The Rich, Risky Life of a University Trustee

Undergraduate Education at Rochester: Strengths & Strategies
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CAMPUS DIALOGUE:
The University, the School, & the Urban Child

The University

Middletown, Conn.

After many years of enjoying the friendship of many fine men and women who were students (not always in my own classes) while I was a teacher at Rochester, and who were usually not interested in fifteenth-century English lyrics, I can only hope that very few students and very few young instructors will take the cold-blooded advice of Professor Raimi printed in your Winter, 1967 number under the title "The Use of Professors."

Richard L. Greene, '26
Professor of English
Wesleyan University

Detroit, Mich.

I have passed on copies of "The Idea of a University" and "The Use of Professors" to members of the Oakland University administration in Rochester, Michigan, where my wife and I serve as head residents for 200 undergraduate women. In my estimation, "The Idea of a University" is one of the most sensible and realistic statements about the nature of the college educational experience that I have encountered.

Thanks again for sending your excellent publication our way. It's a credit to a fine university.

Howard A. Coffin
Editor
American Youth Magazine

Fairport, N.Y.

Dr. Raimi, in "The Use of Professors," indicates that a professor is and should be interested only in his particular subject. I strongly disagree with this philosophy. I believe that a professor should

(Continued on Page 25)
Except for their formal appearances at Commencement exercises, ground-breaking ceremonies, and the like, the University's trustees, although frequently on campus, are seldom on view. This obscurity was pierced last winter by an article in FORTUNE Magazine that dealt in part (and in highly laudatory fashion) with the activities of UR trustees. Portions of FORTUNE's report on contemporary university boardmanship are reprinted, with the permission of the publisher, beginning on Page 4. Recently the trustees made a welcome appearance as hosts at a dinner for the full-time faculty. Two talks given on that occasion—President Wallis' discussion of the future of undergraduate education at Rochester and Professor Bernard Schilling's urbane but pointed confrontation of his colleagues—appear in somewhat condensed form, beginning on Pages 9 and 12 respectively.
The University’s hard-working Board of Trustees
drew some well-earned plaudits recently when FOR­
TUNE Magazine chronicled the role of the modern
university trustee in a lengthy “case study” involving the
University of Rochester and the University of Pittsburgh.
Entitled “The Rich, Risky Life of a University Trustee,”
the eight-page article was headlined: “There’s peril as
well as prestige on those boards; consider the cases of
Pittsburgh and Rochester.”

Early in the FORTUNE story, author Robert Sheehan
points out that “it is not the intent of this article to line
up Rochester versus Pittsburgh as if it were an inter­
collegiate football match . . . But a brief review of the
Pittsburgh experience provides salutary counterpoint to
the Rochester account and useful illumination of what
university trusteeship, in today’s world, involves.”

Sheehan starts off with some observations on the
changing role of the trustee. He reports:

“For U.S. business executives of a generation or so
ago, election to a university trusteeship was as common­
place—and often about as meaningful—as the award of a
good-conduct medal to a G.I. Though the charters of
private universities invest the lay trustees with supreme
legal authority and final responsibility, the post was
regarded for the most part as honorific. But that was
yesterday’s university, and yesterday’s trustee. Today the
world of higher education is seething with expansion,
change, and challenge. The fantastic increase in enroll­
ment is now only part of the pressure. The role of the
university is now central to our society and to our na­
tional purpose. To meet the challenge and stay in the
swim, most universities are striving for new levels of ex­
cellence—some of them, desperately, for instant excel­
ence. And the strain and speed of it all have vastly in­
creased both the complexity and the cost of university
management.

“All this has substantially changed the role of the
trustee. His job is no longer merely to conserve funds; he
must think up imaginative new ways to finance projects
of monumental magnitude. And where he once discreetly
kept hands off the curricula and everything else that had
to do with the learning process, he now must at least
acquaint himself with the educational, research, and aux­
iliary service programs, not only because he has to deter­
mine their financial feasibility, but because he has to
interpret the goals and needs of the university to the
community, to the surrounding business interests, and
to the government. Through it all he has to tread a deli­
cicate path among the disparate claims of teaching and
research, of faculty and administration, and of an in­
creasingly vocal and demanding student body. For the
businessman-trustee it is sometimes an exhilarating,
sometimes an exasperating experience.

“Illustrative of the problems and pitfalls of trusteeship
are the adventures of two private universities of moderate
size and quality that, over the past decade, have been
engaged in organized efforts to approach greatness: the
University of Rochester (New York) and the University
of Pittsburgh. The boards of both schools were blessed
with businessmen of the highest reputation and ability.
The Rochester roster had practically the complete
representation of the community's industrial hierarchy.
Pittsburgh’s board had the power of the Mellons in
force, and numerous other top executives from the area’s
steel, oil, and chemical industries.

