Teaching at Rochester
Teaching at Rochester,
as at any university, cannot be described
in a few phrases—or a few pages. This issue
of the Review, therefore, does not pretend
to report in depth the complex and changing
story of teaching at Rochester today.
Rather, it presents some highlights of that
story—the Honors Program, the new
Creative Arts Workshop, one of the
Eastman School's artist-teachers at work—
along with a taped conversation on
undergraduate teaching, and some thoughts
on graduate education (by a distinguished
trustee), on medicine as a career (by one
of the Medical School’s great teachers),
and on teaching and sundry matters at
Oxford (by a current Rhodes Scholar from
the UR’s Class of '65).
It's the closest thing to an ideal college education that I've in many ways a more valuable educational experience... my best educational experience at either undergraduate or... the single most exciting part of the Arts College... and a

The above comments: those of a graduate student, a government official, a housewife, and a college instructor.

Their topic: the University's Honors Program—one of the oldest such programs in the country, and, recently, the subject of a survey of the Program's alumni, conducted by Charles R. Dalton of the University's Office of Institutional Research.

Established a quarter-century ago, Rochester's Honors Program is designed to provide promising undergraduates with special opportunities for highly individualized education. It endeavors to do so through small-group seminars, through emphasis on independent student research and writing, and through the development of close faculty-student relationships.

Structurally, the Honors Program differs from the customary curriculum in several ways. Instead of regular classes, the Honors student attends small, informal seminars—or engages in individual research—in which he is freed from the prescribed assignments, the quizzes, and the more formalized instruction of regular classes. In the spring of his senior year, after completing at least two years and four to eight Honors seminars, he undergoes a rigorous examination given by outstanding scholars from outside the University. If he passes both oral and written parts of the examination—and the overwhelming majority of Honors students do pass—he is graduated with Honors, High Honors, or Highest Honors, depending on the examiners' appraisal of his performance.

Theoretically at least, the Honors Program has much to commend it. But, with its emphasis on small-group instruction (the maximum size of Honors seminars is 10 students) and with its need for top-calibre faculty, the Program is expensive to operate. Moreover, Honors work is rigorous; it places unusually heavy demands on teacher and student alike. Thus, the Program's 25-year history has been punctuated with the question: Is it worth it?

To find out, the University recently surveyed a highly qualified group: the 329 alumni who have taken part in the Program since its inception. The verdict of this blue-ribbon panel: overwhelming approval of the Program's purposes, methods, and results. For example:

Of the 268 respondents to the University's questionnaire, over 90 per cent said that, given the opportunity, they would enter the Program again. Nearly 97 per cent rated the seminar system a valuable experience.

Better than four out of five termed the Program "broadening."

Only the use of outside examiners drew a significant minority dissent. But even on this point, nearly three-quarters of the respondents expressed approval of the present system.

Some typical comments:

An attorney—"It enabled me to do a great deal more of reading, writing, talking, and thinking—the four essentials—than I would otherwise."

A university vice president—"(It) fostered habits of independent study, critical thinking, and ability to write through constant practice."

A businessman—"It provided a meaningful interchange between professors and students and enabled students to develop their own reasoning abilities under guidance."

A librarian—"After more than twelve years, I look back upon the Honors Program as a unique experience not matched during my graduate studies. Led by the University's most distinguished faculty members, composed of small groups of students and..."
than several graduate seminars"

"The facts I learned in the classroom or seminar were insignificant to me compared with the opportunity to develop a method of learning—of seeking knowledge without having it handed to me by a lecturer to memorize and give back at the next hourly quiz."

The survey also revealed some pertinent findings on the careers of Honors Program graduates. A few highlights:

More than 9 out of 10 of the men and 8 out of 10 of the women who participated in the Honors Program over the past quarter-century have continued their education.

College teaching has attracted the largest percentage of men (24 per cent), followed by law (15 per cent).

Nearly half of the 120 women responding list themselves as full-time housewives; nevertheless, more than half of all the women are pursuing full-time professional careers (the largest number are secondary school teachers).

Eleven Honors graduates are authors of books and 46 have published articles in magazines or journals.

To Professor Robert Hinman, director of the Honors Program, the unique value of the Program is its role as "a collegium of the unusually mature and independent—a community within the larger campus community."

Viewed as such, he points out, "Honors work is not simply harder work, or more work—though Honors students are expected to perform at a high level and are acclaimed for doing so. It is not primarily preparation for graduate school—though students in graduate school have frequently expressed gratitude for their experience in the Honors Program."

The distinctive feature of the Program, Hinman believes, is "the opportunity to participate in seminars, or, in fields such as biology, the equivalent of seminars: individual, creative research supervised by a faculty member."

"The seminar provides an exceptional environment for some of the most important processes and reactions in education," he says. "These include such aspects as independent research, dialectic, pursuit of a subject beyond a particular assignment, immediate criticism, the sharpening and focusing of ideas, frequent opportunities to articulate these ideas both orally and in papers, interaction between minds, and a chance for students and teachers to become acquainted in ways that the classroom seldom permits."

In Hinman's view, the seminar system "at least, in the ideal, deemphasizes grading and evaluation, or at any rate, shifts them to a different sphere—especially if the system is accompanied by the use of outside examiners, as in our Honors Program."

"For instance, in a seminar, it's difficult to work for a grade alone, to avoid working toward the truth, because the members of a seminar—teacher and student working as colleagues—define and re-define objectives, compel standards, and excoriate shallowness, glibness, and shoddiness."

"As a result, the ideal seminar may provide a model of a community of scholars in which all members have the same end and the same passion, the principal differences among them being amount and kinds of experience, not degree of commitment."

often held in delightfully intimate surroundings, the seminars provided ideal conditions for learning and exchanging ideas. Pride in scholarship was encouraged since papers were read aloud; the desire to produce for the common good was great; the ability to function in a conversational atmosphere was nurtured."

A surgeon—"The facts I learned in the classroom or seminar were insignificant to me compared with the opportunity to develop a method of learning—of seeking knowledge without having it handed to me by a lecturer to memorize and give back at the next hourly quiz."

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To facilitate the development of a "community within a community," Rochester's Honors students have their own Common Room—a large, pleasant meeting place designed to provide, in Hinman's words, "an island of peace and sociability." In the Common Room, he explains, students have "unusual opportunities for personal counseling, for informal discussion, and for intellectual interaction." Augmenting these are special events—a fall party, the annual Honors banquet, coffee hours—that strengthen the sense of community among Honors students. Conceivably, too, the rigors of the senior examination may add a final fillip to the Program—a communal feeling of extraordinary-hazard-mutually-experienced-and-survived.

Although the basic philosophy of Rochester's Honors Program has remained constant, several improvements have been made in recent years. Originally the Program was open only to juniors and seniors; since 1964 it has admitted exceptionally qualified sophomores as well. And, over the past several years, the size and scope of the Program have been broadened. This year, for example, Honors work is offered in ten departments—anthropology, biology, economics, English, fine arts, foreign and comparative literature, history, philosophy, political science, and sociology. In addition, Honors students these days are permitted to enroll in some "regular" classes as well as their Honors seminars. (As in the past, capable students who are not formally enrolled in the Program may be admitted to an Honors seminar if there is a vacancy.)

Hopefully, some additional Honors courses will be initiated. But, as Hinman notes, the heavy cost of staffing such courses understandably has caused some River Campus departments to hesitate. This, in turn, has kept many students from entering Honors work—both because of lack of available faculty and because the Honors courses that were offered did not meet their special interests. If a greater variety of seminars and similar programs became available, the present enrollment of some 90 Honors students could easily be doubled, Hinman believes.

The University currently is seeking outside funds to permit such expansion. Thus, given the necessary support, and drawing on its 25-year experience with Honors work, Rochester hopes to offer future generations of students even greater opportunities for the intensely personal kind of education that alumni of the Honors Program have found so rewarding.
The Artist-
Teacher at Eastman

In 1962, a publication commemorating the fortieth anniversary of the University’s Eastman School of Music attributed students’ interest in coming to the School to “the presence of an incomparable faculty of teacher-performers who beckon them to Rochester. It is these teachers who, by their great example as performers, set and keep (students) on the paths of purpose and artistic achievement, and who, together with their colleagues of the Eastman community, prepare them for a life of teaching and playing...”

Among the School’s distinguished artist-teachers is Carroll Glenn, shown here with two of her students. Like her husband—the equally renowned pianist and fellow-faculty member Eugene List—Miss Glenn combines the virtuosity of the concert artist with the sensitivity and skill of the good teacher.

Pictured with Carroll Glenn are Soong Chung Suh of Seoul, Korea, and Coralie Gerlitz of Springfield, Ohio, who are working for the master’s degree in performance and music literature.
The editors of *Contrast* have asked me to submit some brief reflections on what has recently become known as the "problem" of student-teacher relations. That such a problem exists, I have no doubts. But discussions of it, among both students and teachers, all too frequently take place within an atmosphere created by belief in a mythical golden age of pedagogy.

According to the myth, students and teachers once came together in an ideal agora, discovered the "meaning of life" together, formed intellectual and emotional bonds that lasted far beyond the college years, and continued to contribute to the other's spiritual growth until one or the other died. This might be called the "Mister Chips" myth. Teachers helped establish the myth, and students, always insecure when they arrive at college, have preferred to accredit the myth rather than challenge it, even in the face of overwhelming evidence against the possibility of its truth.

That meaningful (and in some cases even profound) friendships are sometimes established between teachers and students is undeniable. But in my opinion such friendships are the exception rather than the rule. Everything in the pedagogical situation militates against the establishment of those "deep, warm relationships" which the sentimental defenders of the teaching profession often offer as the end and purpose of education.

The very inequality between student and teacher, which is the presupposition of all education, renders the kind of truthfulness upon which genuine friendship is based impossible. In very large part teaching is dissimulation: The teacher must often make the simple seem complex and the complex simple if he is to direct the student along the path of learning that is best for him. The teacher, in short, manipulates the student, necessarily does violence to the student's incipient sense of self, and thereby sets up tensions in the student which generate painful ambiguities in the student's attitudes towards the teacher. This is why the student often oscillates between the extremes of respect and disgust with regard to the teacher to whom he is drawn for guidance.

Since most of the cards with which the teaching game is played are held by the teacher, he inevitably assumes the aspect of a tyrant, even while he is trying to provide the tools by which the student will ultimately effect his emotional release from all tyranny, intellectual as well as emotional. The tyranny of the teacher over the student is perhaps more dangerous than that of the parent over the child, for whereas the tyranny of parents is necessarily curtailed by the natural process itself, the tyranny of the teacher can last for the student's entire life.

Students who come to college with the expectation of finding friends among their teachers are deluded, I believe, whatever the statements made by writers who attended Ivy League schools in the Twenties. Since friendship is possible only among people who share a similar intellectual and emotional endowment, the possibilities of friendship between the college student and his professors are slight indeed. And if one looks closely at those idealized relationships between students and teachers which appear in novels and biographies, it will be discovered that in most instances it is not friendship, but tyranny, that is being shown, that tyranny of the sort which Henry James made the subject of all his writing. And tyrannical relationships are signs that the educational process has failed. Good teachers want to liberate their students from dependence upon all authority figures, teachers included— which means that good teaching is ultimately destructive of the bond between students and teachers themselves.
Since I have been asked to contribute a few observations on the life and times of a professor, and since I have read the reflections of my distinguished colleague, Professor Hayden White, on the “problems” of student-teacher relations, it would seem fitting, perhaps, to make my comments as a “reply” to Professor White. I disagree rather sharply with his contention that the processes of education are not conducive to the formation of friendships between students and faculty—and that such things as warm and lasting relations on this basis are nothing more than Ivy League myths.

