To the Editor:

I would like to congratulate you on the fine quality of "Rochester Review." It is informative and stimulating—just one more thing that makes me proud to be a member of the Rochester alumni.

Nancy Bult Rogers, '60
La Grange Park, Ill.

To the Editor:

Since alumni have frequently told me that the classnotes are the most interesting section of the Review, I was somewhat disappointed by the sparseness of the material in the recent issue...you and Harm Potter might consider having someone in each class responsible for sending in notes periodically. My own college alumni publication has just such an arrangement and the results, on the whole, are very good.

Arthur J. May,
University Historian
Rochester, N.Y.

To the Editor:

In one of your past issues I recall an article concerning experimental work with hyperbaric oxygen which is being conducted at the University.

I have been unable to find my issue of the Review and I'm very anxious to reread this article and would like to include it in a bibliography on hyperbaric oxygen which we are preparing in our nursing school... . .

Are extra copies of back issues available and if so, would it be possible to obtain one or two for our files?

May I take this opportunity to tell you how much I enjoy the Review. Your staff does an excellent job of keeping alumni up to date on the progress of all aspects of the University.

(Mrs.) Mary B. Fyles, '44, '45N
Columbia Memorial Hospital
Hudson, N.Y.

Editor's note: A few copies of recent issues of the Review usually are on hand, and will be cheerfully mailed to interested readers, without charge.
The separate worlds of art and medicine came together during this past season to produce an art exhibition of unusual interest—a showing at the University's Memorial Art Gallery of this country's first exhibition devoted exclusively to the tribal arts of Nigeria.

The show, "Traditional Art of Nigeria," grew out of an informal partnership between the University's School of Medicine and Dentistry and the Medical College of the University of Lagos, located in coastal Nigeria. Since 1962, when the Lagos college was opened as the first all-African medical school among the newly independent nations of Africa, several members of Rochester's medical faculty have spent varying periods of time, from months to a year, at Lagos, helping with the establishment and development of the new school. In the other direction, several Lagos doctors have worked and studied at the Rochester Medical Center.

Like all visitors in a foreign country, the Rochesterians have returned with souvenirs of their trip, in this instance, examples of the art and culture of Nigeria.

Because of the interest created in Nigeria as a country and as a center of significant primitive art, the Gallery assembled the exhibition and offered it as a tribute to an unusual partnership in medical education. The exhibition drew from the Rochester collections, and supplemented them with many of the most important pieces of Nigerian art in this country, lent by other museums and private collectors.

The traditional arts illustrated in the exhibition were produced to serve ancient religious beliefs and social practices reaching far back into tribal history. Even the more recent items were created in the old forms, made as replacements for objects destroyed by humidity or insects.

The oldest pieces were two bronze heads from the 15th and 16th centuries, examples of the court art of Benin, ancient capital of the Bini tribe. More recent works, primarily woodcarvings of the 19th and 20th centuries, included altars, staffs carried during worship, masks, and figures used in ancestor worship and other rituals. Also shown were secular objects—textiles, metalwork, pottery, and musical instruments. Photographic backgrounds showed the country these objects came from.

Many of the woodcarvings came from the collection of Dr. and Mrs. Harry L. Segal, acquired during two extended sojourns in Nigeria while Dr. Segal, who is clinical professor of medicine, was serving at Lagos. Mrs. Segal, an artist (and an alumna of the University, Class of '45), was one of the primary instigators of the exhibition, and assisted materially in its preparation by making available her extensive library and the results of her investigations in Nigeria.

About a thousand people—give or take a few—came to the Gallery on opening night of the exhibition's two-month run. Some of what they saw is recorded on the following pages.—Margaret Bond, '47
Part of the fun of an exhibition opening is meeting the people who made it possible. On hand for the opening of the Nigerian show were Mrs. Bernard N. Schilling (left), associate in education at the Gallery, who directed the preparation of the exhibition, Evelyn Buff Segal, '45 (next to Mrs. Schilling), and her husband, Dr. Harry L. Segal (right). A number of the woodcarvings in the show came from the Segals' collection, acquired during Dr. Segal's two tours of duty at the Lagos Medical College.

Guest of honor at the opening was Luke S. M. Osobase (left), Nigeria's consul-general in New York, who toured the exhibition in company with Harris K. Prior, director of the Gallery. The wooden figure that has caught their attention was made by the Ibo tribe of eastern Nigeria and was probably used in rites of ancestor worship.
A section of the show was devoted to samples of contemporary crafts—weaving, pottery, and metalwork—borrowed from the Rochester collections. Like the ritual objects, these secular crafts follow inherited patterns handed down through the centuries, and are richly inventive in color and design.

Colorful Nigerian textiles were much in evidence, adorning ladies as well as hanging on the walls. Among those wearing them were Miss Harriet Elwood (second from left), one of the lenders to the exhibition, and Dr. Oyin Elebute (right), of the Lagos Medical College, who is doing research here in the Department of Physiology under the exchange program. With them are Dr. Elebute's husband, Dr. Emmanuel Ade Elebute (second from right), Senior Buswell Fellow in the Department of Surgery, and the Nigerian consul, Luke Osobase.
Also among the Lagos doctors present was Dr. Ishaya Audu, who is spending the year at the Medical Center as visiting research associate professor of pediatrics. Opening night guests included Medical Center people involved in the exchange, Nigerian students at the University, and hundreds of art-minded Rochesterians, members of the Gallery.

It was understandable that Dr. and Mrs. William D. Lotspeich should display more than passing interest in this length of "wax print" cloth made by the Yoruba tribe. It's theirs, lent for the show. Dr. Lotspeich, chairman of the Department of Physiology, was among Medical School faculty members who contributed exhibits. Others were Dr. Albert B. Craig, Jr., and Dr. Franklin W. Hegness, both associate professors of physiology; and Dr. James G. Zimmer, senior instructor in preventive medicine and community health.
African Odyssey

A flat tire in lion country in the dead of night... an unexpected day at the Acropolis... and a chance to play the only harpsichord in East Africa are among the highlights of a recent three-week odyssey by John La Montaine, '42E, visiting professor of composition at the Eastman School of Music.

The Pulitzer Prize-winning composer spent the Christmas holidays recording sounds of birds and animals in the African wilderness—the raw material for a forthcoming orchestral work commissioned by the Koussevitzky Foundation. Armed with portable tape recorder, pencil, and paper, La Montaine journeyed through some of the wildest and richest lands in the world in search of material for his new work, tentatively titled “De Rebus Naturae” (Of the Things of Nature).

His trip into the bush began at Kampala, Uganda, where he spent Christmas Day with a former roommate—E. Lee Fairley, '39E, '41GE—and his family. Fairley, a cellist, is now a representative of the United States Information Agency—and the owner of the only harpsichord in East Africa. “Lee’s wife fixed us an old-fashioned turkey dinner with all the trimmings,” La Montaine recalls. “Later we dug out some Bach and Handel sonatas for a little after-dinner music on the cello and harpsichord—a delightful evening of chamber music in the heart of Africa.”

The next day the composer and a native driver headed toward the Congo border in a hired car. Their first stop was to be a lodge near the Kazinga Channel. “We left Kampala at 6 p.m. on what is normally a five-hour drive.

John La Montaine, whose African adventures are chronicled in this article, holds a B.M. degree from the Eastman School, where he served as visiting professor in 1962 and again this year. He received the Pulitzer Prize in Composition in 1959 for his Concerto for Piano and Orchestra, which was commissioned for the National Symphony Orchestra under an American Music Center grant from the Ford Foundation. In 1960 he was commissioned by the Philip M. Stern Fund to compose the overture for President John F. Kennedy’s inaugural concert. His many awards and commissions include Guggenheim Fellowships in 1959 and 1960, the Rheia Soulard Chamber Music Award in 1961, and commissions from the Koussevitzky Foundation, the Columbus Symphony Orchestra, and other major organizations. In 1962 he was composer in residence at the American Academy in Rome.
Unfortunately, the driver got lost, and we drove for eleven hours through the wilderness—including a detour through a copper mine.

"The roads became fields of rock, and the driver was so tired he could hardly steer. Finally we tried to sleep in the car. When day broke, we looked out and saw the lodge—only a half-mile away."

On the Kazinga Channel ("an ornithological paradise"), La Montaine set up his recording equipment in a natural basin formed by three rolling hills. "While I was arranging the equipment, I heard some low, grumbling noises," he reports. "When I peered over the embankment, I saw two elephants about 40 feet away. Soon they were joined by a third. The trio just stood at the water's edge making family-type sounds. It was really quite pleasant. . . . Then I left the microphone and wandered along the shore. The sounds from the hills were amazing—clucks, goos, gurgles, whistles, and screeches."

La Montaine's next stop was Ishasha, on the Congo border, where he caught his only glimpse of lions. In Ishasha he felt the full majesty of the rhinoceros. "Everywhere I went I set up the tape recorder and briefly described what I saw. On this occasion I was quite far from the car and quite close to the rhinoceros—and much too nervous to say anything more than 'I am now within a few feet of a rhinoceros. . . . a rhinoceros. . . . a rhinoceros. . . ."

From Uganda, La Montaine traveled to Nairobi, Kenya, where he made a radio broadcast for the Voice of Kenya. The station also broadcast tape recordings he brought with him of a recent composers' forum given by Eastman School students.

With Nairobi as a jumping-off point, La Montaine again headed into the bush. On Crescent Island in Lake Naivasha, north of Nairobi, he recorded the morning, noon, and evening sounds of the island's bird life, which reportedly includes one-twentieth of the world's bird species.

From Crescent Island, he returned to Nairobi. Then, accompanied by a Scots driver, he turned south into Tanganyika toward Mount Kilimanjaro. In the middle of the night, as they drove through the heart of a big game preserve near Kilimanjaro, the car had a flat tire. "The silence was absolute," the composer recalls. "When I was lost near Kazinga Channel, there were all sorts of noises—much the same as night sounds in this country—but in the game preserve it was so quiet I could hear my own heartbeat.

"We put on the spare tire, and that was flat, too. Next, we got out the pump, but that was broken. Then we tried to sleep in the car. At three in the morning a truck came along. Its occupants spoke only Arabic, but my driver knew the language and enlisted their help. We arrived at our destination at about 3:30 a.m."

Two hours later, La Montaine was up and bound for
An enthusiastic teacher,
La Montaine is serving this year
as visiting professor of composition at Eastman.
Photographs were taken during one of his seminars for
advanced students. Although he is best known as a composer,
La Montaine is an accomplished pianist, served for
five years in that capacity with the NBC
Symphony under Arturo Toscanini.

Ngurdoto Crater between Kilimanjaro and Mount Ameru. When he reached the crater—one of the finest
sources of nature sounds he encountered on the entire
trip—he discovered that his tape recorder was broken.
However, with the aid of pencil and paper—and memory
—he captured an abundance of morning sounds while
watching a herd of some 30 elephants.

After returning to Nairobi, La Montaine flew to Jeru­
salem. From there he was scheduled to visit Istanbul, but
because his flight ticket was the same color as the ticket
to Athens, he inadvertently boarded the wrong plane.
“As a result, I had an unexpected day at the Acropolis,”
he explains. “Fortunately I had been there before, so I
could make the most of my visit. This time I found the
most marvelous restaurant—no tourists, no English
spoken.”

After a brief stay in Istanbul, where he made another
broadcast for the USIA, he returned to the United States.

For John La Montaine, his African adventure was the
logical extension of an idea that had its roots on a
farm in the civilized environs of Mt. Kisco, New York.
While visiting friends there, the composer awoke one
morning to the sounds of thousands of birds in an
immense maple tree outside his window. As he listened, he
started to analyze the complex trills and calls.