“Both undertakings were launched at the instigation
of their respective boards of trustees. Both universities
have succeeded in achieving at least some of the im­
proved academic quality they sought. Rochester is now
in the midst of a $38 million capital campaign to round
out the physical facilities needed to support its expansion
of people and programs. The University of Pittsburgh
had similarly expanded its faculty and programs, but
Pitt’s accomplishment, as all the world knows, was
marred by an astonishing financial debacle that culmi­
nated, in July, 1965, with the resignation of its chancel­
lor and the appeal of its trustees to the state of Pennsyl­
vania for emergency funds.”

AFTER CHRONICLING the fluctuating fortunes of the
University of Pittsburgh over the past few years,
Sheehan turns to Rochester.

“Compared with the Pittsburgh extravaganza,” he
writes, “the University of Rochester’s program was
clothed in modesty . . . What Rochester aimed to do, its
trustees were saying back in 1955, was ‘to become a
moderate-sized university of first rank.’ At that time
Rochester, with a student enrollment less than half the
size of Pitt’s, had an endowment fund more than twice
as big—roughly $60 million. And these funds, as it hap­
pens, have been more successfully invested, in terms of
appreciation, than those of any other private university
in the U.S. At the close of 1964-65, the book value of
Rochester’s endowment stood at $268,680,000, making
President Wallis and Joseph C. Wilson, '31, chairman of the board of trustees, were among the members of the faculty, trustees, and administration interviewed by FORTUNE Magazine during its intensive week-long visit to the campus in preparation for recent article on UR trustees.

Rochester sixth in rank in this category.

"This doesn't mean that Rochester is free of financial problems. Though the income provided by endowment has doubled over the past decade, it accounts for a steadily decreasing share of the budget. Where it was 20 per cent of the budget back in 1955, it provided only 13 per cent of the total income needed to operate the university in 1965. What the endowment does do is enable the university to choose its own goals, and start most of its projects with its own money. Then when it appeals to outside sources for added support, it can point to tangible work in progress, and can give donors the assurance that their contributions will be well managed.

"Obviously, Rochester's trustees are staunch supporters and conscientious watchdogs of the university's material resources. Equally important is their comprehension of, and unanimity of agreement on, the goals of the university. As the world's center for the manufacture of photographic and optical equipment, the city of Rochester's industrial complex employs close to the highest percentage of skilled technicians and scientists of any major metropolitan area in the nation. Yet Rochester, geographically, is pretty well isolated from other major centers; it would hardly hold much magnetism for people with cultural and intellectual proclivities except for the presence of a university of demonstrable quality.

"To an extraordinary degree, the university is the hub of the city's cultural and even social life. More than half the trustees are alumni. And the corporations they head all depend on the ambience the university creates to attract and hold the kind of people they need to man their highly research-oriented operations. 'The quality of life here,' says the board's chairman, Joseph C. Wilson, 'is greatly affected by the quality of the university.' All the trustees echo the sentiment, and they will do almost anything they are asked to do, or anything they can think up to do, to sustain and enhance it.

"For generations the University of Rochester's only claim to distinction rested with its Eastman School of Music and with its medical school, both of which were heavily endowed by the late George Eastman, founder of Eastman Kodak. Over his lifetime Eastman gave almost $52 million to the university. The medical school, established in 1920, had the good fortune to be the first
UR trustees and top administrators pause for picture-taking at their midwinter meeting. Captured in close-up, left to right: The Honorable Kenneth B. Keating, '19/John W. Remington, '17, Marion J. Hawks, and Arthur R. Kantrowitz/Marion W. Fry/Elmer B. Milliman, '19, and Edward P. Curtis.

The Rich, Risky Life of a University Trustee

one designed along the lines of the revolutionary Flexner report. It has always been a very prestigious school for its size.

"Nothing else of much significance happened to Rochester until the 1950's when President Cornelis de Kiewiet, with the encouragement of some of the younger trustees, started to stir things up in the social sciences and the humanities, emphasizing eminent faculty and the expansion of doctoral programs. One of his early actions was to uproot the women's college from its downtown sanctuary and merge it with the men's college on the main River Campus, a move that shocked two older trustees into submitting their resignations. He also got under way, in 1958, three new colleges—in education, engineering, and business.