As President Lee DuBridge of the California Institute of Technology (former chairman of the UR physics department) has pointed out, we live in a time of explosions. Besides the population explosion of which we hear so much, there is a knowledge explosion and a democracy explosion. The first two of these, especially, contribute to a climate of specialization, and it is in this climate that our modern professor works and has his being. The production of knowledge is so great and critiques of this material so numerous that the professor spends a good part of his life trying to bring himself up to a position of authority in his own field. As Ortega y Gasset has said, he becomes more and more a vertical barbarian.

Contrary to popular misconceptions, the world of college teaching and scholarship is a dynamic one. Most professors are vitally interested in their discipline and in their specialty. They are so interested that they not only teach with enthusiasm but they spend much time reading, discussing, writing, and even publishing what they have found out. In fact, a good teacher is a life-long student. And it is in this framework of activity that he introduces his students to something that he considers vital. He tries hard to nurture and perpetuate interest and concern in them and ultimately he takes pride in “building” new specialists for the future.

During the latter stages of this evolution, the upper-class and graduate years, it is very likely that student and professor become very good friends. As they, like the professor, become life-long students, they often excel in knowledge and intellectual activity. They often work with the professor on research projects, they take part in professional meetings with other professors, and they even publish long before there is a threat of perishing. One can point to numerous “teams” of researchers and writers—and to numerous warm friendships—that started with student-faculty relations.

I disagree, therefore, with Professor White’s assertion that the “purposes of education defeat friendships” and that everything in the pedagogical situation militates against the establishment of warm relationships. Although I should agree with him that there is much dissimulation in the teaching process, what is more important in the long run is the assimilation that takes place and that continues.
An experimental program initiated on the River Campus last fall, the Creative Arts Workshop brings together student painters, sculptors, dancers, and actors under the guidance of resident and visiting faculty members. Through a variety of individual and group projects, students explore some of the basic aspects of creative work. A typical problem is the use of space, an area of concern common to many of the arts—whether as the dramatic tension created by the distance between actors on stage or as the illusion of space that a painter creates with color. Some of the ways in which students and faculty may attack such problems are shown on these pages.
Creative Arts Workshop
Within the last few years River Campus undergraduates have shown an increased—and heartening—interest in the development of the University's academic program. This phenomenon, among others, was recently discussed at a noon-hour taping session involving two members of the undergraduate Committee on Educational Policy—Patricia O'Leary, '66, committee chairman, and Lawrence Grossberg, '68; Provost McCrea Hazlett; Professor Vincent Nowlis, chairman of the Committee on Improving Instruction of the College of Arts and Science and chairman of the Steering Committee of the University's Faculty Senate; and Judy Brown, editor of Rochester Review.

The material that follows is a somewhat abbreviated version of their discussion.

**BROWN:** As a fringe member of the campus community, I'm aware that students and faculty seem to be working together in a rather unprecedented fashion on matters affecting undergraduate teaching. At the same time, I hear students express fears that undergraduates may be lost in the academic shuffle. What's it all about?

**O'LEARY:** As the University's entering students have become more sophisticated, they've taken an increased interest in the formation of academic policy. They realize that this is an area of crucial importance to the kind of education they will receive, and they are more and more insistent on having their demands heard and acted upon by the University administration.

**NOWLIS:** I think this initiative on the part of students is excellent, and it is certainly being responded to by the faculty and administrative officers. It's also true that the latter groups were aware of some of these problems earlier and have also been taking some initiative.

**HAZLETT:** As I think back on my years at Rochester, it seems to me that students have always been people with emotions who express these emotions in many different ways—a fact that doesn't distinguish them from any other kind of human being. But until the late 1950's or so, students didn't seem to care about—or didn't exhibit—that they cared about—the academic program. Their displays of feeling were usually limited to happy outbreaks in the springtime or concern about food and so on—there wasn't today's expression of academic concern.

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**GROSSBERG:** I think students have always questioned... they've always tried to find the best means to what they thought was the end they were aiming for. What has changed is the end they have in mind. Today, the emphasis is on intellectualism as opposed to practicality, which previously was the primary interest.

**O'LEARY:** I don't know much about other campuses, but I would like to emphasize one aspect of this trend at Rochester: the extreme willingness of the faculty and administration to react to student initiative.

In the past, students haven't taken this initiative. I don't know whether it was because the University never encouraged them or whether they just weren't interested. But the point is that now that this sort of initiative has been evidenced, we've run into absolutely no negative reaction from faculty or administration. On the contrary, they're going along with us in every channel...

**GROSSBERG:** Actually, I think that the increased student interest in academics simply reflects changes in our culture. Today college is recognized as one of the very necessary and valuable structures in society, and students are reflecting this interest. It's true, too, of course, that there are differences among students, and the more intellectually oriented students—such as you find at a place like Rochester—have higher goals than others and are more demanding.

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In my experience here, this academic concern first came to a head in 1961 when we had what was billed as a riot—but really wasn't a riot at all.
NOWLIS: Yes, that was the first time students really showed their concern about academic matters. And it wasn't a riot, of course; it was an effective, dignified expression of student views. Actually, it taught us a great deal—for example, that we hadn't thought through some of the implications of our four-course program. For one thing, we found that too many freshmen were getting into large classes. Our immediate response was to initiate the freshman preceptorial program—a program that now enables many freshmen to meet in small seminar-type sessions with faculty members.

I'd like to point out that we cheered—we cheered—when that student rally took place. We wanted students to be concerned—and it isn't that we want them to be that they are concerned, thank heaven! All around the country students are asking, “What can I get concerned about?” Fortunately, here at Rochester, one of the top things they get concerned about is the academic program.

HAZLETT: My own hunch is that this concern is probably not a universal phenomenon. Certainly, the evidence I have shows that of the 2,700 accredited colleges and universities, maybe 15 or 20 have student bodies that are genuinely concerned about academic matters. And maybe this is one of the interesting, exciting, and healthy by-products of the kind of thing that has been happening at Rochester—not entirely by design, but certainly in terms of the changing size, the improvement in the quality of our faculty, and the different and interesting kinds of characteristics that our student body brings to the campus.

NOWLIS: Do students perceive the faculty as generally increasing in scholarly qualities each year? And if so, does this whet your academic appetite?

O'LEARY: This is true—very, very definitely. Contrary to what might be the faculty's impression, students realize the importance of having a faculty that is not only a qualified teaching faculty but a community of scholars as well. And on this rests the entire value of the university, and certainly it's going to affect very largely the quality of education we get here.

I think students also recognize and accept the fact that a lot of the benefits that accrue from this kind of faculty will be channeled toward graduate students as well as undergraduates. But I think they do accept and they do realize the necessity for a university to have a strong graduate school. And the direct benefit to the undergraduate, of course, is being a member of a department with a graduate school of note and with a highly qualified faculty.

GROSSBERG: I'd like to interject, though, that undergraduate education is at least as important as a university's scholarly work... and teachers should reflect this. There are teachers who take a very enthusiastic interest in students as students and as people. When they teach an undergraduate course, they approach it with all the enthusiasm they would feel if they were approaching a scholarly problem with fellow-members of their department. And that's the way it should be.

HAZLETT: Do you think that students are willing to accept the fact that great scholars as a group may have more eccentricities than "nice guys"—some of these eccentricities being that they very frequently are not so oriented toward or concerned with people, and so on?

O'LEARY: Well, students do react against eccentric (if you want to call them that) professors. But I think just as frequently and perhaps more so, you'll have students expressing considerable impatience with a professor who is only a nice guy and who doesn't satisfy or stimulate them intellectually.

Occasionally, we do see instances of the ideal scholar—men who are excellent professors and are also the most fantastically exciting people. And it is around these ideal examples that we conceive the University... and so we feel that the University should have this type of person throughout its faculty.
BROWN: One subject that seems to be involving some hot and heavy discussion among students and faculty is the possibility of dropping distribution requirements.

O'LEARY: That's true. And it's toward the end of rewarding—or at least recognizing—the faculty member who is a good teacher that the undergraduates in the College of Arts and Science, through the student Committee on Educational Policy, recently instituted an award for outstanding teaching.

HAZLETT: Of course, the University for several years has had an annual $1,000 award for undergraduate teaching established by Edward Peck Curtis, a University trustee. The Curtis Award is open to faculty members on all three University campuses with nominations made by the various deans.

O'LEARY: We hope our student awards will be expanded to include other colleges in the future. (Editor's note: The list of recipients of the new student-initiated awards for undergraduate teaching appears on Page 24.)

BROWN: As I read your list of outstanding teachers, I was impressed by the fact that many of them are distinguished scholars. I can think of one who has a tremendous reputation; offhand, you might think of him as primarily a "research man." But you've chosen him as the member of his department to receive your first award—and that department includes some of our best known, most popular, and most influential teachers.

GROSSBERG: I think the main purpose of our award is to show teachers on this campus—or nationally, if you will—that students are concerned about good teaching. We feel that some teaching is deficient; at the same time we recognize the outstanding efforts of teachers who really put out for us. It's like saying, "We'd like to do more for you, but we can't, so we'll just say thanks and we hope you realize what the award carries with it—the gratitude of a group of people toward someone who has influenced their lives." In addition, it's saying to some of the other teachers that we are concerned and we hope they will show more interest in undergraduate education.

BROWN: What were the criteria for this award?

O'LEARY: Well, our first consideration was a negative one: We wanted to eliminate completely the aspect of a popularity contest because, first of all, such a contest would negate what we were trying to do by losing the respect of faculty and administration. We tried to emphasize to students that they should consider a teacher's presentation and selection of his material, his attention to real communication on his subject with students in and out of the classroom, and his ability to stimulate creative thought. Certainly, a student reacts best to a classroom situation in which he is provoked to do further thinking, further reading...he usually is most satisfied with a course in which he is stimulated to do the most work.

NOWLIS: I am reminded that the evaluation of the faculty made by students last spring showed that our faculty in general came out very, very well with respect to knowledge of their subject, with respect to their ability to communicate effectively, with respect to their being relatively well organized in presenting material. But, as a whole, the faculty rated lower—although by no means low—with respect to the ability to stimulate.

HAZLETT: When you examine the matter of stimulation, of course, you begin to wonder: Stimulate to what? What is this excitement doing? And you're suggesting that perhaps this excitement is to get the student to do further reading and research. However, I think sometimes the excitement is simply the reaction: "Gad, that was a great lecture!" You know, someone once said that a great actor is a man who can draw tears from an audience just by reading a telephone book. But apparently you did try to get away from that sort of thing in your evaluation of faculty.

O'LEARY: Yes, if you scan the list of recipients, I think you will find that it tends not to be the showman who came first, but the person who is able to provoke from students an understanding of why he is so involved in his field. Really, that's essentially what a student wants from a professor—to know what is so interesting in his subject that he has devoted his life to it; in other words, we want him to convey his excitement, his involvement with his discipline.

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THE ROLE OF A GRADUATE SCHOOL IN A UNIVERSITY

J. Douglas Brown

Most people fail to realize that the liberal arts college as we have visualized it from our youth up is strictly an American invention. The continental university from Padua on was and is a very different social phenomenon. The colleges of Oxford or Cambridge, which come nearer to being the ancestors of their American namesakes, are closer in spirit, but still very different in organization.

The earlier American colleges were more directly descendants of the dissenting academies of England. At least, they were nurtured in a climate of dissent from the established position of Church, State, and Class in higher education, and of Latin and Greek as the almost exclusive vehicles of instruction.

The American college evolved as a means of educating leaders in a colonial society, first in the professions—the ministry, law, and medicine—and in government, and later in business. It sought to produce men of intellect, responsibility, and dedication. Its subject-matter and methods of instruction were ever secondary to the main purpose of affecting the character as well as the capabilities of its students. We have called such education “liberal” because it frees men from ignorance, superstition, and prejudice.

