UNIVERSITY OF ROCHESTER NUCLEAR STRUCTURE LABORATORY
It was very distressing to read Mr. Battle's article in the last Review for several reasons, not the least of which is disappointment that a University of Rochester product is capable of such illogical thinking. Mr. Battle is apparently so full of animosity that he stoops to generalizations no more rational than those bandied about by our ignorant racists, black and white—i.e., "Whitey," "the white man." How does this differ from "Negroes smell funny" or "the black man wants white women?"

Mr. Battle is at such great pains to enumerate the wrongs committed by "the white man" that some of his statements become contradictory and therefore are not very convincing. While condemning attempts to make slum Negroes conform to middle-class morality and the lack of understanding of the middle class for slum folkways, he gives as his example the unfortunate 16-year-old whose slum circumstances forced his complicity in the family crap game. How then does he come around, one page later, to condemn the (Continued on Page 27)
The Idea of A University

Professor Richard Taylor

My rather pretentious title, borrowed from Cardinal Newman, may lead you to expect a reminder that a university is a "community of scholars" or a "citadel of learning"—something of that sort.

Actually, I prefer the description of a university given by Dr. Barnaby Keeney, recently the president of Brown University. He said a university is "a can of worms." And that is pretty much my theme. Perhaps a less misleading title, then, would have been "The Idea of a University vs. the Fact.”

By saying that a university is a can of worms I mean to expose the kind of nonsense that is so common even in the minds of men who should know better, because it is nonsense that can be hurtful. For example: I once saw an enormous and elaborate chart which purported to set forth the structure of one of our great universities. Many hours had gone into preparing it, and it was distributed to new faculty members so that they could derive a fairly complete picture of the university. There were, however, two slight omissions from the chart. It nowhere mentioned (a) the students, or (b) the faculty. It was a picture of a university which exists no place on earth.

Now let us consider some particulars of more direct concern. Part of the idea of a university is that it has a curriculum. A curriculum is, according to the Latin, a course to be run. I have always thought of it as a sort of race track, with obstacles thrown up here and there and, at the end, some sort of cup having essentially symbolic significance. According to the idea of a university, the curriculum is the fruit of the combined wisdom of the faculty. But it is a bewildering thing. Most universities seem to require that at least all male students know how to swim before they are graduated. How come? Is this because, vouchsafed some special light that is withheld from the minds of laymen, educators have seen that learning cannot be accomplished except in conjunction with swimming? At Princeton, perhaps, one now long bygone day, some student swam out into the Atlantic and was drowned. Soon afterwards someone proposed that all students there should learn how to swim and, to this very day, that is what they have to do. There is no more to it than that. If there were consistency here, then all students would have to take driver education, too, for I much doubt that no student has ever killed himself in a car. But part of what I'm getting at is that there is very little consistency in the world, and it should not be expected in a university either.

Getting back to the curriculum, the curricula of all universities differ. Some say everyone needs to take philosophy; others, that a laboratory science is the essential thing. Some educators think that everyone must know history, and others that a man cannot be cultured without having read Shakespeare (from which it would, of course, follow that Plato was uncultured). Except, then, for such things as swimming and English composition,
there is not much uniformity in curricula. Each one, however, is indisputably the best, and therefore very resistant to change, because each is the fruit of the combined wisdom of the faculty. I have actually heard academic people say that the curriculum is the fruit of the combined wisdom of the faculty. And if they believe this, others can hardly be blamed for thinking so, too.

At this university, I think students are required to take four social science courses, four natural sciences, and four humanities. This neat, three-fold division doesn't fit the facts terribly well. Into which basket should one drop linguistics, for example? Or social psychology? Or even mathematics? These problems are resolved by stipulation. It was thus that I was astonished to learn, when I joined this university, that philosophy is a social science! Now where did that curricular requirement come from? Why four courses in each of those artificially created “fields,” and not three? Or five? The truth is no one really knows. The requirements are printed in the book, but no one knows who invented them, or why. And that is what I mean by a university in fact. Far from being the fruit of the combined wisdom of the faculty, the faculty does not even know where the curriculum came from.

That is a small example of what I had in mind, and what I suppose President Keeney had in mind when he said that a university is a can of worms. You have to do all sorts of things here, and far from there being, somewhere, some good reason why, there is apt to be no reason at all, or very often a bad one. The wiser freshmen will have suspected this just from their experiences with Freshman Week. For instance, each was exhorted to go see his adviser, to talk with him, perhaps even visit his home. Talk about what? Elizabethan drama? Econometrics? Demography? And what should one expect to find in a faculty home that wouldn’t be found in any other?

Now I am not going to pretend that all the courses students take have some ultimate justification, that they will in some mysterious way widen one’s horizons or liberate one’s mind from ignorance and prejudice. That is part of the idea of a university, but it casts a rather small shadow upon the fact. Many courses—and teachers—will in fact be exactly what, on the very first day, they appear to be: crashing bores. And students or their fathers will pay in tuition about six dollars and twenty-five cents for every single meeting of every class, and we should not pretend that every class meeting will be worth it, by any standard.

Nevertheless, in the sum total it is somehow worth it. Winston Churchill once said that democracy is the worst form of government there is, with the exception of all the others that have been tried. I often think that universities are the worst systems of education there are, with the exception of all those proposals we read for revamping them.

The fact is that for several years students are thrown together with men and women who at least are thinking about something, whether or not it is what we teachers expect them to be thinking about. Students will not be competing for money, not for a while, and no one will be seeking profit from their labors. Much of what they do here may be useless—one may justly wonder whether it is essential to the widening of intellectual horizons to spend hours dissecting a frog—but all this is, at the very worst, harmless.

The beauty of it is that somewhere along the way, once in a while, the student finds a new idea, or a new ideal, one that actually does transform his life or at least some part of it, one that raises him vastly above what he otherwise could have been. It might be some poem, some book, very likely some particular person, some fellow student, or some teacher, that drops this spark. It is almost sure to be something that was not planned, could not have been foreseen, could not have been arranged for in any system or curriculum, and finds no place at all in the idea of a university.

This sort of thing, this quickening of the thought and imagination that gives men the edge over animals and sets some apart even among men, can happen to anyone, pretty much by sheer chance, and its sources are frequently quite irrational. But it is the great redeeming thing about a university that here is where it does in fact happen most often; why, no one really knows.
The Use of Professors
Professor Ralph A. Raimi

 Twenty-five years from now, when you are my age, you will remember neither me nor what I say tonight. (Certainly I cannot at this moment remember any after-dinner speakers I have ever heard.) Beyond amusing you for ten minutes or so, what chance have I to do you any permanent good? This:

If I can tell you something you can use next week, and if you use that to help you get something else the following week, and so on, week after week, it may be that I will at least have started a wave which will propagate itself beyond the actual memory of what I say now.

Very well, then. Next week you'll be sitting in your first classes here. You will be facing professors who know a great deal about chemistry or German literature or political theory or so.

Let us suppose it is a chemistry lecture. The professor will be standing before you very much as I am standing now, and he will be wondering what he can possibly tell you that is likely to do you some good—in view of the fact (as he knows) that twenty-five years later you will have forgotten him and all his words.

As you see, I've moved us into next week, but I haven't advanced us a bit. Let me back up. What is the fundamental reason we—and your chemistry professor—feel so hesitant about our capacity to instruct you? It isn't that we don't know anything you don't know. I could start telling mathematics right now and not stop before 1970 (your Commencement Day), and never repeat a thing. This is not pride; four years is probably a poor performance, seeing that I have been studying mathematics twenty-five years longer than you have.

I think what really gets me down is the sight of that library out there (soon to be doubled in size). It contains everything I can tell you about mathematics, and about a thousand times more—about mathematics! Not to mention a corresponding wealth in every other branch of knowledge. Where do I come in?

Partly, of course, my job is to add a few pages to that treasury. This is called research, and is not primarily what concerns you. Not next week, anyway. If some day you become a graduate student or a professional mathematician, it will. But next week you'll be starting a bit farther back, and you'll recall that I am going to tell you something for next week.

I think the best I can do for you, as a teacher, is to show you how to enter that library and not get lost. Now you already know how to read English, and might therefore imagine that you can do that job yourself. But it is a little harder than reading newspaper editorials, you see.

What you read must be read in the right order—at least in the beginning—and must be read with an open eye. You must bring to the book the kind of eye I have trained in myself and even better, as time goes on and you become acquainted with many professors and with how they see. Four or twenty-five years from now your eye may be better than all of ours, we hope.

In my classes—and in that chemistry or philosophy class—the professor may sometimes 'read the book' to you. Not quite literally, of course, but in the sense that he will be telling you exactly what the book is telling you. Part of the time, anyway.

He doesn't do this to rest your eyes, or because he thinks you don't know English. He wants to show you how he reads it, by his voice, by his gestures, by his hesitations. You need practice—by looking over his shoulder, as it were, while he reads—if you are to acquire the right kind of momentum, which will carry you someday alone into other books.

At other times he and I will talk more generally—as I am doing now—about how to read and how to think. He will have you read some things without him. And then from time to time he will look over your shoulder while you attempt to imitate your betters, to see if your imitations betray any understanding.

(In case you didn't follow me there, that last part about imitations is sometimes called 'giving exams' or 'writing term papers'.)

I am a fairly typical professor. I am extremely interested in mathematics. I take great pleasure in finding in
a classroom a bunch of students who are also interested in mathematics. I do not propose to be distant from your interest in mathematics, or even your interest in more or less allied intellectual matters. I am happy to be your companion, in class and in my office, relative to our shared interest in mathematics. The same is true of the rest of us, despite much current propaganda about 'teaching versus research' and 'the flight from the classroom.'

But you must not think this means we want to be your buddies. For one thing, I have already collected a number of friends—mainly of my own generation—though actually not very many. Buddy-dom doesn't mix too well with scholarship, you know. I have spent a large part of my career avoiding buddies in order to work at mathematics.

Also, you must not think that our interest in your intellectual well-being makes us into Reader's Digest psychiatrists. We would only be bored to hear about your mental blocks or unhappy childhoods or whatever.

You must learn to use your professors only for what they are worth if you are to use them for all they are worth. Students often mistake personal problems for mathematical problems. A student who comes to me and says "I can't get problem 11" is stating a personal problem. I couldn't be less interested. The world is full of people who couldn't get problem 11. Some become alcoholics. But I am a mathematician. Come to me with a mathematical problem instead of talk about how you couldn't do something; ask how the velocity is related to the volume, if at all, or whether that relation is relevant to the problem at hand. Then not only will I be interested—you may not be able to stop me.

**Let me summarize my advice for next week.**

To use your professor well, watch how he reads, and try to read like him. Watch how he writes, and try to write like him. If you want to talk to him, be sure to talk about something that interests him. How can he possibly tell you anything valuable about what doesn't interest him?

Once you learn how to use your professors, they will be able to teach you how to use their books.

**Things the Handbook Doesn't Tell You**

Caro F. Spencer, '27

You will hear much about University of Rochester history and tradition and I hope you will heed it. But since one or two items may escape your notice, let me fill you in on some of the more recent events in UR history.

The most recent was the Blizzard of '66. Never mind what anyone tells you about it; it was great. The University was closed for three days so the plows could uncover the buildings, in the course of which they turned up some professors on their way to class. We lost several students—some were up to their necks till April.

Another important date is the Broccoli Rebellion of '64. Several sophomores, convinced that the dietary owned a broccoli farm, broke into a silo and destroyed all the broccoli seed. For the remainder of that year, all broccoli was imported from Hobart.

Then there was the Great Northeast Blackout of November, 1965. No one knows yet what caused it—we were in the dark. But for complete coverage, ask the seniors what went on when the lights didn't.

As for tradition, we have some fine old annual customs. Steak is one of them. You'll have it every year.

Another tradition, observed with great regularity each summer, is the annual Changing of the Partitions in Morey Hall. This ritual is based on the belief that a change of space is as good as a change of face. The main object is to see how long it takes a student to find the old dean in his new office. The higher the rank of the dean, the closer his office to the Faculty Club.

There are also some ancient customs erroneously referred to as tradition. Anthropologically speaking, they are tribal rituals. One is the procedure which must be followed when boy pins girl. His tribe sends roses to the girl, while her tribe recognizes the intention of betrothal by rising and singing to her at dinner. This public confession of devotion brings great tribal satisfaction and serves to encourage the timid toward similar action. It may also cause indigestion.

Another ancient custom observed by the young requires that when the girl gets a three a.m. permission the boy must not return her to the dorm before that hour lest it appear either is bored with the other—which is usually the case.

Still another tribal custom is partaken of so widely that it is really an extracurricular activity. This is the bull session, that incredible meeting of minds at midnight when students pool their ignorance. About all they get out of it is a tired body at four a.m.

Knowledgeable freshmen make a point of knowing just who are the key people in the University. The latter can be numbered on one hand:

- The President. He knows all.
- The Pinkerton men. They see all.
- The janitor in your dorm. He sees what the Pinkies don't.
- Your Resident Adviser. She sees everything. (This is called in-, fore-, and hindsight.)
The President's duties are simple: to run the University, raise a hundred-million dollars every ten years, keep an eye on the deans, listen to faculty and student gripes, and sit at a speaker's table every night but Sunday.

As for the Pinkerton Men, one of the joys of college is making their acquaintance—which you will do if you try to get into your dorm after midnight. And beware of Lassie (the Pinkerton's newly acquired sentry dog).

And the cashier's office: Remember when you get your term bill that college is America's best friend. So give cheerfully to the college of your choice. And when you pay your term bill, remember, too, that you are getting 45 per cent more return for your money than you are paying. What stock can match this? After graduation, the Alumni Association will remind you of it—annually.

