Collectively, these are given through five participating academic units: University School of Liberal and Applied Studies, the College of Business Administration, the College of Education, the College of Engineering and Applied Science, and the Medical School’s Department of Nursing.

For these programs the term “River Campus Evening Session” is a convenient but not wholly accurate title. True, most evening session courses are held on the River Campus in the late afternoon and early evening; however, some are held on Saturday. And the whole picture is changing, according to University School’s Dean Arthur Assum, who directs the Evening Session. A small but growing number of part-timers take courses during the working day, he points out. Some faculty members—in engineering, for example—have offered to give advanced courses off-campus, in nearby industrial plants and offices. Last year the University offered its first formal college-credit course at a local plant; the course, in statistics, was taught by Associate Professor Thomas Knapp at the Xerox Corporation’s laboratory in Webster. This year Professor Robert Hopkins, director of the Institute of Optics, is teaching a weekly class in optics at Xerox, and plans for additional courses are under study.

What are they like, these students who work full-time, then plunge into intensive “after-hours” study?

A recent article in The Part Times, Evening Session “house organ,” describes the part-timer as “amazingly versatile: he studies mathematics and history, literature and science, foreign languages and fine arts, and disproves by an often excellent performance the theory that learning power diminishes with maturity.

“He may be working toward increased professional competence; he may be completing a program of undergraduate studies; he may be exploring college-level work for the first time, to measure his strength and determine his interests; he may be pursuing a typical college program which, under the flexible arrangements for part-time study, he can finance himself.”
Evening Session's academic offerings currently range from anthropology to zoology, from non-credit classes to doctoral studies.
And, notes The Part-Times, society is placing a steadily increasing value on the part-timer’s educational efforts. State and local grants enable area teachers to advance their professional status through special courses given at the University. Many business and professional firms help to defray the part-timer’s tuition costs, and some, through “released time” arrangements, permit employees to take daytime courses that advance their professional skills. This year some 50 area employers (including the University of Rochester) are contributing to the education of employees who are studying on the River Campus. Such support has a long history at Rochester; in fact, the University’s programs of part-time study initially were developed in response to George Eastman’s interest in encouraging Kodak personnel to continue their education.

Who teaches the part-time student?

At Rochester he studies under members of the regular University faculty, as well as specialists from business and industry, education, law, and other professions. Among this year’s faculty are Professor Edwin Wiig, chairman of the Department of Chemistry; Professor Carl Hersey, chairman of the Department of Fine Arts; Associate Professor Guido Marinetti of the Department of Biochemistry; Professor Wayne Barlow of the Eastman School; Professor John Randolph of the Department of Mathematics; and Professor Virgil Topazio of the Department of Foreign and Comparative Literature.

To enable the part-timer to get the most from his studies, his program should be geared to his educational background, vocational experience, special talents and interests. Accordingly, the Evening Session’s counseling staff works with him to plan a program that both challenges his intellectual capacities and recognizes the limitations on time and energy imposed by his full-time responsibilities elsewhere.

As a University of Rochester student he enjoys the resources of campus libraries and laboratories, and of specialized facilities such as the Computing Center. He attends campus concerts, lectures, and coffee hours; takes part in theatri-
A familiar figure in University School's physics classes is Associate Lecturer Jane Putnam, whose students include engineers and laboratory technicians from firms such as Eastman Kodak, Pfaudler, and General Dynamics.
cal and musical productions. And, as a member of the Evening Session Student Association, he is invited to faculty-student mixers, picnics, dances, and a weekly Swim and Gym program.

What does the part-timer do with what he learns?

Many part-time students are working toward a degree. Last year 62 of them received bachelor's degrees and 124, graduate degrees in the humanities, social sciences, natural sciences, education, engineering, business administration, nursing, applied mathematics, and industrial statistics.

Some students enroll in specialized professional courses—classes designed to prepare graduate engineers for licensing examinations, or to provide advanced training for people employed in insurance or real estate firms. One course is given for volunteer and professional workers associated with local social agencies.

Not all part-time students are interested in receiving course credit. This year about 45 of them are auditing Evening Session courses. As auditors they pay less than the usual tuition fees, are entitled to attend classes and participate as time and interest warrant; they take no exams and receive no credit.

What are the trends in part-time study at Rochester?

According to Dean Assum, interest in graduate study is on the rise; more and more part-time students are working for master's degrees, and the College of Education now offers work toward a doctorate, some of which may be taken in part-time study. There is increasing interest in mathematics, the sciences, and engineering, especially at the graduate level. And this trend is likely to continue.

But whether the part-timer studies to earn a degree, to qualify for professional advancement, or simply for the joy of learning, he has won the respect of the whole community, for he knows what he wants from his university . . . he works hard to get it . . . and, in the process, he inspires others to follow in his footsteps.

Photographs by John Hart
Text by Judy Brown
At University School:

**Education for Independence**

If newly (or soon-to-be) independent countries are to establish efficient, workable governments, a considerable number of their citizens must gain a high degree of education by the time that independence is achieved. Often this education is not available to colonial peoples within their own borders and must be sought elsewhere. This, then, is the raison d'être behind a U.S. Department of State program which brings young Africans to this country, runs them through an orientation program at Lincoln University in Pennsylvania and sends them out to colleges and universities across the country. Active in the program at Lincoln University is Frank Dowd ('48, '57G), formerly assistant dean of students on the River Campus and now a vice president at Lincoln.