The American university has grown out of the American college. While for a time the German university was considered the model for graduate instruction in this country, the persistent pattern of the American liberal arts college at the center of our tradition has, fortunately, limited the separatist influence of the German approach, except in a very few institutions. For all others, the undergraduate college and the graduate school of arts and sciences, especially, have maintained close ties in spirit, purpose, and organization. This has been a great source of strength.

There appear to be several reasons why the American liberal university has gained vitality and purpose from having as its nucleus a liberal arts college. There are also reasons why the dynamic liberal arts college in these times of growth and change finds its fulfillment in becoming a liberal university. The relationship of college to university is not always one of easy accommodation, but the countervailing tensions, cross-currents, and assumptions are far more conducive to vigor and survival than to dissension or decay.

The essential bond between the undergraduate and graduate levels of a liberal university is that true education involves the leadership of the teacher in the student’s quest for knowledge and understanding. At all levels of higher education it is not so much what the teacher knows, but how well he excites the imagination and curiosity of the student, that determines the effectiveness of instruction. As Whitehead has said, knowledge, like fish, does not keep well. The teacher must ever mix knowledge with creative imagination in giving it a freshness that makes it attractive.

Creative and imaginative teaching cannot be carried on by teachers who have lost the excitement of discovery. Except at the most elementary stages of learning, there are always new approaches, points of view, interpreta-
"The graduate student . . . requires leadership in digging deeper and deeper in a narrower vein of knowledge where the going gets tough and where enthusiasm is transmitted by the teacher more as a fellow scholar than as a learned expositor."

Pictured with graduate students are Professor W. Lewis Hyde, director of the Institute of Optics (below), and Professor Wolf Vishniac, chairman of the Department of Biology (right).

... or conclusions which may arise in the imaginative discussion of ideas. The student soon senses the climate of a class, whether the teacher is dispensing cut and dried facts and formula or is himself caught up in the quest of finding something new to him as well as to the class.

The habit of mind which makes the imaginative teacher cannot, however, be preserved, let alone nurtured, if the teacher has no opportunity for discovery on his own, apart from undergraduate instruction. Like all habits, that of creative, imaginative thought grows on its exercise. For the university teacher this exercise must come in his own research, in discussions with mature colleagues, in seminars with advanced students, as well as in undergraduate instruction. Only in a well balanced, integrated university does the teacher have his optimum opportunity to sustain and enhance his potentialities as a creative leader in the combined process of education and discovery.

Creativity and imagination in teaching is a tone of attack. It does not depend upon scholarly work in all areas covered in instruction. As with the body, to preserve tone, one does not have to exercise in a dozen sports, so a teacher-scholar, to preserve his urge for discovery, does not have to spread his scholarship over the whole range of his subject, but can and should seek mastery in a selected field. The test is whether a habit of mind exists, not the way it is sustained.

In all education, for the teacher and student alike,
there is a rhythmic cycle of mastery and humility: (a) a sense of accomplishment, of a degree of mastery of knowledge, ideas, or approaches; and (b) a sense of humility before the great mass and complexity of that which remains unknown or not understood. It is the great teacher who keeps himself aware of both responses in his students by experiencing the same rhythm in his own quest for knowledge and understanding. The teacher who does not attack new problems in his own research is more likely to assume a sense of easy mastery which subtly shades into intellectual arrogance. Along with research, the teaching of graduate students helps temper any tendency toward dogmatism, especially when such students become junior partners in scholarship under the leadership of the teacher. At the most eager and imaginative period of their lives, they are predisposed to challenge well-worn conclusions.

The level of graduate instruction in a liberal university forms a critical layer in cementing together the functions of instruction and scholarship and in assuring a leadership approach in higher education. Whereas the undergraduate student challenges the ability of the teacher to lead discussion over a wider range of his subject with lucidity, imagination, and balance, the graduate student, who is much farther along the path, requires leadership in digging deeper and deeper in a narrower vein of knowledge where the going gets tough and where enthusiasm is transmitted by the teacher more as a fellow scholar than as a learned expositor. The graduate student gains a guide and intellectual friend in growing in his chosen career. The teacher gains a junior colleague whose ideas will often stimulate his own in the discussion of a common endeavor.

Given this strategic role of graduate instruction in the liberal university, the problem becomes one of assuring balance and integration in the elements of undergraduate instruction, graduate instruction, and faculty scholarship into a moving, mutually interacting equilibrium. This is no easy task. It cannot be solved by the university as a whole except in providing a favorable climate reinforced by repeated indications of policy in day-to-day decisions. Departments vary in their tendencies in emphasizing one of the three elements, because of relative size of enrollments at various levels, the nature of the subject, or the predispositions of their members.

The nub of the solution lies in the selection and encouragement of individual faculty members who are committed to the balancing and integration of the three elements. Not all will be equally able or effective in all levels of instruction and in scholarship, but the goal should be overall balance, department by department, with one-sidedness in any individual something to be resolved or compensated for, rather than a desirable attribute.

In addition to promoting the integration of the levels of instruction and scholarship through the wise selection of faculty, a university can influence the process by planned control of the balance of enrollments at the various levels. Graduate instruction is more demanding than undergraduate instruction in the ratio of teachers to students. It requires more preparation on the part of the teacher week by week, and more individual consultation than an undergraduate course, since the subject matter is more difficult and more closely adapted to the needs of the particular group.

Further, graduate courses are more specialized than undergraduate courses. There is a tendency toward increasing sub-division of subject-matter into more and more courses, especially when younger teachers seek opportunity to cover some sub-area of a discipline which is their chosen field of scholarship. Not only must restraint be exercised to avoid an excess of small courses draining expensive faculty time, but also to prevent loss in balance and integration in the total offerings of the department.

Those who favor the trend toward the "multiversity" and its emphasis on proliferating research programs may consider an even three-way balance (between undergraduate instruction, graduate instruction, and scholarship) too restrictive. Those who seek to preserve the heritage of the American university with its nucleus in the liberal arts college will realize the value of such a balance, at least in some leading private institutions. To them the concept that university education at all levels is essentially leadership in the search for wisdom to assure wise leadership in human affairs remains central and compelling.
Cited as "a model of the teacher-practitioner," Dr. Lawrence A. Kohn became the Medical School's first chief medical resident in 1926 and its first clinical professor of medicine in 1958. He holds the Medical Alumni Association's Gold Medal for his achievements "as a great teacher and clinician who has lit the fires of enthusiasm among many young men in medicine." The article that follows is based on his 1965 commencement address at the Medical School.*

One of these days you will ask yourself: "What am I doing in this grind? What is the prospect of a decent life? Why did I choose medicine anyhow?" Up to now, and perhaps for some years to come, you will have been so preoccupied by urgent things, perhaps so protected by the organizations in which you work, that the query will be postponed. But come it will.

It didn't hit me until I went back, in 1928, to my fourteenth college reunion. Because of indecision and World War I, I was at the time only a year out of my residency. It appeared that most of my classmates were assistant vice-presidents of the Guaranty Trust Company, or sitting pretty in a large advertising agency or manufacturing complex. They were happily married, lived in a good suburb, belonged to a country club, and naturally voted straight Republican. I still owed for the stake I had needed to start practice; I lived in a furnished room, and I drove back to reunion in my model T Ford: the only way I could manage the trip.

The discrepancy hit me; the boys were friendly and all that, but it appeared that I had been left at the post.

As you have already observed, doctors work hard. The 168 hours in the week aren't really enough, and they never will be. There is so much to do; so much to learn—about disease, about the people who have it, about yourself. If not now, you will soon be aware that you are not dealing with an occlusion of the anterior descending branch of the left coronary artery, but with an event that may have changed the life of a human being. A little later you learn that the hospital stay is only an incident in his illness, in his life. There will always be more to learn and you will never have time for it all. Moreover, you will find that if you let yourself get hurried, either in reading or in the laboratory or with patients, you will be sorry for it. Even your time off won't really be yours; you will never be free of your responsibilities; you'll never leave a clean desk.

Hence, as a doctor you will have to sacrifice many

*Dr. Kohn's speech was recently reprinted in Resident Physician Magazine.
things; some of your pleasures, for instance—afternoons when the trout might be rising, evenings when others are hearing the Philharmonic. You will often have to sacrifice your family. My wife insists that when a doctor proposes, he should say: "Darling, I love you more than anyone else in the world, but medicine comes first." You’ll have to steal time which should be your children’s. You may quite possibly have to sacrifice your health.

There are innumerable annoyances, small and large, built into the doctor’s job. If you work in a laboratory, there will be failures of apparatus at crucial moments, loss of key technicians, and budget troubles, besides the inevitable blind alleys always open to the investigator.

If you practice, patients will be late for their appointments, will be demanding, will leave your care. Even if you can understand the reasons behind their need to annoy you, it won’t obviate it. A pleasant lady who comes to me occasionally for examination somehow never can produce a urine sample in the office. Then when we meet socially, she seizes the moment to inquire: “Larry, dear, how was the sample?” I am sometimes tempted to end it all by some such crack as: “Mary, a urine like yours, a doctor doesn’t get one very often. Thanks a million for letting me see it,” but she would only think that I was being rude.

When your medicine is good, when you know you’ve done a good job, there will often be misunderstanding, inappreciation. May I cite examples?

One day a nice old man entered the hospital coughing up blood in large quantity. The chest film was clear; the clotting mechanisms normal. Laryngoscopy, difficult to do, merely confirmed that the blood came from near the cricoid. We transfused him and sedated him, but he kept on coughing up blood. His thyroid was not large but at one lower pole there was a small nodule. Dr. T. Banford Jones and I formed the hypothesis that he might have a collar-button type of carcinoma, with the wider base eroding into the trachea. After some hesitance, Jones operated on him and the diagnosis was right. He managed to tie the bleeding vessels and stripped most of the tumor from the trachea. Then we radiated him heavily and for a time his life he had no more cancer. But, in what was a far from ideal operative situation, one recurrent nerve was severed, and he became hoarse. He never forgave us.

Another incident occurred almost thirty years ago, a time when some of the older internists would pass some of the less attractive consultations down to me. This call came during a heavy snowstorm, from far west on the Ridge Road. The patient was a college boy home for Christmas who had had pneumonia. His physician had established the agent as type I pneumococcus, for which we had a partially effective antiserum, and the boy had responded. But then fever had recurred, breathing again became labored, and he seemed headed for a bad end. When I finally got there, he was cyanosed, breathless . . . but, on examination, I was sure that there was a large accumulation of fluid in one pleural cavity. I put in a needle and aspirated about a pint of purulent stuff; the next morning we brought him to the hospital where, with adequate chest surgery, he made a good recovery. Somehow, though (maybe I was brash), the doctor thought I had showed him up, and he never asked me to see another patient and barely spoke to me when we met.

The care of patients, in or out of hospitals, is becoming more difficult. You have to accept more and more newspaper medicine—and TV medicine. You have to tread the narrow path between seeing that your patients get their rights and not abusing Blue Cross and Blue Shield. And in many areas there is government interference. This isn’t new: In 1897 the New York Academy of Medicine rebelled against compulsory reporting of tuberculosis!

I dislike the possibility of our having a National Health Plan; nevertheless, if we want government to build our hospitals, care for the insane, finance our research, we’re going to have to accept a degree of supervision. The more private enterprise proves inadequate, the more public interference will be invoked. Some of this is in your hands. Every needless test, every wasted hospital day, contributes to the likelihood that we will have to give up private medicine.

Whatever your personal philosophy of medicine turns out to be—merely to be a guide, giving good advice, or to be responsible for seeing that it is followed—you will have many qualms. You cannot merely throw medicine at patients and expect them to accept it, but if you become too responsible, the psychiatrists will accuse you of being authoritarian.