The University sets up a number of required fees and regulations.

For you who plan to take lessons at UR's Eastman School of Music, the practice room fee is levied out of consideration for those who may have to listen to you.

The Health Fee, contrary to its name, is apt to make parents sick. But it does provide an opportunity for rest in the infirmary when it seems advisable to get away from your roommate.

Marriage during the school year is effectively discouraged by requiring married students to forfeit their room deposit. Research indicates that money—or lack of it—is an acid test of devotion.

As for grades, marking on a curve was adopted by most professors in 1955, the year the women came to the River Campus.

In college it is very important to know how to get along with your roommate. You'll find he likes music when he studies. He does push-ups at two a.m. and his heavy breathing, asleep or awake, suggests Superman, emphysema, or adenoids. He also has a proud collection of pipes and keeps the windows closed when smoking so that he can practice blowing smoke rings. He'll probably grow a beard—though he eventually may have to choose between that and lighting a pipe.

In and out of the classroom you will learn certain basic laws and procedures. Among them are:

Parkinson's Law—work expands so as to fill the time available for its completion—but term papers overflow into vacation.

The Law of Diminishing Returns—the more your roommate borrows from you, the less you get back.

Newton's Third Law of Gravity—he who doesn't laugh at professor's jokes gets a D.

In Physical Education classes, you will learn how to do mouth-to-mouth resuscitation without getting emotionally involved.

You will also be exposed to the new D.O.G. theology—Death of God, not to be confused with the Pinkerton's D.O.G. May I say, parenthetically, that you are the first class in history considered valuable enough to be hounded by a dog.

Although the College motto is Meliora, you won't find it inscribed on the campus gates because there aren't any. They forgot to bring them from the old Prince Street Campus. But you will find the motto facing you as you enter the library and it will inspire you and give you the strength to climb to the seventeenth floor. The library acts as a sort of buffer between the classroom and the Women's Center. I hope you will visit it before you graduate. The library, I mean.

We have a campus radio station which—when it works—operates, for some subterranean reason, through the plumbing. When the plumbing won't work, neither will WRUR. As a consequence, many a good program goes down the drain.

Then there are the buildings known as dormitories. The purpose of dormitories is to provide you with a place to leave your books between committee meetings. Your dorm room is furnished with a bed to lie down on if you finish your assignments before six a.m. It also serves as a recovery room after you get your mail.

Most dorm rooms have windows; at the Women's Center, these are cleverly designed to open at a slant to keep out the air. Window sills are used for the display of valuables like antique glass bottles. The exteriors of the men's dorms on River Boulevard often are decorated with cider jugs dangling picturesquely from the sill by an old bathrobe cord. The Yellow Keys and D'Lions bypass these when conducting guided tours.

May I now give you some helpful suggestions and guidelines:

Patronize the Women's Snack Bar. Many a love affair has blossomed over a tuna fish sandwich.

If you get tired of the academic atmosphere, you can take your Junior Year Abroad. This gives you a chance to meet your professors who are over there anyway on Fulbrights or sabbaticals.

A term paper is something you begin at eleven p.m. on the night before the paper is due.

A word about Commencement: at this University, which does not stress intercollegiate sports and gives no athletic scholarships, Commencement is held in the football stadium. This keeps the coaches from resigning, and lets everybody breathe the freedom of the academic atmosphere at the same time. Occasionally the University rents the War Memorial for graduation, but this is not considered as sporting as holding it on the football field and gambling on the weather. A sudden shower sends everyone racing for the stadium corridors—the Ph.D.'s generally winning. These are called graduation exercises.
Can an “average” American six-year-old learn to play the violin without knowing how to read music? And, even if he can, is it a good idea?

These are some of the questions being explored in a year-long Eastman School of Music project that is currently attracting nationwide attention. The project, which is partially supported by grants from the New York State Council on the Arts and the National Endowment for the Arts and Humanities, is the first controlled test in this country of the revolutionary teaching approach of Shinichi Suzuki, who has taught some 200,000 Japanese toddlers to play the violin.

Suzuki’s approach is based on the theory that if a child can learn to speak before he can read words, he can learn to play an instrument before he can read notes ... and that all children, not just a talented few, have a great potential for music-making.

Participating in the Eastman project are some 100 six-year-olds and their mothers, who work with Suzuki-trained teachers and, from time to time, with the master, who periodically flies in from Japan. Despite the American fear of “momism,” mothers are a key element in the Suzuki method; in fact, each pupil’s mother must attend every lesson, practice with her youngster at home—and even learn to play the instrument a bit herself.

Unlike most American pupils, the Suzuki-trained youngster doesn’t get a chance to hold a violin in his hand until he’s had a few months of preliminary exercises. By the time he’s permitted to play, he’s rarin’ to go—and needs neither compulsion nor coaxing to insure his interest.

The Suzuki method is, of course, decidedly controversial. And whether, in the long run, it is clearly superior to traditional methods of teaching American children probably cannot be decided on the basis of a year’s experience. Eastman officials are hopeful, therefore, that funds will be forthcoming to enable them to extend the project and perhaps to establish a permanent Suzuki Institute at the School.
“Endless gentleness” is a key phrase in Shinichi Suzuki’s philosophy and very likely a major factor in his success with young pupils. Left, he introduces six-year-olds to the “feel” of the bow. But first they must learn something about rhythm (top right). Only after months of preliminary exercises are youngsters permitted to handle the violin . . . to learn the correct positioning of fingers . . . and, finally, to begin to learn to play.
This photograph of a graduate student working on a high voltage column inside the accelerator was taken during the installation of the Emperor. The accelerator and the target room into which its potent beam is aimed are housed in one building of the Laboratory, research areas in the other.

Symbolic of the University's new Emperor accelerator is this welded iron sculpture in the lobby of the Laboratory.

Scientists at the University's newest research facility—the multi-million-dollar Nuclear Structure Research Laboratory—currently are reporting results of the first experiments utilizing the Laboratory's Tandem Van de Graaff Accelerator, informally known as the "Emperor." One of only four such accelerators in North America, the Emperor was the second to go into operation a few months ago when it produced an eight million-electron-volt beam of protons. (The first "emperor"-type accelerator in action is part of Yale University's new nuclear structure laboratory, which is directed by a University of Rochester alumnus and former faculty member—Professor D. Allen Bromley. He received his Ph.D. in physics from Rochester in
The massive steel pressure tank that houses the Emperor is 81 feet long, weighs 130 tons, is 18 feet across at its widest point. The accelerator itself is described as "the most precise, powerful, and versatile instrument yet developed for the study of nuclear structure." Initial use of the new equipment currently is being reported by UR scientists.

Hailed by scientists as "an unprecedented tool for studying the structure of atomic nuclei," the Rochester accelerator is enabling researchers for the first time to investigate the basic properties of the heavy nuclei which undergo fission in a reactor, as well as the properties of nuclei of other elements that may be useful as reactor components.

The new accelerator is the sophisticated successor to the University's "little" cyclotron, a 26-inch accelerator which was built in 1935. (The earlier model is currently being launched on a new career, as reported on Page 24.) Considerably more regal in proportions than its predecessor, the Emperor is housed in a 130-ton submarine-shaped tank of awesome length (81 feet) and girth (18 feet in diameter at the widest point).

Support for the Nuclear Structure Research Laboratory, the first building erected on the University's South Campus, has been provided mainly by the National Science Foundation, with additional grants from the Air Force Office of Scientific Research, the New York State Office of Atomic and Space Development, and Rochester Gas and Electric Corporation.

The handsome sculpture at the entrance to the new facility—"The Emperor," by Rochester artist Achilles Forgione—is the gift of the faculty and staff of the Laboratory and others interested in its work.
Most of the Emperor's operations are directed through a complex control console situated in the laboratory building. The laboratory facility also houses a computer, research labs, offices, drafting room, machine shop, and service areas.

Director of the Laboratory is Harry E. Gove, professor of physics and former head of the nuclear physics branch of Atomic Energy of Canada at Chalk River. His 50-man staff includes faculty members and graduate students in physics and chemistry, plus supporting technical and administrative personnel.
Through a “porthole” in one of the target areas, the camera glimpses the spectrograph room. Here the nuclear reactions produced when the beam strikes a target are analyzed by a magnetic spectrograph 50 times more precise than others used in nuclear structure research.
Enter the Emperor

Beams of charged particles produced by the Emperor are conveyed through an elaborate transport system to one of several areas in the target room of the accelerator building. The entire target area is shielded by a four-foot-thick concrete roofing as well as by a giant, pyramid-like mound of earth that ranges in thickness from six feet at the top to 50 feet at the base.

The Emperor's New Clothes

Dear Dr. Gove:

There once was a tandem quite suave
Who decided he'd like to be mauve.*
"It's so restful," he said,
"Not like chartreuse or red;
"That color fits just like a glauve."**

The Emperor searched for a hue,
But found indigo just wouldn't do;
And lilac and plum
Seemed equally glum
And fuchsia he knew he would rue.
What he wanted was something quite virile
(He resembled a sub, not a squirrel)—
Lavender was too fair,
With its feminine air;
And orchid? A shade for a girl!

At last the right color was found;
It was royal and rich and profound;
And the Emperor sighed
As he puffed up with pride
And was painted dark wine all around.
Sincerely,
Elsa Rubin

*Here in the sheltered poet's cove
These rhymes with suave, and not with Gove.

Dec. 28, 1964

Dear Miss Rubin:

The cowardly yellow you rightly deride
Is merely the tint of the Emperor's hide.
In this naked condition he soon will repose
Gossamer cloaked by Winter's white snows.

Come Spring he will travel in manner sedate
Until he's inside his concrete palace gate.
There will his subjects come to his aid
In donning his raiment whatever its shade.

Because of your witty, ingenious plea
We now think of purple quite seriously.
However I hope you will not feel too blue
If we finally choose some less regal hue.

Sincerely,
Harry Gove

Jan. 5, 1965

Roses are red, violets are blue... but what color should an accelerator be? Dismayed by the Emperor's initial coat of yellow, Elsa Rubin of UR's public relations staff poetically proffered her own suggestion, which was acknowledged in kind by Director Gove:

EPILOGUE—June 1966

After spending a year painted cowardly yellow—
What a shock for an otherwise most happy fellow!—
His pleadings for purple were spurned, and instead
He was painted an orange-y "Oil Well Red."

Sincerely,
Harry Gove

E.R.
Classnotes

River Campus Colleges

1923 Clayton H. Brown has retired as district superintendent of the First Supervisory District of Saratoga County.

1925 David Francis, secretary of Neisner Brothers, Inc., has retired.


1928 Robert E. Platt has retired as trust officer of Lincoln Rochester Trust Co.

1929 Willis N. Potter (G) has retired as dean of the University of the Pacific's graduate school. He will continue teaching part-time there.

1930 Dr. Robert Peckham is a professor at the Southern College of Optometry, Memphis.

1932 Carl F. Paul, Jr., chief trial counsel of the National Aeronautics and Space Administration, Washington, D. C., has completed a term as president of the D. C. chapter of the Federal Bar Association.

1933 Doris Crawford, '35G, is at the Baring Christian College in Batala, India.

1936 Ruth Whipple Cross is assistant to the dean of women and foreign student advisor at Oberlin College.

1937 Clifford Morgan, G&'39G, lecturer in psychology at the University of California at Santa Barbara, received an alumni achievement award from Maryville College, Tenn.

1938 Charles Moon (G) is associate professor of psychology at the State University of New York College at Geneseo.

1939 Donald J. Kriedel is assistant superintendent of Kodak's photochemicals division.

1939 Doris Crawford, '35G, is at the Baring Christian College in Batala, India.

1940 Albert A. Mattern, advisor in the Asian department of the International Monetary Fund, recently served as the Fund's representative in Colombo, Ceylon.

1941 Robert R. Rothfus, professor of chemical engineering at Carnegie Tech, has received Carnegie's Ryan Award for Meritorious Teaching.

1944 Norma Crittenden is a psychologist for the Board of Cooperative Educational Services for Orleans and Niagara counties.

1945 Charlton Prince is Rochester district manager of Pennsalt Chemicals Corp. John M. Baird is principal mechanical engineer for P&E Engineers, Inc., Chicago. Marcus Minkler, '49G, is acting chairman of the physics department at Loyola University.

1946 Lincoln D. Stoughton is a marketing manager for Union Carbide Corp. Leonard Sayles is personnel and management consultant to the Administrator of NASA.

1947 J. Edward Jackson, a consultant at Eastman Kodak Co., is a fellow of the American Society for Quality Control. Prof. Gerald Smith (G) heads the humanities division of the State University of New York College at Geneseo.

1948 Geraldine DeNering Gamburd is teaching at Goddard College. Thomas Springer is now senior vice-president at Rochester Business Institute.

1949 Richard H. Eden, '51G, has been named director of secondary education in the Scottsdale public schools, Phoenix.

University Name Alumni

To Leadership Posts

Three alumni recently were named to top university posts throughout the nation.

Dr. Frederick W. Conner, '30, became vice president of the University of Florida. Dr. Conner has been dean of the College of Arts and Sciences at the University of Alabama since 1961. Previously he was assistant dean of the University of Florida's Graduate School.