"One of the younger trustees who plumped for de Kiewiet's programs was Xerox's Joe Wilson, like his father before him a Rochester alumnus. In 1959, Wilson was elected chairman of the board of trustees. A few years later, in company with his father, he came through with the striking 'Wilson family gift' that did so much to symbolize and shape the university's goals and programs. It was not merely that it was substantial—$1 million worth of Xerox stock; it was also given with the understanding that it would be spent forthwith, in the course of three years at most, on such things as faculty salary increases, new professorships, and new departments, and not on 'bricks and mortar.' It was seed and risk money. For example, it might be used to hire and pay for two or three years a $20,000-a-year professor, but throughout his subsequent tenure the money would have to be obtained from other sources. In accepting the gift, the university assumed the tacit obligation to find ways to raise additional funds to complement it.

"When de Kiewiet retired in 1961 there was no break in the continuity of his programs because the trustees were so fully aware of their significance. Wilson personally took on the chairmanship of a committee to search for a new president, an intensive manhunt that went on for more than a year. A faculty committee fully participated, and helped screen a preliminary list of 200 names down to 20 outstanding candidates. Trustee-faculty teams then toured the country interviewing each of these candidates at length. The ultimate choice made in May, 1962 was W. Allen Wallis, then forty-nine. Wallis had behind him a sound teaching record at Yale, Stanford, Columbia, and Chicago, a term of service as a special assistant to President Eisenhower, and six years' experience as dean of the Graduate School of Business of the University of Chicago. . . .

"The Rochester trustees had fairly specific goals, and felt that they were already on the right course. What they wanted from Wallis was for him to adhere to it. Before he accepted the post, Wallis came to Rochester and discussed these goals, and that course, thoroughly. He found them fully compatible with his own views, and he thought them reasonable. 'I don't think the trustees expect that when I retire after fifteen years in office, Rochester will top Harvard,' he said recently, 'but conceivably
it will be in the front ranks; in terms of faculty it is already there.'

"So far as the powers of his office are concerned, Wallis runs his own show.... Rochester trustees go along with the theory that their function is not to manage the institution, but to see that it is well managed. They don't tell Wallis what to do. On the other hand, Wallis doesn't deal with the board on a 'fait accompli' basis. As programs develop and problems emerge, he will talk them over informally with individual trustees, as well as thresh them out at the monthly meetings of the executive and finance committees with a good deal of give and take. Thus the annual budget, when it is presented to the board, hardly comes out of the blue. And precisely because the board is kept well informed, it is inclined to back up the president's decisions firmly...."

"The planning brought to Rochester by Wallis has been very precise. He was all for spending freely—but not blindly—for faculty upgrading. Each department head was called upon to estimate the minimum number of teachers needed for his operation so that the budget could be concentrated on top-grade, top-pay people. And these calculations were based on a formula that anticipated that the faculty would give half its time to research, half to teaching, and that teaching, eventually, would be equally divided between graduate and undergraduate students.

"The trustees fully understood that all this liberal spending for faculty and academic programs would have to be followed by a complementary building program for which large new sums would have to be raised. When a capital campaign was proposed by the administration in June, 1964, the trustees not only promptly approved it, but insisted on raising its sights. The goal is $38 million in private funds, $31 million of which will be spent for facilities. The actual cost of facilities planned is close to $90 million, but about two-thirds of this will come from government grants and loans. The indefatigable Joe Wilson is general chairman of the campaign, with Kodak's Chairman William S. Vaughn serving as his vice chairman. Other trustees are chairing committees for major gifts, corporate gifts, foundations, etc. The goal is already more than two-thirds pledged. The trustees have personally contributed more than $3 million, Eastman Kodak gave a gift of $6 million, and Xerox has pledged nearly $6 million over a period of years, conditional on the corporation's future profitability.

"Before the campaign was formally announced, a number of trustees participated in a unique form of skull practice dubbed the 'Manhattan Project.' They took three days out of their busy lives to come down to New York, where they broke up into cadres to pay prearranged calls on dozens of the city's top corporate and financial figures.

"Rochester trustees go along with the theory that their function is not to manage the institution, but to see that it is well managed"
“(Rochester’s) funds … have been more successfully invested, in terms of appreciation, than those of any other private university in the U. S.”

They didn’t solicit any funds, but merely attempted to make the university better known in influential circles. In this process they sharpened up their own insights into the institution’s aims and problems.

“It is indeed a working board. In addition to the usual standing committees, Rochester has a full slate of trustee visiting committees to the various colleges. Consider the chores, for example, of William W. McQuilkin, president of Bausch & Lomb (a Princeton alumnus, by the way, and like William S. Vaughn a onetime Rhodes Scholar at Oxford). McQuilkin is chairman of the finance committee, which meets once a month, and a member of the executive committee, which also meets monthly. He has been serving on three visiting committees—for the College of Arts and Science, the library, and Strong Memorial Hospital. He finally had to beg off the hospital committee—‘just couldn’t give it the time and attention it deserved.’ Over at Ritter Pfaudler Corp. the vice chairman, sixty-two-year-old Mercer Brugler, and the president, fifty-three-year-old Donald A. Gaudion, are extremely active trustees (both are Phi Beta Kappa graduates of Rochester). Brugler is chairman of the executive committee, and sits on the finance, investment, and medical-center committees. Gaudion joins him on the finance and medical committees and serves also on the business-school committee. Each gives fully ten per cent of his working time to university affairs.