From this beginning, La Montaine went on to gather
additional source materials wherever he could find them:
forests, mountains, seashore. From these came his “Birds
of Paradise” for piano and orchestra, which was first per­
formed last April by the Eastman-Rochester Symphony
Orchestra under Howard Hanson.

La Montaine’s research and experimentation with
sounds of nature developed from a musical philosophy
unusual among contemporary composers. At a time when
 electronic music is considered the province of avant garde
composers, La Montaine has chosen an area that has
been only superficially explored—and generally discarded
—by most serious composers. His reasons are simple:
Western music, he believes, is basically an ingrown
art. “From the earliest composers, there is a continuous
line of development and refinement of techniques. This
progression from generation to generation is unbroken;
there is no such thing as the lone creator.

“Among the arts, music is unique in that it almost ex­
cludes the world of nature. The little that has been done
to recreate natural sounds is considered almost disreput­
able, a mis-step from the path of ‘pure’ music.

“Yet the musician, in his search for novelty, thus far
has overlooked the fresh, unsullied sounds of nature—
the real sounds, not simplified and vulgarized versions
of them.

“Today the art of musical notation has become so
precise that we can capture almost exactly some of
nature’s true utterances.”

What does La Montaine propose? “By looking to na­
ture, I hope to find entirely new models from which to
work. Conceivably the sounds of nature can give new
vitality and strength to the art of musical composition.”

About his African journey he says, “I’ve gathered
enough material for a lifetime, but I’d like to spend more
time in Africa, to talk with and hear African musicians.”

After this school year, he will live in California, where
he plans to work full time on his forthcoming composi­
tion.

After that? “Next year I would like to go to Brazil and
New Guinea. Except for the Congo, they have the deepest
jungles in the world. . . .”
Professor Bernard A. Weisberger is chairman of the University's Department of History and the author of several books on American history. Refuting the notion that the serious scholar cannot write for the layman, he is the author of two volumes in the LIFE History of the United States: "The Age of Steel and Steam" (covering the period from 1877 to 1890), and "Reaching for Empire" (1890-1901). From the latter, Rochester Review reprints, in somewhat condensed form, a chapter on the intellectual climate of post-Civil War America.

As industrialism worked its changes in American society in the quarter century after the Civil War, it left visible evidence of its progress on the very face of the land. By 1890 an observer could see the modern world in such things as electric lights gleaming on asphalt-paved streets, or oil-laden barges chuffing down a river where birchbark canoes had ridden high and light less than a lifetime ago. Less visible were other alterations, no less portentous. The intellectual foundations which supported American life were changing, and some were disappearing as surely as the buffalo.

The average citizen, however, believed that his social order was the world's best and his political system its wisest. The growth of the United States under freedom was proof of this, and the preservation of the nation from disunion in 1861-1865 reinforced that proof (to Northerners, in any case). The future would be ever richer, more spacious for each new generation.

This tight, comfortable little cosmos was founded on revealed religion, natural law, common sense, and idealism. God had chosen the American people and made them the special custodians of His moral truths. The natural universe ran on timeless and regular principles. Man could comprehend them, and in applying them to practical problems had created awesome new mechanical servants. The onward march of the mind was matched by a growing purification of life, for each man had in him a spark of divine purpose.

It was all put very well in a novel published in 1867 by John W. DeForest, a New England veteran of the Civil War, who had one of his characters observe that slavery must be gotten out of the way "like any other obstacle to the progress of humanity. It must make room for something more consonant with the railroad, electric-telegraph, printing-press, inductive philosophy, and practical Christianity." There was a good deal of inconsistency in this valiantly optimistic creed, but it was well fitted to a bustling and growing country in the half century before the Civil War.

Postwar intellectual developments gave these concepts a hard buffeting. It had been possible to tame the older, scientific skepticism of the 18th century and reconcile it with piety and hopefulness. But now, suddenly, science was asserting that man was simply a high-class

*Reprinted with permission of TIME-LIFE Books from the LIFE History of the United States, Volume 8, by Bernard A. Weisberger and the Editors of LIFE (c) 1964 Time Inc.
animal, a form of life, and that all forms of life were constantly changing in response to inexorable laws. There was no longer Man, or Mankind; there were only men, differing from time to time and place to place as did cattle or trees.

The villain in the piece—or the hero, depending on individual preference—was Charles Darwin, with his doctrine of natural selection. The crude, shorthand formula for stating his electrifying theory of evolutionary change was the four-word catch phrase: survival of the fittest. However, it was not Charles Darwin who coined the phrase always associated with his name, but Herbert Spencer, a philosopher with an encyclopedic mind and the tidy instincts of an engineer (which he had been). In the early 1850's Spencer was already developing the idea that the struggle for survival was a stimulus to human advance. When his work *Synthetic Philosophy* later appeared, its attempt to unify all human knowledge in the light of the struggle for survival brought him extraordinary acclaim in the United States. In good part this was due to the labors of a number of disciples, most notably a prolific scholar-at-large named John Fiske. By the time Fiske and other Spencerians and Darwinians finished adapting the master to American tastes, however, they had worked some curious changes in the original texts.

Some discussion of Spencer's ideas is indispensable to an understanding of his hold on the American mind. Spencer taught that the evolutionary processes of struggle, survival, and selection were applicable to human institutions, too. The same general law which explained the disappearance of the dinosaur and the appearance of the long neck of the giraffe could also explain the emergence of the institutions of modern capitalism.

The laws of social development, said Spencer, were immutable and not to be tampered with except at the peril of the land that tried to interfere with the inscrutable ways by which "fit" institutions and individuals thrived and reproduced themselves. Moreover, the free and civilized individual was a highly complex and specialized product of the evolutionary process, which always tended from the simple toward the complex, from the homogeneous toward the heterogeneous. Historically, the direction had always been from the simple pagan, indistinguishable from his superstitious fellow tribesmen, to a marvel of individual tastes, choices, habits and perceptions—like, say, Herbert Spencer. It was essential to the untrammeled working of evolution that the freedom of this individual be safeguarded against the group.

It was the task of the state, in fact, to observe the struggle without hindering the strong or assisting the weak, interceding only to protect individual freedom from assault by others. Spencer thus became, from the early volumes of his *Synthetic Philosophy* until his death in 1903, the archprophet of *laissez faire*. He even opposed
public schools and postal service. This was sweet music to the many Americans who had long been willing to admire and encourage the rugged individualist.

On the other hand, Spencer held that metaphysics and theology were fields in which learning could only come to a dead end. Much could be learned by observation and comparison of various states of matter and energy, but once speculation turned to such questions as what first cause had created matter and energy, it became a profitless quest for the “Unknowable.”

This view was somewhat arid for most Americans, reared in a tradition of belief in a Higher Power that took care of them. Fiske, among others, rectified the omission. Although he had stopped believing in the God of his New England ancestors before his freshman year at Harvard, he could not dismiss Him as airily as had Spencer. The slow process of mutation in time, he decided, was part of “the orderly manifestations of a Divine Power.”

What was more, Fiske said, man was not merely a species of animal who would have his brief hour. Man was still the chief end of creation; indeed, “in the deathly struggle for existence which has raged through aeons of time,” Fiske wrote, “the whole creation has been groaning and travelling together in order to bring forth that last consummate specimen of God’s handiwork, the Human Soul.” With God and the soul restored, evolution was acceptable to the spiritual descendants of Cotton Mather and Ralph Waldo Emerson.

Through dozens of lectures, encyclopedia articles and volumes on everything from archeology to zoology, Fiske and others popularized this version of a Spencerized “social Darwinism.” Certain articulate spokesmen for business took to Darwinism with glee, for it was obvious that if nature allowed only the fit to survive, then likewise the firms which outlasted their enemies in the jungle of competition were the chosen of evolution.

Like America’s churchmen, who refused to permit God to be banned from the new universe revealed by science and the machine, America’s professional scholars refused to give up the national faith in purposeful activity and self-improvement. This faith in self-perfection was at odds with the thinking of some of Darwin’s and Spencer’s disciples who extolled determinism, the philosophy that whatever befalls man is fixed in nature and beyond his control. But determinism was too much for 19th century Americans to swallow, even when it was temptingly labeled “modernity.” By the 1880’s new voices were being raised in defense of the proposition that evolutionary studies made man even more responsible for his destiny than he had been before the 19th century.

Many of these new viewpoints were expressed by professors who specialized in a relatively new area, graduate study. The term was indicative of the growing pains then being felt by universities. There was a great expansion of knowledge, particularly in the sciences. Higher education began to go beyond the traditional four years of recitation, themes, translations, debates, hazing and high jinks. After the Civil War, faculties of medicine and law in older centers of learning had become better organized and adopted higher standards. Moreover, facilities for post-college study in areas outside medicine, law, and theology started to appear.

In 1861, Yale conferred the first American degree of Doctor of Philosophy. Harvard created a graduate school in 1872, and in 1876 Johns Hopkins University opened its doors. Most of the Hopkins faculty had been trained in German universities, then at the zenith of their reputation for promoting new research (and awarding advanced degrees) in the natural and biological sciences, linguistics, law, philosophy, comparative government, economics, and many other subjects whose very names were strange to American academic life. Hopkins soon became a superb graduate school, sending forth young men in proud possession of the new and foreign-sounding doctorate in philosophy. Among them were a political scientist named Woodrow Wilson, a philosopher and future educator named John Dewey, and a stream of others who would one day direct hospitals, make laws, sit in embassies and presidential Cabinets, and lead still other universities in the spirit of the new age.

Other new universities rose during this period. In them, as in older centers like Columbia, Princeton, Pennsylvania, in the state universities of the old Midwest such as Wisconsin and Michigan, and in the new tax-supported universities rising in the Plains and Rocky Mountain states, a great change was under way. For in place of the older methods of training by practical experience, the universities now provided professional and advanced training in mining, engineering, public health, education, and related fields. Research crowded rote learning to the side. Inquiry in seminar and laboratory, rather than the transmission of established verities, became the business of a teacher.

It was in such an atmosphere that scientific ideas were harnessed to optimism and activity. A few names chosen almost at random can suggest the depth, intensity, and duration of the intellectual drives which everywhere broke through the defenses of the status quo. There was, for example, Lester Frank Ward, a six-foot Illinoisan and onetime Union soldier who worked for years as a government geologist in Washington and filled his leisure with brisk walking expeditions and the reading of books in many languages. Ward became one of the exponents of the new science of sociology and finally, in 1906, received a chair in the subject at Brown University.

Like Spencer and his followers, Ward accepted the notion that society was an “organism,” passing through
evolutionary stages of change. These stages could be defined and understood by a detached and dispassionate study of society's institutions (churches, schools, governments, professions) as they related to each other. All such institutions were adaptive mechanisms, designed to function in certain ways, and they could be expanded or discarded, depending on their success in adapting to change. But unlike Spencer, Ward refused to admit that mankind itself was helpless to direct such alterations, and he denied that all change was the inevitable result of the struggle for survival. Man, said Ward, had always acted upon his environment, through invention. He had not survived solely through natural causes. In parts of the world locked for three to five months in winter snows, thin-skinned and furless man had reached his highest level of civilization thanks to fire, clothing and houses—all products of "art, the wages of thought—fruits of the intellect."

According to Ward, a philosopher who sat by a warm fire on a winter's night and wrote "on paper with pen and ink in the arbitrary characters of a highly developed language" was simply ignoring the real circumstances of his existence if he asserted that civilization was "the result of natural laws, and that man's duty is to let nature alone." Civilization advanced by protecting the weak, increasing the food supply, sheltering the helpless, reducing dependence on the whims of nature. Someday, Ward predicted, man would recognize that nature was passive and man active, that social institutions could be molded in accordance with knowledge about their ability to fill his needs. Then a true "human stage of development" would be reached.