Dr. Harold F. Bright, '44, was named president of Tufts University, of which he has been senior vice president and provost. Dr. Mead succeeds Dr. Nils Y. Wessell, '38G, who has been president of Tufts for the past 12 years. A story on Dr. Mead's appointment in the Boston Globe noted that one of Dr. Mead's professors at Rochester-Dr. Leonard Carmichael, who later became president of Tufts-influenced him to join the Tufts faculty. Dr. Carmichael, at one time chairman of Rochester's psychology department and dean of the College of Arts and Science, was Wessell's immediate predecessor as president of Tufts.
Martin Brewer Anderson assumed the presidential toga at Rochester in 1853 and continued to wear it into 1889. So pervasive was his influence, so overpowering his personality, so prolonged his tenure of the presidency that the University was humorously dubbed "Dr. Anderson's School."

This towering Olympian figure almost perfectly personified what has come to be called the "old-time college president." He came to Rochester from the editorial chair of a widely circulated religious periodical, The New York Recorder; he came hesitantly with considerable misgivings, he saw, and he conquered—in a very real sense.

It was a happy moment in the first president's career when the original structure on the Prince Street Campus was unveiled, while the guns of the Civil War crackled—and was, you, in 1854! This observation is but one which shatters the oft-repeated legend that the first president was opposed to teaching the natural sciences.

Anderson obtained his collegiate training at Waterville (after 1864, Colby) College deep in the heart of Maine close to the lordly Kennebec. He came of sturdy, if humble, parentage, and trudged the hundred miles and more from his home in Bath, Maine, to the college town—unless, that is, he was lucky enough to hitch a ride.

After a year of study in the Newton Theological Institution—from which in a later generation Rush Rhees progressed to the Rochester presidency—Anderson withdrew, unhappy and disappointed, and returned to his Alma Mater to teach the classics of Greek and Roman antiquity and mathematics. Frustrated once more, he switched to journalistic employment in New York City.

Although he often preached sermons, Anderson was not a theologian in any exact sense. Yet he grew into an influential leader of his Baptist denomination, sternly orthodox in his convictions, profoundly proud of his freedom-loving church and its valuable contributions to the human pageant. Tirelessly he applied thought, time, and energy to the public welfare and in the service of his adopted community the Geneese.

Along the way, he married a co-religionist, Elizabeth Gilbert, attractive, cultivated, socially minded—the philosopher's ideal—who proved an admirable helpermate throughout nearly four decades of Rochester living indulged in a wide-ranging excursion in the things of the mind and the spirit, requiring better than two hours for delivery. Much that he had to say is dated, outdated, understandably, yet a good deal was so prescient that it might have been spoken only yesterday. For instance, he strongly advocated instruction in the elements of physical science, since, as he phrased it, "science has revolutionized the commerce, the manufactures, and the agriculture of the civilized world"—that, mark you, in 1854! This observation is but one which shatters the oft-repeated legend that the first president was opposed to teaching the natural sciences.

Anderson was fond of art and interested in music, though not in the theater, seemingly; however, it may be wondered whether they ever had much plain, undullederful fun. Life was a pretty grim enterprise for the austere old-time president; humor had next to no standing in his catalog of virtues.

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In personal appearance, the man from Maine strikingly resembled the noble Italian patriot, Giuseppe Garibaldi, for whom he was frequently mistaken during a sojourn in Europe. He was six feet three inches tall; his face was long, his eyes blue, his mouth wide, his chin square with a dimple, his hair sandy. Undergraduates, on the sly, referred to him as "Old Sorrell." The statue of Anderson, first raised on the Prince Street Campus, broad, his chin square with a dimple, his hair sandy. Undergraduates, on the sly, referred to him as "Old Sorrell." The statue of Anderson, first raised on the Prince Street Campus, in (1905) and transferred half a century later to the River Campus—where all too often it pointed associate professor of sociology and head of the department at Augusta State University.

In his inaugural address, Anderson indulged in a wide-ranging excursion in the elements of physical science, since, as he phrased it, "science has revolutionized the commerce, the manufactures, and the agriculture of the civilized world"—that, mark you, in 1854! This observation is but one which shatters the oft-repeated legend that the first president was opposed to teaching the natural sciences.

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When Anderson took up his manifold administrative duties at the tender age of thirty-eight, the infant college was quartered in a former hotel on what is today Rochester's Main Street, still standing and in urgent need of a generous dose of urban renewal. It was a happy moment in the first president's career when the original structure on the Prince Street Campus was unveiled, while the guns of the Civil War crackled—and was called Anderson Hall.

As time marched on, the old-time president formulated a definition of his responsibilities in language of enduring relevance. "The college president," he said, "is expected to be a vigorous writer and public speaker. He must be able to address all sorts of audiences on all sorts of subjects. He must be a financier able to extract money from the hoards of misers, and to hold his own with the denizens of Wall Street. He must be attractive in general society, a scholar among scholars ... gentle and kindly as a woman in his relations to the students, and still be able to quell a 'row' with the pluck and confidence of a New York Chief of Police..."

(Professor May's profile of President Anderson will be concluded in the next issue of Rochester Review.)
of the Rochester Housing Authority. Rodney E. Wells has been appointed superintendent of schools in Branford, Conn.

Marriages William E. Kriegsman to Mary K. Harris, May 14, 1954

James Armstrong, formerly assistant director of development at UR, is working on his Ph.D. in urban history at the University of Wisconsin.

S. David Farr is chairman of the department of educational psychology at the State University of New York at Buffalo.

Richard E. Maxwell, director of research and development for Burroughs Corp., Todd Division, has been named product manager at the firm's corporate headquarters in Detroit.

Gerald Fitzgerald is credit manager for Eastman Kodak Co.'s Pacific regions.

Harold Langlitz (G) is executive secretary of the New York State Teachers Retirement Board.

Births To Janet and Ray Guggenheim, a son, May 16, 1955

D. Michael Harvey has joined the staff of the Public Land Law Review Commission, Washington, D. C.

Roger Quinn is a vice president at Marine Midland Trust Co., Rochester.

Richard Klawer is purchasing agent for Stanley Power Tools, New Bern, N. C.

Philip I. Keuper has joined the public relations staff of the New York Stock Exchange as manager.

Allan J. Silberger is assistant professor of mathematics at Bowdoin College.

Branche Allan Peets, '61G, is teaching in East Rochester.

Bruce Rahljen is the author of a new book, Scripture and Social Action. Goodrich has been promoted to personnel manager for Post Operations, General Foods Corp., in Kanakakee, Ill.

James J. McNabb has been named San Francisco manager for Xerox Corp.

Arthur Chambers is director of marketing for Consolidated Vacuum Corp., Rochester.

Ronald F. Mauceri, '62G, is a production manager at Stromberg-Carlson Corp.

George Gold has been promoted to associate editor of Research & Review Service of America's Advanced Underwriting Service.

Gregory Machyowsky has been elected a city councilman in Juneau, Alaska.

Robert E. Blank, Jr., formerly associate director of development at UR, is staff assistant to the president of the Pfaulder Division, Ritter Pfaulder Corp.

Donald E. Schaet has been promoted to the rank of major in the U. S. Marine Corps. He is stationed in New York City.

Robert Kirkwood has become associate executive secretary for the Middle States Association Commission on Institutes of Higher Education.

William Robinson is assistant department head of communications and record services, Eastman Kodak Co.

Irvings Bentsen is assistant professor at Hobart and William Smith colleges.

Clark Thompson has been awarded a University Fellowship at Brown University for graduate study in religion.

Peter Bush has become assistant secretary of Rochester's Central Trust Co.

Robert Burns is assistant deputy director of finance for Monroe County.

William Miller is a director of the Equitable Life Assurance Co., Los Angeles.

Marriages John Helling to Carol Lang, '60, in September. . . . Barbara Cushman to Robert Brennan, Aug. 27.

Births To Mr. and Mrs. Sanford L. Gold, a son, Aug. 11.

Richard A. Wedemeyer has been transferred to the foreign operations division as general sales manager for Primal Chemicals Ltd., Australia.

Donald Musella is principal of the Campus School at the State University of New York at Brockport.

Frederick Loveless (G) has been appointed senior research scientist at United Rubber Co.'s Wayne (N. J.) Research Center.

John Lowe is assistant professor of chemistry at Pennsylvania State University.

Ralph Pascale is director of admissions at the State University of New York College at Brockport.

William G. Steve is a district manager of the General Tire and Rubber Co.

Harold Krieger is an engineer for Rohm and Haas Co., Philadelphia.

Richard Comstock (U) is associate professor of chemistry at Bucks County (Pa.) Community College.

Fred Nelson, formerly assistant dean of admissions at Wesleyan University, has been appointed special assistant to the president of Nova University.

Births To Richard and Constance Gerhard Brown, '60, a daughter, Sept. 23.

George H. Remninger is assistant professor of physics at Carnegie Tech.

David W. Kearney holds a Cummins Engineering Fellowship at Stanford University.

William P. Martin is director of information systems at RIT.

Peter Hays is assistant professor of physics at the University of California at Davis.

Wendell Caley is associate professor of physics at Eastern Nazarene College.

Brett W. Hawkins is the author of Nashville Metro, published recently by Vanderbilt University Press.

Dr. Cynthia Berberian Hale, who received an M.D. degree from Albany Medical College in 1962, is practicing pediatrics part-time in Loudonville, N. Y.

Marriages Judith Ann Williams to Eber Christie, Jr., July 16.

Births To Drs. Thomas and Cynthia Berberian Hale, a son, Dec. 4, 1965.

Theodore A. Bick is associate professor of mathematics at Union College.

Roger Silver is teaching at Iona College, New Rochelle, and completing requirements for his Ph.D. at Fordham University.

Harvey H. Jacobs has joined Atlas Chemical Industries, Inc., Wilmington, Del., as a metallurgical engineer.

John F. Cunningham, Jr., has been appointed advertising and promotion manager of Dunn and McCarthy, Auburn.

James A. Muir is assistant professor of physics at the University of Puerto Rico.

Roger Lamplighter is agency manager of Metropolitan Life Insurance Co., Geneva.

Charles E. Shepard is senior associate programmer with IBM's Federal Systems Division in Honolulu.

Catherine F. Spencer is a systems engineer trainee for IBM in Syracuse.

Helen P. Crease is serving with the Peace Corps in Venezuela.

Margaret Morgan Hurn is an assistant professor of mathematics at Syracuse University.

James M. Papero is assistant director of RIT's Extended Services Division.

Henry L. Schlick is supervisor of secondary guidance for the Watertown schools.

Robert B. Goergen is management consultant for McKinsey and Co.

John F. Bush is an account executive at Hutchins Advertising Co. of Rochester.

Marriages Diane Gibson to William Faissler, June 25 . . . . George Oliver to Kay Wills, Aug. 20.

Births To John and Rachel Einfeldt Hughes, '64E, a daughter, July 18 . . . . To Janice and Bernard E. Harvith, a daughter, Aug. 3 . . . . To Timothy and Jane Lynch Schum, '62, a daughter, Oct. 6.

Lawrence B. Davis has become assistant professor of history at the State University of New York College at Brockport.

Dr. Barton Kruff is serving a psychiatric residency at Strong Memorial Hospital.

Dr. William J. Gray is practicing dentistry in Albion.

William Hauser has joined the staff of DuPont Co.'s laboratory in Parlin, N. J. Chandler Bradgon has retired as professor of history at the State University of New York College at Plattsburgh.

Robert Dozy is associate curator of the Whitney Museum of American Art, New York City.

Jeffrey Ball is working for a master of social work degree at Bryn Mawr College.

L. Reginald Campbell is staff engineer at IBM's Electronics Systems Center, Owego.

Michael E. Vandow is teaching English at Cobleskill (N. Y.) State College.

John Greppin is working on his Ph.D. in Indo-European linguistics under an NDEA grant at UCLA. His wife, the former Mary Hnanin, is a reader for the Santa Monica City College. The Greppins now have two children.
Marriages


Births

To James and Eileen Zlotnick Kleeger, a son, April 30. . . . To Dr. Barton and Leslie Miller Kraff, '63, a son, May 10. . . . To Paul, '59, '63G, and Barbara Seligman Ruben, a daughter, June 5.

1962

David Y. Smith is a visiting professor in physics at a technical institution in Stuttgart, Germany.

Brian B. Turner was recently elected to the Society of Sigma Xi.

Linda Gigele Ball is working toward a master of arts degree at Brown University. Jane Reavick Shoup is assistant professor at Purdue University.

Rev. Kenneth Ofslager, a graduate student at Lutheran Theological Seminary, has become pastor of St. Matthew's Lutheran Church, Chester Springs, Pa.

Harvey Rapp has received New York State permanent certification in school psychology from Hofstra University and is a school psychologist in Westbury, N. Y.

Marriages


Births


1963

Todd Garrett is assistant brand manager in the food products advertising department of Procter & Gamble Co.

L. Whitney Carpenter (G) has become an instructor in English at Shippensburg (Pa.) State College.

Hal LaTemple (U) is writing a new musical comedy. His “A Little Rain” last year won a Shubert Foundation playwriting award, under which he was enrolled at the University of Colorado.

Stanley E. Marshall, Jr., '66G, is a Peace Corps volunteer in Colombia.

Prof. K. Thomas Finley of RIT is the author of a new book, Mental Dynamics—Power Thinking for Personal Success.

John R. Rafferty has been appointed sales representative for the Connecticut Mutual Life Insurance Co., Salt Lake City.

David W. Malone has been ordained a minister of the United Presbyterian Church and is serving a one-year internship in urban ministries, Kansas City.

Leonard Striekmann has become professor at Boston University School of Law.

Frank Vergamini is distribution analyst at Colgate Palmolive Co., New York City.

W. Beall Fowler (G) is associate professor of physics at Lehigh University.

John R. Reed has been awarded a grant by Wayne State University and the Leverhulme Foundation to do research in England for a book on British literature.