You will have moments of anger, hours of frustration. We all have days when we’re off our game. Now and then when I recognize that I’m not at my best I am tempted to hang a sign in the waiting room: “Kohn is having a bad day. Proceed at your own risk.” There will be repeated occasions when you feel inadequate and you often will be inadequate; disease is a treacherous opponent, and whenever you begin to feel smug about a result, you are due for a fall.

There will be deaths among your friends. There are many bad diseases and there will be mistakes; we all make them, and we know that we will continue to. One measure of a doctor as opposed to a mere MD is his willingness to take action, to use judgment, knowing that he will make a certain number of mistakes. From time to time guilt and depression will possess you. In fact, I don’t understand why more of us are not depressed; our situation certainly
warrants it. The burden can at times appear intolerable. However, there are also many rewards. While you are not likely to become rich, nor count on security in your old age—certainly not as compared with your opposite numbers in industry—you will probably make a decent living. Few of you will be in want. Even in later years, even with physical handicaps, you will be able to do some type of medicine, and let me tell you that many a businessman, retired at 65 on an adequate company pension, envies us our ability to stay active.

As a doctor, you will be a privileged person. Our "image," as they say, may be imperfect, but we are respected and loved by the public at large; by hotel clerks and traffic cops and airplane hostesses. On a higher level, you will be accepted as an educated man or woman and rightly so. You will be welcomed wherever you go, although you may be sorry to be identified as a doctor if the conversation turns to the inadequacies of hospitals or cholesterol. And when you or your loved ones are ill, you can count on the best professional care there is—even in foreign lands.

You will often receive credit for things you have not done and have not deserved. Your pronouncements, which at times carry a frightening authority, may be widely quoted and misquoted to purposes which may make you blush. Patients will give you thanks, praise, gifts, which, unless you are very naive, you will know are undeserved and which I regret to warn you may turn to innuendo and blame on very little or no provocation. After all, everything which goes up comes down, even though in pieces.

But then there is the absorption, the excitement of medicine. There is nothing like it that I know of.

If I may resume a personal touch—I returned in 1934 to my twentieth college class reunion. It so happened that I had bought a grey Chrysler convertible that spring and my outward appearance was improved over 1928. But so were my spirits. The bad years of the depression had intervened, and many of the lads who had looked very smug and secure in 1928 were no longer so enviable. True, few of them had been cold and hungry during those years (though lots of people had been), but many of them had been rotting on the vine for want of something to do.

There has never been a dull moment in my medicine; never a day when my work wasn't fascinating, challenging. Year in, year out I defy you to find a job or profession which equals it. And the fabric that has unfolded just in my years: liver, insulin, antibiotics, vascular surgery! Nor is there any reason to think that you won't see equal advances, and perhaps many of you will play a major part in achieving them.

I hope you have—we've certainly tried to give you—a foundation of scientific, of critical thought; and you ought to be able to keep up with what happens, even if the Journal of Clinical Investigation seems tough going at times. Not that keeping up will be easy; full-time or part-time, you'll have to organize your study and your reading, and not rely on drug house throwaways.

And there are your medical friendships. My son completed his formal education in the Marine Corps, and when he finished Parris Island, I asked him: "How bad was it?" "Dad," he replied, "it was pretty rough at times, but if I were in a tough spot I'd be damned glad to know that the man at my back was a Marine." And this is true of medicine. Your associates, your friends will be men who have been through the same mill, speak the same language, have the same longings and perhaps the same neuroses. You can count on them, as they will depend on you.

Finally, there are your patients. You're going to learn about them as human beings; not just as victims of illness. And you'll learn that most of them—not necessarily those who make the headlines, but the bulk of them—are wonderful. They have comedy and tragedy, and courage, and quality. You'll learn that most people really try to live by the Sermon on the Mount, not just try to evade the Ten Commandments. You'll get to love them, and they you, and this is pretty close to the kingdom of heaven, here on earth.

Ladies and gentlemen, I congratulate you. Your troubles will be many; you are going to have a lot of grief and suffering. But I truly believe that you have chosen the best job in the world.
JOHN TIMOTHY LONDERGAN, '65, last spring received a Rhodes Scholarship for two years of graduate study at Oxford University. A physics major at Rochester, he held a General Motors Scholarship and won honors both as a perennial dean's list scholar and as captain and first man on the squash and tennis teams. Among other activities, he was treasurer of the River Campus student government, co-chairman of Freshman Week, a member of Keidaeans, senior men's honorary, and a participant in the student tutor society.

At Oxford he is studying theoretical particle physics and casting an observant eye on British life, academic and otherwise.

At Oxford, the word “change” is viewed with much the same apprehensive mistrust as the word “fall-out.” The heritage of tradition at Oxford is as pervasive as the fog, and has produced, along with some tenaciously preserved cathedrals and college halls, an educational system which remains in many ways unchanged from the system begun over 700 years ago.

The widely imitated “Oxford system” is based on a tutorial program in which a student submits a paper weekly for discussion with his tutor. This program is individualistic in its approach to study and provides extremely deep, although sometimes rather narrow, concentration in a field of study. For the British student, who often chooses his major field at 14, this represents a logical continuation of his studies.

There is now a unique prospect of impending change at Oxford, since a committee is presently critically examining the colleges for their strengths and weaknesses. In some fields Oxford's preeminence is unquestioned; an American graduate student in classics remarked that "the average A.B. in classics at Oxford knows more Greek than my professors at... (a quite select Eastern) University." Similarly, in such fields as philosophy and medieval history Oxford draws many of its dons directly from its B.A. graduates in an impressive display of inbreeding. But this method of academic patronage can create stagnation, and many people feel that this type of practice could be quite harmful to Oxford's relevance to society. Indeed, some feel that the university has already lost its relevance, and one don is reportedly quoted: "Oxford and Cambridge are the same—they both speak the same dead language."

Lectures at Oxford, supposed to supplement and enrich the tutorial program, are on the whole quite mediocre. A careful selection of lecturers can produce some
very brilliant classes,¹ but lectures are in general disrepute. They are poorly attended, and deservedly so. In physics, my own major, lectures are quite strong in the undergraduate curriculum, but this is rather exceptional; the tutorial program has simply not proven as adequate for physics as the lecture-and-seminar course so widespread in the United States.

Study at Oxford, centered about the tutorials, proceeds at a very unregimented pace, and pressures are markedly different from, for example, Rochester. The Oxford student has an average of about one exam per year and generally only the final series of exams is taken really seriously. Depending on a student's thoroughness, this may leave comparatively more time for extracurricular activities than in the United States. To provide for extracurricular life, Oxford abounds in student clubs, ranging from Anarchist to Zoology, and these clubs take up the major portion of the social life of many undergraduates. Participation in clubs can sometimes take up the majority of the student's work during terms; in the prestigious debating society, the Oxford Union, debates have national significance and, historically, prominence in the Union has been a stepping-stone to political prominence.

On weekends an exodus to London begins, and for anyone accustomed to Broadway prices London is a Nirvana of culture: $2 seats for plays, ballet and opera tickets which begin at $1, and an impressive list of concerts and art shows. For homesick Americans there is also an impressive array of old American films (High Noon, The Magnificent Seven, The Maltese Falcon) as well as the latest Hollywood productions. London also offers more women than Oxford—the 5:1 men/women ratio at Oxford can be downright traumatic, and the Oxford Student Guide is careful to point out: "There are enough women to go around at Oxford, if they go around fast enough."

Many students, in fact, do as much studying during vacations as they do in term. The Oxford term facilitates this system of studying; the year is split into three eight-week terms, divided by two six-week vacations and a long summer vacation. Vacations, however, are often times when students are expected to perform the reading for a subsequent term; as one student was reminded, "You have a six-week vacation, sir; that is NOT a six-week holiday!" Vacations do offer a good excuse to get out of England (weatherwise, almost invariably a great idea) and travel.

Although the average student at Oxford studies quite hard, it is simply not de rigueur to admit that one has even opened a book. The English still maintain the ideal of the qualified amateur, the Renaissance Man who dabbles in all fields of knowledge. "Greats," says the Oxford Handbook regarding one of Oxford's toughest courses (an intensive study of the entire corpus of Greek and Latin writings, plus a comprehensive minor in philosophy), "is deficient in providing knowledge of the modern world... but it is said to produce men who are unrivaled as expositors and judges of any situation or set of facts which may be placed before them." So there!

England's ideal of the amateur has ramifications in all facets of the university. Some scientists have privately expressed regret that Sir Alexander Fleming ever discovered penicillin. "It has done an incredible disservice to the scientist in England," is their whimsical reasoning. "Ever since he discovered penicillin in some filthy, badly equipped lab, administrators have used this as an argument against better lab facilities." And today the Brain Drain is proving that British ingenuity and hardiness are just no match for proper equipment.

¹Contrary to the widely expressed views of college administrators, the most highly renowned academicians often give terrible lectures. Oxford solves this problem in part by creating one college which has no students; here the professors merely do research and give occasional talks (much like some American universities which haven't bothered to do away with their student body yet).
Although the average student at Oxford studies quite hard, it is simply not de rigueur to admit that one has even opened a book.

A better explanation of the bad facilities at Oxford itself is probably hidden in the structural complexities of the Oxford college system. Oxford is in reality a federation of almost totally autonomous colleges which have very few functions in common (when the different college representatives meet together, it is often just to maneuver in a perpetual game of intercollege One-Upmanship). Cost and maintenance problems make scientific laboratories the concern of none of the individual colleges but of the nebulous University. The lack of close coordination of the university hampers all projects which cannot be undertaken by the individual colleges.

The idealization of the amateur is most obvious in sports, as a popular song goes:

“Olympic games embarrass us,
We’re never Number One;
But the others practice beforehand
Which spoils all the fun.”

While it is definitely not true that the British sense of enjoyment always outweighs the desire to win (as is demonstrated in any Oxford-Cambridge match), nevertheless British athletes rarely undertake the fantastic commitment and regimenting that so many American athletes train under.

To an American student, inefficiency is generally a malevolent vice, but to an Englishman there are simply more important things than efficiency (tradition and pride, to name two). Indeed, the most striking cultural differences between English and American students are the detachment and inefficiency of the English student. Detachment has nothing to do with laziness but simply expresses a desire to remain fundamentally uncommitted on the various political and moral issues which confront the student. To an American student, inefficiency is generally a malevolent vice, but to an Englishman there are simply more important things than efficiency (tradition and pride, to name two). The conflict between efficiency-oriented American goals and tradition-oriented British ideas is the most obvious cultural difference I have seen.

Adherence to tradition is definitely a mixed blessing. The English, who have built and preserved magnificent cathedrals, and who are known for the precision and beauty of their gardens, have yet to provide comfortable (or practical) housing. In most European countries the plumbing is individual and the heating central—in England, unfortunately, the conditions are reversed. Although the English insist that central heating is “bad for the complexion” and complain that Americans can only be comfortable when the temperature is boiling hot, their heating is positively medieval. I remember reading of some English poet who wrote while shivering in an unheated garret (the phrase is redundant—all garrets in England seem to be unheated), but I wonder how any of the English poets ever survived the winter.

Central heating notwithstanding, it has been a very rewarding semester. This has not been a very complete account of the student life here because as a foreigner it is difficult to immerse myself in Oxford life. In many ways I am just a casual observer (I have not yet found any of the widely publicized wild parties and dope rings, showing how far out of the mainstream I must be), but I did think now would be a good time to write—when my first impressions have mellowed somewhat, but when I’m still naïve enough to attempt to describe Oxford in sweeping generalities.