There were those in other fields who, like Ward, accepted the idea of man as a creature of environment but claimed that the environment could be both studied and shaped toward chosen ends. (It was generally assumed by all social evolutionists that as man advanced in evolution, his ends would be more ethical.) Ward published his first book, Dynamic Sociology, in 1883. Two years before, Oliver Wendell Holmes Jr., had published The Common Law, the burden of which was that legal principles were not eternal and reachable by reasoned deduction, but changed in response to the changing aspirations of societies over the centuries (and could again do so). Or, in Holmes's own words, "the life of the law has not been logic, it has been experience."

In 1885 a number of young professors of economics met to form the American Economic Association and to issue a statement of its principles. Until then, as one of them remembered, economic study had been confined to the study of "the nature of wealth and the laws which govern its production, exchange, and distribution." Richard T. Ely, child of Connecticut Yankees, educated at Columbia and in Germany, and then teaching at Johns
Hopkins, objected to this definition because it singularly ignored the presence of man, who, it would seem, was simply an instrument by which wealth was created, not the end for which it existed. According to classical economics, competition was the magic force that would automatically bring into harmony all the relations that existed among men struggling to make a living. Therefore, any efforts to substitute man-made regulations for competition were futile.

Ely and his equally youthful colleagues from Johns Hopkins, Cornell, Columbia, and elsewhere would have none of this. They said goodbye to laissez faire. The principles that their American Economic Association adopted in 1885 boldly announced that the state was “an agency whose positive assistance is one of the indispensable conditions of human progress.” Since economics itself was “still in an early stage of its development,” the group looked to “historical and statistical study of actual conditions of economic life for the satisfactory accomplishment of that development.” They thought that economic transitions could be managed through the medium of a trained bureaucracy such as that emerging before their admiring eyes in Germany. Actual conditions were the subject of scrutiny, and the laws of competition could, presumably, be relegated to histories of economic thought. Yankee humanitarianism and Prussian efficiency might, somehow, be wedded under the approving eye of scientific economics.

Eleven philosophers, cloistered in their campus studies, were stirred and came out of the misty regions of metaphysics to take a hand. Early in the mid-1870’s William James was arguing that Spencer was wrong, that his theories did not explain the mysterious processes which produced the countless variations in nature from which the fittest were selected. James preferred to ignore grand schemes of synthetic philosophy which would make all history scientifically foreordained; he wanted rather to see how the individuals who had been selected by the evolutionary process interacted with their immediate environment. Such a study, he believed, would reveal the fact that the unique individual actually modified his surroundings. To his followers, these ideas demolished the argument for sitting back and permitting the struggle for survival to go on without individual efforts to improve on nature’s handiwork.

In due time John Dewey (born in 1859, the very year of publication of Origin of Species), came along and overturned the educational world with a variation on Jamesian pragmatism. A stubborn Vermonter who wrote hard, knotty sentences, Dewey had a Vermonter’s absolute unwillingness to take anything for granted or admit that one man might be better than another. Eventually, he came to see the mind itself as an instrument for solving problems presented to man by his surroundings. As soon as it learned enough to cope with the problems which it chose to meet, the mind had in effect altered the problems. New puzzles then arose, and the cycle began again. Mind and knowledge were not stable; the mind was not a pitcher into which knowledge was poured. They were both constantly interacting with each other: mind (the organism) and knowledge (the environment) were in constant, shifting balance. Thus was evolutionary theory applied to education, though Dewey’s influence was not felt until the very end of the century, with the 1899 publication of his School and Society, and it remained for later generations to adapt, interpret, misinterpret, and debate his teachings.

In medical sciences the fruits of the new, experimental and critical methods of investigation were soon seen in the conquest of epidemics and the spread of the lifesaving discoveries of a Pasteur or a Koch. In physics and chemistry, invention marked the progress of knowledge; the layman who did not understand theoretical electromagnetic studies understood at least that change had overtaken him when he first saw a floodlight or heard a phonograph play. But the impact of the new studies in economics, sociology, and jurisprudence was delayed for a time until a generation of men emerged from the colleges and won election to public office. There they could put the new studies to work in the service of old and new ideals.

By the 1890’s, then, these men and many others had made their mark. They had fought their battles with the conservative heirs of Darwin, sometimes using the same terminology as their enemies, sometimes inventing new words and concepts, but always insisting that science, rightly understood, left men plenty of room in which to make themselves a new environment. Historians plunged into the comparative study of ancient legal and communal systems, and some professed to see the roots of the town meeting in the ancient tribal rites of the German forest. Political scientists made intensive studies of democratic institutions in modern, centralized nations. Economists applied statistical and historical yardsticks to the question of how a high or low tariff would increase the supply of goods available to a nation or thought about what guideposts of rate making could be set up for a railroad system so as to keep it running with adequate returns to investors and services to customers.

Conservatives continued to argue that regulation was the sure road to ruin; and both standpat and reform-minded social Darwinists, looking beyond the boundaries of the United States, also came up with some notions about higher and lower “races” that were to be of considerable consequence in the politics and warfare of the late 19th and 20th centuries. No issues were settled for good by the turn of the century, but American intellectual life had undergone a revolution.
A PSYCHOLOGIST’S VIEW:
THE CHILD WHO IS UNHAPPY AT SCHOOL
by Vivian T. Harway, '52G

Dr. Vivian Harway, who holds a Ph.D. in psychology from Rochester, is a lecturer in special education at the College of Education and a clinical associate in psychiatry (psychology) at the Medical School. She is the director of the University’s Institute on Social and Emotional Problems of the School Child, which was established by the College of Education in 1962 for area school personnel, and serves as editor of the Institute’s proceedings. Her article is adapted from a paper given at the initial Institute and published in its proceedings last year.

“The golf links lie so near the mill
  That nearly every day
  The laboring children can look out
  And see the men at play.”

These biting lines, written by Sarah Cleghorn in 1915, were intended to illuminate the shocking truth that many children of that day did not go to school at all. Today we have reached a point in human knowledge and sophistication where we are concerned with children who are looking out of a different set of windows. Yet they are no less pathetic because they happen to be looking out of school instead of mill windows, and they are no less a social problem even though they receive many benefits denied their forebears.

These children are in school, but they are unable to function effectively or to benefit fully from this experience because they are “emotionally disturbed,” they are “emotionally maladjusted,” they have “emotional handicaps.” Whatever term we use, it boils down to the fact that between 10 and 30 per cent of our children (depending upon whose statistics you happen to read) are unhappy in school and feel at odds with that segment of society represented by the school.
Our concern with these children is realistic. We are not “coddling” them by calling attention to the increasing number who fail to profit fully from our educational system. Today’s technologically oriented society makes increasing educational demands on our children; those who cannot fit into the school situation are poorly equipped to find a niche in our modern, high-pressure adult world.

Who are these children and how can we recognize them? For many, this question may conjure up an image of a specific child who seems to epitomize emotional disturbance: possibly an eighth or ninth grade boy who is quarrelsome, hard for other children to get along with, resentful, irritable, inattentive, possibly confused, continually making alibis for poor or incomplete work . . . perhaps a younger child, whose IQ suggests above-average intellectual potential, but whose basic skills—in reading and arithmetic, for example—fall one or two grade levels below our expectation . . . or the frankly delinquent child whose acting out of emotional conflicts brings him into a direct clash with our recognized institutions.

In any case the individual pictures which come to mind will be varied. Maladjustment is a fluid medium. It occurs on a continuum from minor emotional response to a temporary traumatic situation to profound and prolonged disturbance which seems to exist and to perpetuate itself almost independently of the external environment. It takes different forms at different ages and at different socio-economic levels. It may manifest itself differently in boys and girls. But, fluid or not, it must be defined and our concept of it must be solidified if we are to attempt to manage and control it.

Briefly, we are concerned with the emotional problems of school children—and why some children adapt well to the school situation while others appear traumatized by it. We must focus on the school, not because this is where such problems necessarily originate, but because this is where so many of them become noticeable. There is no discounting the overwhelming importance of early experiences and early patterns of family relationships on the nature and direction of the child’s personality development, or the necessity, where possible, of learning pertinent facts about the child’s early history. But many children work out a modus vivendi within the family structure, where atypical behavior may be tolerated or even fostered to gratify the emotional needs of parents who themselves have problems. Moreover, they develop this modus vivendi within the relatively low—or predictable—stress of the home. During the early years, however, children develop varying abilities to tolerate stress as well as varying capacities for independent action. Thus, for many youngsters, the school provides the first encounter with a new and unfamiliar kind of environmental stress in which the flaws in early training and experience begin to manifest themselves. Such stress or “crisis” points are most likely to occur when a child enters school, or when the school demands more independent learning (for example, when he enters junior high school), or in adolescence.

The school, then, is not the cause of the disturbance, but the culture medium within which the disturbance may flourish. As indicated above, the school may precipitate the disturbance simply by being the first institution encountered outside the shelter of the home—an institution which makes demands for organized, relatively independent behavior, which forces the child to try out his skill in relating to adults and peers in a variety of new tasks. Secondly, the school may catalyze maladjustment in a situation where a child’s cultural and socio-economic background differs markedly from that of the rest of the class or of the teacher and a feeling of alienation and isolation is created. And third, the school may place the child in a position where unacceptability of behavior is confused with unacceptability of the individual, so that the misbehaving child is made to feel that he, rather than his behavior, is unacceptable to the group.

(I am omitting specific situations such as overcrowding, incompetence, interference of the teacher’s own emotional concerns with his ability to relate to pupils, conflicts within various administrative levels, sudden budgetary cuts, etc. Such factors clearly are never to the advantage of the educational process, and only compound those problems of adjustment which are our concern here.)

I have noted that behavior indicative of emotional disturbance occurs on a continuum. It is important to delineate both the inner and outer limits of this range and the various stages within it. This is not easy. Particularly in establishing the “inner” limits do we tread on thin ice and sensitive toes, for there is no clear-cut line of demarcation between “normal” and “disturbed” behavior. At times all of us manifest disturbed behavior in response to the stresses of life. It is important that those observing and categorizing the behavior of children in school know enough about child development to be able to recognize behavior which, though difficult, is appropriate to the age level. It is also important to be able to recognize behavior which, while non-conforming, is used by the child as a means of establishing and exploring individuality.

Similarly, behavior which is normal and appropriate to the individual sub-cultural group, but not to the school’s milieu, must be distinguished from personality disturbance. For example, children raised in a slum culture where many families are loosely organized—and where the placement of children in foster homes and the moving back and forth from home to foster home to another foster home is not unusual—tend to form relatively shallow relationships with parents, siblings, and
friends. Such children may appear maladjusted because of their inability to relate warmly to teachers or classmates. Actually, in many instances they reflect the values of the sub-cultural group within which they live, a group which places little value on close emotional ties between individuals and considerably greater value on numerous, relatively tenuous ties.

A number of studies suggest that the specific form which maladjustment takes is determined in part by the individual’s socio-economic and socio-cultural level. Within less privileged groups, the disturbance tends to take the form of openly aggressive behavior—the acting out of conflicts and overt warfare against social forces which are resented. This contrasts with the type of disturbance found in the child from a relatively high socio-economic level. The latter gives evidence of more internalized conflicts centering on uncertainties and reactions to internalized pressures. But because this type of disturbance is effectively concealed by the child’s apparent mastery of stereotyped social patterns, he tends to be rated by teachers as better adjusted than the youngster from a less advantaged milieu. Nevertheless, when his disturbance does break through, it is more likely to be severe and may be characterized by bizarre and unpredictable symptoms.