James E. Roland, Jr., heads the Rochester chapter of the American Society for Industrial Security.

Dr. Jerome Goldstein received a Louisiana State University Fellowship in Tropical Medicine and was in Central America last winter conducting research.

Peter Gludstone is a Peace Corps volunteer in Iran.

Richard Miller has returned to Union Theological Seminary after an internship at Mt. Kisco Presbyterian Church. His wife, the former Linda Kellner, has been awarded a neurological and sensory disease service traineeship from the U. S. Public Health Service to complete work towards a master’s degree at Columbia University.

First Lt. Reed A. Hamilton, a pilot, is on duty at Dan Nang AB, Viet Nam. L.t. (jg) Robert M. Tobey, back from Viet Nam, is executive officer of the U.S.S. Fairview, based at New London, Conn.

Marriages


Births

To John, '62, and Dorothy Fink Loretus, a daughter, Nov. 11, 1965. . . . To Robert and Joan Bertinelli Tobey, a son, April 30, 1965 and a daughter, Oct. 20.

1964

Roberia Kahn Sokol, '65G, is teaching in St. Louis.

Richard Reed is a Peace Corps volunteer in Nepal.

Sylvia Chipp is executive secretary of Syracuse-in-Asia Association, Inc.

Carol Macaluso is teaching in the Department of Defense overseas school, Okinawa. Joan M. Kreienberg is Rochester coordinator of student teaching in the State University of New York College at Fredonia. Jerome Lysaught (G) has been promoted to associate professor of education at UR. Rev. Edward J. Wright, Jr., (G) has been appointed Baptist chaplain at Harvard University and Radcliffe College.

Judith Jensen Champney is teaching at Amherst High School, Snyder, N. Y. Lefford Louden is working on his Ph.D. in chemistry at the University of Oregon. Charles S. Cook, '66G, recently joined the staff of General Electric Co.'s Space Science Laboratory, Valley Forge.

Marriages


1965

Philip Selwyn has been awarded an NSF Graduate Fellowship in chemistry at MIT.

Sean B. O’Reilly is a mathematics instructor at Niagara University.

Roger Ehrlich is an associate engineer for General Dynamics, Rochester.

Robert Sayre has been awarded a NSF Fellowship at Stanford University.

Marylin Ginkowski Vander Schaaf is teaching at Radford High School, Honolulu.

Georgia Lindemann Lindstrom is reference librarian at Lorain County (Ohio) Community College.

A. Joseph Ray, Jr., (G) is an assistant professor of psychology at Carleton University.

Staion Plattor (G) heads the New Orleans Education Improvement Project, sponsored by the New Orleans public schools and Tulane and Dillard universities.

Stephen Rosen has been selected for the Harvard Law Review, one of the top honors at Harvard.

William Champney is working on his Ph.D. at the State University of New York, Buffalo.

Marriages


1966

Alan W. Brush was a research as­
sistant at the Los Alamos Scientific Laboratory last summer.

Cheryl Anderson is working on her master's degree in teaching at Yale. Alan Winn and Richard Miller are attending Cornell's law and business schools. Burtt Silverstein is studying at the University of Pennsylvania's medical school.

Sheryl Foti is studying for her master's degree at Columbia University. Constance Robertson and Grett Mullen are teaching in Boston. Shirley Dunigan and Janet Ingalls are doing graduate work at UR.

Lyne Parnementer is working in advertising in New York City. Larry Cohen is studying at the Downstate Medical School. Margaret Wheatley is a Peace Corps volunteer in Korea.

Robert A. Cantrick has received a UR Columbia Fellowship for graduate study. Ron Brown is doing graduate work in Germany. Susan Bouton is teaching at Notre Dame High School in Syracuse. George Ray (G) is assistant professor of English at Washington and Lee University. John Schmitz (G) has joined Kohm and Haas Chemical Co., Philadelphia.

Lawrence Horn has received a three-year NDEA Fellowship for study at UCLA. Steven Chansky is a research assistant in MIT's department of chemical engineering.

Thomas Sergisvani (G) is assistant professor of educational administration and supervision at the University of Illinois. Frank Deane (G), a mathematics instructor at Berkshire (Mass.) Community College, heads the College's evening session.

**Marriages**

Sidney Hecht to Sandra Ouster, July 3.

Paul Hamez to Elizabeth McMahon in July.

Russell J. Thomas to Mary Lou Howard, July 2.

Thomas Kurzrock to Diane Irvin, July 25.

Thomas Sibley to Carol Hopkins, '65, July 2.

Carolyn Walter to Brian Dennis, July 30.

Paula Silverman, '66, to Jeffrey Bell, June 19.

Jane Davis to Jim Torrence, '67, in June.

Joan Stodick to Terry Bolling, '65, in August.

Rosalie Elespuru to David Van de Bogart in September.

Howard Loughlin to Joyce Webber.

Joanne Traum to Jeffrey Raffel, Aug. 27.

Doris Ganick to David Kaplan in September.

Michael J. Pokalsky (G) to Barbara Kraus, Oct. 8.

Steven Wohl to Pamela Farnham, Aug. 25.

Bobbe Morse to Thomas Barnes in September.

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**Eastman School of Music**

1927 Beatrice Ryan Fraser has written three new anthems published by Harold Flammer Music Co., Inc. and three new music books for children.

1932 Mitch Miller is producing a musical version of East of Eden on Broadway.

1933 Herman Berg's "The Conductor's Right Hand on His Left" appeared in a recent issue of The Instrumentalist.


1937 Edwin Liemohn, chairman of the music department at Warburg College, is the author of a new book, The Organ and Choir in Protestant Worship.

1939 Pulitzer Prize winner Robert Ward was guest composer at the University of Alabama's Seventeenth Regional Composers Forum, at which his "First String Quartet" was premiered. Other alumni compositions performed were Nancy Hayes Van de Vate's ('52E) "Sonata for Viola and Piano," Frederick Mueller's ('59GE) "Wind Quintet No. 2," and John Bodi's ('45GE) "Trio for Piano, Violin and Cello."

1940 Nevin Fisher, professor of music at Elizabethtown College, has become minister of music in the First Church of the Brethren, Harrisburg, Pa.

1941 Charlotte Jammer is chairman of the curriculum department at the State University of New York College at Geneseo. Donald W. Stauffer's ('42GE) "Temperament or Temperament?" appeared recently in The Instrumentalist.

1942 Frank Campbell is chief of the New York Public Library's music division.

1943 Louis Brown (G) is director of educational communications for the Plainview (N. J.) Central School District.

1944 Alfonso Pignotti heads the violin department of the Interlochen Arts Academy.

1945 Marion Constable (GE) is a high school teacher in Paramus, N. J. Walter Yen, '49GE, chairman of the music departments of Allen University and Benedict College, conducted the Harvard Glee Club in his composition "She Never Told Her Love."

1946 Annabelle Shargo Leviton's (GE) compositions "Carillons" and "Promenade" have been published.

1947 Sister Marie Claire, O.S.B., has joined the staff of the NDEA Institute in Guidance and Counseling at California State College at Los Angeles.

1948 Charlotte Jagger is chairman of the music department at the State University of New York College at Buffalo, is visiting Euro-

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Gerry Briggs, '27E, Retires from ESM

After 40 years of service at the Eastman School, Gerry Broadwell Briggs (wife of R. Mervyn Briggs, '24) has retired. Mrs. Briggs has held many volunteer and professional posts both at the School and throughout the Rochester community. She was executive secretary of the Eastman School alumni for two years and directed the School's Student Book Store from 1957 to last fall.

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pean conservatories and making a comparative study of advanced instrumental instruction this year.

Wilbur Ehrich was guest carillonneur at the University of Kansas last fall.

1948 Howard Carpenter's ('53GE) "Three Preludes" was premiered at a state music teachers' convention in Bowling Green, Ky.

Edward Blanchard, '49GE, is assistant professor of music and director of the opera theatre at Bradley University.

1949 Roy H. Johnson, '51&'61GE, of the University of Maryland music faculty, recently conducted a piano workshop at the College of William and Mary.

Harold Hawn, chairman of the music department and the opera workshop at Old Dominion College, is director of the South-eastern District of the National Opera Assn.

1950 Howard Warner has joined the faculty of the New England Music Camp.

1951 Warren van Bronkhorst (GE) and his wife, the former Carol Bogen, '58E, performed at the 15th annual Peninsula Music Festival, Door County, Wis.

Clifford Snyder is senior editor of Silver Burdett Co.'s audio-visual department. Richard Willis, '64GE, composer-in-residence at Baylor University, has written an anthem, "Unto Thee, O Lord," published recently. His "Song of Praise" and "Concert-Piece for Viola" won first and second place in their respective categories in the Second Annual Festival of Contemporary Arts at Willamette University.

1952 John M. Heard, principal oboist with the Evansville Philharmonic Orchestra, has been named a visiting instructor of music at Evansville College.

Henry Cobos, '56GE, has joined the music faculty of the East Los Angeles College. Malcolm Seagrave, '62GE, head of the arts department at Alliance College, is conductor of the Allegheny Sinfonietta.

**Marriages**

Earl W. Compton (GE) to Jacqueline Shaykar, '65E.

1953 Gretel Shanley, '55GE, has recorded "Pops and Encores" with the Westwood Wind Quintet on the Crystal label. Jessie Taylor is a staff member at the Christian School, Greater Fall River, Mass.

Aiko Onishi has joined the music faculty of San José State College.
1954  Daniel Winter (GE), pianist, performed at the opening concert of the University of North Carolina summer series. He also appeared recently at New York's Judson Hall and in Dallas.

James L. Duncan (GE) is chairman of the Department of Music at Southern Colorado State College, Pueblo.

Carl Beck, '58GE, is on the music faculty of Baldwin-Wallace Conservatory.


1955  Lyle B. King (GE) is assistant professor of music at Missouri Valley College.

1956  Letha Dawson Scanzoni is the author of a new book for teenagers, Why Am I Here? Where Am I Going?

Charles M. North (GE) has been appointed chairman of the Department of Music at Western Washington State College.

Marriages Wayne A. Shelton to Sonja Louden, June 25.

1957  Taavo Virkhaus (GE) has succeeded Ward Woodbury, '45GE, as director of music on the URI River Campus. (Woodbury has become head of the music department and director of music at Rollins College.)

Donald Wright, '58GE, is associate professor of music at Baylor University.

Sister M. Christian Rosner (GE) has been appointed chairman of the Music Teachers National Association Certification Board, West Central Division.

Marion Valasek, '58GE, is instructor of flute at Peabody College and Blair Academy of Music and principal flutist of the Nashville Symphony Orchestra.

Donna V. Renton is musical director for the Chagrin Valley (Ohio) Little Theatre.

Lenore Sherman Hatfield, violinist, performed with the Cincinnati Orchestra and Blair Academy of Music.

1958  Harry R. Valante is chairman of the Music Education Department at the New York College of Music and conductor of the New Jersey Choral Society.


John Hanson, '60GE, is assistant professor of music theory at Carroll College.

John Pozdro's (GE) "Sonatas No. 2 and 3 for Piano" have been released in the first recording in a cultural exchange project between the U.S. and Argentina. Pozdro is chairman of the University of Kansas' Department of Theory and Composition.

Stephen Toback is teaching trumpet at the Westminster Conservatory of Music.

Births To Roberta and John Peightel, '60GE, a daughter, July 23.

1959  Gerald Carey, '61GE, is assistant professor at Western Illinois University.

Robert LeBlanc (GE) is teaching at Ohio State University.

Patricia Selover Hanson is teaching at Carroll College.

Keith Bryan and Karen Keys, both '3E, believed to be the nation's only professional flute-piano duo, recently returned from a successful European concert tour that included Paris, London, Berlin, Amsterdam, and The Hague.

This spring the Bryan & Keys Duo will return to Europe for TV performances in London, Paris (where they made their debut as a duo in 1961), and Geneva. Both are faculty members at the University of Michigan School of Music.


David Dalton is first violinist in the Mobile Symphony Orchestra and teaches at the University of Southern Alabama.

Elizabeth McFadden is doing musical research in Japan, Okinawa, and Korea under a grant given by the East-West Center, University of Hawaii.

John Thyliesen is assistant professor of music at Northeast Louisiana State College.

1960  Eugene S. Zoro is teaching at Northeast Louisiana State College.

Sharon Bennett Dwyer appeared in the Chautauqua Opera Company's production of "Abduction from the Seraglio.

Henry Fuchs is assistant professor of music at Indiana (P.) State College.

1961  A. John Walker, '64GE, is director of music at Washington College.

E. Gene Narmour, '62GE, of the East Carolina College music faculty, was music director of the ECC Summer Theatre.

Howard Lederhouse, '63GE, has become assistant minister of St. Luke's Episcopal Church, Rochester.

Marriages Suzanne Walkup, '64GE, to John B. Jenkins.

1962  Edward Bostley, Jr., is band instructor at Clyde (N. Y.) Central School.

Perry Martin is director of instrumental music at Mamaroneck Junior High School.

Richard Wienenhorst (GE) is the acting head of Valparaiso University's music department.

Gilbert C. Pirovano has joined the music faculty of Catawba College, N. C.

Marriages Perry Martin to Margery Schneller, June 26. . . . Sharon Sauser to Irving Kane, Oct. 15.

1963  William K. Haldeeman (GE) is assistant professor of music at Chapman College, Orange, Calif.

David Snively is bass clarinetist with the Richmond Symphony.

Marriages Ellen Press to Richard Denker.

