburg, was married in January to Esther Toiviainen of Helsinki, Finland.

A mystery story, Die a Little Every Day, written by LAWRENCE FISHER, has recently been published by Random House, New York.

Binhi ng Kulaypan, an opera by DR. ELISEO PAJARO, (GE, '53GE), was premiered on June 19, the birthday of its central character, the Filippino patriot, Jose Rizal.

Salvatore Silipigni, cellist, and his wife, the former Flora Chiarappa, '45E, presented a chamber music recital at the College July 2.

SAM MINASIAN was at Lake Placid again this summer, playing in a symphony orchestra.

ROSE COWELL NICHOLS was awarded a master's degree in elementary education by Suffolk University in June.

CLARENDON VAN NORMAN, formerly associate first horn of the Metropolitan Opera Orchestra, has been named principal horn of the Chicago Symphony Orchestra. He was also appointed a member of the Northwestern University music department faculty.

BRUCE BAIRD BUTLER, who received the degree of Doctor of Dental Surgery from Loyola University in June is joining the Loyola faculty this fall.

DR. ROBERT A. STRANGELAND (GE) has returned to Edmonton, Alta., where he is a member of the University of Alberta music faculty. He received the degree Doctor of Musical Arts and the performer's certificate in piano from the Eastman School this summer.

DR. CRAWFORD GATES, music department head at Brigham Young University, has been named guest conductor of the Belloit (Wis.) Symphony Orchestra for the 1963-64 season.

William D. Gaver has been made music director of the Mount Greylock School, Williamstown, Mass.

DR. MARTIN MAILMAN ('55 & '60GE), composer in residence at East Carolina College, will be visiting professor at the University of West Virginia during the second semester.

Senior faculty member at Anderson (Ind.) College, DR. CECIL H. HARTSELL, (GE) retired in June after 39 years on its staff, rising to chairman and adviser to the music faculty.

GORDON PETERS, '62GE, has been appointed a teaching associate in tympani and percussion at Northwestern University.

KENLEY P. INGLEFIELD has resigned his position as band director at Lee High School, Springfield, Va., to become instructor of low bass, music literature, and instrumental methods at Evansville College.

Violinist PAUL MAKARA, '59GE, was awarded a doctor of music arts degree by the University of Michigan. He is professor of music at Bowling Green State University and concertmaster of the Toledo Orchestra.

The Manhattan School of Music has awarded a master's degree to A. DONALD FULUSE.

DR. SAMUEL L. JONES, JR., '58 & '60GE, conductor of the Saginaw Symphony, will also direct the Saginaw Choral Society during its current season.

BERNARD RUBENSTEIN was selected by the American Symphony Orchestra League as one of six young American conductors to take part in a master class given by William Steinberg, conductor of the Pittsburgh Symphony.

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JUSTIN DI CIOCCIO has been named a member of the U. S. Marine Band, with the rank of sergeant.

Confusion Clarified

Through a confusion in names, the Review announced in its last issue that Sister Mary Mark, the former Barbara A. Moore, '62G, had been appointed dean of the School of Music at Immaculate Heart College in Los Angeles. Instead, she tells us, she is "a very happy teacher at Our Lady of Mercy High School in Rochester." The new dean is actually Sister Mary Mark Zeyen, I.H.M., '56GE.

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1960

DR. WILLIAM E. POWELL, after 19 months of active duty as an Army Captain at Fort Hood, Texas, has now assumed the responsibilities of assistant resident in obstetrics and gynecology at University Hospitals, Cleveland.

DR. ROBERT F. RITCHIE, who has been investigating an antibody theory of arthritic and rheumatic diseases as a resident at the Maine Medical Center, has received a two-year fellowship for further research at the Robert Breeck Brigham Hospital in Boston.

1961

DR. ROBERT KIM has been appointed research fellow in neurology and DR. DAVID SHANDER has received an appointment as teaching fellow in medicine, both at Harvard Medical School.

This month DR. RICHARD MILLINGTON (GM), a specialist in radiation biology, is starting out on his third trip to the Antarctic as medical adviser to a continuing naval study of the continent. He spent the summer working with Bausch and Lomb engineers on special sun and “whiteout” glasses.

THE UNDERGRADUATE: (continued from page 21)

point of view, this is terribly expensive. Also, it is difficult to get faculty to agree to devote this much of their total life to the common enterprise.

WHITE: That’s why the graduate student is the best bet. I still think I got more from many graduate students I knew when I was an undergraduate than I ever got from the faculty. Largely this is because they were on top of the problems; they were just making the transition out of the kind of personal self-interest that characterizes the undergraduate to the problems of a more general, social and professional interest. Generally, it is the graduate student who lives the intellectual life; the academician is too much taken up with practical problems and administration and such things.

EYER: A strong graduate program is definitely an advantage to the undergraduate.

NOWLIS: It is the way it is integrated that makes it an advantage or a disadvantage.

WHITE: Here at Rochester, the lack of space could be an advantage. Unlike Ann Arbor or Ithaca, where graduate work is spread out, we could integrate the two communities under the auspices of necessity. Perhaps we should consider transplanting the music school; for to me one of the real disadvantages is that we don’t have a genuine community of artists, a group dedicated to the artistic life right here on campus.

EYER: This surely would give the undergraduates greater opportunities for expanding their own horizons. However, we are talking about a utopia when we advocate combining undergraduate and graduate students, combining the sciences and the arts and the humanities all on one gemutlich campus. Yet, the academic and cultural opportunities here are better than at most colleges. I just wonder whether our students appreciate the privileges available to them at Rochester.

VOELCKER: I can’t escape the conclusion that your idea of college as a privilege is vanishing from our society.

WHITE: Do you mean that it is a privilege or it is a luxury—something added on, something beyond an important experience that becomes important only inssofar as one brings something to it and commits himself to it completely. Otherwise, he will carry nothing away from it of particular importance.

NOWLIS: Obviously, it is not an easy life for the undergraduate. . . .
CONVOCATION - HOMECOMING 1963

OCTOBER 17, 18, 19

SEMINARS - LUNCHEON - FOOTBALL GAME
COFFEE HOUR & A GALA DINNER - DANCE