Not all behavior that is “different” is ipso facto pathological. The current trend is toward greater conformity in patterns of thinking and behavior among American children: and it is probably true that many children who would have been regarded as “rugged individualists” in the period when such individualism was valued might be inappropriately regarded as problems today. A comparison of school children’s scores on an attitude and opinion survey taken in 1936 and 1961 showed extremely low agreement and much independence of attitude among the Depression-spawned group and 75 to 80 per cent agreement within the later group. It is important that the independent thinker—the child who adopts a different belief or principle or who does not choose easy conformity for the sake of acceptance—be differentiated from the truly disturbed.

Most studies on recognition of emotional disturbances in children discuss the effectiveness of the teacher as “screener.” In the earliest of these studies (1928), the behaviors rated by the teachers as indicating serious maladjustment bore little or no relationship to ratings made by experienced clinicians. Teachers stressed such problem behavior as dishonesty, disobedience, disorderliness, failure to learn, and sexual concerns, in contrast to the clinicians’ emphasis on problems of withdrawal and immaturity. In contrast, similar studies in the 1940’s and 1950’s show increasing agreement between the ratings given by mental health workers and by teachers, although teachers continue to manifest more concern (and logically so) with overtly aggressive behavior than with more introjective aspects of maladjustment.

An excellent series of studies in the California public school system has explored the possibilities for early identification of children with emotional disturbance. The purpose was to predict those school children who would be markedly handicapped by emotional problems as adolescents or adults. Emotional handicap was defined in terms of emotional behavior in school; emotionally handicapped children were defined as those who, in terms of visibility to their teachers, demonstrated one or more of the following characteristics to a marked extent and over a period of time:

1. They have an inability to learn which cannot be explained by intellectual, sensory, or health factors. (Almost every study of emotional disturbance in school children lists the tendency to underachieve as one of the most striking characteristics of an emotionally handicapped child. This is one of the first things that become apparent to the schools, both because achievement tests are widely used and because the teacher is primarily concerned with achievement and picks up the non-learner faster than any other type of disturbed child.)

2. They are unable to build or maintain satisfactory relationships with peers and teachers. Such children generally are more apparent to other children than to the teacher, whose concern with a large group may eclipse her concern with one child who is not forming good relationships.

3. They show inappropriate types of behavior or feelings under normal conditions. Frequently this is “sensed” by the teacher and by other children, rather than actually being perceived.

4. They have a general pervasive mood of unhappiness or depression.

5. They tend to develop physical symptoms, pains, illnesses, or fears associated with personal or school problems.

This screening technique effectively identified the known emotionally handicapped children in 87 per cent of the cases. In addition, other cases of less obvious
emotional disturbance were brought to light and thus became available for study.

Let me stress my conviction that such screening techniques must be just that: picking out from the mass of children in the school those whose academic and interpersonal difficulties are such as to tip the scales on some of the group indices. At best, a screening process is general and should serve only as a preliminary to further study. (Any screening process is bound to turn up more than a few "false positives" whose scores are affected by such transient things as a runny nose or failure to comprehend directions or playful capriciousness with the screening instruments.) Moreover, screening must be followed by intensive, individual diagnostic study to determine more exactly the nature and the degree of severity of the problems revealed. It is dangerous to initiate screening without the support of a complete diagnostic team; it is equally dangerous to screen without planning for follow-up procedures once the problems are identified.

A host of problems are raised by the questions of how, when, and why the school should intervene. The process of identification and individual study, no matter how discreetly carried out, is bound to influence the child's life and that of his family. Singling out for psychological and psychiatric consultation a child who may already be seen as different, odd, or queer cannot fail to alter classmates' and even teachers' perceptions of him. Interviews and tests may be pleasant, even fun, but they may also awaken or mobilize barely slumbering anxieties or disrupt self-images which already were hazy or negative. If we thus rub the wounds, we also have the responsibility of taking some steps to salve them. Embarking on the process of early identification leads us immediately into the process of intervention and we have to get further in or we have no business being there at all.

Essentially the screening approach interferes in the child's life at a point where he may not be in direct difficulty with the school, the law, or society. In attempting these steps we are motivated by our recognition of the social and economic advantages, both for the individual and for society as a whole, in preventing delinquency and emotional disturbance before they become serious and their effects become irrevocable. This is an excellent motive; however, concern has been expressed over the possibility that such an approach—and perhaps even such a motive—may represent an unprecedented encroachment on individual rights.

Do we know enough about conditions which predispose to emotional disturbance and antisocial behavior (as we do about the causes of smallpox, polio, diphtheria, etc.) so that we can feel reasonably confident about preventive action? The answer is a qualified "yes," provided we make use of all we know. At this point we know
enough about personality development to make a valid
diagnosis of a mild or less obvious disturbance after
thorough individual study. Even the most thorough study
is much less costly than treatment; and minor or latent
disturbances are much more amenable to corrective ap­ proaches than are profound disturbances.

Preventive mental health programs, regardless of their
nature, require implementation of mental health
facilities in the school and increased facilities for counsel­ ing. How effective are such programs? The evidence is
sparse. An evaluation of various types of programs de­ signed to prevent juvenile delinquency (reported in a
publication of the Children's Bureau) indicates that a
promising start has been made; but it indicates also that
new measures must be devised to meet children on their
own ground, so to speak, and to adapt intervention tech­ niques to the needs of the special area and groups for
which they are intended.

One approach is that typified by the Higher Horizons
Program in New York City or the Banniker District pro­ ject in St. Louis. Aimed at the cultural upgrading of
children in deprived areas, these studies have yielded
results which are astonishing in their magnitude. In the
Higher Horizons Program, for example, 39 per cent
more of the pupils exposed to this program of total, in­ tensive educational stimulation finished high school than
did previous classes from the same junior high school.
And three-and-one-half times as many of them went on
to post-secondary education. Significant gains in median
IQ scores on group intelligence tests also were reported.
Third graders whose reading comprehension was re­
tarded by seven months at the start of their participation
in Higher Horizons were retarded by only one month
after a year in the program—a dramatic reversal of the
usual trend in such cases.

A 1954 report describing a preventive mental health
program in several St. Louis schools provides an inter­ esting footnote. In the 1954 program, which was conducted
in schools in different sections of the city, group therapy
discussions were held with mothers of children who were
identified as emotionally disturbed. The sessions were
successful in the middle class white districts, but not in
the Negro schools—not even the "better" ones. However,
the St. Louis Banniker District project—which involved
educational and social enrichment in a deprived neigh­ borhood, and which was especially designed to meet the
district's needs—was amazingly successful.

All of this indicates that there are no pat solutions to
this problem. Once the screening and diagnostic follow­ up have identified children who need help, the kind of
help offered will depend largely on the needs and facilities
of the community.

Some people find it difficult to think of mental health
intervention in terms other than psychotherapeutic; but
this, I believe, is not the concept which schools should
espouse as their primary approach. Schools should not
abrogate their educational responsibilities in the face of
pressures to become therapists.

Any program that has as its goal the provision of a
positive milieu within which learning can take place is
a preventive mental health program. Thus, a school sys­ tem's study of techniques of classroom management and
motivation which reduce competitive pressures might
be an appropriate step. In some schools it may be feasible
to set up special classes for children who clearly do not
profit from the regular classroom and who hold back
others; for such children, the smaller, less demanding
special class, under a teacher who is aware of their indi­ vidual needs and problems, can be helpful. In other
schools it may be advisable to set up a program of dis­ cussion groups with parents of children who are identified
as having moderate emotional disturbance. This ap­ proach works best in communities where the school's
aspirations for the child are more or less the same as
those of the parents. In communities where the school's
values and aspirations for the child differ from those of
the family, an approach aimed at cultural upgrading and
total educational stimulation may be indicated.

In general, a comprehensive approach by the schools
would include programs designed to alert teachers to
early signs of disturbance, to promote early referral of
potential "problem children," and to provide periodic
screening for emotional disability just as for auditory and
visual defects. Such an approach also would provide for
programs of mental health intervention geared to the
needs of the community. And it would provide as well
for appropriate facilities for all of these programs.
ECONOMICS AND THE WORLD OF SPORTS

by WILLIAM H. MECKLING

William H. Meckling is dean of the University's College of Business Administration and an avid sports fan. He joined the Rochester faculty last year after serving in the Franklin Institute's Center for Naval Analyses as director of the Naval Warfare Analysis Group. His article is adapted from a talk given in Rochester last fall.

Quite possibly I should have chosen to discuss today the status and future of the College of Business Administration. I have not done so for several reasons. For one thing, I would like a little more time for study and contemplation before committing myself on that subject. For another, I rather imagine the topic I have chosen is of more general interest. Finally, I think as much may be learned about what I would like in a college of business from a substantive discussion of a particular topic as from a direct attack on the subject.

Quite possibly I should have chosen to discuss today the status and future of the College of Business Administration. I have not done so for several reasons. For one thing, I would like a little more time for study and contemplation before committing myself on that subject. For another, I rather imagine the topic I have chosen is of more general interest. Finally, I think as much may be learned about what I would like in a college of business from a substantive discussion of a particular topic as from a direct attack on the subject.

One reason for my interest is pedagogical. Economics has not always been regarded as the most stimulating subject in the curriculum. One of the main reasons has been the failure of economists to relate economic principles to problems which students understand and are interested in. Students do tend to have an interest in sports. Moreover, despite the apparent incongruity in associating economics with something presumably as unbusinesslike as sports, the sports world does supply some simple but nonetheless effective illustrations of how economic analysis can help us understand or explain what is going on in the world about us. At the same time it affords some stimulating and provoking anomalies in social policy and some lessons for the future businessman.

By all odds, the most striking of these anomalies is the overwhelming public acceptance, consciously or unconsciously, of the right of athletic sponsors of one sort or another to exploit athletes. Despite the admiration and attention we shower on our athletic heroes, we more or less actively compel them to hire themselves out under rules of the game which we would never tolerate for other occupations. To illustrate, let me briefly discuss the modus operandi which obtains for hiring athletes in various sports. The discussion will also serve as a framework onto which we can graft some economic analysis relevant in a broader context.

First, let us take the case of professional baseball. Assume you are an employer. As such, how would you like to be in a position each year to say to your engineers,
"If you want to work as an engineer next year, you must sign a contract with me—no other firm will hire you as an engineer. Moreover, if you want to work for me next year, you must sign a clause that stipulates you will also work for me the year after, providing you work anywhere as an engineer"? From the employer's standpoint such an arrangement would greatly ease your personnel problems. On the other hand, employees might take a dim view of being confronted with such a market for their services. Yet this is precisely the situation in professional baseball today. When a player signs his first contract, he becomes the property of the team with which he signs. Each year thereafter he signs a contract which contains a reserve clause. The reserve clause is an agreement on his part that if he plays baseball the following year he will sign with the same team.

The mere fact that teams are able to write such contracts, however, is not sufficient to ensure effective compliance. Any employer or employee in any kind of business could sign such an agreement, but in general the courts would not compel the employee to comply. In order to make the contract effective, organized baseball must enjoy some form of police power. Player contracts are rendered effective by the monopoly control of the major leagues over franchises. Any team which attempted to hire a player away from another team (by offering more money, of course) would immediately be put out of business—the other teams would simply take away its franchise. Moreover, any player who attempted to violate his contract would be banned from organized professional baseball. (We may recall the case of the errant Sal Maglie, Mickey Owens, et al, who could not resist the tempting offers proffered by the Mexican League some years back.)