1964  Elizabeth Bishop, '66GE, is a baro­soonist with Music-in-Maine, Bangor.

Barbara Poularkos (GE) is assistant concertmaster of the Rhode Island Philharmonic.

Robert F. Taylor (GE) teaches applied music and theory at Youngstown University.

Karen Phillips has received the Interna­tional House of New York City's special scholarship award, which will enable her to give a recital at Town Hall.


1965  Robert Morris recently composed "Psaln 61 for Tape," a "modern musical montag[e," for St. Andrew's Church in Yonkers.

Stanne Thomas is principal harpist with the Buffalo Philharmonic Orchestra.

Richard J. Holden is teaching music at Arborus (Md.) Junior High School.

Peter Pope's (GE) "The Tuba and Transmission" appeared recently in School Musician.

George L. Nemeth has joined the music faculty of the University of Tampa.


1966  Richard Posner, Catharina Meints, and Henry Scott have become violinist, cellist, and bassist, respectively, with the Chamber Symphony of Philadelphia.

Paul Shall (GE) is associate professor of music at Kansas State University.

Craig Wright has received a Woodrow Wilson Fellowship for study at Harvard.

Steven Smith (GE) is studying in Austria under a Fulbright Fellowship.

Joyce Castle (GE) is a resident-artist with the Syracuse Symphony Orchestra.

Nancy C. Reynolds is doing graduate work in Florence, Italy.

Thomas Straw (GE) has been appointed instructor in organ at Rocky Mountain College and musical director of the First Congregational Church, Billings, Mont.

Marriages Robert L. Costner to Joan Blom, Sept. 3. . . . Larry Kramer (GE) to Clarissa Hari May, July 23.
Doctoral degrees have been awarded to:

'60: Neil Soslow, '56: Anthony Vetrano, '50: Kent E. Hughes, '43: William A. Stirling, Doctoral degrees have been awarded to:


Master's degrees have been awarded to:


1935 Dr. Lloyd J. Florio, chief of the
Public Health Division of the Agency for International Development's Mission to the Philippines, was recently awarded an honorary doctor of science degree by Far Eastern University.

1938 Dr. Harold E. Gregory is on the
general practice staff of Keene Clinic, N.H.

1940 Brig. Gen. Ernest A. Pinson (GM) recently received the Air Force Outstanding Unit Award for exceptionally meritorious service during the past two years. Pinson is commander of the Air Force's Office of Aerospace Research in Arlington.

1942 Dr. Theodore H. Nochren, associate professor of internal medicine at the State University of New York at Buffalo, served last year at the University of Helsinki Hospital as a Fulbright Lecturer in Pulmonary Diseases. Dr. Nochren is a former Markle Scholar.

1943 Dr. George R. Miller, '41, has been appointed chief surgeon at the North Carolina Orthopedic Hospital in Gastonia. Dr. William Adelman, Jr., has been promoted to professor of physiology at the National Institutes of Health.

1944 Dr. Thomas McDowell has joined the surgical service staff of the Dallas VA Hospital.

1946 Dr. Arnold Pratt is director of the Division of Computer Research and Technology at the National Institutes of Health.

1948 Dr. Ralph C. Monroe has become associate medical examiner for the towns of Southbridge and Webster, Mass.

1949 Dr. Thomas Barnett, professor of medicine and head of the division of pulmonary disease at the University of North Carolina, is on a year's leave to do research at the University of Copenhagen, Denmark.

1951 Dr. James Robinson is director of training at the Psychiatric Clinic, Buffalo.

1952 Dr. Paul Taylor is in private practice in Vero Beach, Fla.

1953 Dr. Henry Freund (MR) retired last fall as chief of the VA Mental Hygiene Clinic at the Wood, Wis., VA Center. Dr. George A. Platt (MR) and Dr. Robert E. Kennedy, '43, served last fall in Afghanistan under the Medical International Cooperation Organization (MEDICO).

1954 Dr. Eugene Farley is doing graduate work at Johns Hopkins University.

1955 Dr. William Little is professor and chairman of the department of obstetrics-gynecology at the University of Miami.

1956 Dr. William Adelman, Jr., (GM) has been promoted to professor of physiology at the University of Maryland.

1957 Dr. Spencer Rosenthal (GM), assistant professor of biochemistry at The Woman's Medical College, has received a five-year career development award from the National Institutes of Health.
1958 Dr. Duncan M. Shields (GM) has become plant surgeon at Bethlehem Steel Corp., Burns Harbor, Ind.

Marriages Dr. Ronald Kaplan to Fern Miller.

1959 Dr. Norman Marieb has opened an office in Orange, Conn. Dr. William G. Gamble has become a general surgeon at the St. Louis Park Memorial Center, Minneapolis. Dr. Leonard I. Lesniak has opened an office in Wayne, N. Y.

1960 Dr. Michael Bestler has joined the staff of Martinsville (Va.) General Hospital and has established a practice there. Dr. David Calton, Jr., is a resident in surgery at the University Hospital, UCLA. Dr. Malcolm Gorin, an ophthalmologist, has opened an office in Middletown, Conn.

1961 Dr. Carol Cooperman Nadelson is an assistant in psychiatry at Harvard Medical School and Beth Israel Hospital, Boston.

Births To Ted and Carol Cooperman Nadelson, a son.

1962 Dr. William Golden (GM) has been assigned to the Air Force Systems Command, Aerospace Medical Division, Brooks AFB, Tex. Dr. Golden, a veterinary technology officer, holds two A.F. Commendation Medals.

Marriages Dr. Carl H. Andrus to Noelle Craig, '66U, in August.

1963 Dr. Raymond E. Roth (GM) is professor of statistics and director of the computer center at the State University of New York College at Geneseo.

Dr. Ralph Moore has completed his U.S. Air Force officers orientation course and is stationed at Wright-Patterson AFB, Ohio.

1964 Dr. Byron Kolts has completed his residency and is doing postgraduate training in internal medicine at Mary Fletcher Hospital, Burlington, Vt.

Dr. Ingvors J. Vittands is a resident at the Mayo Graduate School of Medicine.

Capt. Bobby Adcock (GM) has been promoted to major in the Medical Service Corps at the Walter Reed Army Institute of Research.

1965 Dr. James D. Cox is a resident at Penrose (Colo.) Cancer Hospital.

Dr. Leslie R. Burrows (GM) has been appointed planning consultant for the University of Colorado School of Dentistry.

Dr. David Clark, who recently completed his medical-surgical internship at Stanford University Medical Center, is serving a two-year tour of duty with the U. S. Public Health Service and the Peace Corps in Blantyre, Malawi, Southeast Africa.

Births To Mary and Robert Neshit, a son, March 25.


1963 Emma Brugge Johnson is a case-worker for the Jamestown (N. Y.) Welfare Department.

1946 Alice Wightman has become a supervising nurse for the Visiting Nurse Service of Rochester and Monroe County.

Births To Robert and Rita Sheridan Staudley, a son, in April. . . . To Charles and Bernice Woolfshaler Carter, a son, in June.

1948 Betty Palmgren Defjenbugh is director of nursing services for recruiting and counseling at UR's medical center.

1950 Barbara La Londe Le Berre has returned to her home in Paris after spending the summer in the United States.

1951 Marjorie Kell Messner has become a partner in a new coffee house, The King's Rook, in Rochester.

Madeleine Ostrom McDowell is retiring as head of the University of Delaware's department of nursing.

1952 Helene Weste Scribner has become charge nurse at a nursing home in Palmera.

Births To Donald and Elizabeth Branner Grainger, a son, Aug. 30. The Graingers recently moved to Fairport. . . . To David and Lois Brooks Davis, a son.

1955 JoAnn Perry is working at Cleveland's Chronic Illness Center.


1960 Elizabeth Wilson Fraser is an instructor in UR's Department of Nursing.

1961 Mary E. Shoup, lecturer in public health nursing at the University of Michigan, recently received UM's Emilie Gleason Sargent Prize for promise in leadership in public health nursing.

Mary Haley Alvermann has been appointed a supervisor at Bath VA Hospital.

1959 JoAnn Perry is working at Cleveland's Chronic Illness Center.


1961 Mary E. Shoup, lecturer in public health nursing at the University of Michigan, recently received UM's Emilie Gleason Sargent Prize for promise in leadership in public health nursing.

Mary Haley Alvermann has been appointed a supervisor at Bath VA Hospital.

1962 Ann Fenton has become an instructor in UR's Department of Nursing.

Eleanor DeWitt, '61, has been appointed instructor in psychiatric nursing at the Massachusetts Mental Health Center, Boston.

Janet M. Long's ('61) article "Carotid Thrombendarterectomy" appeared in a recent issue of the American Journal of Nursing.

Barbara Purcell has been appointed instructor in nursing at the University of Pennsylvania's School of Nursing.

Births To Thomas, '63G, and Virginia Lane Perun, a son, Nov. 2.

1963 Carolyn R. Aradine has been appointed project associate at the University of Wisconsin School of Nursing.

Births To John, '65M, and Jane Collamer Randall, a daughter, July 28.

1964 Deborah Lawrence Malone has begun work with the Visiting Nurse Association of Greater Kansas City.

Ruth Wilder Bell is supervisor in nursing at Madison State Hospital, Hanover, Ind.

Marriages Deborah Bowman to Albert Pepe.

1965 Connie Duffee Marion is assistant head nurse at Community General Hospital, Syracuse.

Marriages Margaret Smith to David Corneau.

1966 Debbie Peterson has joined the staff at the UR Medical Center.

IN MEMORIAM

Raymond N. Ball, '13, honorary trustee, trustee chairman from 1952 to 1959, and, among many UR posts, former vice president and treasurer, died Oct. 8. He was a past president and board chairman of Lincoln Rochester Trust Co.

George B. Williams, '97, Sept. 19.


Al Sigl, '05, '06G, Aug. 10.

W. Robert Noel, '66, July 22.


Raymond A. Landor, '11, June 8.

Ruth Senger Gallup, '12, Sept. 4.

Dr. Graydon Long, '12, Sept. 7.


N. David Habel, '14, Sept. 17.

Harold A. MacCallum, '17, April 4, 1965.

Matthew Kowalski, '17, early in 1966.

Pearl Armstrong Mack, '18, April 22.

Willard A. Goodwin, '22, in September.

Irving A. MacArthur, '23E, Aug. 11.

Edith Clyood Teeter, '27, April 22.

Richard Carlisle Jackson, '29, May 24.

Bernard Schneider, '29, Sept. 12.

Millred Karsweck Lauer, '30, July 17.


Emma O'Keefe, '31, July 11.

Catherine Wellemeyer Farley, '32E, '46G.


Barbara Bullock Bredsworth, '33E, Oct. 17.


Edward Huson Tufan, '36, in September.

Grace E. Ward, '36E, Aug. 16.


Elizabeth Burkey, '40G, July 22.


Eleanor Rambert Trombetta, '43, June 28.

Jack Wells Kennedy, '44, Sept. 23.

Mary Gladys Rehmeiner, '45G, Aug. 3.

Dr. John B. Suphin, '46M, June 20.

Dr. C. Roger Sullivan, '46M, July 3.

Dr. Stuart (Skip) Frame, Jr., '49M, July 28.

Dr. Robert T. Clark, '49GM, July 7.


John M. Adams, '50E, July 16.


Anne King Huntington, '51, June 20.

Herbert L. Zimmerman, '52G, Aug. 16.

Dr. Greichen H. Moll, '53MR, Aug. 27.

Elizabeth Rhodes Jolly, '53GE, June 10.

Carol Seeger, '64GE, April 30.
The “Petnapping” Debate:
New Threat to Medical Research?

David R. Branch

Some months ago a network television commentator concluded his broadcast with a wry observation concerning Congressional mail: At the peak of the controversy when explosive Senate hearings on the war in Viet Nam were being televised throughout the nation, members of the House and Senate received only a tenth as many letters on the war as on an entirely different subject: the use of animals in medical research.

It has been observed that Congressional mail is a notoriously bad measure of public sentiment. Nevertheless, in this instance at least, the avalanche of correspondence, combined with unusually one-sided coverage by the news media, diverted the nation’s lawmakers from issues involving man’s survival to complaints that certain animals destined for the laboratory were being stolen from their owners and mistreated by the thieves. Exactly how many animals were thus occupying the Senators’ time has not been established, but estimates range from about two dozen to about two million.

By summer’s end, the Senate had approved almost unanimously a bill which labeled medical research institutions as the principal cause of pet-stealing and cruelty to animals. Except for the libel implicit in a bill that outlaws the theft of pets for sale to research institutions but does not otherwise prohibit pet-stealing, the new legislation probably will not adversely affect the continuing fight against disease. Actually, members of the University of Rochester faculty and other scientists were relieved that the Congress recognized the danger to medical research in the more extreme proposals of some anti-research groups and rejected them. They were happy to have the opportunity to inform lawmakers of the animal housing needs of many medical institutions (although the eventual legislation offered no federal assistance beyond that already provided by the National Institutes of Health). They were hopeful that the bill’s provisions for dealer regulation would relieve medical institutions of much of the burden of determining the origin of every animal offered for sale.

But they were disappointed by the apparent lack of understanding of the nature of biological research implicit in much of the discussion of this legislation. They were disappointed, too, that the mass media, which increasingly have tried to communicate scientific developments to the public, seem to have completely missed the point of this one.

As a number of University of Rochester scientists point out, literally millions of Americans now walking the streets owe their good health—in some cases, their lives—to the contributions of animals in the laboratory. This fortunate group, they note, includes all who have required surgery, all who received vaccines against polio-myelitis and other preventable virus diseases, all who take drugs for the control of chronic conditions such as diabetes, and many others. It includes as well more than 10,000 Americans who carry in their chests electronic pacemakers which correct an improper heartbeat; indeed, one Rochester surgeon notes that these devices are available to keep human hearts working only because of experiments performed on dogs during the past decade.