“At Rochester, trustees are automatically retired at seventy. They may remain as honorary trustees, however, without voting power, and at least one such veteran—Marion B. Folsom, former treasurer of Eastman Kodak—is today working harder and wielding more influence than ever. Folsom’s years in the Eisenhower Cabinet as Secretary of Health, Education, and Welfare have given him a very useful background, naturally, in the workings of federal aid and research programs, and he has helped Rochester get its full share of such aid, particularly in the development of the university’s medical center. It was at Folsom’s urging, also, that the board reached beyond the city of Rochester for trustees of the caliber of J. Douglas Brown, provost of Princeton, and Edward Weeks, editor of the Atlantic Monthly, who brought fresh intellectual insights into the board’s discussions and appraisals of academic programs.

“The board’s most singular service, however, has been its imaginative handling of the university’s finances. Some twenty years ago the trustees determined on a policy of aggressively investing a substantial portion of the endowment funds in common stocks of long-term growth potential; from time to time the university takes its profits on selected stocks and re-invests them in high-yielding fixed-income securities. The execution of this policy largely falls to Hulbert W. Tripp, fifty-eight, chairman of the investment committee (a sub-committee of the finance committee). Tripp joined the university in 1941 as assistant treasurer, eventually became financial vice president. In 1963 Tripp was hired by the First National City Bank of New York, where he now serves as a senior vice president, responsible for investment policy for the trust division. But he was not lost to Rochester. Tripp was elected a trustee of the university, and as chairman of the investment committee, works actively every week in Rochester, with his staff of five assistants, from Friday through Monday; he is in residence at the Bank in New York from Tuesday through Thursday.

“Tripp’s investment theories seem orthodox enough. Stocks are chosen on the basis of the company’s management, labor costs, and research and technical orientation, and extensive use is made of Wall Street services and advice (the fact that the university’s holdings have always been heavily salted with Kodak and Xerox shares is a matter of judgment, Tripp says, and not pressure). In any event, the record is fantastically good. Over the last ten years the common-stock section of the endowment has performed over twice as well as the Dow-Jones industrial average. For a comparison with other universities, a survey made by the New York Stock Exchange firm of Stillman, Maynard & Co. shows that forty-five endowment funds (excluding Rochester) had an average appreciation over historical book value (the sum of the dollars as given over the years) of 44.5 per cent, with the best individual performance showing 94.3 per cent. The University of Rochester’s appreciation against historical book value was 214 per cent.

“In achieving a record of this kind, Rochester understandably shows a lower current yield on the market value of its funds (2.63 per cent) than the average yield for the forty-five funds (3.6 per cent). But Rochester’s total dollar income from endowment in 1965—$7,250,000—was very high in relation to the funds originally invested. ‘It takes dollars, not yield percentages,’ says Tripp, ‘to pay our faculty and to offset rising costs.’”

The article concludes: “Chairman Joe Wilson takes comfort in this record. ‘It makes us feel that it’s not unrealistic to go after the goals we’ve chosen,’ he says. And Wilson pretty much sums up an important part of Rochester’s philosophy when he adds: ‘Money doesn’t make a university. But neither can you make a university without it.’”
UNDERGRADUATE EDUCATION AT ROCHESTER: Strengths & Strategies

W. Allen Wallis

It is now four years, four months, and three weeks since I bought a gray flannel suit and moved into the executive suite. On the whole, there have been few surprises in the view from the fortieth floor. One very pleasant surprise has been the extent to which the burden of the $38 Million Campaign has been carried by the trustees, and without prodding or instructions from me. Joe Wilson told me before I came that money-raising would be that way; but that was the only thing he said that sounded implausible and unsophisticated. If only I could have had the advantage in June 1962 of previewing the January 1967 issue of Fortune Magazine I would have been saved the error of thinking Joe might be naive in even this one instance.

Another surprise, though it is only mildly surprising, is that there has been only one opportunity for me to express views on education to the faculties. That was nearly four years ago, at my inauguration.

While I assume that none of you who were at the inauguration have forgotten any of my immortal words, I realize that some of you were not there. Besides, while the immortal words will not have been forgotten, the other words may have been, and the others somewhat outnumbered the immortals. So I will first review briefly a few things I said four years ago.