It does not take much analysis to deduce that the effect of the reserve clause is to keep player salaries below what they otherwise would be. The value foregone by the players is sometimes revealed when players are traded or sold for cash by one team to another. Cash offers as high as $1,000,000 have been reported in one or two instances.

The economic lessons to be learned from professional baseball do not stop here, however. In any cartel arrangement, the interests of individual members tend to conflict with the group interest. This has proved the case with the market for baseball players. Because the value of players exceeds their costs, individual teams have an incentive to bid up the price of players, but the reserve clause prevents them from doing so once a player has signed. Until he has signed, however, he was (until recently) a free agent. This fact afforded an outlet through which the pressure to pay more was relieved. Teams initiated the practice of offering large bonuses to new entrants. Bonuses as high as $175,000 have reportedly been paid. Thus, players were rewarded in no small part on the basis of what their performance promised to be rather than what it actually was.

Even the bonus system, however, has now been effectively liquidated. To prevent promising young players from capturing the potential value of their own services, professional baseball has recently instituted a draft system. Talented young players will now be selected by particular major league clubs, and they will be forced to play with those clubs or forego a professional baseball career. This means there will be no competitive bidding for such players, hence no bonuses.

For a more detailed discussion of how draft systems operate we may turn to another sport—professional football. Again I think it is useful to pose the market situation in terms of an analogy. As an employer, how would you like an arrangement whereby each year you and all other employers of engineers collected the names of all engineering students graduating that year and took turns selecting those to whom you would make an offer—with the proviso that no prospective engineer could be chosen by more than one firm, and, if he made good with that firm, his entire career would be at its disposal? Again we can see how advantageous this would be from the em-
player's viewpoint, and how impossible it would appear from the standpoint of new degree-holders.

From the collapse of the All-American Conference until the organization of the present American Football League, this was essentially the situation facing a football player when he was graduated from college. If he was really good, he had only one possibility for a professional football career—the National Football League (although he could play in less talented company in Canada). Each year the League held a player draft. A promising player would be drafted by only one team and had to sign with that team or none. Teams were not permitted to compete for players by offering more lucrative salaries.

The initiation of the American Football League has injected some competition into the system. Almost all players who have professional potential are drafted by both leagues. Thus competitive bidding has been instituted for the initial contract, and professional football players' salaries, especially starting salaries, have risen dramatically. It is still true, however, that once a player signs, other teams will not competitively bid for his services even if he is in the other league. In passing, it is worth noting that professional basketball is today in the same position that professional football was when only one league existed. Professional basketball players have no favorable alternative to playing in the National Professional Basketball Association.

Let me turn now from professional to amateur athletics, where I think the situation is even more remarkable. Here I must take my hat off to my colleagues in the academic world. Businessmen often feel that academicians have poor business instincts, but what other group in society has been able to establish a cartel which sets maximum salaries for certain employees to the benefit of the cartel and at the same time has convinced the rest of society that doing so is morally right—indeed, that doing anything else is morally reprehensible? Yet this is precisely the situation that exists in collegiate spectator sports. At many institutions (the University of Rochester excepted, of course) football, basketball, and sometimes other sports are lucrative businesses. By any reasonable definition of the term, these universities make substantial profits by sponsoring athletic teams, and the profit potential is greatly enhanced by imposing ceilings on the wages which may be paid to the participants. In order to enforce these ceilings, the colleges and universities have used the good offices of the National Collegiate Athletic Association. That organization has adopted what has come to be known as the sanity code—a title that to me is hilarious and that by itself constitutes a testimonial to the political and public relations astuteness of academic types. Under NCAA rules, schools that violate the code are denied certain athletic privileges, many of which are themselves profitable; e.g., the right to participate in post-season bowl games or in NCAA-sponsored or sanctioned tournaments of one sort or another. In one instance, Phi Beta Kappa was even persuaded to deny a certain university a chapter on the grounds that disproportionate aid was being granted to athletes there.

Despite the serious penalties that are doled out, the NCAA has its hands full policing the code. The reason is the same old one: members of the cartel find it in their interest—that is, they find it profitable—to pay more for athletes than the code allows. Ingenious alumni and coaches all over the country are kept busy contriving new strategems designed to get around the wage ceilings. Most of these, of course, end up with the institution being put on probation, but the struggle goes on because the stakes are large.

The twist that makes the whole conspiracy unique is the moral indignation displayed by universities when an athlete is paid more nearly his market value. To them such incidents simply seem to fortify their conviction that materialism has led to the moral corruption of our youth. For my part, I think one of my colleagues has summarized the matter very nicely with the following questions: "Do you think a 'code' which is an agreement among prospective employers not to pay competitive wages is an honor-
able kind of code and that it is dishonorable to break it? If General Electric and Westinghouse agreed not to pay competitive wages to engineers and tried to avoid money wage competition with each other in the open market for you as an engineer, would you feel dishonorable in accepting money wages from one of them at above the wage specified in the collusive agreement?"

From an economic point of view, one of the most interesting aspects of the college situation is the conflict of interest among the schools. The break-up of the Pacific Coast Conference a few years ago is a case in point. Before its demise, the Pacific Coast Conference consisted of nine schools. Five were located in major metropolitan areas where the demand for football is large, and where, as a result, it was profitable for those schools to pay high salaries to athletes. However, some of the schools in smaller communities could not hope to draw as large crowds, even if they had the best football teams in the country.

The Pacific Coast Conference broke up over the question of how much athletes should be paid, and the new alignment was exactly what one would have predicted. Four of the metropolitan schools seceded and formed a conference of their own. The case of the fifth metropolitan school is a special one, not difficult to explain. That school has an interest in imposing low ceilings because of its academic stature; even at low wages athletes will choose it rather than a Midwestern school because of the higher value attached to getting a degree
from there. But some of the other schools cannot rely on their academic reputation to attract students. The remarkable thing about this episode is that the composition of the revolutionary faction was exactly what one would have predicted by treating the schools as if they were firms bent on maximizing the returns from athletics.

A similar conflict exists between the “small” and “large” school members of the NCAA. The conflict manifests itself not only in differences over financial aid to athletes, but in subtler forms as well. The dispute over football television policy is one. Universities that could sell TV rights to their games for very large sums are stopped from doing so by a democratically originated policy dictated by the small schools which outnumber the large. The small schools do not want TV shows competing with their games, especially when such shows will make it more attractive and lucrative for athletes to attend large schools.

A second form in which the conflict manifests itself is in disputes over rules. The limited substitution rule in football is a case in point. The small schools do not want the quality of teams in the large schools to get too far out of line with their own. The large schools can afford to hire enough athletes to implement specialization—separate teams for offense and defense, for kicking off, etc. From professional experience we know that this greatly improves the quality of play. In order to prevent the large schools from taking advantage of specialization, the small schools have consistently resisted free substitution in college football.

I might add that colleges and universities are not alone in rallying around amateurism as a guise for restricting payments to athletes. The Amateur Athletic Union indulges in the same practice in track and field. Indeed, a very good case can be made for the proposition that the recent dispute between the NCAA and the AAU over control of amateur athletics, especially control over our Olympic team, is at bottom a dispute over who will capture the direct and indirect pecuniary benefits which rebound from sponsoring amateur competitions.

Much the same situation prevails in amateur tennis. Amateur lawn tennis associations like those in the United States and Australia stipulate what income an amateur may receive and still preserve his amateur status. The associations are controlled by amateur tennis clubs. These clubs regularly sponsor tournaments to which they charge admission; the profits are retained by the clubs. In Australia a few months ago the lawn tennis association temporarily banned Roy Emerson, the world's outstanding amateur, because he chose to play in Europe rather than stay at home and play in the local tournaments where he is a big attraction.

Earlier I suggested that the sports world provides a convenient laboratory that is useful as a pedagogical device in teaching economics. It provides an opportunity to show how economic analysis can explain phenomena we observe in the world. By "explain" I mean that we observe behavior which is consistent with what we would have predicted given the incentives of the principals involved and the opportunities open to them. While the sports examples may seem trivial, they nonetheless illustrate some principles applicable in a broader context; for example, a student can begin to appreciate how difficult it is for any group of firms to effectively collude to keep prices either up or down. He can see that some form of police power is essential to the effective operation of any cartel.

I also suggested earlier that this discussion might indicate something about what I would like in a college of business. It may be seen that I am very much interested in relating theory to applications. Beyond that, it may be detected that I have a great deal of respect for the price system. When I first talked to President Wallis about coming to the University of Rochester, one of the things he said was that he wanted a dean for the College of Business Administration who really understood that businessmen perform a socially useful function. On the face of it that may seem an obvious and trilling proposition. I think it is not. President Wallis was not saying that businessmen are good citizens, that they participate in Rotary activities, that they make contributions to good causes, etc., though he may believe that also. What he was saying is that the market system is a very desirable social instrument for resolving the inevitable conflict over how scarce resources will be used. To be good businessmen our students must understand how the market system operates; but beyond that—and now I am saying something about my tastes for the good society—I hope we can teach them to appreciate why the market system is desirable.
A Rochester, N. Y., ophthalmologist has completed another round in his private fight against the many eye diseases commonly found in India.

In his latest mission, Dr. William C. Caccamise examined and treated some 3,500 patients and performed some 400 major eye operations in a six-week period.

Conducting a clinic on the banks of the Ganges, Dr. Caccamise rendered the services gratis, as he had done on three previous missions there. But this year proved somewhat different, as he was aided by about $5,000 worth of drugs and supplies donated by Burroughs-Wellcome & Co., Crookes-Barnes Laboratories, the Upjohn Company, Abbott Laboratories, Bristol Laboratories, Davis & Geck, and Lederle Laboratories.

The clinic is located at the Holy Family Hospital, a facility of the Medical Mission Sisters of Philadelphia. It is at Patna, about 340 miles northwest of Calcutta. Dr. Caccamise established the clinic in 1951 in memory of his father, the late Dr. Charles William Caccamise, who had practiced in Rochester.

The crew-cut, 40-year-old ophthalmologist, a graduate of the University of Rochester School of Medicine and Dentistry, emphasized that his voluntary work at the clinic “is not catch-as-catch-can missionary medicine under a mango tree. It is modern treatment and surgery in a modern hospital.”

He noted, however, that the clinic is situated in one of the most backward areas of India and that the patients who come to the clinic often have different types of eye disorders from those seen in American hospitals. Cataracts are rampant, as are the incapacitating ocular effects of trachoma, smallpox, and xerophthalmia, the last due to vitamin A deficiency.

Dr. Caccamise commented that the most favored theory for the prevalence of cataracts in India
Dr. Caccamise receives "mamaste"—thanks—from elderly patient treated at the clinic on the banks of the Ganges where he performed 400 major operations.

is that their development is influenced by a constant sun acting on a lens in a body that has been mal-nourished.

He previously operated the clinic for three months each in 1951-52, 1959-60, and 1962. He goes in the wintertime, he said, because eye surgery is safest then. There is increased incidence of post-operative infection during summer and the monsoon months.

Each time it is announced that Dr. Caccamise will conduct the clinic, Indian newspapers in the Patna area herald his coming and the clinic is overcrowded by patients, some traveling from as far away as 500 miles. He begins his day at the clinic at 8 a.m., examining, diagnosing, and evaluating the first 100 new patients lined up outside the hospital. The line-up begins around 5 o'clock every morning that he is there.

From 9:30 a.m. to 12:30 p.m. he treats outpatients, and makes the rounds of inpatients. (The hospital, each time he conducts the clinic, sets aside 100 beds for inpatients.) From 1 to 7 p.m. he is in surgery performing 12 to 15 operations, including cataract extractions and corneal transplants. Corneal eye material for many of the transplants is contributed by the Rochester Eye Bank and Research Society.