Even if all other contributions of dogs to medical progress were eliminated—if there had been no drug research, no behavioral studies, no investigations of pregnancy and birth, no studies of the effects of radiation—the role of the dog in the progress of corrective surgery on malformed and disease-damaged hearts would be one of the major developments in the history of medicine.

Although men have used animals for many purposes throughout history, the use of animals to advance the science of healing the sick is comparatively new and has involved relatively few animals. Yet, says Dr. Harold C. Hodge, professor of pharmacology and chairman of the University’s animal care committee, “these laboratory animals have probably made the most significant contribution to human welfare in the long run. When you get right down to it, there is no way to find solutions to biological problems except to study biological systems. So it should be obvious that laboratory animals have played a part in nearly every important advance in modern medicine.”

David R. Branch is an associate director in the UR’s Office of Public Relations, where he is in charge of medical affairs.
Research.;>

At the 1952 rate, more than half a million children who escaped the disease in those years would, instead, have been crippled or killed by it. As one member of the Rochester faculty points out: “If John Enders, who isolated the polio virus, Jonas Salk, and Albert Sabin had not used live animals in their early research, we would still be waiting for a polio vaccine. The parent who encourages his child to write to newspapers—or Congressmen—attacking medical research might try to picture that same child with steel braces on his legs.”

To scientists generally, the recent maneuvers of the anti-research groups are a revival, with variations, of the old “anti-vivisectionist” movement.

The importance of animal research in medical progress is underscored by the decline in poliomyelitis in the United States from 57,879 cases in 1952 to only 121 just twelve years later. At the 1952 rate, more than half a million children who escaped the disease in those years would, instead, have been crippled or killed by it. As one member of the Rochester faculty points out: “If John Enders, who isolated the polio virus, Jonas Salk, and Albert Sabin had not used live animals in their early research, we would still be waiting for a polio vaccine. The parent who encourages his child to write to newspapers—or Congressmen—attacking medical research might try to picture that same child with steel braces on his legs.”

To scientists generally, the recent maneuvers of the anti-research groups are a revival, with variations, of the old “anti-vivisectionist” movement. As they see it, the anti-research factions seized on a side issue, the theft of pets, to bolster their campaign for the same crippling legislation they have long advocated.

There is considerable evidence that sponsors of much of the laboratory animal legislation really hoped to curtail the research itself. One bill, for example, would have required that an experimenter submit to a federal commissioner of research animals (in the Department of Agriculture) a detailed description of each experiment that might cause discomfort to animals involved. The bill also would have forbidden the researcher to change any part of the experiment, even if it became obvious that the original design was faulty and that, by changing it slightly, he might uncover important information. Equally perplexing, the same bill would have required the investigators to describe exactly how the results of his experiment would benefit mankind—a proposal that led one Rochester scientist to comment that “if the investigator knew in advance as much as was required under this bill, he wouldn’t need to spend his time on the experiment!”

Early in the struggle over the recent animal legislation the anti-research groups apparently decided that direct attacks on the laboratory scientists were futile, and there was a change in tactics.

Around the nation, newspapers began to carry stories in which someone accused unnamed animal dealers of stealing children’s pets and treating them cruelly on the way to laboratories. Names of nearby medical schools were sprinkled liberally throughout these stories, but specific instances in which a stolen animal actually reached a medical laboratory were, as they are today, almost non-existent. One story in The New York Times, for example, was largely devoted to charges that massive numbers of laboratory animals were stolen pets, although the writer admitted: “In (Congressional) testimony that filled 97 pages, there was not a single case history that traced a dog from the moment it was stolen to its arrival at the laboratory.”

A striking feature of the many articles that appeared during 1965 and early 1966 was that most of the “pet-napping” charges came from one organization, the Humane Society of the United States. In spite of the failure to trace a single animal from theft to laboratory (the anti-research people were able to gather only about a half-dozen “possible” or “probable” cases in five years), both The New York Times and The National Observer printed without qualification or rebuttal the Society’s charge that one million dogs were stolen for medical research every year.

This totally unsubstantiated charge is hardly worthy of repetition in a reputable newspaper. Actually, where required by state law, many institutions obtain up to three-quarters of the dogs they need directly from public pounds, where they are scheduled for extermination unless claimed. Many laboratories obtain almost no animals from commercial dealers; others depend heavily on them. In any event, the great majority of dealers are merely “middlemen” between smaller communities’ dog
While surgeons repair a defect in a young girl's heart, the "heart-lung machine" in the foreground maintains blood circulation. The machine was developed through experimentation with dogs following World War II.

wardens and the medical institutions. Animals thus procured are unclaimed strays which, having been held for the period required by state or local law, are to be killed.

The anti-research factions further cloud the issue by classifying as "stolen pets" all those legally impounded dogs that are turned over to dealers for kickbacks or simply out of ignorance of the law. There is no evidence that the anti-researchers' proposed federal legislation would have hampered local functionaries who violate the public trust and the laws of their states.

Particularly disturbing to medical scientists has been the failure of the news media to report what happens to impounded animals if they are not made available to the laboratory. According to Dr. Lowell M. Greenbaum of Columbia University, president of the New York State Society for Medical Research, approximately 200,000 dogs and cats are killed yearly in the state's public pounds (including humane organizations acting as public or semi-public agencies), while medical institutions can obtain barely 3,000 from these sources.

Says Rochester's Harold Hodge: "Some of these animals would not be useful in the laboratory because of disease or injury or age. But certainly, out of this great number, many could be used in research. To replace animals that are systematically destroyed, many institutions must look outside their communities and pay a higher price to someone who will collect impounded animals from a wide area, house and feed them, and provide transportation to the institution."

This omission by news media of a particularly important aspect of the animal research problem has had unfortunate repercussions. For example, an exhaustive four-part series of articles on "The Dog Dealers" in the Rochester Democrat and Chronicle last year revealed no evidence either of pet theft or cruelty to animals on the part of any animal dealer in the Rochester area; it did reveal that some dog wardens in smaller communities were failing to observe the state regulations for disposition of legally impounded animals. Significantly, the series never made it clear that animals obtained by dealers had been scheduled for extermination.

But, although the articles presented no documentation on pet theft or cruelty to animals, several subsequent letters to the editor referred to the series and ac-
cused local dealers and medical institutions—without naming them—of such practices. Also, despite the absence of data on pet stealing or cruelty, a Congressman cited the Rochester series as a major reason for his adding to the already numerous pet theft and cruelty bills then before the House.

Additional impetus for passage of “petnapping” legislation came, at least in part, as a result of a LIFE Magazine article about a Maryland junk dealer who was found to be holding dogs under deplorable conditions. It was charged that the animals which survived this “concentration camp” were sold to reputable dealers, who, in turn, sold them to medical institutions. The junkman was arrested and prosecuted under existing Maryland anti-cruelty laws, but the incident touched off a new round of charges by the Humane Society of the United States, channeled through the highly receptive mass media. The LIFE article, incidentally, used four pages of horror pictures from the Maryland junkyard, immediately followed by pictures of three family pets that had been retrieved from laboratories. Interestingly, the article neglected to mention that the latter animals had no connection with the Maryland junkman, but had been impounded as strays.

The news media’s uncritical acceptance of accusations by the Humane Society of the United States is especially puzzling since news reports on the “petnapping” issue never describe the nature or size of this organization, the amount of money it spends, or other relevant information. Articles regularly refer to it as “the Humane Society,” implying that there is only one such organization. The National Observer, again without qualification, has termed it “a national association of local humane societies.” Actually, H.S.U.S. has relatively few local affiliates, not nearly so many as the American Humane Association and the American Society for the Prevention of Cruelty to Animals. It would have been difficult to discover this by reading news accounts during the “petnapping” debate. Equally pertinent, perhaps, the “national” office of H.S.U.S. in recent years has devoted itself almost entirely to attacks on medical research institutions—including such tactics as planting paid spies in medical school animal facilities.

NOT SURPRISINGLY, the public generally is unaware that many “humane” groups insist that all unwanted animals should be killed rather than being allowed to serve medical research.

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The facts are, as Jack Pontin, superintendent of the University’s Central Research Animal Facility*, points out, that “animals which reach the laboratory either were bred for that purpose or were facing extermination. Moreover, if a family pet accidentally is picked up as a stray, he is more likely to be recovered if he is held for delivery to a research institution.”

Pontin cites the recent case of a dog which was picked up by a warden as a stray. The dog was traced to the University’s animal quarters and returned to its owner—an 11-year-old blind girl—more than a month after it disappeared.

“It was fortunate for that youngster that the authorities in her town had not given in—as others have—to pressures from ‘humane’ organizations for the extermination of all unclaimed animals,” Pontin notes.

Commenting on the failure of attempts to indict the medical institutions for mishandling of animals, he explains that “standard conditions for useful laboratory work are extremely high. Unless research people know they are dealing with normal, healthy animals, they cannot be sure their results are valid.

“The National Institutes of Health prescribe standards for animal care facilities in institutions receiving their funds. In addition, the State Health Department conducts periodic, unannounced inspections of facilities and records. Moreover, the people involved in research animal care have gone a step further: Organizations representing the medical and veterinary professions, universities, voluntary health associations, and professional animal caretakers have cooperatively established a regular inspection and accreditation of laboratory animal quarters.”

The accreditation body, known as the American Association for Accreditation of Laboratory Animal Care, recently inspected and approved the animal care facilities at the University of Rochester Medical Center, Pon-

*Last fall, Pontin received the Ralston Purina Animal Technician Award, one of three major awards presented annually by the Animal Care Panel. Pontin was cited for his contributions to better laboratory animal care through coordination of area training programs for laboratory animal technicians.
tin reports. (The Center’s new research wing, which will include animal research facilities, will be completed shortly. The wing is being built with the help of a federal grant, the greater part of which is designated for modernization of animal care space.)

**In at least** one respect, some good may come from the recent debate over animal legislation: It may have given the public an idea of the economics of medical research involving animals.

Says Dr. Hodge: “The public is paying for much of this nation’s medical research—both in support of current work and in payments for medical care later on—and the public has a right to know the facts: where research animals come from, how much they cost, how they are cared for, and why a research institution may have to pay up to $25 for an impounded animal that would otherwise have been killed.

“The public should know, among other things, that any humane organization which has a ‘policy’ of withholding stray animals from research laboratories is helping to force medical costs still higher, while encouraging the infiltration of unsavory characters into the animal supply business.”

Even more important than the dollar-cost of such tactics, Hodge believes, is the cost in human life. Surprisingly, many medical scientists were slow to recognize

The struggle is not yet over. The recent compromise legislation was not severely damaging to current research efforts, but it revealed a tendency in the Congress to blame medical institutions for mistreatment of animals, even though no concrete evidence was produced. Anti-research groups, which objected to the compromise because it did not sufficiently restrict the freedom of the scientist in the laboratory, promise to continue pressure for such restrictions. If the issue should again reach the national legislature, the result could be still another compromise that would be closer to the anti-vivisectionist position.

Medical scientists believe that the answer lies in correcting some of the misinformation distributed in the recent debate and gaining public understanding of their needs.

At the state level, the outlook is even less optimistic. Many states do not provide for the disposal of unwanted animals, thus opening the way for powerful anti-research groups to force the extermination of animals impounded by local governments. In New York, although state law provides that animals destined to be killed must first be made available for research, the anti-research pressures can still frustrate the intent of the law. The Rochester newspaper series emphasized the legal provision which allows only “animal protection associations” to act as middlemen between public pounds and medical institutions. Since, in practice, most such organizations refuse to do this, they can cut off the animal supply from dog pounds in the smaller communities. Indeed, in metropolitan areas such as Rochester, they even set up competing “private” organizations which, through agreements with county and town governments, can divert many unwanted animals from public pounds.

Medical scientists believe that the answer lies in correcting some of the misinformation distributed in the recent debate and gaining better public understanding of their needs. One Rochester scientist sums up the issue this way: “The great majority of the people in this country have always rejected the anti-research appeal, believing that the fight against disease is important and must continue. We can only hope that they will see the present controversy in its true perspective and will make the same decision again.”

At the invitation of Dr. Donald F. McDonald, chairman of UR’s Division of Urological Surgery (right), Rep. Frank Horton (left) toured animal care facilities at the University. Newsmen who accompanied the Rochester Congressman later reported his comment that he saw no need for federal regulation of animal experimentation within medical research institutions. Here, with Dr. Harold Hodge, chairman of the Department of Pharmacology, Horton examines a rabbit of a variety bred especially for research use.
YEARS AGO I taught a course in creative writing at another institution. Hardly anyone who took it was interested in writing. What they were interested in was marketing. "How," they kept asking, "does one write a story so that the Saturday Evening Post or The New Yorker will grab it up?"

I told them I had no formula for short stories, but if they wanted to place an article in Harper's or The Atlantic, I'd worked out a secret formula guaranteed to secure the editor's attention. The article, I advised them, should expose some seemingly well-established institution or procedure, especially some educational institution. Show how absurd the high school curriculum is, for example, and you're in the editor's basket. You can complain either that high school English isn't like the good old days (where are Ivanhoe and Silas Marner?) or that it doesn't accord with the good new days (where are Catcher in the Rye or The Naked Lunch?). Either tack will work. Doom! Doom! Doom!—and Harper's or The Atlantic will snap it up. A recent Harper's article, with its title, "The Shame of the Graduate Schools," is almost archetypal, almost a parody of the popular mode.