*Oh, to be in England, now that April’s here* wrote Robert Browning—from Italy, where, you can bet your bowler, he had spent October through March.
Student Awards for Teaching

Undergraduates in the College of Arts and Science recently honored fourteen faculty members for outstanding teaching.

The recipients—the first winners of the newly established "Committee on Educational Policy Awards for Outstanding Teaching"—were selected by juniors and seniors majoring in thirteen departments of the College. The election was conducted by the undergraduate Committee on Educational Policy, a standing committee of the River Campus student government.

Award recipients were: Alfred Harris, associate professor of anthropology and department chairman; William B. Muchmore, associate professor of biology; David J. Wilson, associate professor of chemistry; Stanley Engerman, assistant professor of economics; J. W. Johnson, professor of English; Alfred Geier, assistant professor of classics; A. William Salomone, Wilson Professor of European history; Antanas Klimas, associate professor of German; Leonard Gillman, professor of mathematics and department chairman, and William W. Comfort of the University of Massachusetts, formerly assistant professor of mathematics at Rochester; Richard Taylor, professor of philosophy; Everett M. Hafner, associate professor of physics; Richard F. Fenno, professor of political science; and Jay S. Efran, assistant professor of psychology.

University Establishes Carnegie Professorship

Professor J. Bruce French, an international authority on the theory of nuclear structure, has been named the University’s first Andrew Carnegie Professor of Physics. The professorship honors the late philanthropist who, 60 years ago, gave the University $100,000 for the construction of an applied science building. (The Carnegie Building on the University’s Prince St. Campus originally housed engineering facilities.

When men students moved to the River Campus, it became headquarters for the College for Women’s geology, psychology, and sociology departments. The building was converted into a women’s dormitory in 1944 and, when the women moved to the River Campus in 1955, it was sold.)

Professor French has been a member of the UR faculty since 1950. He served as associate chairman of the Department of Physics and Astronomy, with responsibility for all research programs, in 1961 and 1962, and was senior responsible investigator for the department’s Atomic Energy Commission contract from 1961 to 1963. Last summer he was visiting lecturer at the International School of Physics in Varenna, Italy.

French has served on the advisory committee to the Argonne National Laboratory and is a consultant to Brookhaven and Oak Ridge national laboratories. He was a member of the National Science Foundation Advisory Panel on Nuclear Structure Physics.

More Housing For Students

Construction will start this fall on a $3.5 million residence complex for undergraduates, located between River Boulevard and Mount Hope Cemetery. The 504-student residence is the first phase of a complex that will ultimately house some 900 students.

The new buildings will incorporate recommendations made last spring by teams of River Campus undergraduates who faced actual cost and design alternatives.

The complex will consist of six four-story units for 84 students. Each building will contain 14 suites composed of six single bed-study rooms, a living room, bathroom, and balcony. A large "commons room," a kitchenette, and laundry and storage facilities will be located in each unit. Three buildings will also have apartments for faculty members and three will have two suites each for graduate students.

The eight student teams which considered the problems of planning the residence last spring unanimously
Bequest

Rochester is one of three universities which have received $730,000 each from the estate of the late Ethel Studley Kilpatrick of San Mateo County, Calif.

Cornell and Stanford universities also shared in the $2.2 million bequest, which will establish an Ethel S. and Walter K. Kilpatrick Fund at each school for the advancement of research in cancer and heart disease.

The UR’s $730,000 is being credited to the Medical School’s share of the current $38 million capital campaign. The bequest will be used for cancer and heart research facilities in the School’s new education and hospital buildings, as well as for direct support of cancer and heart research activities.

Computer Plays Cupid

Dating by computer—the space-age successor to such fads as goldfish-gulping and telephone booth-packing—made its River Campus debut early this year. The University’s first computer dance, described in a press release as “an elaborate boy-meets-girl gavotte arranged and choreographed by an IBM 7090 computer,” was a sellout within a few hours of the time tickets went on sale.

Each ticket was accompanied by a five-page, 100-question “Quantitative Personality Projection Test” designed to pinpoint such factors as the respondent’s background, interests, and personality. Answers to the test were transferred to IBM punch cards and mailed to Compatibility Research, Inc., a Massachusetts firm which professes to “take the blindness out of a blind date” via the computer. Eventually, each ticket holder wound up with five “ideal” dates from which to choose.

According to local press reports, only half of the 1,000 students who flocked to the dance actually had computer-arranged dates. Nevertheless, the event netted some $1,000 for the yearbook fund of the Class of ’68, whose president, Tim Carroll, dreamed up the whole idea. Appropriately, Carroll (a physics major from Ohio) plans a career in computer science.

Honors

Professor Martin Lessen, chairman of the Department of Mechanical and Aerospace Sciences, has received a one-year National Science Foundation Senior Post-Doctoral Fellowship. Professor Lessen will spend his fellowship year at Cambridge University, England, where he will study and conduct research on magnetohydrodynamic shock wave instabilities. A specialist in the field of fluid and plasma dynamics and energy conversion, he has also conducted research into biomedical aspects of engineering. . . .

Walter Hendl, Eastman School director, has been appointed to the U. S. Department of State Educational and Cultural Affairs Academic Music Panel. The Panel plays a key role in choosing performers for the State Department’s international cultural exchange program. . . .

Wallace O. Fenn, Distinguished University Professor of Physiology and director of the Space Science Center, was one of ten recipients of Modern Medicine magazine’s 1966 Awards for Distinguished Achievement. Professor Fenn received the award—the most recent in a lengthy roster of honors—“in recognition of his advancement of knowledge of muscle and nerve physiology and investigations of respiratory function.”

The following letter to George L. Dischinger, Jr., ’49, director of admissions and student aid, is reprinted with the permission of the writer.

New York City

Dear Mr. Dischinger:

I have just read your article in the Rochester Review (“Admissions: The View from the Firing Line,” winter issue, 1966) and, as an enthusiastic and more than satisfied alumus, I could kick myself for not having offered my services before. I write in the hope that it is still not too late for me to be of some help (in admissions activities) this year.

I graduated from the U of R just last June. I was a member of the all-campus Judicial Council in my junior and senior years and an associate editor of Prologue in my sophomore and junior years. I am at present in graduate school at N.Y.U. studying for the M.A. in English.

When I write that I am more than satisfied with my years at the U of R I do not exaggerate by any means. In retrospect, my four years there seem a fleeting series of rewarding and stimulating experiences. This is not to say, of course, that I could not control my enthusiasm if interviewing a candidate for admission; it is meant to show that I have reason to be concerned with aiding the U of R. Surely, one way to thank is to serve.

I plan to go into college teaching eventually and am very interested in people. It is for this reason that I am particularly interested in admissions as a means of serving the U of R. Please let me know if there is anything I can still do this year—or subsequently—such as interviewing or calling on high school counselors.

Sincerely,

MICHAEL I. BOBKOFF, ’65
Undergraduate Education: WHERE THE ACTION IS
(Continued from page 14)

- NOWLIS: Well, the Committee on Academic Policy (of the College of Arts and Science) began to examine the validity of distribution requirements about a year ago. Actually, the present categories are awkward; in many ways they just don't make sense. We finally came up with the idea that if we let students take a course or two in which they could get simply a "Satisfactory" or a "Fail" mark, instead of the usual A, B, C, etc., we could encourage them to take courses they might not otherwise get into. And this, in turn, would help to develop just as much breadth—and on a more rational basis—without rigid requirements.

Now, we also realized that the effectiveness of such a system would depend heavily on an upgrading of our faculty-student advising system—that it would require a great deal of faculty-student interaction in order to encourage students to explore a variety of fields.

- BROWN: How about a little background on this new "Satisfactory-Fail" marking system?

- NOWLIS: This is simply the recommendation, based on the study of grading systems around the country, that each student—irrespective of his academic average—be permitted to take one course each semester on a Satisfactory-Fail basis. On the one hand, this would encourage him to go into some courses he would otherwise not take; on the other hand, it would help him to get the essence of a course without grubbing for the details that might give him an A but are soon forgotten.

- GROSSBERG: Maybe I'm cynical, but I don't think the Satisfactory-Fail system will accomplish what it set out to do. Under such a system people may not work as hard because they aren't trying for a high mark.

- O'LEARY: I've been surprised to find that there is significant student opposition to the prospect of eliminating distribution requirements. After all, the most vocal opinion expressed by students has always been, "Let us do what we want; don't make us take required courses," and so forth. But as soon as we began to discuss it seriously, there actually were more students in favor of holding on to distribution requirements—mainly because the pressure of these requirements had forced them into exploring disciplines which they would not otherwise have considered and through which they discovered great new things!

- GROSSBERG: The question of distribution requirements is that of depth versus breadth. Now, does the university have the responsibility to require students to have depth and breadth? Does the university have the right to force this on a student? I think it does. In all honesty, I don't know if a student who comes here at the age of 18 or so is responsible enough to know what he wants to do with his life, to know what society demands or should demand, and to say, "I like science and that's what I will do well; I don't know about philosophy but it seems a waste of time, so I won't bother taking it and they aren't going to make me."

- BROWN: Was this reappraisal of distribution requirements initiated by faculty or students?

- O'LEARY: It's the sort of thing that students have discussed for a long time. Last year, for example, College Cabinet, the student governing body, circulated a five-page questionnaire asking for comments on all aspects of the University, from academics to housing. And many students indicated that they would like to be able to choose whatever courses they wanted. They also indicated some general attitudes that resemble very closely some of the attitudes expressed by faculty. It strikes me as a perfect example of the two forces coming together. As I said before, it's just amazing to me to find that the faculty has been working all the time on things that have been bothering students.

- HAZLETT: Actually, the proposal about distribution eliminates the word requirements, but doesn't eliminate distribution. The whole point is that you would get distribution by means other than by a set of specific requirements. It remains to be seen whether this will work, but certainly our intent is that the concept of breadth of study will continue to be important and central to each student's program.

Frankly, I'm skeptical; I think the proposed plan could result in the elimination of distribution. Of course, you can make some good arguments for that, too; for example, at this place, at this time, you might argue for eliminating the classical concept of distribution because our students tend to come from good high schools, from the upper sections of their classes in those high schools... and because the high schools themselves are taking over the role that the colleges used to play in insuring a kind of breadth of education.

- O'LEARY: But there is also the feeling that breadth is much more contributory to a good education when it is received voluntarily and not by an automatic insurance policy imposed by the university.

- HAZLETT: But when you eliminate the automatic insurance, you eliminate the protection as well.

- NOWLIS: That's why a strong faculty advisor setup is so important, of course.

- GROSSBERG: If the faculty advisor system works out well, it could be effective. This is a very big if. First, you're taking a tremendous jump, going from a strict system of distribution requirements to no system whatsoever. Second, there's no rule that a student must listen to his advisor.

- BROWN: You mentioned that the preceptorial program grew out of student concern and has been expanding each year. How about the Honors Program?

- NOWLIS: Honors work is moving into the sciences—biology has it; political science and sociology are coming in; psychology will be in, although our problem is that we lack physical space.

- HAZLETT: As far as the preceptorials are concerned, I wish every freshman could have a shot at one of them. Obviously, there are certain kinds of educational objectives that can be achieved in a small, serious kind of discussion that can't be achieved any other way.

- NOWLIS: Yet it is characteristic of this university that some of the very best faculty people teach our very large courses, and the ones I know about who do teach these large courses take them seriously and prepare for them much more carefully than they would for a smaller class. You know, the River Campus people who have received the Uni-
versity's awards for excellence in undergraduate teaching—for example, Ed Wigi, Jim Kaufmann, Lewis Beck—have taught large courses. And I might note that there was a great student protest when History 101 was cancelled—and that was one of our largest classes. It boils down to the fact that we do have good teachers in large courses and there is a place in the university for those courses.