I started with three premises: that undergraduate education provides a central focus to the diverse activities of the University; that undergraduate education is almost the only activity of a university that is not duplicated outside of colleges and universities; and that undergraduate education is more nearly under our own control than are our other activities and therefore affords the greatest opportunities for innovation and experimentation and for individuality at our institution.

These three premises led to the exhortation that we are under an obligation to re-think our undergraduate programs. Several characteristics of our undergraduates must be taken into account in this re-thinking: that we have students of superior ability; that our students arrive much better prepared now than formerly; and that an
Two broad objectives for our educational policies were suggested. The first was that our overriding objective should be to develop individuality by cultivating the special personal qualities of our students. The second was that not only should we transmit to our students some of the accumulated knowledge of the past, but we should convey an understanding of the methods and—above all—the spirit of inquiry, of science, of scholarship, of learning, and that our students should acquire at least a comprehension, perhaps an appreciation, and possibly a sharing of the good and the beautiful that are inherent in the processes of seeking truth.

Finally, as a broad prescription for approaching these objectives at Rochester, I suggested that it is appropriate to integrate undergraduate with graduate education by having a faculty of the highest quality who devote about half their time to research, scholarship, and study, and who divide their teaching about equally between graduate and undergraduate students; and by having work truly at the graduate level available for undergraduates.

I would like to ramble a little in some of the directions suggested by this recapitulation and to reflect a little on some of the ideas that have stuck with me from among the large number that fill the atmosphere of our campuses. (Even the Faculty Senate has become the scene of stimulating educational discussions, although the disappearance of most of the River Campus parking spaces during the construction of the new library addition and of the Space Science Center will probably bring them back to normal.)

There may be dangers to the integration of graduate and undergraduate education under the same faculty unless we keep firmly in mind the enormous differences that occur in young adults during the seven or eight years—one-third of their lives—between the high school diploma and the Ph.D. To put it another way, integration is good but homogenization is bad. The first years of the undergraduate-graduate experience do not have the same objectives as the last years; in particular, they should not be just a diluted or bowdlerized version of a Ph.D. program.

That the traditional values of liberal or general education are still important seems clear to everyone. Just how those values are best attained is far less clear. Secondary education, if it continues to improve, may come to do what we formerly expected of a liberal arts college, and the specialization or professionalization that has long characterized undergraduate education at Oxford and Cambridge may then become appropriate here.

On the other hand, if the doctorate becomes as common as the baccalaureate has been recently—the doctorate is already as common as the baccalaureate was at the beginning of this century—then its function will surely be less professional than now. (After all, the baccalaureate was once essentially a degree for the learned professions.) In that case, the objectives we seek in liberal education could be spread over the whole seven years from high school to doctorate, not confined as now to the first four years—in fact, largely to the first two years. This would mean that basic technical and factual foundations that now are often not laid until the first year of graduate study could come much earlier. Correspondingly, some of the courses that benefit most from maturity, judgment, perspective, and breadth could come toward the end of the seven years, when they might be most effective in liberalizing, broadening, organizing, and integrating the student's comprehension.

I hope I am not creating the illusion that I have the illusion that what I am saying comes to grips with the problems I am touching on. If we hope to come to grips with those problems, we will need to see as clearly as we can what place the four years an undergraduate spends with us have in his whole lifelong education. To what extent should we try to tell him the things he should know, and to inculcate in him the skills he should have? To what extent should we try to prepare him to learn later what he will want to know, and to be able to acquire later the skills he may come to desire? Indeed, does it make much difference for our educational policy which of these objectives predominates, or will the same education be appropriate for either objective?

What do we think our diploma means? Is it a measure of attainments or of achievements? Does it measure the height of a hurdle which all of our graduates can clear, or does it measure how much higher the hurdles are that they can clear on graduation than were the hurdles they could clear on admission?

It seems to me that the appropriate objective for the University of Rochester, in view of the exceptional capabilities of our faculty and the high capacities and great diversity of our students, is not just to see that our students can pass some set of examinations on some distribution of courses, but to see that each student makes the greatest advance he is capable of in four years. The implication of such a view is that after the variability of capacity to advance is compounded with the variability of attainments on admission, we will have

""The first years of the undergraduate-graduate experience...should not be just a diluted...version of a Ph.D. program""
beginning, we plan to confine ourselves to the smallest number of fields on which a great university can be based.

Similarly, within each field some minimum number of faculty members is necessary in order to have the possibility of top quality. Our plan limits each department to the smallest size compatible with our aspirations for top quality.

Not only is it easy to confound size with quality, it is difficult to separate them. All published ratings of universities that I know of—and specifically Allan Cartter's, published by the American Council on Education a year or so ago and widely publicized—are guilty, among other defects, of confounding size with quality. (It embarrasses me to admit that there are defects in a report in which we showed up so creditably.)