Our Puritan heritage dies hard. The best-paid preachers in seventeenth and eighteenth century America kept their congregations spellbound for three-hour sermons on what's wrong with the world and the hell-fire to come—and we continue to bask in equivalent castigations today. Social anthropologists have analysed our American character in terms of Momism and the matriarchal society, but this other phase of our character would seem worth investigating.

To deprive our stomachs of the rich salivating juices generated by righteous indignation about how bad things are in education is not only ungenerous but un-American, and to venture even half a good word on behalf of our Ph.D. programs in reply seems as foolhardy as to have attempted to reply to Senator McCarthy at the heyday of his senatorial inquisitional hearings. In the first case one is labelled a fuddy-duddy; in the other, a Communist. And in response to such labellings there is perhaps nothing to say; argument is impossible. But let me venture a few observations.

At the outset I should make clear that my comments are not based on a research project. I am not an expert bristling with statistics about how many Ph.D.'s are awarded each year at Sloping Rock Academy. I am merely, like the author of the Harper's article (Professor William Arrowsmith of the University of Texas) and other critics, airing some impressions. What I hope, of course, is that my impressions are more accurate, or at least more up-to-date, than theirs.

WE MIGHT BEGIN with a little history, or what used to be called history before it became literature or whatever it is now. In the history of American education we can say that the Ph.D. program is a relatively new feature of the academic scene, perhaps 120 years old. It gained impetus in the 1870's with the establishment of Johns Hopkins University, a graduate school which, in its beginnings, was strongly influenced by the example of the German universities. But reverse lend-lease began to operate, and our own graduate schools have steadily expanded in size and number. In the past fifteen years, of course, this development has escalated (to use a bit of Viet Nam newspaper jargon for the moment) at an extraordinary rate. At present (I can drop one statistic) 120 universities in America offer the Ph.D. in English.

The nature of graduate education in America has undergone change and is certainly changing now. The original objectives were three-fold, and, in a well-organized program, interdependent. The first objective was the acquisition of a body of knowledge (in my field this would be chiefly literary history); the second, acquisition of a variety of skills in reading texts; and the third, a demonstration of a capacity to complete an extended project of research, hopefully characterized, at least in earlier days, as "an original contribution to knowledge."

The first two could be likened to those assumed in the training of doctors: Physicians are expected to be familiar with a vast range of information about the human body and to have developed special diagnostic skills in assessing illness and disease. The third objective, the research project, has less resemblance to professional

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**Professor George H. Ford**, chair-man of the Department of English, is a specialist in nineteenth and twentieth century English literature. His latest book, *Double Measure: A Study of the Novels and Stories of D. H. Lawrence*, was published in 1965. Professor Ford’s article is adapted from a recent talk which he gave before the UR chapter of Phi Beta Kappa.
training in medicine; instead, it resembles, and was probably derived from, the example of scientific research.

Each of these objectives has undergone modifications—at least, in the field of English. Originally there was great rigidity in the Ph.D. programs, derived in part, I suspect, from the defensiveness of a new discipline. Hence (in my field) for the first objective—the acquiring of a body of knowledge of literary history—the original emphasis fell heavily on the earlier periods: on Anglo-Saxon and mediaeval literature in particular. But in most departments this emphasis has changed, and the second objective—the acquisition of skills in reading—has undergone similar enlargement. Earlier in the century, a Ph.D. student in literature might be chiefly concerned with acquiring the skills required for editing a text. This skill is still stressed, but not exclusively. Graduate papers may exhibit a display of large-scale generalizations in the manner of Northrup Frye or even of Leslie Fiedler. They may also show that the student has spent a summer reading Freud, and the Freudian approach has been a way of slipping biography back into discussions of literature. The method of the so-called New Criticism, with its close analysis of texts, has been around long enough to be called the Old Criticism. And most recently we have even been introduced to the possibilities of using computers for compiling stylistic and other forms of data.

These modifications have also affected the third aspect of our traditional program: the doctoral dissertation. Here excessive expectations about the size and the importance of every doctoral dissertation once led to shameful delays. Critics are right to be indignant on this score; my only complaint is that they are a little late getting to the courtroom. Ten years ago the so-called Barzun report made the same point, and many graduate departments, including ours at Rochester, have sought to modify their programs. In doing so they have recognized that while many dissertations turn into books of major importance, others function more effectively as exercises in large-scale organization and architecture, and that for the teacher-scholar, the dissertation should be a beginning, not an end.

In terms of graduate school procedures, there is considerable variety. The two extremes are embodied in the totally casual and the totally organized. If you propose a Ph.D. at the University of London, for example, a professor will arrange to get you a library card so that you can spend a year or two reading by yourself in the library of the British Museum. After a year you might drop in on him and report that you have read some books. The casual method sounds very appealing. Stanford University, I understand, is proposing to set up some such program in America. Most students discover, however, after they have tried it, that the more typical American system, with its sequence of seminars and courses, is preferable to the lonely exploration of the Library of Congress or the British Museum—and even English visitors to America endorse our system.

Among students who elect to enter a graduate school of any kind, some feel at home at once. Many, however, find the opening phases almost traumatic. I certainly did. After my first month at Yale I went back to my room and packed my trunks. I had had it. Fortunately I decided to stay on for another week, the crisis passed, and I've been happy, by and large, ever since. It was important, though, to have had the confrontation, just as it is important for theological students to have really wondered whether God exists.

What brings on this disillusionment in the early stages of graduate study? One thing, for the student of literature at least, is that during his undergraduate years he has skimmed off much of the literary cream. The excitement of encountering every week a major masterpiece—King Lear or Troilus or Moby Dick—is not always sustained by graduate school encounters with a minor Restoration play or the novels of Charles Brockden Brown. But this is a fact in the experience of growing up—not a shameful fact, surely.

Frequently, too, an incoming graduate student dislikes his first encounter with the emphasis on precision and accuracy, the stress on editorial niceties, on establishing the meaning of a word such as “vegetable” in a poem by Marvell or “artificial” in a novel by Scott—this instead of the totally irresponsible free-association that the untrained may prefer to exercise in his reading. This sense of irritation and disillusionment can be most...
The Not So Shameful Graduate Schools

acutely engendered if one's professor is what Carlyle called a Dryasdust. I remember an early encounter with such a man. I had been asked to submit a tentative topic for a dissertation, and my German-trained professor remarked that he was not fully in favor of the topic; it sounded, he said, "too interesting." His suspicions were well-founded, as it happened. Some years later the dissertation was written and published, and to my astonishment and that of the university press, it sold out in six months. My professor met me in the street and, wagging his finger disapprovingly, said: "What did I tell you?" This breed is largely extinct, I think, but traces linger.

Another feature of the graduate-school experience that certainly contributes to possible trauma is that, like any professional school, like medicine or law, it assumes that long hours of work are normal, and it demands a budgeting of one's time that can be gnawingly frustrating. Afterwards, when one is teaching in a university full-time, one realizes that academic life itself is similar; that one is constantly having to plan papers and courses; that life is a nightmare of deadlines—and we realize that the graduate school experience had prepared us for this. At the time, however, the pace is not only furious but infuriating.

One other contributing factor was described in an address made at Rochester last year by Dean J. Douglas Brown of Princeton. He said, "In all education, for the teacher and student alike, there is a rhythmic cycle of mastery and humility: (i) a sense of accomplishment, of a degree of mastery of knowledge, ideas, or approaches; and (ii) 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."

Critics of graduate education argue that undergraduate students are much better to teach than graduate students. I myself enjoy teaching at both levels, but I know what is meant by the complaint. There are stages in graduate education, especially at the start, when the "sense of humility" of which Dean Brown speaks is so acutely felt that it may lead the student to resort to the weapons which Stephen Dedalus, in Joyce's Portrait of the Artist, employed at college—the weapons of "silence and cunning." This phase, however, is not permanent; the other rhythm, the sense of mastery of which Dean Brown speaks, reasserts itself.

But the gloomy picture of the academic profession so graphically portrayed in the popular press extends beyond graduate training to what happens afterward. Indeed, the author of the recent Harper's article reserves most of his lamentations for the poor struggling teacher-scholar whom he pictures as suffering exquisite agonies not from financial deprivation (that, he says, is no longer much of an issue) but from an incapacity to perform some of the functions expected of him.

Now, every profession has its misfits. One is sorry for the man who drifted into the Marine Corps and who really dislikes machine-guns, or the doctor who struggled through medical school for the wrong reasons (often because his parents insisted on such a career for him). But although we can feel sorry for them, we don't blame the military or medical profession for not adapting to them. Why, then, expect something of this sort of reverse adaptation for the academic profession? What must be faced, I suggest, is a fact of life that can be profoundly disillusioning but one that every profession has to adapt to: It is simply that in any field great talent is a rare commodity—as trite as that.

Out of the 10,000 registered painters in Paris who struggle along through the painful discipline of the art academy and the penurious life of the studio, how many have been producing pictures of any major significance? Five or ten perhaps? But should we therefore conclude that the 9,990 artists who find it difficult, even impossible, to produce memorable canvases ought to be advised to take up needlework or knitting socks instead of agonizing over their well-intentioned but inadequate efforts with brush and oil?

I submit that without the 9,990 struggling also-rans there would be no 10 top-flight painters—no Picasso, no Riapelle, no Chagall—but that is not the main issue. I am more concerned with indicating the absurdity of the commonly accepted premise that if John Smith cannot paint well or that if he finds painting to be difficult, painting ought to be abolished as a civilized activity. For this, in effect, is what recent critics are saying about academic writing, that most of us find it difficult to handle a pen or a typewriter. The same objection could be raised about the activity of teaching itself, surely one of the most difficult roles to perform well. And as D. H. Lawrence noted, it is not only difficult but thankless; unlike the doctor, the teacher never knows whether or not he has done anyone any good.

A MORE DISCONCERTING criticism about education in the humanities is that there is a great deal of meanness in the academic profession. On this point critics of the graduate schools are certainly right, although in accounting for it all as simply the by-product of research they are surely wrong.

*The talk by Dean Brown, who is a University of Rochester trustee, appeared in the Spring, 1966 issue of Rochester Review.
Each of us can probably cite horrible examples from personal experience. When I was an undergraduate, two instructors, both with Ph.D.'s, were assigned to share an office. They took a strong dislike to each other which worked itself out in a striking way. Theirs was a narrow office with one desk next to the window, the other under the electric light. One night the instructor with the inferior place for his desk waited for the other to go home, then switched desks. Next day the other arrived, was furious, but said nothing. Then, after his office-mate went home, he re-switched the desks. After this game of musical chairs had gone on for two weeks, one of them screwed the desks to the floor with angle-irons. Later the other arrived with a screwdriver. The President finally had to be called and one man was moved to another university. Who's afraid of Virginia Woolf?

These two children—grown men with Ph.D.'s—have always represented for me Exhibit A in the academic Chamber of Horrors. But did they acquire their small-minded meanness at graduate school? What critics of the graduate schools hope, what we all hope, is that the imaginative study of literature will make us imaginative in our daily lives, with our families, friends, and colleagues. This we all want to believe. A wise book on Jane Austen, for example, recommends her novels as inculcating in us a capacity to judge from behaviour and to behave with judgment.

But does it follow that we will behave with judgment? In a recent broadcast, George Steiner (of the University of Chicago) commented on the distressing fact that some of the most dreadful sadists and executioners at Buchenwald and Auschwitz were men with an exquisite taste for reading Goethe and Rilke. And in a recent novel by Anthony Burgess, *A Clockwork Orange*, there is an awesome demonstration of a similar point. The hoodlum hero of the novel is pictured reading a newspaper article recommending music appreciation as a means of improving the moral character of Modern Youth. As he reports it: "Great Music, it said, and Great Poetry would like quieten Modern Youth down and make Modern Youth more Civilized. Civilized my syphillised yarbles. Music always sort of sharpened me up." And to establish the point, we witness a scene in which this young man takes two ten-year-old girls to his room, gets them drunk and full of dope, and then seduces them to the tune of the final movement of Beethoven's Ninth played full blast on his hi-fi stereo.

I don't know the answer to this one. All one can say, I suppose, is that the meanness one encounters in the groves of academe exists outside as well as inside the forest.

**What irks me most about popular diatribes on this subject is that whereas the authors of many of these articles seem to think they are exalting the role of the university teacher, they really are degrading it or at least undervaluing it. Let me quote one such writer's definition of a great teacher: "a man whose characteristic mode is his radiance of being. He is all experience . . . who guarantees the truth of what he knows by being what he is. He is no great intellect perhaps, but he is totally persuasive, with the eloquence of a great mime. His body speaks." It almost sounds as if the author wants us to turn our graduate schools into dancing academies so that we can wiggle our way through our lectures. And if we are not to teach from our intellects, which aren't very good ones, he says, what are we to teach from? Our stomachs, perhaps? (The I LOATHE Ernest Hemingway or I ADORE Adolf Hitler kind of thing?)

At another university one of my colleagues gained a big following among students by talking about his love-life. (Freshmen found it fascinating, but juniors found it a bore.) Now, present experience is all very well (certainly my own remarks draw from it extensively) and it may prove a helpful supplement to effective teaching. Nevertheless, to rely on it exclusively is irresponsible fraudulence, for the distinctive role of the humanist teacher is that he stands for a living past.