Currently about 85 of these young people are studying in the United States under a program administered by the African-American Institute. Five of them attend University School: Zarica Sakuwanya of Mozambique, Moses Garoe of Southwest Africa, Cephas Mangwana of Southern Rhodesia, and Adriano DeAlmeida and Armindo Fortes of Angola. At Rochester they are studying economics, education, political science, sociology, and electrical engineering.

All five were selected on the basis of aptitude, interest, and potential ability. Their educational backgrounds vary. Armindo, for example, completed his secondary education in Angola and continued his studies briefly in Portugal; some of the others never finished high school. Zarica received three years of schooling—all that was permitted him—in his own country. There his education would have ended if a South African couple had not befriended him and taken him home with them. Zarica completed his primary schooling in South Africa, but was forced to leave after the 10th grade when authorities learned that he was not a South African. He then returned to Angola, where he participated in the independence movement until coming to the United States.

For such students, University School, with its flexibility of operation, provides an especially favorable proving-ground. Generally they do not carry a full academic load during the first year. If they do well, they can increase their course load and continue working toward a degree in University School or may apply for admission to the regular day session.

When they complete their undergraduate work, students are encouraged to return to their countries as soon as possible and begin to put to use what they have learned;

*Continued on page 23*
"I Wish I'd Known That Before I Came to College"

is the title of a University of Rochester booklet which in recent months has become something of a best-seller. Requests have come from thousands of teenagers, their parents (and their cousins and their aunts) . . . teachers, counselors, ministers, and club leaders . . . college and government officials, editors, GI's overseas . . . and others interested in "some tips for tomorrow's college students from freshmen at the University of Rochester."

The complete text is reprinted herewith. Individual copies may be obtained by sending a self-addressed, stamped envelope to Rochester Review.
College admissions experts say that today’s college freshman is better equipped for campus life than his predecessors... that guidance counselors in the nation’s secondary schools are doing an increasingly effective job of advising the college-bound. Nevertheless, the jump from high school to college is still a big one—and many a freshman is likely to find himself saying, “I wish I’d known THAT before I came to college” some time during his first year on campus.

With this in mind, some University of Rochester freshmen were asked what—if anything—they “wish they’d known” before coming to Rochester. Their off-the-cuff comments on topics ranging from academics to social life offer some helpful hints for prospective college students. (Incidentally, most of the group interviewed hold scholarships and were high-ranking students in high school; four out of five of the University’s freshmen come from the top fifth of their high school graduating classes.)

Here’s what they say:

Overwhelmingly, the major “wish I’d known” was followed by the words “how to study” or “how to organize my time.” Even those who said they personally had had little difficulty along such lines rated poor study habits or lack of organization as the main problem for freshmen.

Said a pretty blonde Texan, a national science scholarship winner: “At home I didn’t have to study in order to get good marks, so there wasn’t much incentive to put forth my best. Here you have the incentive because there are so many bright kids around.”

Along with a number of other students she confessed to initial bewilderment with the typical college lectures, commenting, “I wish I’d had more experience with lecture-type classes before I came to college. At first, everything seemed to happen so fast during the lectures and, of course, I wasn’t able to interrupt to ask questions if I missed something. Even in the smaller classes, I was afraid to ask questions—afraid of sounding silly—with all those geniuses around me.”

Her advice to upcoming frosh: “Try to set up a work schedule (but be sure to leave some time to relax). Remember that your class and study schedule at college won’t be as rigid as in high school—we don’t actually have to go to class, for example, so long as we do our work. Also, we get assignments in large batches instead of having to turn in work every day or so, as in high school. As a result, there’s a tendency at first to let things slide until the last minute—and then you find you can’t possibly get everything done in time. Making and sticking to a schedule seems to be the best answer for me.”

To the wish-I’d-learned-how-to-study theme an upstate New York coed added: “I wish I’d learned how to read for a college course. For the first quarter of the year I didn’t know what I was looking for in my reading. I thought I had to know every fact I read—which was impossible. Then I got a feeling for what was important.”

A Pennsylvania youngster put it even more bluntly: “I wish I hadn’t thought I’d worked in high school—I never knew what studying really was before I left home! And I wish I’d had some high school experience with lecture-type classes—this business of note-taking is really an art.”

Her advice: “Learn to budget your time. Be prepared for the fact that it may take a while to learn what you can and can’t fit in. Don’t panic—after a while you’ll find your own way of balancing your activities—but it does take time and effort—and some will power.”

Another student mused: “You have to remember that you’re not just learning facts; you’re learning how to analyze, how to be intelligently critical. You learn that knowledge is an unending process... that you’ll never know all there is to know about everything!”

Only a few of the students interviewed felt that their high school had been seriously lacking in preparing them for college. A boy from a small New England town said he wished he’d had “both better teachers and better courses in high school.” His advice to other small town youngsters: “Get used to reading a lot on your own, and train yourself to read quickly. Learn to analyze and constantly try to put your reading in perspective and to seek answers for yourself.”