It is necessary for us at Rochester to make the difficult distinction between size and quality and to hold a tight rein on expansion in faculty size. One important reason is that we have nowhere to put additional people; that, of course, is the main reason for the trustees' undertaking so large a capital campaign.

A more important reason is that in the immediate future we must do even more in raising faculty salaries. What we have been doing is remarkable, for faculty salaries have essentially doubled in a decade, but in all probability the same rate will not be enough in the years immediately ahead. If we do not hold a firm rein on the rate of growth of the faculty—and of graduate students, too—our income simply will not permit the increases in salaries that the trustees and the administration are convinced we must achieve.

I am not suggesting any reduction in the rate of growth established in our ten-year plan: most definitely not. What I am suggesting is that pressures to step up the pace will become increasingly numerous and insistent, and must be resisted. To one department, looking at its own affairs, excellence may appear attainable now by a dramatic leap; however, if we are not resolute in controlling the pace of growth, we will jeopardize the very goals of excellence for which the growth is being undertaken.

Fortunately, the University's trustees are committed—committed unshakably, committed intellectually, committed emotionally, committed financially—not just to maintaining the present quality of our university, but to maintaining the momentum for improvement that they have generated through many years of toil and trouble and pleasure and pride.
To the Trustees, Faculty, & Administration:

Praise, Warning, & an Admonition

BERNARD N. SCHILLING
Trevor Professor of English and Comparative Literature

BEFORE THE CRITICISM of seventeenth-century English poetry had established the formulas of what Louis Martz has called "the poetry of meditation," the student of letters adhered to the term "metaphysical poetry," whose special character had been described by Samuel Johnson in a celebrated essay on Abraham Cowley: "heterogeneous ideas ... yoked by violence together." We are now so bold as to declare that the University of Rochester is destined to become not a combination of disparate elements forced to make common cause as in war, but a truly poetic structure, a harmonious union of three forces usually supposed to stand beyond reconciliation—a union toward a common goal of the rich, the learned, and the powerful.

If we consider now each unit of our triumvirate in this year 1967, the 116th of the University's history, what should be said in turn to trustees, faculty, and administration? To the first, genuine praise; to the second, a sober warning; and to the third, an admonition to call the faculty's bluff.

In the immortal exchange between F. Scott Fitzgerald and his friend Ernest Hemingway, we learn that "The rich are different from us" . . . "Yes, they have money." But money, too, as understood in the poem of our harmony, has other dimensions and benevolent meanings. It means the generous support of learning by unselfish men, the steady flow of aid into the insatiable needs of a modern university. The trustees preserve, increase, and pass on to the learned the resources without which the common enterprise could not succeed. In our ancestors we most admire the virtue of thrift whose benefits descend to us at no cost to ourselves. Of trustees our requirements are more complex, not to say contradictory, remembering with Aristotle that substantial resources alone make possible the magnanimous virtues. In these indispensable men we most appreciate generosity, perhaps even extravagance, like children happy to be spoiled by parental indulgence. Yet the trustees, who stand for continuity, the steady availability of resources as needed, are expected to think of the future, to make certain that something will always be there to insure stability. These things demand the banker-like merits of vigilance and dogged protection of that which has been entrusted to their care: hence the name "trustees."

It is easy to define our requirements of the trustees then: that without calling attention to themselves or distracting notice from us, they offer the unobtrusive fulfillment of their prescribed duties. It is more difficult to say how they are to be compensated for such docility. Everyone who works for the University is paid, except these men who receive no benefits, fringe, central, or peripheral. It is clear for whom the trustees work and who profits from their service, but they and their benefit are no one else's concern. We must assume that their satisfactions are inward, following upon a success that requires their support but in which they share only indirectly.

The trustees furthermore have nothing to say about the principal end of the University, its educational activity. But President Wallis has himself written that while the trustees "ought never to make even minor academic decisions . . . they ought never to relax their watch over the means by which academic decisions are being made." Once again they are asked to serve toward an end where-in they do not participate, and for the successful accomplishment of which the credit goes to someone else.

BEFORE EXAMINING our own conscience, we may glance now at some qualities held in common by all bodies of the learned. As separate persons, members of a good faculty tend to be modest, each one having to live as best he can with the appalling dimensions of his own ignorance, known only to himself. But collectively, faculties give an impression of vanity, as if like actors, they were interested only in tributes to themselves. A certain arrogance prevails, a disdain for any but their own opinions, as if people who do not like to be interfered with, assuming that they know their own business better than anyone else can.