- NOWLIS: I'd like to mention one other interesting new development in teaching here. As you know, there is a growing interest nationally in how graduate students can be more effectively used as teachers or as teaching assistants. Here at Rochester, our Arts College is involved in a study, supported by the Esso Education Foundation, to investigate how graduate students actually are used and to explore new ways of using them effectively. We find, by the way, that there is a tremendous range of teaching ability among our graduate students but that, interestingly enough, even in our best departments, some of the graduate students are evaluated by students as being as effective teachers as many professors.

- BROWN: I understand that when undergraduates were asked about the quality of teaching by graduate students, a great many of them said something like this: "Well, personally, I have had good experiences with graduate students... but my case is probably unique." This sort of response apparently came up again and again.

- HAZLETT: Well, it's good to get at this because it's been one of the great myths about college teaching. I certainly hope that out of this kind of study will come some conviction among students and everyone else that graduate students as teachers are not, per se, a bad thing. A specific graduate student might be a bad thing, but that's not just because he's a graduate student.

- GROSSBERG: I think the main complaint against graduate students stems from an idealistic concept held by students when they come to a school like Rochester. When they take a course with a teacher, they want to know that teacher personally, and the easiest way to do this is through something like a recitation session. Most students are disappointed when they have a senior professor as a lecturer and somebody else teaching the smaller sections of the class. Maybe it would be better to have the graduate student teach the large classes, where you don't really get to know the instructor, and assign the top professors to the smaller classes.

- HAZLETT: But you don't really have that alternative because, while the University would like to be able to provide a solid bank of totally accomplished professors for you, this is something no university or college in the country can do—even the warm, friendly little first-rate colleges we're always hearing about. You've always got young teachers who are not yet quite as good as they're going to be, and older ones who have been better than they're going to be. This is one of the facts of life!

The question is: Would you rather see a prestigious professor in a big lecture course or run a very high risk of not seeing him at all? By seeing him I mean hearing him, because if we switched things around as you suggest, the senior faculty member couldn't have more than four or five discussion sections in any one term and at best would be dealing with a very few students.

- GROSSBERG: I guess my plan is unfair to those students who wouldn't have contact with such a teacher. But I think that 90 per cent of the students wouldn't know the difference, whereas the students who would get something out of personal contact with the professor don't have the chance to do so. Incidentally, I think the Honors Program and the preceptorials provide just this kind of opportunity to know and work with a professor.

- HAZLETT: The difficulty with your idea, Larry, is this: You may be right that it doesn't make any difference to 90 per cent of the students whether they're taught by a professor or a graduate student. But until you get to know those students by having them around for a few years, you can't tell which ones would benefit and which would not. But I'll bet that if you asked them the first day they arrived on campus, 90 per cent of them wouldn't say, "Don't worry about me; I'll get along."

- O'LEARY: One thing I'd like to comment on, because I think it's a very effective innovation in providing students with diversity and breadth, is the reading course.

- BROWN: I'm not sure I know what you mean.

- O'LEARY: Well, the reading course setup allows a student to approach a professor and ask him to give a specialized one-to-one reading course; it's more or less a discussion course held at the convenience of the professor and the student. I think our professors react very positively to this sort of thing and I know many, many students who are taking advantage of it. What it does, of course, is allow the student to study subjects which, for lack of general interest, might not be offered.

- BROWN: Coming back to the preceptorials, do they require more faculty than other courses?

- HAZLETT: Yes, proportionate to the number of students that are being dealt with. It's hard to say whether they take more of a faculty member's time, because they've been almost a hobby of the faculty in a particular line of intellectual endeavor that didn't fit into an ordinary freshman course. A good example is Bill Lotspeich's fall semester preceptorial, "A Tragic View of Science." Bill, as you know, is professor and chairman of the Department of Physiology at the Medical School.

I think part of the charm of the preceptorial as it exists at Rochester is that a faculty member is voluntarily teaching something near and dear to his heart, yet putting it on an appropriate level for freshmen. It's the sort of individualized education we're trying to emphasize and I think you'll find a continuing effort to explore new and interesting ways of achieving it throughout the undergraduate program.
1919
Leo D. Welch has been elected a director of Electric Bond & Share Co.

1921
William J. Youden has retired from the applied mathematics division at the National Bureau of Standards. He plans to teach at George Washington University's College of Engineering.

1922

Katherine Anderson Strelsky is writing a new critical study of Dostoevsky.

1924
Vera Wilson, manager of community services at Eastman Kodak, was saluted by the Rochester Times-Union in a profile describing her many volunteer activities.

1925
P. Austin Bleyler, a vice president of Taylor Instrument Companies, was elected to Taylor's board of directors.

1931
Alice Oster has become director of the YWCA's on the Island of Oahu (Hawaii).

1933
Mortimer Copeland has been appointed to the advisory board of the St. Lawrence County National Bank's Potsdam office. John M. McConnell has been promoted to director of employee relations at the Rochester Gas and Electric Corp.

1934
Mary Stephenson is on the faculty of Coker College, Hartsville, S. C.

1936
Arthur W. Haas is manager of engineering, Toledo Kitchen Machine, Rochester. Robert F. Engertson has been appointed director of advertising planning, international markets division, Eastman Kodak Co.

1937
Congressman Samuel S. Stratton has become a trustee of Eisenhower College. Robert J. Potter, '60G, has become associate director, applied research laboratory, Xerox Corp.

Anthony Loria has been appointed senior research associate in the Eastman Kodak Research Laboratories.

1938
William H. Form, '40G, has been appointed chairman of the department of sociology at Michigan State University. William F. Dolke has been named manager of product planning and customer service by General Electric's Vacuum Products Operation.

John B. Ireland is general factory superintendent, Taylor Instrument Companies. Daniel W. Metzdorf has been appointed field sales manager for Graflex, Inc.

Arthur Kannwisher has joined the philosophy department of Johnstown College, University of Pittsburgh.

1939
Dr. David G. Decker has been promoted to associate professor of obstetrics and gynecology, Mayo Graduate School of Medicine, University of Minnesota.

Robert C. Amero has been named staff engineer, marketing technical division, Gulf Research & Development Co. George S. Whitten, chairman of the Engineering Technologies Division at the State University Agricultural and Technical College, Hornell, has been named to the accreditation team of the Engineering Council for Professional Development.

1940
Harriet Van Horne, columnist for the Scripps-Howard newspaper chain, is one of six winners of the annual Front Page Awards for excellence in journalism given by the Newspaper Women's Club of New York.

1941
Lawrence J. E. Hofner has joined Pittsburgh Activated Carbon Co. as a fellow at Mellon Institute in Pittsburgh. Russell C. Mallatt has been appointed coordinator of air and water conservation for American Oil Co.
R. JAEGER has been elected president of the University's Board of Trustees, the cluster of undergraduate living quarters at the northeast corner of the River Campus, slightly back from the Genesee, has been designated "The Founders' Court."

Individual structures in the group will commemorate, most appropriately, three key personalities in the first phase of the University saga: President Martin Brewer Anderson, John Nichols Wilder, and William Nathan Sage. All three had firm roots in New England—that fertile seed-bed of collegiate education in America.

Wilder is almost the forgotten man of the rich and revealing University story. A young, well-to-do merchant of Albany, who had close relatives in Rochester, he devoted almost three years to the establishment of a seat of higher learning beside the Genesee. A trustee of Madison University (after 1890, Colgate), he first worked to remove that institution to the Flour City. When court action frustrated the plan, Wilder and a set of like-minded men revived an older scheme for a new and independent college in Rochester.

The better to advance the cause, Wilder moved his family to Rochester, taking up residence in the historic Child mansion—currently the headquarters of the Bureau of Municipal Research. Month after month he spent himself collecting funds for the University and liberally subscribed himself, enlisting a faculty and winning friends for the institution all across New York State.

Small wonder that Wilder's colleagues on the original board of trustees selected this dedicated and zealous man as their president (or chairman); he also acted as chairman of the powerful executive committee of the board. He remained in Rochester until business involvements necessitated his return to Albany. Hoping to lure him back, the trustees elected him president of the University. But, though he regarded the invitation as the greatest compliment he ever received, Wilder declined the post. He retained an active interest in the affairs of the University until his premature death in 1858.

"God forbid," President Anderson once declared, "that his name and labor should ever be forgotten on any occasion which shall mark the progress of the University in all that shall make it worthy and excellent." Yet Wilder was neglected until the trustees affixed his name to one of the new dormitories.

In laying the foundations of the University, Wilder worked hand-in-glove with William N. Sage, an alumnus of Brown University, a native Rochesterian, and a businessman. They cooperated in obtaining funds to launch the University and shared in editing The Announcer, a publicity sheet to promote the endowment drive and to acquaint interested New Yorkers with what was being accomplished.

When the trustee board was organized, Sage undertook the duties of secretary and soon added those of treasurer. That dual responsibility this founding-father carried on for forty years, and, happily, throughout the period he pasted in scrapbooks every piece of information pertinent to the University that he came upon. They are invaluable sources in reconstructing the past of the institution.

President Martin B. Anderson? Let's reserve a profile of this Olympian personality in the nineteenth century evolution of the University to a later occasion.
Nelson C. Simonson is serving on the staff of the U. S. Naval War College, Newport, R. I.

1948
William J. Conley has been promoted to manager, production machine section, Stromberg-Carlson Corp. Philip L. Reagan is assistant vice president, Consolidated Cigar Corp. John D. Hopkins has been appointed vice president-engineering for Deluxe Products Corp., Racine, Wisc. Ross C. Scott has been elected vice president, Will Scientific Inc., Buffalo.

1949
Warren R. Zimmer has been named manager of physical services at Xerox Corp. Edward C. Seils is a director of Walker Mfg. Co., Racine, Wisc. Donald R. Spink has been elected vice president of Carborundum Metals Co., Parkersburg, W. Va. Gloria Patehen Alexander has become assistant to the director of chapters at Cancer Care Inc., National Cancer Foundation. John J. Grella has been elected vice president for organization and management development of Sperry Rand Corp. William T. Hamlin is product manager, medical division, Ritter Equipment Co.

Robert Harvey has been appointed dean of faculty at Knoxville College. R. Bruce Thompson, Jr., has joined Lincoln University's department of sociology and geology and geography as lecturer. C. T. Nelson Jean has been named chief of plans division, U. S. Army Supply and Maintenance Agency at Headquarters, U. S. Army Communications Zone, Europe.

1950
Rev. Kenneth Tuttle is director of the new department of social services at the Rochester Council of Churches. Frederick R. Wilkins is district clerk of the Palmyra-Macedon schools. Wayne M. Harris was saluted for his conservation activities in a recent article in the Rochester Times-Union.

Ann Louise Hentz has been promoted to associate professor of English at Lake Forest College.

Births
To Raymond and Pat Ryan Greene, '52, a son, Christopher Sean, Nov. 6.

1951
Richard O. Ries has been elected state chairman and coordinator for Massachusetts of the New England-St. Lawrence Valley Geographical Society and the National Council for Geographic Education. He has also been awarded a National Science Foundation Science Faculty Fellowship in urban geography. James P. Lodge lectured on atmospheric chemistry at the University of North Dakota's Science Institute. Anthony Davenport has been named director of programming and public relations for WHTF-TV, Hartford, Conn.

1952
Clifford A. Sertl, '60G, is manager of Xerox Corp.'s corporate office services. William K. Minion is secretary-treasurer of Jamestown Mfg. Association. Gurth L. Blackwell has been elected assistant vice president of Rochester's Marine Midland Trust Company. Dr. William Cusack, Jr., is practicing obstetrics and gynecology in Old Forge.