The essential qualities of that role are suggested by Santayana in a paragraph in which he records his impressions of teaching in American universities:

"Teaching is a delightful and paternal art, and especially teaching intelligent and warm-hearted youngsters, as most American collegians are; but it is an art . . . in which the speaker must neither bore nor perplex nor demoralise them . . . . The best that is in him, as Mephistopheles says in Faust, he dare not tell them; and as the substance of this possession is spiritual, to withhold is often to lose it. For it is not merely a matter of fearing not to be understood, or giving offense; in the presence of a hundred youthful upturned faces a man cannot, without diffidence, speak in his own person, of his own thoughts; he needs support, in order to exert influence with a good conscience; unless he feels that he is the vehicle of a massive tradition, he will become bitter, or flippant, or aggressive; if he is to teach with good grace and modesty and authority, it must not be he that speaks, but science or humanity that is speaking in him."
New Career for Old Cyclotron

The University's seven million-electron-volt "little cyclotron," which was retired a year ago after 30 years of service, is getting a new lease on life: It will travel halfway around the world to become part of the research facilities at India's Kurukshetra University.

The 26-inch cyclotron, reportedly the oldest active accelerator in the world when it was turned off, was the third such accelerator ever built. Its history dates back to 1934 when Professor Lee A. DuBridge, former chairman of the physics department and dean of the faculty (now president of California Institute of Technology), proposed that Rochester enter the field of nuclear physics and build a cyclotron. Professor Sidney W. Barnes designed and built the accelerator the following year.

In the course of its long and notable career, the instrument achieved many "firsts" in nuclear research... participated in a number of projects during World War II... and in its early years, was used to supply radioactive isotopes for medical research in the United States and Europe.

In India it will enable students at Kurukshetra to design and perform their own experiments in nuclear physics.

Russian Studies Program Expanded

A Center for Russian Studies has been established to coordinate and stimulate campus interest in this field. The Center's program includes a continuing series of speakers, forums, and colloquia as well as fellowship awards for outstanding students interested in Russian studies. (This year, Center fellowships are supporting graduate students in history and economics.)

Director of the Center is Professor Sidney Monas, who is currently on leave as a visiting professor of Russian history at Hebrew University in Israel. In his absence Norman Kaplan, professor of economics, is acting director. Other faculty members attached to the Center come from the departments of physics and astronomy, biology, history, foreign and comparative literature, languages and linguistics, and business administration.

"Our Children Are Dying"

The words are those of Dr. Elliott Shapiro, who came to Rochester last fall as director of the City School District's new Center for Cooperative Action in Urban Education and senior lecturer in UR's College of Education. The same words form the title of Nat Hentoff's highly praised new book about Dr. Shapiro and his previous work as a Harlem school principal. (Part of the book appeared as a lengthy profile on Shapiro in The New Yorker.)

Nationally known for his activities in the improvement of urban education, Dr. Shapiro is concentrating this year on the design of a model elementary school for Rochester.

UR Ranks High In Federal Support

The University ranked 32nd among 1,458 U.S. colleges and universities receiving federal support for research and related activities in 1965, according to the National Science Foundation. UR's $18.5 million in federal awards included funds for support in the sciences, construction of new facilities, and laboratory and instructional equipment.

Rochester ranked 24th in terms of federal support for scientific research and instruction alone, seventh in Atomic Energy Commission funds, and 21st in National Science Foundation funds.

In Transit

As always, the appointment of faculty members to prominent posts elsewhere brings mixed feelings of pride and regret. Three such appointments were announced last fall:

John W. Graham, Jr., first dean of the College of Engineering and Applied Science, was named president of Clarkson College of Technology. Under his leadership, engineering at Rochester has made giant strides in program, personnel, and facilities during the past seven years.

Until a successor is appointed, Associate Provost Cecil E. Combs is serving as acting dean.

Dr. William D. Lotspeich, chairman of the Department of Physiology since 1959, was chosen as the next executive secretary of the American Friends Service Committee. An active member of the Society of Friends, Dr. Lotspeich
has had a close association with the AFSC for many years.

Dr. Leonard D. Fenninger, ’43M, medical director of Strong Memorial Hospital since 1961, was appointed to head the new Bureau of Health Manpower in the U.S. Public Health Service, one of five major units in the newly reorganized Service. Dr. Fenninger has served at the Medical School since his days as an intern, except for two years as chief of the metabolic section at the National Cancer Institute. He has been an associate dean of the School since 1958.

Dr. James W. Bartlett, associate dean of the School, has been named acting director of the Hospital.

**New Ph.D. Programs To Be Offered**

Two new Ph.D. programs—in observational astronomy and in toxicology—are being established at the University. This brings UR's total of doctoral programs to 45, of which 18 have been established in the last decade.

The astronomy program, which will supplement the existing program in theoretical astrophysics, was made possible by the completion of the University's C. E. Kenneth Mees Observatory in the Bristol Hills.

The program in toxicology will be sponsored jointly by the Department of Radiation Biology and Biophysics and the Department of Pharmacology and Toxicology at the Medical School.

**Hanson at 70: A Very Special Birthday**

In recognition of the seventieth birthday of its former director, the Eastman School of Music recently celebrated a busy and musically rewarding Howard Hanson Week.

Like the School's Stravinsky Week last spring, Hanson Week featured a full roster of lectures, seminars, rehearsals, and demonstrations, culminating in a concert in which the composer conducted Eastman students in performances of his works.

The guest of honor, who weathered the strenuous Week with his customary aplomb, addressed students and faculty at a special convocation at the School.

Noting the difficulty of fitting the arts into the traditional academic curriculum, he urged students to "cultivate the scientists, for their mission is creative. They are looking forward, not backward. They are exploring the new and the unknown. The so-called 'inductive leap' of the scientist is comparable to the methods of the composer, the painter, and the poet."

"The arts," he concluded, "and especially the divine art of music, can nourish man's highest aspirations . . . communicate to him with a voice both of power and of beauty . . . talk to him of love and human brotherhood . . . restore his soul. This, I believe, is the purpose of music."

**Frosh Preceptorials Win Wide Favor**

The University's freshman preceptorials (small-group seminars dealing with advanced subject material) are becoming increasingly popular with River Campus freshmen—and also with the professors who teach them.

Twenty-five of the special courses are being offered this year compared with 14 in 1965 and a mere handful in 1964 when the program was begun.

The preceptorials, which have a maximum enrollment of 15, allow nearly all freshmen who desire them to take at least one preceptorial—and also with the professors who teach them.

According to Lawrence Kuhl, associate dean of the College of Arts and Science, the success of the preceptorial program is the result of its popularity not only with students and administrators but, perhaps more significantly, with faculty members. The courses are chosen and taught by senior professors who may come from any department in the University. Not surprisingly, teaching a preceptorial involves a disproportionate amount of work; thus, the response by faculty members has been especially gratifying since it has done much to dispel the myth that the best professors are indifferent to undergraduate education, Kuhl reports.

In addition to choosing the subject of their preceptorials, professors are free to select the students they wish to teach. Some do so on the basis of grades and test scores; others, on the basis of a student's interest in the subject or his "curiosity about life in general." Students who plan to major in the area dealt with by the seminar are sought by some professors; others prefer students headed for another field. And some teachers look for a "mix" of all these elements and want to balance male and female students as well!

Happily, almost every applicant qualifies for at least one preceptorial—and nearly every preceptorial finds enough qualified applicants to warrant its being taught.

**Dean Nowlis Heads Major Drug Project**

Elen H. Nowlis, on leave this year from her post of River Campus dean of students and professor of psychology, has been named director of a national drug education program. The program is based at the University of Rochester and is sponsored by the National Association of Student Personnel Administrators in association with the U.S. Food and Drug Administration.

(Joseph W. Cole, University Dean of Student Affairs, has assumed the additional role of acting dean of students for the River Campus during the current academic year.)

**Honors**

The highest award the U.S. Air Force gives to a civilian—the Decoration for Exceptional Civilian Service—has gone to Professor Robert G. Loewy, director of the University's Space Science Center. The award was in recognition of Loewy's "exceptional contributions" as chief scientist of the Air Force last year while he was on leave from Rochester.

The citation hailed "Dr. Loewy's outstanding ability as a scientist, his resolute efforts to improve the scientific and technical effectiveness of the
About ten years ago Statistics: A New Approach, a forbidding-looking 635-page volume written by two University of Chicago professors, began to appear in college bookstores and other scholarly outlets. To the surprise of its authors—one of whom was President W. Allen Wallis, then head of Chicago's statistics department—and to the delight of its publishers, it went into four printings in its first eight months.

In 1962, a paperback version of the first quarter of the book appeared under the title The Nature of Statistics; its aim, in the authors' words, "to show How to Live With Statistics Without Actually Figuring." Foreign publishers started to express an interest, and translations have now appeared in German, Swedish, Portuguese (in a two-volume edition published simultaneously in Lisbon and Rio de Janeiro), and, a few months ago, Danish. With the original Statistics currently in its fifteenth printing, the book is reportedly the widest-selling college text in its field.

Air Force, and his complete devotion to the nation's welfare."

Stanley Middleman, associate professor of chemical engineering, was one of 22 U.S. engineering professors selected to participate in the Ford Foundation's resident industry program this year.

Middleman, a University faculty member since 1960, is serving on the staff of E. I. duPonte de Nemours and Co. under the residency program, which was initiated by the Ford Foundation in 1964 to "help counterbalance a tendency towards abstractness in technological education by encouraging a closer relationship between engineering teaching and practice."

More Frosh Receive Financial Aid

More freshmen are getting financial aid from the University this year than ever before, according to the annual freshman class "profile." Some 315 students—38 per cent of River Campus freshmen—are receiving UR aid in the form of scholarships, loans, and work-scholarships. The increase—three per cent over last year—results both from rising costs of tuition and also from the University's continuing efforts to attract students from all income levels, George L. Dischinger, Jr., director of admissions and student aid, reported.

Dischinger also noted that, contrary to national enrollment trends, more UR frosh are enrolled in engineering: 96, compared to 77 last year.

In other respects, this year's entering class closely resembles its immediate predecessors. For example, again this year more than six out of 10 freshmen came from the top one-tenth of their high school graduating classes, and more than eight out of 10 came from the top one-fifth. (Nearly three out of four freshmen from New York State received Regents Scholarships—up slightly over last year.)

The 842 freshmen (501 men, 341 women) came from 507 schools in 28 states, territories, and foreign countries. About 94 per cent of the frosh live on campus.

Like last year's class, nearly 70 per cent of the freshmen plan to take a liberal arts major. Twelve per cent expect to major in engineering; 15 per cent, in one of the natural sciences; three per cent, in nursing; and one per cent each, in business administration and elementary education.

In high school, the freshmen participated extensively in extra-curricular activities—more than half of them in athletics. Other popular activities were school publications, student government, musical organizations, dramatics, and debating.

New Chairmen Named

New chairmen have taken the academic helm in two River Campus departments.

In chemistry, Professor William H. Saunders, Jr., has succeeded Professor Dean Stanley Tarbell, who had headed the department since 1964.

A member of the Rochester faculty since 1953, Professor Saunders was a Sloan Foundation Fellow here from 1961 to 1964. During 1960-61 he held a Guggenheim Foundation fellowship and carried out research on radioactive isotopes at University College, London.

In economics, Associate Professor Richard N. Rosett has succeeded Lionel W. McKenzie, John Munro Professor of Economics, the department's first chairman. Over the past
nine years, Professor McKenzie established a highly successful graduate program in economics (50 Ph.D. students currently in residence) and attracted outstanding students and faculty to the department.

Professor Rosett, a member of the UK faculty since 1958, has published widely in the fields of consumer economics and econometrics. In 1963 he received the first National Science Foundation Senior Post-Doctoral Fellowship awarded to an economist.

**Seniors and Jobs**

In an era when graduating students often receive several job offers, what factors influence their decision to take one offer rather than another?

Chances are it's not just a matter of money, according to the results of a recent survey of starting salaries conducted by the University's Placement Office. In fact, the Office found that less than half (43.8 per cent) of the graduating men entering industry during the period 1961-1965 accepted the job that paid the most money. This also was true of students receiving advanced degrees, only 42.9 per cent of whom took the best-paying jobs.

Liberal arts graduates showed the least interest in monetary reward: Only about one out of four (26.8 per cent) of those offered more than one job chose the one that paid the most. On the other hand, 60 per cent of the students receiving B.S. degrees in science, business administration, accounting, and industrial management accepted the job offering the highest dollar-income. At the graduate level there was a greater divergence between science and business, with 57.1 per cent of the business students—and only 38.9 per cent of the science students—accepting the highest-paying job.

Contrary to popular belief, the majority of engineers were not lured by premium salary offers—only 34.9 per cent of the bachelor's-level engineers and 41.1 per cent of advanced-degree engineers took the most lucrative jobs.

Results of the study seem to indicate that factors such as geographical location, kind of work, and opportunities for promotion probably are more influential than salary in determining the graduate's decision. Money, in short, isn't everything.

**Business Forecasting**

_The Outlook for '67_

Analyses of the business outlook for 1967—based on the opinions of a panel of noted economists and industry executives—highlighted the University's first annual "Business Forecasting Day" late last year. Sponsored by the University's College of Business Administration as part of its Executive Seminar Series, the sessions attracted top executives from upstate industrial, business, and financial communities.

Participating prognosticators discussed the outlook in graphic communications, capital equipment, the clothing industry, banking and finance, consumer durables, retailing, the aircraft industry, consumer electronics, and the optical industry.
A soft-spoken Japanese educator—the creator of a revolutionary approach to teaching very young children to play stringed instruments—is making news at the University's Eastman School of Music. Shinichi Suzuki and some of his Rochester-area pupils are pictured above and on Pages 8 and 9.