The best academic intelligence is a critical one, even containing an element of meanness or malice. So faculties are skeptical, especially of anyone trying to do them
good, trained as they are to question mere appearances, to protect themselves from error, and to insist on seeing things as they are. But this otherwise wholesome attitude sometimes makes them doubtful of the morality of others while self-righteously confident of their own. Faculties develop a lively sense of their own virtue, of their importance as custodians of the life of reason, which in turn leads to suspicion of responsible authority which is blamed for every failure, and whose occasional reluctance to deliver the faculty's every wish they variously ascribe to the laziness, ignorance, or corruption of those who control their destinies.

At Rochester, we may keep in mind three closely related qualities: that a good faculty is self-reliant, that it has tremendous capacity for work, and that it can reproduce itself while engendering its own leadership. In a piece of advice remarkable both for its ignorance and disdain, a great old professor once sent forth a favorite student into the learned world, saying, "Have nothing to do with the administration." Yet this might be rephrased to discover a core of truth: "Don't depend on the administration or indeed on any agency outside your own professional competence." If the faculty is in fact the repository of all wisdom and virtue, it must not blame others for continuing deficiencies. It makes the rueful admission of Cassius in Shakespeare's Julius Caesar:

The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.

The problem of the learned at Rochester is to bring the university as a whole to the level attained by the scientific and professional disciplines. We cannot apply Prospero's estimate of himself, as one "for the liberal arts, without a parallel," but humane and social studies must approach the superb attainments on which the University's reputation has for so long relied. The faculty must not expect anyone else to solve this problem. If the professional standard is low and the judgment poor, the consequences will be disastrous and will be due solely to the faculty's own lack of boldness and imagination, its failure in knowledge and experience to create the atmosphere in which the most sophisticated modern work can be done. In general, the better the faculty, the less it is affected by other elements in the University. It will ask to be granted its essential conditions and then to be left alone, knowing that after a certain point, other forces cannot do it permanent harm even if they wish to do so, and at Rochester, we must believe, this is not the case.

Good faculties, being composed of, and constantly in search of, exceptional persons, are in turn made up of people of whom two homely but essential questions have been asked: Does he have any brains, and more important still, can he work? The trouble with these questions is that they are proper only for those who have earned the right to ask them, as objections to the traditional Ph.D. degree are taken seriously only from those who themselves have earned it. So we must know whether we now have, or whether we can secure, our proper share of the nation's talent, now spread dangerously thin over the many competing institutions so that there are hardly enough gifted individuals to man adequately the universities of established reputation.

But beyond all else, a first class faculty works to its capacity, and this ability to work, indeed the need to work, to care only for this and the freedom to pursue it, will determine its place in the world of learning. For some thirty years others have been watching Rochester, as we move toward our proper place in the hierarchy of the nation's universities. The reputation we seek must be earned, and every one of us will have to work toward an end still to be attained. We may be sure that once excellence is established, it may be assumed to continue. A man who was irritated by the fame of Harvard remarked, as if the process had already begun, that all of the professors there might be replaced by janitors and it would be ten years before the public noticed any change. We shall have to admit that so favorable a condition has yet to be achieved at Rochester, where in some areas the difference between professors and janitors is still dramatic; so we cannot make the change as yet, we cannot announce as true what has yet to be proved.

At Chicago, President Wallis warned against smugness, the constant chest-thumping assertions of greatness, and flattering comparisons with all and sundry. So also at Rochester we need less boasting and prophesying as to how good we soon will be, and more sober concentration on the work to be done before we begin to take our place among the institutions about whom ideal assumptions can always obtain.

We cannot forever proclaim ourselves in the process of becoming or of realizing possibilities that lie always in the future, of fulfilling hopes inspired by our unique opportunities and resources. We must not be the victims of illusions given such masterly treatment in Balzac and Dickens: expectations, that is, to be fulfilled without hard work. Let us remember that if the buildings to provide needed space are not yet constructed, so also the books that must come out of them are not yet written; the great discoveries are not yet made; the brilliant lectures are yet

"The best academic intelligence is a critical one. . . . So faculties are skeptical, especially of anyone trying to do them good"
to be prepared for spellbound audiences of the young.

Our problems come partly from the recency of everything, except for the trustees, who being continuous, are never recent. The present and future seem not to grow naturally from Rochester's past. They seem imposed from without, and hence are to be judged by standards that obtained only in part before. Unlike most of the effective private institutions with which Rochester would wish to be compared, it has not drawn its leadership from within. A first class faculty should be able to reproduce itself, to generate the energy and talent needed to perpetuate, even to surpass into any foreseeable future, the level of its own attainments. So also the faculty's force and intelligence should be sufficient to develop within its own ranks most of the individuals who are to administer its purposes and fulfill its aims. How far Rochester is from such an ideal may be seen in our present high administrative leadership, very few of whom were even present as recently as ten years ago or had at any time been members of the faculty as now assembled.