And, for other small town or rural students who may be leaving home for the first time, he urged: “Be prepared for the impact of difference—different ideas, different kinds of people.” Admitting that he still found some of his “Big City” classmates “overly sophisticated,” he advised youngsters from small homogeneous communities to “try to get away from cliques in high school because you’re going to
have to get used to a lot of different people in college." Observing that small town life can have a "repressive influence," he pointed out that "at college, you're freer to be yourself. Being able to develop your talents freely brings a greater understanding of your capacities and with it a greater stimulus to do more and better."

Another boy—from a rural area—commented that even the so-called "accelerated" courses at his high school had not been particularly effective, and that he had had to learn to "look at the forest instead of the trees" in his college studies. For him, the biggest change at college was "from the conservative ideal of a small town to a more liberal attitude" which, he noted, "could be adopted just as unthinkingly as a more conservative one."

His advice: "Define your personal and moral values, but keep your ideas open to intelligent change."

Again on the topic of "meeting people with different ideas," a coed from a small city remarked: "I wasn't so much upset by the diversity of views I encountered at college as by the bluntness with which they often are expressed."

On the other hand, a boy from metropolitan New Jersey finds college "a more protected environment than big city life...a much more homogeneous community than the city high school I came from. In my school, many of the kids weren't going on to college, a lot of them didn't have any idea what they really wanted to do when they got out of school—here everyone seems to have a goal."

The problem of going from the "top of the heap" in high school to a community where "most of the kids are at least as good as I am and a great many are better" was frankly discussed by a number of students. Commented a scholarship holder from Wilmington, Del.: "I wish I'd realized how tough the competition was going to be. Even though I knew the University of Rochester is a highly rated college, I didn't have any idea of what I'd be up against academically. Fortunately, I'd taken a how-to-study course in high school. I don't mean it worked miracles, but it helped me to organize my time and gave me some confidence in my ability to study efficiently."

His advice: "Take advantage of any courses that will help you to acquire effective study habits. The course I took gave me some ground rules that guided me over until I learned to pace myself in handling the work load at college."

Another boy admitted that "it's hard to realize you're not in the top group. At home I was in the top tenth of my class; here I'm in the top two-fifths—maybe!"

Unlike most of their predecessors, many of last year's freshmen had had opportunities to take "enriched" or "accelerated" or "advanced standing" courses in high school. Unanimously, those who had taken such courses urged prospective freshmen to avail themselves of such opportunities before coming to college. Those who hadn't had such opportunities wished they had. One girl, whose older sister and brother also had attended the University of Rochester, said she felt the new emphasis on "acceleration and enrichment" courses in her high school had given her a big advantage over her older siblings, who had had far less opportunity for such work before college.

One coed, who had taken an "enrichment" course for advanced high school pupils given by students at a nearby college, said that "such experiences, if they did nothing more, helped to prepare you for being in a group of your intellectual equals—or superiors."

Her advice: "Try to have some college-type of experience—either at one of the summer institutes held at various colleges around the country, or by enrolling in an evening or summer course at a local college, if you can."

All of the students stressed the importance of avoiding an "all work and no play" schedule. ("You need time to let down...social life is part of the total campus experience," etc.) But all urged great selectivity—especially during the freshman year—in choosing extracurricular activities. ("Don't lose sight of why you're at college. Choose your activities on the basis of what's important to you—then make and keep a schedule so you won't get swamped.")
Warned one coed: "At college the atmosphere is much more intellectual than social—extracurricular activities are less important than in high school. It's a good idea to concentrate on one or two activities in your freshman year— you can always join other organizations later."

Said another: "Remember that you have to take the initiative in joining an organization; people won't keep coming after you. It's a good idea to go out for at least one activity in order to meet a nucleus of people with similar interests."

The group was unanimous in recommending that high school pupils visit their prospective campuses before making a final choice. One student suggested: "Try to have a student guide take you around the campus when you're visiting—you'll feel freer to ask personal questions about finances, social life, fraternities, and so on."

Asked whether they felt any "pressure to conform" at college, most of the students said they felt free to make individual decisions and that they did not have to follow a specific "pattern."

("You can set your own standards in terms of your social behavior; for example, you don't have to drink or smoke if you don't want to" . . . "The only people who seem to feel they have to 'conform' to something-otherwise are the kind of kids who've always felt they had to do what everyone else was doing—and they're the kind of people who will always behave that way."

Most of the students felt they had a clear picture of college finances before they came. The only exceptions were boys who had not originally planned to join fraternities in their freshman year (at Rochester, girls don't join sororities until the sophomore year), but who decided to do so after they arrived on campus.

Other comments:

On professors—"I wish I'd known from the start that it's all right to go to see my professors—not just when I was having trouble, but simply to talk things over." Advice: "Take advantage of every opportunity to know your professors—they're wonderful people. You'll have some contact with them at coffee hours and discussion groups and such, but if you want to talk to them individually, you'll have to take the initiative."

On working-your-way-through—"Don't depend on working your way through your freshman year; you'll have all you can cope with at first. Later on you may find you can handle both studies and a part-time job; usually there are a number of such jobs available on campus."

On personal responsibility—"The biggest change from high school is that you're not supervised . . . you don't get daily quizzes to check up on you, you don't have to see a
professor to discuss something you don't understand—it's your responsibility to keep up your work. This doesn't mean that people aren't interested in you—it's part of the whole process of growing up and learning to become independent and assume responsibility."