Although the U. S. State Department has publicized his accomplishments through the Voice of America and other media, Dr. Caccamise insists that the American government refrain from providing any direct aid for his work. Otherwise, he believes, the motives behind his efforts would become suspect.

"What impresses the people of India," the New York ophthalmologist said, "is the fact that an American eye surgeon will leave his practice and his family, pay for his own transportation, provide all necessary surgical instruments, and work from morning to night without any financial remuneration."

In addition to giving immediate help to thousands of Indians plagued by eye diseases, he said his work has been significant for two reasons:

"First, it has stimulated Indian medicine to establish eye clinics and eye banks, and second, it has demonstrated what a private citizen can do to help improve international relations."

As to why he goes to India for his volunteer work, Dr. Caccamise explained that the trips give him a lasting sense of accomplishment.

"Almost anyone you talk to won't be able to remember anything significant he did, say, last January. I can and always will remember."

He said his wife deserves much credit.

"How many wives with four children would allow their husbands to go off to a foreign land every so often on an altruistic adventure?"

He plans to conduct the clinic again in 1966 and hopes at that time to interest an American resident in ophthalmology to accompany him.

Besides his private practice, Dr. Caccamise is a member of the staff of St. Mary's Hospital in Rochester and is a clinical instructor in ophthalmology at the University of Rochester Medical School.

For a report on the activities of another University of Rochester medical missionary, Dr. Daniel E. Fountain, '56M, see Page 35.
FACELIFTING  Over the next few years, the 40-year-old facilities of the Eastman School of Music will undergo a top-to-bottom renovation. The decision to undertake the major remodeling project was made by the University's Board of Trustees as the result of a four-month study by an architectural firm that also considered the alternative of moving the School nearer the River Campus.

The study showed that it would be financially feasible to remodel the School's present facilities to assure that they would be adequate for at least the next generation.

Specific plans for the modernization will be announced later this spring.

RESEARCH  Funds for sponsored research and research training at the University totalled $14.6 million last year, according to the annual report of the Office of Research Administration. About 92 per cent came from the federal government. Industry provided about 3 per cent, and foundations and private individuals the remaining 5 per cent. More than half of the funds supported research in the medical sciences. Although expenditures for sponsored research have more than doubled in the last five years, the proportion of the total University budget devoted to sponsored research has remained relatively constant at about 30 per cent.

MEMORABILIA  To its collection of papers of such noted New Yorkers as Thomas E. Dewey, William Henry Seward, and Thurlow Weed, the University Library has added those of another distinguished political figure: former Senator Kenneth B. Keating, '19. Keating has given the University his entire collection of personal papers amassed during his 18 years in Congress, first as a Congressman and later as a Senator.

ANATOMIST  Professor Karl E. Mason will retire in June as chairman of the Department of Anatomy in the School of Medicine and Dentistry, a post he has held since 1940. A native of Kingston, Nova Scotia, Professor Mason taught at Vanderbilt University from 1926 to 1940, when he succeeded George W. Corner as head of the Rochester anatomy department. During his 40 years in medical education, he has made substantial contributions to the understanding of vitamin deficiencies and their effects on reproduction and general health. Over the past 15 years, he has carried on research on muscular dystrophy.

LEBENSRAUM  Some badly-needed elbowroom has been acquired for the River Campus through the purchase of a 16-acre tract on River Boulevard, down the road a piece from the campus. The University bought the land, which runs from MacLean Street south to the railroad tracks, from the City of Rochester.

SCHOLAR  John Timothy Londergan, a senior physics major from Wilmington, Delaware, has been awarded a Rhodes Scholarship for two years of graduate study at Oxford University. At Rochester, Londergan has distinguished himself in the classroom (as a consistent dean's list scholar) and on the playing fields (as captain and first man on the squash and tennis teams). He was elected to membership in Keidaeans, senior men's honorary, for his contributions to campus life.

CHANGES  Hendrik VanderWerf of Columbia University has been appointed visiting professor of music literature at the Eastman School, succeeding the late Verne Thompson, who died in November. A native of The Netherlands, VanderWerf came to the United States in 1957 to teach history of music at the University of San Diego.

In July, A. Clyde Roller, '41E, professor of ensemble at the School, will move to Houston, where he will assume a triple position as associate conductor and resident conductor of the Houston Symphony Orchestra and professor of music at the University of Houston.
River Campus Colleges

Arts and Science • Business Administration • Education
University School • Engineering and Applied Science

• 1920
CHARLES R. DALTON, '43G, has been appointed University secretary in addition to his duties as special assistant to President Walms.

• 1921
ELLWOOD H. SNIDER has retired from the Strasenburgh Laboratories as director of quality control after 40 years of service. DWIGHT VANDERVAT has become chairman of a new planning body being formed to coordinate all mental health work in Monroe County.

G. ALFRED SPROAT has retired from Lincoln Rochester Trust Company after 35 years of service. He was the bank's senior vice president.

• 1922
KATHERINE ANDERSON STRELSKY, who holds a grant from the Radcliffe Institute for independent study, is writing a study of Dostoevsky's major works. After spending a year in Italy, she now resides in Cambridge, Mass.

• 1923
REV. ANDREW BURTON has retired as minister of the Congregational-Baptist Church in Franklin, N.Y.

• 1925
New York Supreme Court Justice CLARENCE J. HENRY recently dedicated the new Masonic Temple in Salem.

EARL L. HILFiker has produced a film, "Wildlife of the Eastern Woodlands."

RALPH McNULTY, '34G, a teacher, administrator and superintendent for the Amsterdam (N.Y.) schools, has retired after 37 years.

• 1927
PETER B. ANDREWS recently gave an analysis of the current economy at an Economic Forum in Corning.

• 1930
CHARLES C. PARISH has been appointed chairman of the Department of Education at Niagara University.

Marriages

• 1931
JOSEPH C. WILSON has been awarded the Civic Medal of the Rochester Museum of Arts and Sciences.

• 1933
WARD R. WHIPPLE, chairman of the Monroe County Bar Association's World Peace Through Law Committee, is a charter member of the World Peace Through Law Center.

• 1935
Marriages

• 1936
WILLIAM C. SCHAER has been named instructional assistant for secondary schools in Port Washington.

JOHN G. BROUGHTON, '38G, has been named a Fellow of the Rochester Museum.

• 1938
HARRY D. BRAY has become director of the Montgomery Neighborhood Center in Rochester.

ROBERT C. BRINKER has been appointed advertising sales director of Sports Illustrated.

MARY A. SHEEHAN has received the College of St. Elizabeth's Mother Xavier award for her outstanding contributions to the college.

• 1940
HAMILTON H. MARIE has become professor in the Department of Mechanical Engineering at Virginia Tech.

Marriages
BONNIE MARSTON CUTHELL to R. Scott Marshall, Oct. 10.

• 1941
JAMES F. BRADLEY, '46G, has become principal of the elementary-junior high school at El Portal, Calif.

• 1942
PAUL C. ROHVER has been promoted to professor in the General Studies Division of the State University at Alfred.

JAMES C. CONLY has been appointed manager of market development for the Stauffer Chemical Company in Chauncey.

RALPH L. McCREARY has been elected a vice president of Watkins-Johnson Company of Palo Alto, Calif.

EMORY O. CHAMPNEY has been named manager of market and staff studies in DuPont's Research and Development Division, Wilmington, Del.

DAVID D. MICHAELS has become advertising manager for The New Yorker.

• 1943
PETER P. MUIRHEAD has been named acting administrator of the Higher Education Facilities Act in the U. S. Office of Education.

• 1944
W. RANDOLPH MASON has been appointed manager of market development for Corning Glass Works.

STANLEY M. ZOLNIER has been appointed marketing manager of Xerox Corp.'s Latin-American operations.

THOMAS M. BURDEN has been named sales manager, Industrial Division, Rueby Process Co., Inc., of Rochester.

• 1946
BRUCE M. LANDSOLE, director of the American Farm School in Greece, returned to the United States for a two-month tour of various cities last winter.

• 1947
PERRY DUNN has been appointed village trustee by the Hilton Village Board.

DONALD HUGHES has been named manager of General Electric's Ashland, Mass., plant.

• 1948
GERALD R. RISING, '51G, has been named assistant director of the Minn. math program at the University of Minnesota.

Marriages
DENISE HIRSHFIELD PARKINSON to Frederick H. Munchmeyer.

• 1949
JOSEPH G. LESK has become sales manager for Linde's New York Office, Gasses Distributor Products Division.

ANTHONY PARKIAN has been named senior master and chairman of the curriculum at Alleged School, Rochester.

• 1950
CHARLOTTE COOK BROWN and JANET RIGGS LANGDON have been elected secretary-treasurer and president, respectively, for the Class of '50.
GLENN M. BERGGREN has been appointed to the new position of sales manager at Kolmorgen Corp., Northampton, Mass.

WILLIAM H. BOSWORTH, JR. is a project engineer at the Crown Zellerbach Corporation plant in Camas, Wash.

WILLIAM J. MARZ was guest speaker in a series of lectures sponsored by the Student Senate at St. Norbert College (Wisc.).

THOMAS E. HOFFMAN has been appointed staff engineer with the Smithsonian Astrophysical Observatory in Cambridge, Mass.

JAMES A. FENTON has been named assistant headmaster for Grand River Academy in Aurora, Ohio.

REGINALD W. HAVILL has joined Pan American Airways as a co-pilot.

JOSEPH DUTTON has been named UR's associate director of the University's Office of Student Services.

FRED G. STURM to Julienne Mullette in November.

1951

ANGELA C. COSTANZA has been elected to the Central Trust Company of Rochester's board of directors.

RICHARD SUBAT has been promoted to associate director of the UR's University Planning Office.

JOSEPH DUTTON has been named UR's director of business affairs.

1953

RAYMOND HASSENAUER has been promoted to manager of research at Friden.

CHARLES L. WILSON is minister of East Shore Unitarian Church in Mentor, Ohio.

WILLIAM D. HULBERT to Patricia Jackson in November.

ROGER W. WARD has become assistant professor of chemistry at the State University College at Oneonta.

REGINALD W. HAVILL has joined Pan American Airways as a co-pilot.

DONATO A. EVANGELISTA has been promoted to plant counsel at IBM's Space Department in Syracuse.

ROBERT W. DETHNICK has received the University of Maryland's teaching excellence award for his contributions in the field of physics and astronomy.

1954

FREDERICK W. ROHRS has become Chemung County's staff psychologist.

S. ANTHONY DEDEN has been appointed to the Board of Managers of the Binghamton General Hospital.

ALBERT G. ORMAN to Frances A. Schuler in September.

1956

ALBERT W. RANSOM is instructing classes in topology at Brevard Engineering College's Graduate School.

JOHN O. LOWE is teaching sixth grade at Dansville elementary school.

JAMES A. FENTON has been named assistant headmaster for Grand River Academy at Austinburg, Ohio.

Dr. RICHARD A. RYDER is a medical resident at the University of Vermont School of Medicine and the Mary Fletcher Hospital.

NORMAN P. LEENHOUTS has been named treasurer of Schlegel Mfg. Co., Ontario.

Dr. DONALD HULTQUIST, '62GM, has been appointed by the Medical School of the University of Michigan to the Department of Biological Chemistry.

ELIZABETH & BRINKMAN has become a member of the English Department at St. Lawrence University.

ELIZABETH V. STEINBACH to Dr. Francis V. Kostelnik in October.

SEYMOUR LERNER to Carolyn Naumoff, June 14.

ANTHONY J. VERTRANO to Mary K. McEvoy in August.