Dr. Arnold K. Brennan has been named to The Woman's Medical College of Pennsylvania's department of surgery. David H. Freeman has joined the Analytical Chemistry Division of the Institute for Materials Research, National Bureau of Standards. Robert Quigley, vice president of Will Scientific Inc., is supervising the company's Policy Division in New York City.

Births
To Leonard and Doris Urbach Melman, a son, Howard Ross, Jan. 4.

1953
Raymond J. Hasenauer has been appointed manager of a newly formed Product Engineering Group at the Rochester division of Friden, Inc. Harry K. Bleaser, Jr., is an office manager of Rochester's Marine Midland Trust Co.

Robert H. Baldwin has been named scout executive of the Seneca Council, Boy Scouts of America. Ian R. MacLeod has joined the legal department of Firestone Tire & Rubber Co. Gellis G. Pratt has become assistant vice president of the Bank of Virginia.

Marriages
Hans M. Grainer to Margery J. Grenon in October.

1954
George Eastman, '60GED, is associate professor of philosophy and director of teacher education, Grinnell College. Charles M. Stevens has been appointed associate professor of chemistry at Saint Joseph's College, Chicago. Donald C. Stewart has become assistant to the president of Superior Cable Corp., Hickory, N. C.

Ann Hurlbut Prentice is librarian for the Arlington (N. Y.) school district. Thaddeus M. Bonus is manager, internal communications, Xerox Corp. Jack Bernstein has joined the merchandising department of Sports Illustrated.

Richard Smith is professor and chairman of the chemistry department, State University College at Geneseo.

1955

1956
Morris E. Guiver is a product manager at Pfaudler Permutit Inc. Raymond A. Schirmer is business manager of the Eastman School of Music. Richard W. Roberts has been named manager of the structures and reactions branch at GE's General Research and Development Center. James A. Fenton has become headmaster of Wheaton (Ill.) Academy.

Births
To Bunny and George M. Gold, a son, Seth Harris, Jan. 22.

1957
William F. Halbleib is director of the mechanical department at Rochester Institute of Technology.

Dr. James N. Frisk is practicing pediatrics in Horseheads. Philip R. Trapani has been named assistant city attorney for Norfolk, Va.

1958
Thomas Taber is assistant district principal for the Webster school district.

Sigurd O. Swanson has become assistant professor of mathematics and science at Corning Community College. Alexander R. Stoessl presented a paper entitled "America Leaves the Rhinelander Occupation 1923" before the South Carolina Historical Association in April.

Harry E. Allan is associate actuary of Teacher Insurance and Annuity Assn. and College Retirement Equities Fund. Norman A. Leister is laboratory head of Rohm and Haas Co., Philadelphia. Kenneth N. Fishell, '64GED, has been appointed associate professor of instructional communications at Syracuse University.

Seynne Shaw, currently a professional officer in the Department of Nuclear Engineering at the University of New South Wales in Sydney, Australia, reports that he arrived in Sydney last Christmas Eve after an 8-month journey from the West Indies on a 35-foot sailboat. Joining the three-man expedition in Antigua, B.W.I., after its arrival from England, he island-hopped through the Caribbean, "transited the Panama Canal, and called at some 20 islands in the Pacific" en route to Australia.

Births
To Mr. and Mrs. Allan J. Stone, a daughter, Margor Elise, Aug. 23.

To Ronald and Cherry Thomson Sociarelli, a daughter, Beth Thomson, Jan. 22.

To Beryl and Joan Rosenthal Nusbaum, a daughter, Dena Rachel, July 30, 1965. They also have two sons.

Marriages
David A. Gross to Judith Tatelbaum, Nov. 28.
Nancy Lewis, '60, was the subject of a recent Los Angeles Times article titled "Her Tour de Force: Arranging Museum Trips." A history of art major at Rochester, she is coordinator of educational services for the Los Angeles County Museum of Art—a post that includes the planning of overseas tours for the Museum's 30,000 members. To date her work has taken her to Europe, the Orient, and Russia.

Births
To Maureen and John J. Rigenwald, a son, Christopher, Nov. 7.
To Harold and Ellen Schultzer Bruck, a son, Matthew Harlan, Dec. 14.

1960
Joseph C. Zinni is manager, plant engineering and maintenance, Stromberg-Carlon Corp.
Elmer Humes, Jr., is director of overseas operations for Xerox Corp.
George Skadron is on the faculty of the University of Maryland.
Louis Miller has been named senior scientist in the behavioral sciences division of the Spindletop Research Center in Lexington, Ky.
Lawrence Holmes, '64GED, has joined the faculty of Northwestern University, Mechanical Engineering and Astronautical Science Department.
Helen P. Crease is physical therapist in Quito, Ecuador.
Alan F. Hilfiker is associated with the law firm of Wiser, Shaw, Freeman, Van Graafland, Harter & Secrest, Rochester.
John M. Perry is chairman of the department of mathematics at Wells College.

Marriages
Frances A. Miller to Marvin Becker, Sept. 9.

Births
To James, '61GED, and Elizabeth Kelllogg Speegle, '61N, a son, Douglass Reed, July 23.
To Mr. and Mrs. Robert Amlin, a daughter, Marcy Ann, June 18.
To Paul and Gretchen Wimmershoff Allen, a daughter, Daphne Elizabeth, Dec. 10.

1961
Christopher S. Hyde's novel Temple of the Winds was published recently.
Ken Schlossberg, Washington Daily News reporter, has won the American Political Science Association award for reporting of public affairs.
Curts L. Barnes, Jr., is director of public relations, Elmira College.
First Lt. Barry D. Berglund is an instructor in accounting and finance at Shepard AFB, Texas.
Harry Steinworth is manager, special products engineering, Consolidated Vacuum Corp.
Dr. Jonathan G. Solomon is interning at Greenwich Hospital, Conn.

Marriages
Frederick J. Holbrook to Rosanne Ferraro, Aug. 28... Harry L. Rees to Louise Palen, Dec. 4... Jackson Maryland Young III to Paula Jean Batchelder, Dec. 4.

Births
To Dr. and Mrs. Jonathan G. Solomon, a daughter, Jeanne Ruth, Sept. 18.
To David and Martha Lightbown Robbins, a daughter, Elizabeth Jane, May 19... To Ronald and Carol Mandel Genf, a daughter, Susan Amy, Oct. 10.

1962
Ronald J. Salamone is on the faculty of Loyola University School of Law.
Stephen Willard, '64GED, is assistant professor of mathematics at Lehigh University.
Stephen Ehre is a history teacher in the Wheatley High School, and Joanna Sasso Ehre is elementary school psychologist for the Roosevelt School District, both on Long Island.

Marriages
Donald B. Reid to Theodora K. Lane, Oct. 9... J. Kurt Koening to Betty Lolley, Sept. 4... Robert L. Mose to Carol Ann Levin, Dec. 19... Alan K. Borthwick to Mary Layton, Jan. 19... Stephen Ehre to Joanna Sasso, Aug. 28.

1963
Sister Mary Peter is teaching psychology at Nazareth College, Rochester.
Michael T. Boland is doing graduate work at the University of Miami.

To C. William and Judith Hendee Brown, a son, Philip Tanner, Feb. 14.

Schuyler C. Wells has been appointed superintendent of quality control for B & L's Scientific Instrument Division.
Joe V. Michael is assistant professor of chemistry at Carnegie Tech.
James W. Mur is working in the production planning department of the Westinghouse Lamp Division, Bloomfield, N. J.
David B. Selman is working on his Ph.D. in philosophy at Duke University.
John J. McCusker has joined the faculty of St. Francis Xavier University.
Karl Roth is a first-year medical student at Bowman Gray School of Medicine.
Paul Smith is Western New York field representative for the National Foundation, March of Dimes.
Ira J. Gedan is teaching mathematics at Nazareth College.
Herbert Eichler has been appointed school psychologist in Ringwood, N. J.

Marriages
1964
BUD R. CATLIN has been appointed vice president and general manager of the recently formed Rochester Spraycoating Corp.

BARBARA S. SULLIVAN is teaching in Vero-

na, N. J.


JUDITH SUTTON DRAKE and ANN ABELove SIEGEL are teaching in Troy.

ROBIN BROOKS is assistant professor of his-


tory at San Jose State College.

CHARLES W. REICH, Jr., is a Peace Corps volun-

teer in the Philippines.

JERALD ZANDMAN is a sales engineer for the Trane Co., Newark, N. J.

Marriages
RICHARD VAN VLIET to MARJORIE MAC-

NEILL, NOV. 25, . . . RICHARD L. SONNEN to

Ellen J. Hnatow, Dec. 4, . . . PAMELA WAAS

to Gary P. Ferraro, Aug. 21, . . . ANASTASIO

ANASTASIOPOULOS to SUSAN T. FAIRMAN, '63, . .

. . SUZANNE COHEN to CARL SCHLOSSBERG, Sept. 5, . . . JOHN F. TIEDE to Saralee Orton

in October.

Births
TO JERALD and JANET SIEGENTHALER ZAN-


Eastman School of Music

1929

MARK HOFFMAN, '53GE, head of the Uni-

versity of Mississippi's music department, gave a piano recital recently at Mississippi State University.

1932
J. STANLEY KING, '37GE, has become a violinist in the Indianapolis Symphony.

1933
DALE SANDIFUR'S Symphony in E-flat Ma-

jor received its world premiere last fall in Chicago.

1935
ALAN COLLINS, '39&'46GE, was guest soloist with the Wooster Symphony.

1936
RICHARD BALE, conductor of the National Gallery of Arts Orchestra, is directing the Orchestra's 24th season of Sunday evening concerts.

1937
DAVID DIAMOND is one of two composers recently elected to the National Institute of Arts and Letters. Over the last several months Diamond's 50th birthday has been marked by special performances of his works locally and throughout the country. These included a highly praised presentation of his Elegies in New York's Philharmonic Hall, with Eugene Ormandy conducting the Philadelphia Orchestra.

Diamond recently was commissioned by the Thorne Music Fund to write a new work for chorus and orchestra to be performed during the Golden Anniversary of the Manhattan School of Music in 1967-68.

MERLE KRAMER MONTGOMERY, chairman of the Foundation for the Advancement of Music, addressed the 1965 Convention of the Georgia Federation of Music Clubs.

1938
HARRY JACOBS is director of fine arts ac-

tivities for Augusta (Ga.) College.

1939
MARGARET K. FARISH, '46GE, is the author of the only guide to published music for stringed instruments. Her "String Music in Print" was issued recently.

PAUL W. ALLEN, '54GE, conducted the North Central College Choir in a 17-day tour of the East Coast.

ROBERT WARD'S Sweet Freedom's Song

was premiered recently in Lexington, Mass.

1941
SYLVIA MUEHLING, '43GE, presented a pro-

gram of violin and piano sonatas with OLIVE

GOULD PARES, '31E&'32GE, at Western Michigan University.

GEORGE A. MICHAEL is assistant profes-

sor of music at Ball State University.

JAMES B. PETERSON, GE, is music critic for the Omaha World Herald.

1942
DOROTHY ORNEST FELDMAN was the fea-

tured vocalist in a concert at Franconia (N. H.) College. She was accompanied by ROBERT STERN, '55E,'56&'62GE.

RONALD LEIGH, GE, associate professor of music at Carnegie Tech, spoke on "Sym-

phonics Music in the United States" at the annual meeting of Symphony South.

WILLIAM WARFIELD was featured in Vien-

na's Volksoper production of "Porgy and Bess" and also performed during the Vienna Festival.

JEROME NEFF, assistant professor of music at Hollins College, has been named music director for the University of Oklahoma's 75th an-

niversary, was premiered last fall.

ALFIO V. PIGNOTTI has become assistant professor of music at Ball State University.