On group living—"Learning the give-and-take of living with other people is hard for some students. You have to learn to get used to living with some people you don't care for—of disapproving of their actions, yet being able to tolerate them"..."You have to learn to be aware of the needs of others—for example, for privacy"..."You're much more 'bound up with' the kids you live with than you were with your high school friends."

On fraternities—"It's a good idea to evaluate the whole sorority-fraternity business before you arrive on campus. On some campuses sororities and fraternities are very important; on others, they're not. Better find out what the situation is at your prospective college—and have at least some general idea of how you feel about it."

Only one student confessed to homesickness, although most of the freshmen admitted to occasional feelings of "frustration" or "freshman slump." These were variously attributed to "work pressure"..."feeling overtired"..."trying to do too much"...and so on. A few girls said that letters from friends who had married instead of going on to college occasionally brought a few blue moments. ("If you're just bogged down with work and everything looks grim, a letter like that can make you wonder for a few minutes if it's all worth while.")

Their advice to future freshmen and their parents: "Be prepared for periods of feeling overwhelmed or thinking that you're not getting anywhere—everybody occasionally feels that way during the frosh year when there's so much that's new and different."

Hopefully, her advice and that of her classmates may help to prepare future freshmen—at the University of Rochester and elsewhere—for the exciting, challenging, and ultimately rewarding experience of college life.
For Top Science Majors... A "Research Summer" in Radiation

As part of his project last summer, one student dissected a rat lung which had been injected with a fixative. His senior associate was Dr. Charles L. Yuille, Professor of Radiation Biology and Pathology.

Back around 1948 a few members of the Medical School's Department of Radiation Biology dug up enough money to play what was then a purely academic hunch.

Their hunch: the way to help bright, science-oriented undergraduates find out if they want a career in research is to have them work for a summer as junior colleagues of "practicing" research scientists... to let them get the feel of research by doing it.

There was no budget for such a project, so one professor put up a little money he had received from consulting, and another scraped up some funds from his research budget. Then they rounded up a couple of undergraduate science majors, offered them a modest stipend, and, that summer, gave them a tour of duty as junior researchers in the Department. The idea took hold and the project grew. Other faculty members volunteered to work with undergraduates for the summer. Enrollment expanded steadily. And, last year, the venture won the financial support of the United States Atomic Energy Commission.

The 1963 participants numbered some 22 juniors and sophomores from 19 institutions (one as far away as Scotland). Some were majoring in mathematics; others, in physics, biology, chemistry; a few were pre-med students. A highly select group, they were chosen from some 250 applicants from colleges and universities throughout the United States.

This summer, aided by the Atomic Energy Commission's grant, the project will enroll some 35 students. As in the past, each participant will work closely with a senior faculty member on one of the Department's regular research projects. He'll attend weekly seminars and special meetings on subjects ranging from current aspects of toxicology to the genetic control of protein and the use of radioactive antibodies in cancer treatment. Less tangible, but equally important, he'll learn something of the excitement and the uncertainty of re-
BIOLOGY

Lunch hours often turned into informal seminars. Here Assistant Professor Philip Chen, Jr., explains the relationship between vitamin D and bone formation.

search, its long hours and rewarding minutes.

If he follows the pattern of his predecessors, chances are he'll find his summer will give him some fresh ideas about himself and his future. Many former participants have, in fact, called their experience at Rochester the turning point in their careers. In last year's group, one junior never went back to his undergraduate college, but finished a year's language requirements in six weeks and immediately entered graduate school (at the University of Rochester). One girl gave up her thoughts of a life in research in favor of a job as a lab technician. Three students decided to supplement their majors in chemistry or physics with courses in biology. And three others substantially revised their plans for graduate work in the light of interests newly developed at Rochester.

Encouraged by the success of the venture, other departments of the School—and other colleges throughout the country—are considering similar projects.

For some projects a radiation suit was the uniform of the day.
Assistant Professor Louis C asarett, director of the summer program, and Assistant Professor Harry Berke, direct the robing ceremony.
SPACE SEARCH  The ever-fascinating speculation about the existence of life outside our own planet came under some high and wide scrutiny last month at a space biology conference sponsored by the American Institute of Biological Sciences in cooperation with the University's Space Science Center. Some 80 invited participants—biologists, physicists, and engineers from university, governmental, and industrial laboratories active in space research and instrumentation—explored informally a number of the scientific and technical questions involved in the search for extra-terrestrial life.

According to reports from the conference, the first "near-answers" to the question of life beyond earth may be available by the turn of the decade, when it may be possible to land life-detecting devices on Mars.

Of the three devices most often mentioned as candidates for the trip to Mars, one—known as the "Wolf Trap"—has been developed by a UR scientist, Wolf Vishniac, professor of biology. All three of the devices are designed to detect the existence of life by measuring the functioning of organisms.

SCHOLARS AND DOLLARS  As the parent of any collegian well knows, a student's primary source of financial assistance is right at home. But with educational costs, along with all others, constantly on the increase, aid from outside sources has assumed growing importance. At the River Campus, for example, one accurate measure of financial need—student loans—more than quadrupled during the last five years, to a total of $273,205 in 1962-63.

According to a study just released by the University's new office of institutional studies and planning, financial aid from all sources for undergraduates has risen more than 82% in the same period, from an average of $395 for each student enrolled in 1958-59 to the current average of $725. At the same time, average annual expenses of a student living on the campus rose from $2,185 to $2,930.