TO RICHARD and KAY HATTON RYDER, '57, a daughter, Cheryl, in April.

TO GALEN and JOAN THORNTON GRIFFITH, '58, a son, John Peter, Aug. 18.

TO DR. ANDREW and MIRIAM SELIGMAN, '59GED, a daughter, Robin, Dec. 28.

TO JOAN STAFFORD and CURTIS BARNES, '61, a son, David Austin, Oct. 28.

TO MRS. MORTON A. TANENBAUM, '59GED, a daughter, Robin, Dec. 10.

1958

NEIL EVANS, who graduated from the University of Pennsylvania Law School last May, is associated with the Cleveland, Ohio, law firm of Hahn, Loeser, Friedheim, Dean, and Wellman.

WILLIAM J. MACKNIGHT has received a Ph.D. in chemistry from Princeton.

1959

MARY THARP SHORT has received a master's degree in music at the University of Cincinnati.

ROBERT GAMMILL is working on a Ph.D. in computer science at MIT.

LAWRENCE MARKUS, a '63 graduate of the University of Buffalo Dental School, has opened an office for the practice of dentistry in Penfield.

EUGENE B. PIEDMONT has been granted a post-doctoral U. S. Public Health Service grant at Washington University.

TREVOR W. EWELL to Elizabeth A. Giffen, Nov. 28.

**NO. 3 SPOT IN USIA GOES TO UR ALUM**

Burnett F. Anderson, '40, recently moved into a top post at the United States Information Agency: Deputy Director in charge of policy and plans. Anderson, a former newsman and foreign correspondent, previously served as USIA's Assistant Deputy Director (Policy and Plans). In his new assignment he ranks as the agency's No. 3 official.

Anderson served from 1941 to 1944 as press secretary for Minnesota Governors Harold E. Stassen and Edward J. Thye and was a writer and political columnist on the Minneapolis Daily Times from 1944 to 1947. He covered Scandinavia for the American Broadcasting Company and Cowles Publications from 1947 to December, 1952, when he entered government service as press officer for the Mutual Security Administration (Marshall Plan) in Germany.

In 1954 he became USIA's director of press relations and later served as deputy director of its Press and Publications Service, counsellor for public affairs in Teheran, Iran, and director of planning.

Winner of the Agency's Distinguished Service Award in 1963, Anderson received a 1955 Arthur S. Flemming Award as one of ten outstanding young men in the federal government. He was a member of the 1960-61 class of the National War College, and has written and translated several books on Scandinavia.

He holds a B.A. degree in economics from the University.

MORTON A. TANENBAUM, '59GED, has become assistant dean of students at Frostburg State College.

CHARLES H. ANDRUS has been elected assistant secretary of Maritime Midland Trust Company of Rochester.

DONALD H. TURNER has been elected president of the Greenbush Junior Chamber of Commerce.

BEVERLY ROSE, '64GED, has become district adviser of the Girl Scouts of Rochester and Genesee Valley, Inc.
NEIL K. EVANS to Dianna Delmar in August.
ROBERT P. FEDVK to Barbara A. Ten- sey in August.

Births
To Kenneth and Mary Tharp Short, a son, Douglas, April 1, 1964.
To Merle and Lawrence Markus, a son, Stuart Jay, Aug. 4.

1960
JAMES F. DUBL has been promoted to staff mathematician, engineering data processing, at IBM.
THEODORE A. BICK has been promoted to assistant professor at Hobart College.
MILES DAVIS has been named manager of the Engineering Department of Xerox Corp.'s Development and Design Engineering Laboratory, Rochester.
WENDEL W. COOK has been appointed assistant superintendent of the Roll Coating Division at the Kodak Park Works, Eastman Kodak Co.
ROBERT B. GOERGEN is an account executive with McCann-Erickson advertising agency in New York City.
BERNARD E. HARVITH has been appointed an assistant professor of law at the University of Washington Law School.
ELIZABETH A. HUGHES is doing graduate work at MIT.

Marriages
FRED C. JOHNSON to Nancy A. Caroli, Aug. 22.
CAROLYN MOSS to John J. Cummings.
META L. KAPLAN to Bennett Karmín in September.
MARY BEVANS to James F. Mullery in May.
NELSON E. WOODARD to JoAnn M. Aselsborn, Aug. 29.

Births
To Robert and Anne Brower KINGSLEY, a daughter, Julie Anne, Sept. 23.
To Alfred H. and Karin Miller Kirsch, a son, Andrew Carl, July 15.
To Meyric and Nancy Bult Rogers, a daughter, Margaret Gardner, Sept. 5.

1961
LEW DaUGHETE has become assistant biochemist and technician in the Department of Pathology, Western Pennsylvania Hospital.
Waris L. BARNES has become director of public relations at Clarkson College of Technology.
KJELL WESTIN, director of special projects at the UR's University School, has been named assistant to the dean.
WALTER ULLMAN has joined the faculty of Syracuse University.
DAVID A. SOMMERS is a geologist with the Water Resources Division of the United States Geological Survey in Palmer, Alaska.
PHILIP LASUSA has received a bachelor of civil law degree from William and Mary College.
ROBERT W. TRIBOLET, '61 GED, has been promoted to lieutenant colonel in the U. S. Air Force.

Harry G. Steinorth has been named assistant manager at Consolidated Vacuum Corp., Rochester.

Marriages
MARIANNE McGEE to Harry A. McCormack, Aug. 8.
GLENN BARTELL to Carole Wallace, Sept. 12.
KATHARINE WILBUR to Dr. Jean LeMée, Aug. 15.
SANDRA M. SIGEL to Gerald M. Kahn, Oct. 3.

Births
To Richard and Carol MAJOR KENDALL, a daughter, Diane Lynn, Aug. 22.
To George H. and Judith TELLEJ GERGLE, a son, William George, Aug. 22.

1962
SUSAN KLEIN SHUSTER has received a master's degree in education from Boston University.
MANFRED BAYER has been appointed assistant to the vice president of international operations at Koeheing Company, Milwaukee, Wis.
ROBERT C. DAVIS has received an M.S. in chemical physics from the University of Wisconsin.
ANTHONY STRANGS, who has been assigned to McGuire AFB, N. J., was graduated from navigator training last fall.
WILLIAM F. SCHMIDT has been commissioned a second lieutenant in the U. S. Air Force. He is stationed at the Air Force Systems Command's Headquarters, Los Angeles.

Marriages
SUSAN BARTUSEK to Richard STOUT in October.
SUSAN KLEIN to Arnold A. Shuster, Feb. 28, 1964.
SUZANNE KIBBINGER to THEODORE C. LOBER III, '62, in September.
ROBERT T. REEBACK to BARBARA A. BAULING, '64, in May.
RICHARD A. KASSCHAU to MARGARET F. RAMSEY, '64, Aug. 29.
DIANE A. DRUBY to Capt. Luis Vas- conez in September.
JOSEPHINE EMY to Dr. Tae Whang, June 13.
JANET KUNREUTHER to Dr. Herbert Tanzer in September.
RUTHELEN BRANINAD to Richard E. Phillips in October.
CHARLOTTE LYSSTER to David A. Owens, Sue N. KUSCHER to Stanley B. Spector, Nov. 22.
PATRICIA D'ONOFRIO to Samuel Riese, Oct. 17.
JAMES P. YNOGAN to Sachiko Omo, Oct. 27.

1963
SISTER MARY PETER is teaching psychology at St. John Fisher College.
JAN NELSSON has joined the Physics Department at the University of Virginia.

CAROL GOLDMAN is teaching social studies at Mineola High School.

Marriages
ANN PECKHAM to Clint Merley in September.
SUSAN T. GOLDBERG to David B. King, Oct. 4.
JACQUELINE MASTERS to Henry W. Buttleman III in August.
SUTEERA VICHITRANODA to Murray McCherney Thompson.
ROBERT J. RUDERMAN to Judith G. LEHMAN, '64, in June.
ARTHUR SILVERGILD to Naomi SWARTZMAN, '64, June 20.
RITA C. BOHRM to Alfred V. Boaro, Aug. 22.
CYNTHIA D. BROWN to David H. Lindstrom, Aug. 22.
VIRGINIA MAHER to Nicholas Mille in May.
LYNN C. TEITELBAUM to Harvey A. Schneider, Aug. 9.
CAROL A. KOWAL to Raymond A. Anselm in August.
BARBARA FRANK to Stewart M. Jacobs in August.
PATRICK A. HENDRICKSON to Richard L. Dickman in August.
J. CHRISTOPHER CORDARO to Julianne Reding, Aug. 29.
PAUL STUROVANT BOYLAN to Loretta L. Scinta in August.
ROBERT J. SOKOL to ROBERTA S. KAHN, '64, July 26.
MELDRED L. DEMONT to NYE ATSWOOD CLINTON, June 6.
SUSAN CAROL KREHBIEL to LT. GEOR­ FREY V. HARTMAN, Aug. 22.

Births
To Richard and Helen Fabian COR­ DOVANO, '64, a son, Richard Jr. Aug. 16.

1964
FREDERICK W. KAUTF has joined the faculty at Middletse Middlesex Junior High School, Conn.
EDMUND G. NUGENT has been commissioned a second lieutenant in the U. S. Air Force. He is stationed at Lowry AFB, Colo.
RICHARD R. CONTRYMAN is in training at Williams AFB, Ariz.
HERBERT SHAPIRO has been awarded a Ph.D. in history from the UR.
THOMAS E. BRONSON has entered the U. S. Air Force navigator training operations at James Connally AFB, Texas.
MARCIA HOWDEN is teaching French at Livonia Central School.
DAVID M. NOONAN has joined the Peace Corps as a rural public works specialist in Pakistan.
JUDITH ROGERS is studying German literature at the University of Cologne.
SHARON LYNCH FERO, '64 GED, has become a counselor in the UR admissions office.
JOHN MOLYNEAUX has been named a research scholar in modern history in the Institute of Advanced Studies, Australian National University, Canberra.

31
MARCIA ANNE CONARY is doing research for the U. S. Department of Defense.
MARJORIE ANN MACNEILL has begun a two-year home missionary service in St. Croix, V. I., for the Methodist Church.

GERALD T. SNYDER to Chrissanthy Yitisis, Nov. 21.
ANDREW P. HANNESS to Jane K. Jaeger in September.
JOHN D. PREG to Margaret Ann Barry, July 11.
JOYCE CUEMAN to DONALD TAGGART in July.
JOHN F. DENISON to Jayne M. Sadlon, Aug. 22.
MARGARET KNAPP to EDWARD CLARKE. PHILIP SINGER to Charyl Traybern, Aug. 26.
SUSAN J. KENNEDY to ROBERT K. CALHOUN, Aug. 8.

EILEEN M. BRENNER to HENRY I. SIMON in June.
JEFFREY R. DUERR and Dorothy Dow in September.
JERALD ZANDMAN to Janet Siegenthaler, Oct. 11.
BETTE SANNA GROSS to Edward Silverblatt in August.
JUDITH LEE PROOF to John K. Davies, Aug. 29.
DIANA W. PARKS to Paul Montgomery Hughes, Aug. 29.
BETSY LIGHT to Bruce Beardsley, Aug. 29.
CAROL G. MARCHAND to Eric C. Hope, June 27.
BONNIE KERZMAN to Charles S. Cook, Aug. 15.
MARION E. BARTLETT to Dr. WILLIAM VAN ARSDELL, 64GM, June 10.

**Eastman School of Music**

- **1932**
  - LILIAN ROSENBERG has been selected "Woman Realtor of the Year," by the Schenectady Real Estate Board.