RICHARD JOFFE has been assigned to Hollo-

man AFIB, N. M., after completing Air Force basic training.

HARLEY V. LEWIS has been awarded a doctoral dissertation fellowship in econom-

ics by the Ford Foundation.

Marriages
ELISABETH C. PLANIE to Donald Higgins, Sept. 18, . . . GARY M. WHITFORD to Karen M. Lind, Nov. 13, . . . EDWARD MALAKOFF to Judith Ann Glasow in December.

1943
JAMES NEFF, assistant professor of music at UT.

1944
BETTY BANNEY CROSSLEY has been ap-

pointed assistant professor of music at Mc-

Neese State College, La.

1948
ROY H. JOHNSON, '51&'61GE, recently gave a piano recital at Hollins College.

JOHN CLIFTON WILLIAMS, composer, participated in the University of Southern Missis-

sippi's band camp.

1950
A. L. DITTMER, professor of music at Utah State University, is studying in Vienna.

JOHN TAMBLIN, professor of music at Aub-

urn University, presented a piano recital at the Museum (Ga.) Fine Arts Camp.

JEROME NEFF has been named lecturer in music at M.I.T.

1951
SPOHR F. NORTON'S Te Deum, written for the University of Oklahoma's 75th an-

niversary, was premiered last fall.

JEROME NEFF, assistant professor of music at Hollins College, has been named music critic of The Roanoke Times.
Elaine Bonazzi Acclaimed 
In New York Opera Debut

Mezzo-soprano Elaine Bonazzi Carrington, ’51E, played a major role in the New York City Opera’s world premiere of Ned Rorem’s Miss Julie. The New York press greeted her appearance in the role of Christine as “a spectacular debut from every standpoint” (New York Herald Tribune), which “earned her spontaneous applause” (New York Journal American) . . . “a distinguished debut—topnotch” (The New Yorker) . . . “most effective” (The New York Times), and “stunning to eye and ear” (New York World-Telegram and Sun).

Among her recent performances, Miss Bonazzi has appeared with the Opera Society of Washington in Faust, in the American premiere of Sibelius’ The Ferryman’s Bride at Carnegie Hall, and in Alexander Nevsky, with Leopold Stokowski conducting in Philadelphia’s Robin Hood Dell.

cently at Northern Illinois University.

1955

Ronald LoPresti, ’56GE, assistant pro-fessor of theory and composition at Arizona State University, was recently featured in The Arizona Republic.

1956

Mary Luft Fenwick, organist, opened the fall musical series at West Side Presbyterian Church, Ridgewood, N. J. Kenneth Josephson, recently appointed principal cellist of the Chattanooga Symphony Orchestra, is listed in Who’s Who in American Education.

Births

To Peter, ’59GE, and Marilyn Richard Synnestvedt, ’59, a daughter, Brita Jean, Oct. 25.

1957

Paul Tarabek is assistant professor of music at Eastern New Mexico University. Ronald E. Wise is assistant professor of music at the University of Idaho. Edward C. Hancerson, ’63GE, is business manager of Brevard Music Center. Marguerite Rochow, ’55GE, won the Sixth International Vocal Competition held in Reggio Emilia, Italy. Ralph G. Long, ’62GE, has been named director of music at Snyder Memorial Methodist Church, Fla. William Duvall, baritone, was a recitalist at the Hudson Valley Music Club. Sister M. Christian Rosner has been appointed divisional chairman of the Music Teachers National Association Certification Board.

Richard M. Webster has become assistant professor of music and acting chairman of the department of music at the University of Toledo.

1958

Nicar6N A. Abelardo has become music instructor at the College of Guam. Charles A. Baker is teaching music at North Texas State University. Kermit C. Peters, professor of woodwind at the University of Omaha, performed at the annual Guest Artist Concert of the Concordia (Neb.) College Orchestra. Lee Dougherty Pagano, ’59GE, was featured vocalist at Alma White College.

Births

To Peter, ’59GE, and Marilyn Richard Synnestvedt, ’59, a daughter, Brita Jean, Oct. 25.
ESM ALUMNI HONORED

Three Eastman School alumni have been appointed to the national committee for the Ford Foundation's Contemporary Music Project. They are Peter Meninn, '45E-GE & '46GE, composer and president of the Julliard School of Music; Clyde Roller, '41E, associate conductor of the Houston Symphony Orchestra; and Robert Ward, '39E, Pulitzer Prize-winning composer.

• 1959
Jan Blankenship, '61GE, gave a piano lecture-recital for the Grand Rapids Piano Teachers Forum and a faculty recital at Central Michigan University.

Births

To Edward and Jean Thayer Landsman, a daughter, Barbara Jean, Oct. 1.

• 1960
Joel Thiome has written an electronic music score for an experimental film shown recently at the Annenberg School of Communications.

Robert Town is assistant professor of organ at Wichita State University.

Richard Reiber, '62GE, and Paul Tarief, '63GE, are on the music faculty of the University of Kansas.

David Renner has joined the faculty at Michigan State University.

Beverly A. Ward has been appointed organist and choirmaster of the Episcopal Cathedral Church of St. James, Chicago.

• 1961
Mary K. Clark is choral director and lecturer at Cazenovia College.

Larry Palmer, 'GE, is associate professor of music at Virginia State College.

Peter M. Vivona has become high school music director for the Indian Lake School (Ohio).

Irvin L. Wagner is an assistant professor of brass instruments at Louisiana State University.

James Miltenberger presented a concert of Latin American and American music last winter in New York's Carnegie Hall.

Ernesto Lejano, '63GE, is on the music faculty of the University of Kansas.

James Ode, '65GE, has become professor of brass instruments at Ithaca College.

• 1962
Robert S. Jordan is studying music under a Fulbright Scholarship in Freiburg, Germany.

Robert Christensen, '64GE, is director of the Music Center of Lake County, Waukegan, Ill.

Marguerite Murray Earle has joined the preparatory division of the Lewis and Clark College music department.

Donald K. Gilbert's Rondo for Percussion was recently published.

Roger F. Thorpe, assistant professor of music at Dutchess Community College, is the author of an article, "Pitfalls of the Beginning Trumpeter," which appeared in a recent issue of the School Music News.

Josef Fennimore, winner of the National Federation of Music Clubs Young Artists award, is on a concert tour of Japan.

Irene E. Liden has joined the music department of San Antonio College.

Fred Lieberman, currently a graduate fellow at UCLA, is the composer of Two Short String Quartets, recently published by E. C. Schirmer Co.

Marriages

Eugene Tettamanti to Roberta Brackett, July 21.

1963
Frederick S. Wyman and Judith L. Ross have been appointed assistant professor and instructor in music, respectively, at Fredonia State University.

Jane A. Bah is teaching music in the Williams, Mass. public schools.

Rosney Schuller has been appointed organist-choirmaster for the Presbyterian Church, Bound Brook, N. J.

Diane Deutsch Thiome is doing graduate work at the University of Pennsylvania.

1964
Paul May has won a Fulbright scholarship to study music at the Conservatoire National and the Ecole Normale de Musique, Paris.

Sharon Hiller is in Salzburg on a Fulbright grant.

Marilyn Gorman, pianist, was featured in this year's Franconia (N. H.) College concert series.

Fred Wiemer is in Rome on a Fulbright grant.

Ben Levin is timpanist for the Oklahoma City Symphony.

Karen Phillips is a member of the Bay Chamber String Quartet, Camden, Me.

William Rubenstein is assistant in charge of the electronic music studio at Washington University, where he is studying for his doctorate.

Marriages

Angela Tucci to Robert Butt, June 26 . . .

William Rubenstein to Nancy Ordelheide, December, 1964 . . .

Elaine Bergestein to Jonathan Smith, Sept. 12.

1965
Robert Silverman received sixth prize in the fourth annual Rio de Janiero International Piano Competition.

Joanne Richards is teaching music in the Cannon Falls (Minn.) schools.

Linda Gerhard is bass violinist with the Dallas Symphony.

Medicine and Dentistry

1932
Dr. Walter C. Rogers is chief of staff on the S. S. Hope stationed in Corinto, Nicaragua.

1943
Dr. Harold W. Brooks has joined the Geisinger Medical Center, Danville, Pa., as plastic surgeon.

Dr. James K. Masson has been appointed assistant professor of plastic surgery at the Mayo Graduate School of Medicine of the University of Minnesota.

1944
Dr. James G. Parke serves on the visiting staff of Medina (N. Y.) Memorial Hospital.

1947
Dr. William F. Scherer, '45, has been appointed director of the Commission on Viral Diseases of the Armed Forces Epidemiological Board.

1949
Alejandro Zaffaroni, GM, has been named director of the Palo Alto-Stanford Hospital Board.

1952
Dr. Lloyd J. Filer is professor of pediatrics at the University of Iowa.

1954
Dr. James Utterback is a physician in the general practice residency program at...
**Department of Nursing**

**1949**
Dorothy Aeschliman, '48, is studying for a master's degree in nursing service administration at the University of Washington.

**1955**
Births
To Samuel and Sally Slayton Walker, '54, a son, Samuel IV, Sept. 22.

**1956**
Captain Beverly Schulz was recently honored by the U. S. Air Force as Nurse of the Year. Captain Schulz is the nurse-in-charge of the Specialty Clinics at the Air Force's largest medical facility, Wilford Hall, at Lackland Air Force Base in Texas. Entering the Air Force in 1959, she has served at bases in this country, England, and France.

**1957**
First Lt. Patricia J. Dhonau was graduated with honors from the flight nurse course at the USAF School of Aerospace Medicine.

**1960**
Dr. Paul Smilow is assistant pathologist at Middlesex (N. J.) Hospital.

**1962**
Dr. Donald Faulkner, GM, is an instructor in physics at Millsaps College. Dr. Edgar N. Gipson has become commander of the 861st Medical Group at Glasgow AFB, Mont.

**1963**
Dr. Robert C. Scaer, '59, is serving with the U. S. Army in Okinawa.

**Marriages**
Dr. Glen Sizemore to Joyce Sutkamp, Nov. 27...Dr. Franklin Krause to Marlene J. Gilman, Nov. 25.

**Births**
To Dr. and Mrs. Marvin Lederman, '59, a son, Eric David, Dec. 8.

**1964**
Dr. Edwin T. Still has been assigned to Brooks AFB, Tex., after graduating from the U. S. Air Force Officers Training School. Dr. Reuben A. Clay has been assigned to Wakkanai Air Station, Japan.

At the request of friends and relatives of the late Catherine Block, '65, the University has established an endowed memorial fund in her name. The income from the fund will be used for an annual prize for junior women in science. Miss Block, who received the bachelor of science degree "with high distinction," was elected to Phi Beta Kappa in her junior year. She won the Janet Howell Clark prize awarded annually to a senior woman "who has shown greatest promise in creative work" in science. Contributions for the Catherine Block Memorial Fund may be sent to the University Gift Office.


**1964**
Dorothy J. Swell is doing graduate work at Johns Hopkins Hospital. Elaine Bound is staff nurse at Sage Memorial Hospital, Ganado, Ariz. Anne Holder Zeiders has become assistant instructor in obstetrical nursing at the Evanston Hospital School of Nursing. Lynda Bailey Murr is working for the West Essex Nursing Service (N. J.) as a public health nurse. Deborah Lawrence Malone is assistant in nursing at UR.


**1965**
Deborah Bowman has joined the Agency for International Development.
REUNION-COMMENCEMENT WEEKEND

June 3-4-5

Class Reunions
Reunion Dance
Alumni Citations to Faculty
President's Report to Alumni
University Citations to Alumni
Reunion Concert—Buffet Supper
Presentation of the 25th Reunion Gift
Dedication of the Graduate Living Center