The assistance—scholarships, grants, and loans—from the University, state and Federal governments, and other non-university sources, increased by nearly a million dollars to a total of $1,746,525.

CONSTRUCTION  A rather chilly ground breaking took place last month as work began on the University's first living center for graduate students. The $3,128,000 residence center—financed chiefly through a loan from the Federal Housing Administration—will provide 194 apartments in two 11-story and 20 single-story buildings. It is scheduled for completion by summer of next year.

RECONSTRUCTION  The modernization project at Gavett Hall, original building of the College of Engineering and Applied Science, has been advanced another step with the awarding of a $25,000 grant from E. I. du Pont de Nemours & Company for renovation of chemical and mechanical engineering laboratories. The project, expected to cost $330,000, was begun with a grant of $118,000 from the National Science Foundation.

APPOINTMENTS  Ray S. Snider, professor at the Center for Brain Research and also professor of anatomy, is the new director of the Center, succeeding E. Roy John, who will become research professor in psychiatry at the Flower Hospital, New York Medical College.

Morton F. Kaplon, professor of physics and associate dean of the College of Arts and Science, is serving as acting chairman of the department of physics and astronomy until a successor is appointed to Robert E. Marshak, now Distinguished University Professor. Professor Marshak's resignation as department chairman became effective February 1.

FACULTY NOTES  Among the new volumes on display in the bookstores is a collection of critical essays on Dryden compiled by Bernard N. Schilling, Trevor Professor of English and Comparative Literature.

A random sampling of other faculty activities: Professor Lewis W. Beck, chairman of the philosophy department, has been elected vice president of the American Philosophical Association's Eastern Division. . . Arthur M. Dutton, associate professor of radiation biology, is a newly-elected member of the Council of the American Statistical Association. . . Professor A. Clyde Roller, conductor of the Eastman Wind Ensemble, has been in New Zealand this month and last as guest conductor of the New Zealand National Orchestra.

HELPING HANDS  Only in a figurative sense, of course, a group of River Campus undergraduates have been reaching "Hands Across the River" this winter. Participating in a project that goes by that name, the students are working with social welfare agencies at three neighborhood centers. In the words of one volunteer, Senior Marion Bartlett, the program offers students "the opportunity to become involved in some of the major problems which afflict most large Northern cities today."

The students work with children and teenagers, organizing classes, discussion groups, athletic events, and social activities. They hope to offer a class in the techniques of job-hunting, and, later on, may initiate neighborhood improvement projects.

Response from both sides of the river, reports Miss Bartlett, has been enthusiastic.
RIVER CAMPUS COLLEGES

- 1914
  DR. AVERY A. ASHDOWN, '16G, associate professor emeritus at M.I.T., was honored recently at a testimonial dinner at which his more than 40 years of chemistry teaching were saluted by over 300 professional chemists and chemical engineers of the Northeastern Section of the American Chemical Society. He was also given a national American Chemical Society award, the $1,000 James Flack Norris Award for outstanding achievement.
- 1918
  EARL B. STROWGER has been named a Fellow in the American Society of Mechanical Engineers.
- 1920
  PAUL McFARLAND has been appointed to a newly created public relations post with the United Community Funds and Councils of America.
- 1926
  DR. CYRIL J. STAUD, '26G, has announced his retirement as vice president in charge of research at Eastman Kodak Co., Rochester.
- 1928
  JAMES E. McCONNELL has been promoted to chief engineer of the Rochester Gas and Electric Co.
- 1931
  JUSTIN M. WILLIAMS, former customer relations manager, has been elected secretary of the Rochester Telephone Corp.
- 1932
  JOSEPH E. MORRISSEY has been named staff assistant to the president of B. Forman Co., Rochester.
- 1934
  DR. KARL F. LLAGLER, chairman of the department of fisheries at the University of Michigan, has been elected president of the American Institute of Fishery Research Biologists.
- 1936
  DR. ROBERT F. WALTERS, '36G, has been appointed to a four-year term on the Mineral Industries Council, advisory group to the Kansas State Geological Survey. Dr. Walters, a petroleum geologist, is managing partner of the Walters Drilling Co., Wichita.
- 1938
  WYLIE ROBSON has been promoted to assistant vice president and director of amateur product sales at Eastman Kodak, Rochester.
- 1939
  BERTHA PETERSON CORY, '41G, has been promoted to chief of the Statistical Systems and Computer Branch in the Army Personnel Research Office.

MARGUERITE THOMPETER was listed in the third edition of Who's Who of American Women. Mrs. Tierney is an executive with Welcome Wagon, Inc.
- 1941
  DR. THOMAS F. FRAWLEY, professor of medicine and chairman of the sub-department of endocrinology and metabolism of Albany Medical College of Union University, has been appointed professor of internal medicine and director of the department at St. Louis University School of Medicine.
- 1942
  WILLIAM H. EILINGER has been promoted to assistant superintendent of the chemical manufacturing division at the Kodak Park Works, Eastman Kodak.
- 1943
  EDWARD H. CLARK, recently appointed associate professor of physics at Los Angeles Valley College, received two National Science Foundation awards this past summer.
- 1946
  LEONARD E. MORRISSEY is the

A LASTING MEMORIAL

When Geoffrey Broughton died in 1954 after only two years as chairman of the department of chemical engineering, he left behind him many friends, as well as a number of concrete accomplishments.