- **1935**
  - MILLARD TAYLOR appeared as guest violinist with the San Antonio Symphony Orchestra last winter.
  - PAUL HANSEN is in his third season as conductor for the Cheyenne (Wyo.) Civic Symphony.

- **1936**
  - RICHARD BALEE has been awarded the 1964 Kindler Foundation Commission for his song cycle, "A Set of Jade."
  - CATHRINE CROZIER GLEASON, '41GE, opened the 1964-65 recital season of the Dallas Chapter, American Guild of Organists, with a performance last fall.
  - HUGH BEGGS took part in a duo-piano recital given at Springfield Junior College this season.

- **1937**
  - FREDERICK FENNELL, '39GE, has been named conductor of the University of Miami Symphony Orchestra and a member of the University’s School of Music faculty.

- **1938**
  - LEE GIBSON gave a clarinet recital at North Texas State University last fall.

- **1939**
  - RALPH R. GUESTHER, head of the division of theory-composition in the School of Fine Arts, Texas Christian University, and conductor of the University Symphony Orchestra, has been appointed associate conductor of the Fort Worth Symphony.
  - ROBERT E. WARD has received a commission from the University of Alabama to write a string quartet for the annual Regional Composers’ Forum in May.

- **1940**
  - HARRIET CONANT DEARDEN, organist-director of the Central Unitarian Church, Paramus, N. J., conducted a program entitled "Organ Music I Like and Why" at a meeting of the Northern New Jersey Chapter of the American Guild of Organists.
  - BEATRIX LIEN has become concertmaster for the St. Olaf College Orchestra.
  - BARBARA SHATTUCK TELLIER, '60GE, is the author of a book entitled "Studies for the Progressing String Bass Player."

- **1941**
  - LOIS DEVEREAUX is teaching vocal music at Phelps Central School.

- **1942**
  - WILLIAM CARTER, '58GE, is teaching piano at the University of Tennessee, where he is an associate professor.
  - WILLIAM WARFIELD gave a solo recital in San Francisco’s Masonic Auditorium last November as part of his national concert tour. He was one of 50 prominent artists invited to attend the inauguration of President Johnson.

- **1944**
  - ANTHONY KOOREY, '63GE, has become lecturer in music at Haverford College.

- **1945**
  - PETER MENNIN, '45 & '48GE, president of the Juilliard School of Music, has been named to the advisory editorial committee for the "Scribner Music Library" of which Howard Hanson is editor-in-chief.
  - WARD WOODBURY, '54GE, was guest conductor of the Rochester Civic Orches-
Robert King has begun his fourth year as conductor of the Central Kentucky Philharmonic Orchestra. He received a Ph.D. in music from the University of Illinois last June. Samuel Jones has been appointed composer-in-residence and lecturer in music at Saginaw Valley College. Jenny Ziemer Corris played the part of Giulietta in the recent Tri-Cities Opera's production of "Tales of Hoffmann" in Binghamton.

C. Warren Becker, '63GE, gave an organ recital sponsored by the Pine Forge Institute at the Emmanuel Lutheran Church, Pottstown, Pa. George M. Jones, '53GE, clarinetist, participated in a concert series sponsored by Alma White College and Douglass College. Kurt Frederick, '57GE, is on a sabbatical leave from the University of New Mexico to study in Austria.


David E. Hughison has been named minister of music at the First Congregational Church, Great Barrington, Mass. Oscar McCullough, baritone, opened the 1964-65 Roanoke College recital series. Eugene Jones, associate professor of music at Mansfield State College, has become director of the Mansfield Vocal Chamber Ensemble.

Bythe Owen served as guest professor in composition and piano at Andrews University last summer.

Theodore Pizzarello is teaching general music, band, and instruments at Sagamore Junior High School.

Paul Lyndon, artist-in-residence at Monmouth College, gave a piano recital at the Knox College Center for the Fine Arts last fall. Janet T. Stegner has retired from public school music teaching to go into private teaching.

Benjamin Husted, professor of music at Mansfield State College, won the Roth Composition Contest with his Fugue for Strings.

Gloria Bugni McMaster played the leading role in Gianni Schicchi, sponsored by the Opera Theatre of Rochester.

Lew Rowell's ('58GE) Music for a Liberal Church Festival was given its premiere performance at the First Unitarian Church in Cincinnati last fall.

John Perry, '58GE, is on the piano faculty of the Oberlin Conservatory of Music. John Hart gave an opera recital at the First Baptist Church of Denver last fall. David Burge played Gershwin's Piano Concerto at the Mesa College Civic Symphony Orchestra's fall concert. Robert Sherman has returned from studying at the Internationale Sommer Akademie in Salzburg, Austria.

Theodore Pizzarello is teaching general music, band, and instruments at Sagamore Junior High School.

Paul Lyndon, artist-in-residence at Monmouth College, gave a piano recital at the Knox College Center for the Fine Arts last fall.

Janet T. Stegner has retired from public school music teaching to go into private teaching.

Benjamin Husted, professor of music at Mansfield State College, won the Roth Composition Contest with his Fugue for Strings.

Gloria Bugni McMaster played the leading role in Gianni Schicchi, sponsored by the Opera Theatre of Rochester.

Lew Rowell's ('58GE) Music for a Liberal Church Festival was given its premiere performance at the First Unitarian Church in Cincinnati last fall.

John Perry, '58GE, is on the piano faculty of the Oberlin Conservatory of Music. John Hart gave an opera recital at the First Baptist Church of Denver last fall. David Burge played Gershwin's Piano Concerto at the Mesa College Civic Symphony Orchestra's fall concert. Robert Sherman has returned from studying at the Internationale Sommer Akademie in Salzburg, Austria.

Robert Sherman's Essay for Orchestra was given its world premiere by the Muncie Symphony Orchestra at the opening of its 16th season.

Jean Eichlerberger Ivey's Enter Three Witches, an electronic piece based on the opening scene of Macbeth, was given its first U. S. performance recently at the Composer's Exchange Festival at Southern Illinois University.

A Texan "Merry Mount"

Last winter's performance in San Antonio of Howard Hanson's opera Merry Mount provided both a gala presentation of the award-winning work—complete with singers from the Metropolitan and New York City Center opera companies, professional opera chorus, ballet, and the San Antonio Symphony Orchestra—and a notable reunion of Eastman School faculty, students, and alumni. Sharing plaudits with the composer, who conducted the performance, were Victor Alessandro, Eastman alumnus and musical director of the San Antonio Symphony; Prof. Leonard Treash and Clarence Hall of the Eastman faculty; several Eastman students who sang supporting roles, and the 19 alumni who collectively account for almost one-fourth of the Symphony's roster. Also on hand, although missing from the photo, were Walter Hendl, Eastman director, and Millard Taylor, professor of violin.

The Eastman participants (pictured top to bottom), were:


Third row: Laurie Golvig Buchanan, '61, Marjorie Clarke Swanson, '63, Louise Terry Canafax (summer session), Bonnie Tramp Moeller, '42, Martha Lou Miller Montoya, '52GE, Ann Colz Freiche, '44GE.


33
1957

Francis D. Bundra, an instructor at Interlochen Arts Academy, is conducting monthly violin and viola workshops in Flint, Mich.

Guy Luma, '59GE, violinist, took part in the opening event of the chamber music recitals sponsored by the Unity Institute in Nutley, N. J.

Ronald R. Sider, '60GE, has been appointed director of the Music Department at Messiah College.

1958

Anne Kacielsen has joined the music faculty at the University of Hartford's Hartt College of Music.

John Peck played the leading male role in the Ohio Valley Opera Society's recent production of Il Ritorno.

1959

John Davison is the recipient of a Ford Foundation grant under which he is composer-in-residence in Kansas City, Missouri for the current academic year. His Te Deum was given its first public performance by the College Choir of West Chester State College last November.

Sylvia Friederich has been awarded the Artist Diploma by the Eastman School.

Jan Blankenship, '61GE, was piano soloist at the annual Pennsylvania State-sponsored Ole Bull Music Festival last fall.

Richard Wiener has written a composition for percussion ensemble and choir for the Valparaiso University Church Music Seminar.

Marriages


Births

To Frank and Nancy Bliss Johnson, a daughter, Jill Brandon, June 30.

1960

Robert M. Finster, organist and director of the adult choir of the Second Presbyterian Church, Auburn.

James Lerci is an associate professor of music at the University of Maine.

Harry Max is teaching instrumental music at the Belmont Elementary School.

Births

To Frank and Nancy Bliss Johnson, a daughter, Jill Brandon, June 30.

1961

Richard Kilmer, violinist, is studying in Brussels, Belgium.

William Haller, '64GE, organist, was guest artist at a meeting of the Dallas Music Teachers Association last fall.

Francis E. Polanski, pianist and teacher, has opened a studio in Kenosha, Wis.

George Giroux is the music supervisor for the Williamson Central School.

David C. Ahlstrom recently conducted a concert for organ and orchestra in Dallas.

Marriages

Denis C. Kain to Johanna Kemper, Sept. 4.

1962

June Ackroyd has become voice instructor at Texas Technological College.

Beth Jennings gave a piano recital for the Ossining Women's Club last fall.

Irene E. Liden has received a teaching assistantship in opera at the University of Texas.

Raymond C. Herbst has been appointed instructor in music at Rosary Hill College.

Won-Mo Kim, violinist, was featured soloist in the opening concert of the Madison, Wis., Civic Music Series.

Lenita McCallum played the starring role in The Pirates of Penzance sponsored by the Syracuse Civic Company last fall.

Richard Wiener has written a composition for percussion ensemble and choir for the Valparaiso University Church Music Seminar.

Marriages


Births

To Frank and Nancy Bliss Johnson, a daughter, Jill Brandon, June 30.

1963

Robert M. Finster, organist and

choirmaster of Grace Church, Elmira, presented the annual Olmstead Memorial Organ Recital at the church in November.

Jacklyn Schneider, mezzo-soprano, gave a concert at the Norwich Free Academy and sang at the Pottstown (Pa.) First Federal concert last fall.

1964

Cornelia R. Lyons has been awarded teaching assistantship in the Department of Music History at the University of Wisconsin.

Robert Cowan recently appeared as leading pianist in a faculty-guest concert held at Alabama College.

Paul Maki has been appointed organist and director of the adult choir of the Second Presbyterian Church, Auburn.

James Lerci is an associate professor of music at the University of Maine.

Harry Max is teaching instrumental music at the Belmont Elementary School.

Marriages

Rachel L. Einfeldt to John T. Hughes in June.
A missionary doctor whose practice encompasses some 7,500 square miles—and a quarter of a million people—deep in the Congo has been honored by the U. S. Junior Chamber of Commerce as one of the Ten Outstanding Young Men of 1964. He is Dr. Daniel E. Fountain, ’56M, who is currently studying eye surgery at Wills Eye Hospital in Philadelphia while on furlough from his post in Kwilu Province.

Under the sponsorship of the American Baptist Foreign Mission Societies, Dr. Fountain has served in Africa for more than three years. His headquarters are at Vanga, the largest missionary station in the Congo, where he routinely sees 50 new patients a day, performs 20 to 30 operations a week, visits outlying jungle hospitals each month, and trains Congolese in surgery and medicine.

Working with him is his wife, who is a registered nurse. Dr. and Mrs. Fountain and their two children expect to return to the Congo this fall.
REUNION WEEKEND – JUNE 4, 5, 6

CLASS REUNIONS
ALUMNI CITATIONS TO FACULTY
PRESIDENT'S REPORT TO ALUMNI
UNIVERSITY CITATIONS TO ALUMNI
REUNION CONCERT—MUSICAL GALA
PRESENTATION OF THE 25TH REUNION GIFT