Notable among the accomplishments was the establishment of a Ph.D. program in chemical engineering. And numerous among his friends was Joseph L. Noble, '54, who was associated with Professor Broughton at what is now the Haloid Photo Division of Xerox Corporation. Later Noble's division, which Dr. Broughton had served as a consultant, hired the first graduate of his Ph.D. program.

Last month, Noble and his wife, Peggy, made a $15,000 gift to the University to establish the Geoffrey Broughton Fellowship Fund. The fund will be used toward the support of graduate students in chemical engineering.

Noble, who has been working closely with the department of chemical engineering as chairman of its advisory committee, said that the gift is in addition a tangible expression of support for the programs being developed in the College of Engineering and Applied Science by Dean John W. Graham, Jr.

author of Contemporary Accounting Problems, Text and Cases, recently published by Prentice Hall, Inc.
- 1947
  DR. ARTHUR E. DANES, '56G, has accepted a post as associate professor of mathematics at the State University of New York at Buffalo.
  MRS. ELIZABETH STEWART is now executive director of the Western Massachusetts Girl Scout Council.
- 1948
  DR. RALPH D. TANZ is presently employed as a senior pharmacologist at Geigy Research Laboratories, Ardsley, N. Y.
- 1949
  DR. NORMAN R. BOUTH, currently on sabbatical leave from Syracuse University where he is an associate professor in the School of Social Work, is now in Kampala, Uganda, working for the United Nations.
  DR. MORTON R. KENNER (U), associate professor of mathematics at Southern Illinois University, has been appointed visiting associate professor at Columbia University. In that capacity, he is being sent to Nairobi, Kenya, where he will direct the establishment of the first modern mathematics training program in Kenya.
- 1950
  JAMES W. HALL has been promoted to business manager, Space Programs Office, at IBM's Space Guidance Center.
  DR. WILLIAM A. SMALL, '52G, '58G, professor of mathematics and chairman of the department at the New York State University College at Geneseo, has received a Fulbright-Hays lectureship in mathematics.
- 1951
  JOHN H. GREEN has started post-doctoral research in food microbiology at the Agricultural and Industrial Microbiology Institute, University of Massachusetts.
- 1952
  DONALD R. HENDERSON has been promoted to senior engineer at the Westinghouse Bettis Atomic Power Laboratory. His wife, SALLY KRAMS HENDERSON, recently directed a production of The Madonna of Chaillot for Stage 62, Bethel Park Community Theatre.
  GEORGE A. SCHAFFER (U) is now assistant professor of business administration at New Haven College, where he is also director of the evening-summer extension programs. He received his master's degree from the University of Bridgeport last June.
- 1953
  JAMES B. CURTIS (U) recently joined the staff of the hazards control department of the University of California's Lawrence Radiation Laboratory in Livermore.
  WILBERT B. HUCH has been named plant engineer of the Pfaulder division in Rochester.
  DR. MORTON WIENER (C), associate professor of psychology at Clark University, has been named eastern regional vice president of Psi Chi, national honor society in psychology, for a term of two years.
1954

JACK H. NOON (G) will be visiting professor in the Plasma Research Laboratory, Electrical Engineering, Benssler Polytechnic Institute, for 1954. Noon, a senior lecturer in physics at the University of Queensland, St. Lucia, Brisbane, Australia, will be accompanied by his wife (formerly Marygnes Crockett of Rochester) and two sons, Duane and Brian.

W. MALM has joined the American Bankers Association’s department of economics and research as secretary of the advisory and international committee.

1955

HARRIET RAY ALLENTUCH, a member of the faculty of the Romance language department at Queens College, New York City, has received her Ph.D. from Columbia University. In December, John Hopkins Press published her book, Madame de Sevigné: A Portrait in Letters.

JAMES J. DE PALMA (U), ‘57G, shared with a fellow Eastman Kodak scientist an award for the best paper contributed at a meeting and published in the Journal of the Optical Society of America in 1962. The award was presented at a national conference in October.

1956

DR. GERARD T. GRASSI, who was discharged from the USAF Dental Corps last July, is associated in dental practice with Dr. Melvin Waldman, Rochester. DR. RICHARD W. ROBERTS is the co-author of Ultrahigh Vacuum and Its Applications, published by Prentice Hall.

SARAH MILES WAITE is editor of The Journalist’s World, a magazine published by the International Federation of Journalists in Brussels. Her husband is international representative to the Federation.

1957

Births

To Harold and ANNA HULBERT BLACK, ’57G, a daughter, Oct. 9.

To Roderick S. and GRACE WHITE CARMAN, a son, Sean Kevin, Dec. 7.

To John and MARIAN MERKER DOSKOCIL, a son, James Robert, Nov. 21.

To Dr. Scandinavian and Mrs. ALAN B. WARD, a daughter, Adrienne Marie.

1959

Marriages

LYNNE BERKE to ALAN C. ROHDE, June 30.

Births

To Stanford Zane Bondy, 57, ’61M, and MARYLIN JOHNSON BURDAM, a son, Andrew Aron, Dec. 2.

To Mr. and Mrs. MARK WILLIAMSON, a son, Oct. 25. Williamson is an assistant professor of nuclear science at the University of Miami, where he is working for a master’s degree in history.

1960

DR. LAWRENCE S. KAPLAN has been named part-time assistant dean of the College of Arts and Sciences at Kent State University. Dr. Kaplan has been a member of Kent’s history faculty since 1954. He has been appointed assistant professor and chairman of the humanities division of Southern Illinois University.

Marriages


GORDON PAUL ELMER to Nancy Ann Pomeroy, Oct. 21.

STEVEN D. JELLINEK to Roberta Maydey, Dec. 22.

Births

To Gerald and AVIS GREENE BAYLES, twin daughters, Johanna Susan and Jessica Faith, June 10.

To Alan N. and CAROLE KLEIN EISEN, a daughter, Janice Michele, July 30.

To David Gitelman, ’59, and MARCIA KRAMER GITTELMAN, a son, Steven Bruce, Oct. 11.

To Mr. and Mrs. G. DONALD TREADWELL, a daughter, Donna Lynn, Oct. 2.

1961

JOSEPH H. BENNETT has arrived in Gabon, on the west coast of Africa, where he works as a Peace Corps volunteer.

GEROLD M. LANDBERG, who is teaching and studying mechanical engineering on a graduate assistantship at the University, has been awarded $1,000 for outstanding progress in machine design by the James F. Lincoln Are Welding Foundation.

ELSIE LISTER has completed a master’s program in Far Eastern studies at Yale University.

DAVID McMANUS (G) has been named to an instructorship in History at Canisius College.

SOPHIE PAPPATHEODOROU has returned from a two-month trip to Greece where she was received by various Greek organizations and representatives of the Greek government. The trip was the prize for the winning essay, written in Greek on an aspect of Greek history, in a contest sponsored by the Laconian Society of the United States.

RICHARD S. MAYBERRY is a senior in law school and FRANCES ZIMMERMAN MAYBERRY a research assistant in the Medical Foundation of Buffalo, Inc.

DORIS WOOD SCHATTSCHEIDER has received a master’s degree in mathematics from Yale University and is continuing her studies toward a Ph.D.

Marriages


1962

GERALD D. CLARK has joined Pittsburgh Plate Glass Co. as a process engineer in Mt. Vernon, Ohio.

JEAN FREILE THOMPSON to Robert Ross Evans, ’62, Nov. 2.

NANCY JEAN TAYLOR to Daniel R. Dupree, a graduate of the University of Kentucky.

RICHARD J. SUGLIA to Louise Elkind. Suglia recently received his master’s degree in history from the University of Massachusetts.

Births

To Roger Wayne Nelson, ’60, and ANN BROWN NELSON, a daughter, Janet Eileen, Nov. 8.

1963

EMRE-AKSAN (G-EN), who has received a degree in chemical engineering from the University of California, is now in Germany working for Mobil Oil Co.

WILLIAM FLETCHER JENKS has received a two-year resident assistantship in political science at the Maxwell School, Syracuse University.

MADHI H. RUBAH (G) has joined the faculty of the department of mathematics, Cortland College.

Marriages

SUSAN ERETT to Martin Scott Taggart, last year a visiting professor in the UR department of philosophy, June 9.

MARTIN T. TOLE to DOLLIS GARRETT to Marlys Hiller, Sept. 28.

MARIANNE BARBARA UTZ to Bruce Frederick Pauley, Dec. 22.

LYNNE VILLNOW to William L. McCoy, Aug. 24.

FASTMAN SCHOOL OF MUSIC

1936

MARJORIE BROOKS (G) is teaching music at St. Agnes School in Albany.

1937

DR. KARL AHRENDT (G), ’46G, has had his Pastorale for Strings performed by the Provincetown Symphony Orchestra at Provincetown and Dennis, Mass., last summer. It was written at the MacDowell Colony during the summer of 1936.

DAVID DIAMOND has written the first symphonic interpretation of Abraham Lincoln's Gettysburg Address. The work, This Sacred Ground, was given its world premiere in Buffalo in November.

1941

SCOTT HUSTON, ’42G, ’52G, has been appointed chairman of the department of composition, theory, music literature and history of the College-Conservatory of Music at the University of Cincinnati. Huston's most recent publications include Suite for Solo Timpanist and The Lamentations of Jeremiah.

WILLIAM SCHENK has been appointed principal violist of the Philadelphia Symphony Orchestra.

1942

NORMA HOLMES AUGHER, ’44G, who appeared as piano soloist last spring with the Vermont Philharmonic Orchestra, has been named to Who's Who Among American Women.

1943

EVERETT TIMM is now director of the School of Music, Louisiana State University.

1945

DR. FRANCIS PYLLE, professor
and head of the department of theory and musicology at Drake University, Des Moines, Iowa, has been appointed acting dean of the College of Fine Arts.

1947

DR. GLEN C. LAW was recently appointed director and vice president of the Long Island division of International Personnel Service. Dr. Law is scheduled for a listing in *Contemporary Authors.*

ALEXANDER AKAPOS is a member of the string faculty at Hardin-Simmons College, Abilene, Tex.

1949


1950

CLINTON E. NORTON, former manager of the Symphony of San Antonio, is now manager of the Baltimore Symphony Orchestra.

1953

KEITH KUMMER is playing in the Baltimore Symphony Orchestra.

Births

To Lawrence and DOROTHY HOUSSEL, HECIS, a son, Edward Lawrence, Sept. 7.

1952

GEORGE GREEN, '53G, was awarded first prize in a composition contest sponsored by the Cummington School of the Arts, Boston. The award was for his work, *First String Quartet,* which was premiered in May by the Fine Arts Quartet of Chicago. Cellist IRA LEHN, '53G, who gave six recitals with the Michigan Community Orchestra during an October-November tour of the Midwest, is planning a Texas tour for the fall of 1964. Lehn is an assistant professor of music at the University of California in Santa Barbara.

Births

To Jerry Neil Smith, '63G, and ALMA ESPINOSA to Dr. Klas Gegler of Germany, Oct. 5. The couple, who have been residing in Munich since their marriage, will return to the United States this year.

1959

DR. ANN M. JENKINS has returned to Carleton College, where she has been a member of the music faculty (piano) since 1959, after a year in Vienna, Austria, on a Fulbright scholarship.

1960

KENNETH C. DONMOYER, G, minister of music in Rochester's Central Presbyterian Church since 1957 and the city's only full-time minister of music, was recently appointed chairman of the church music committee for the American Choral Directors Association.

1963

RODNEY SCHULLER is now director of music at Calvary Lutheran Church in Leonia, N. J.

Marriages

ALMA ESPINOSA to Dr. Klas Gegler of Germany, Sept. 12. The couple, who have been residing in Munich since their marriage, will return to the United States this year.

MEDICINE & DENTISTRY

1934

DR. L. SECORD PALMER has retired as director of the Chenango County (N. Y.) Mental Health Board and the Psychiatric Clinic.

1938

DR. ROBERT HENDERSON CROSS is the newly elected president of the Oneida County Medical Association. He is a general practitioner in Utica, N. Y., and past president of the Faxon County Hospital Staff.

1939

DR. WILLIAM W. STYLES, professor of public health at the University of California at Berkeley, has been elected president of the Military Government-Civil Affairs Public Health Society. The organization is an affiliated society of the American Public Health Association.

1945

Technology and Economic Develop-ment, a book published by Alfred A. Knopf, contains a chapter on food by DR. NEVIN S. SCRIMSHAW, professor of nutrition and head of the department of nutrition and food sciences at Massachusetts Institute of Technology. The article first appeared in *Scientific American.*

1948

DR. JOHN J. KELLY, JR., has been assigned the rank of research scientist at the Presbyterian Medical Center, San Francisco.

1951

DR. RICHARD H. WATSON has been appointed assistant in medicine at the Children's Hospital, Boston, and assistant in pediatrics at Harvard Medical School.

1953

DR. A. KURT WEISS (GM) has joined the department of physiology at the
University of Oklahoma Medical Center as an associate professor.

Dr. George P. Vennart received an alumni citation as Outstanding Teacher and Distinguished Scholar at Wesleyan University's recent Convocation in Honor of Scholarship.

Dr. Hugh Van Liew (GM), '56CM, is now an assistant professor of physiology at the State University of New York at Buffalo.

1955

Dr. Forest Kay Huntington, '31, is now associated with Dr. John C. Miller in the practice of internal medicine in Greenville, S.C.

1956

John S. Wiberg (GM) has left the division of biochemistry at the Massachusetts Institute of Technology to accept an appointment as assistant professor in the UR's department of radiation biology.

1957

Dr. Richard D. Gerle has been appointed associate in radiology at the Emory University School of Medicine.

1959

Births

To Dr. and Mrs. Richard B. Crawford (GM), a son, Kevin Bradway, Nov. 4.

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however, they are urged to complete work for their bachelor's degrees despite any crises which may arise in their countries while they are here. Armindo, for example, reports that every time he attempts to negotiate his return, he is told that he will be of far greater use in shaping affairs at home if he completes his studies first. He has no doubt that he will eventually go back, however, and plans to channel all the study, experience, and training gained at the UR in whatever direction they can be of greatest service to Angola when the proper time comes.

As Zarica reasons, "We are here not so much to help ourselves as to help ourselves so we can help our countries." He notes that in Mozambique 98 per cent of the population is illiterate and the number of college graduates is infinitesimal. "With the training and education provided by this program," he explains, "we will be able to hold key government posts when our countries achieve independence."

The students do not neglect their political commitments to independence while away from home. Last fall Zarica and Moses attended sessions of the United Nations for three weeks. Both helped to write papers presented by their delegations and Zarica addressed a UN committee. (Zarica is one of the founders of the Mozambique National Democratic Union and is now its chief representative in the U. S.; Moses is an executive member of the Southwest Africa People's Organization; Armindo belongs to the Popular Movement for the Liberation of Angola.)

The five students participating in the program are not the only foreign students currently enrolled in University School. There is Solomon Gidada of Ethiopia, who is enrolled in a pre-dental program. Taiwan is represented by Kwong-ming Patrick Lee and Mrs. Chiou Siun Chen, who met and married a graduate student here. Rafael Gonzalez of Costa Rica, who has a cousin working for a doctorate at the Eastman School of Music, is studying engineering.

Besides the students who will eventually return to their own countries, a number of people of foreign birth take part in the University School program. Some are enrolled in an English course for foreigners. Others take history courses which will help them pass their citizenship exams. Still others seek to augment the education received in their own countries so that they can eventually take degree-granting programs.

For all of these students, University School provides educational opportunity geared to individual needs, talents, and experience.

—CAROL N. HUESTED, '63