We are led at last to the powerful, the third element of our harmonious triad. Administration is an activity in which a blunder may be worse than a crime, and so our leaders have no margin for error and are never permitted to do anything either wrong or foolish. As in the case of the trustees, our demands cancel each other out; we ask the trustees both to hoard and to spend, and we ask the administration to be at once aggressive and scrupulous, while we remain both free and sheltered. So our leaders are the happy beneficiaries of ancestral kindness and thrift, yet the perplexed managers of straining ambition and impatient energy among the learned. To these, the administration will appear entrenched behind the finality of one hideous monosyllable—"NO"—as if determined with a kind of obstinate, gleeful malevolence to deny to all aspirations of the learned their proper fulfillment.

Be assured that administrators only seem to be the natural enemies of learning; that among them, as among us, the number of rogues is about equal to the number of honest men;

compensation has increased beyond the stage of being merely respectable; peripheral benefits are offered with a near-feudal munificence, as the responsible authorities seem bent on removing one by one our cherished reasons for complaint. The day is already visible when the right professional conditions may have been established, when we shall have to admit that if we cannot teach here, we simply cannot teach, that if we cannot do our work here, we are only the empty men of Eliot's phrase.

SUCCESS, Flaubert has said, is a result, and not the goal of human effort. So also we shall find that the sure way for our three elements to remain in harmony is to be independent of each other, each fulfilling its proper aim on the assumption that the two others will do likewise. Efficiency will come as a by-product without being too consciously pursued. But let us make no mistake, the responsibility at last is chiefly that of the faculty, they who speak from the security of their conspicuous virtue. Where else may be found a comparable union of intellect and morality? Are they not the end toward which their cooperating brethren are only the means? Who in fact constitutes the university? Surely not those industrious, sober inhabitants of an impersonal building who are best advised to remain where they are while not interfering with aims of a nobility beyond their ken.

Let us suppose that these exaggerated disparities come at all near the truth, that the University is the faculty and that all other forces are at work only to serve its ends. Let us then be what we say we are, and translate our complacent pieties into attainment. Further, if it is true that every faculty gets the leadership it deserves, then let us have no fears at Rochester. Our leadership knows that it cannot be great without us; we must then assume that our declared purpose will not be obstructed. If we fail, we shall have no one but ourselves to blame.

We are assured that as rapidly as possible we will be given the room, the sustenance, and the freedom which we insist are necessary for fulfillment. It would seem that our bluff is about to be called, so that when the trustees and administration have done their work, we must be ready to perform our own. And when our needs are fully met, the environment created, the facilities at hand, will not the rich and the powerful have the right to turn to us, the learned, saying, "Now then..."
River Campus Colleges

1912 Dr. Raymond J. Brown was recently honored by the Monroe County Medical Society on the completion of a half-century in the medical profession.

C. Storrs Barrows has retired from the architectural firm of Barrows, Parks, Morin, Hall and Brennan of Rochester.

1918 Hugh S. Dewey has retired as administrative director of the Erie County Water Authority.

1920 Arthur R. Munson has been named to the board of trustees of Ontario County Community College.

1922 Rev. Herbert N. Baird has been appointed executive director of the new Shenango United Presbyterian Home, New Wilmington, Pa.

Katherine Anderson Strelski will become editor (pro tem) of publications for the Harvard Center for International Affairs for the upcoming academic year. Her critical study of Dostoevsky, which is supported by the Rockefeller Foundation, the Radcliffe Institute and manager of the mortgage and real estate department of Lincoln Rochester Bank, has retired after nearly 34 years with the bank.

1924 Warren W. Allen, '33G, vice president and manager of the mortgage and real estate department of Lincoln Rochester Trust Co., has retired after nearly 34 years with the bank.

1928 Lydia Frankenfeld Lenox was recently awarded the Layman of the Year Citation by the Metropolitan Detroit Council of Churches. The award was given in recognition of her leadership in denominational work and in ecumenical affairs.

1929 Eleanor Dylewiska Otto is the author of a new book consisting of two plays, Newville Clipper and Moror's Studio.

1932 Rev. Donald F. Keith is associate pastor of Immanuel Presbyterian Church, Milwaukee, Wis.

1933 Harold A. Ketchum, director and chairman of the board of Thomas Electronics Inc., Wayne, N.J., has assumed additional duties as executive vice president.

1934 Roland C. Moore has been named manager of Rochester Savings Bank's Ridgmont Plaza office.

1935 Lillian Trombley Brooks, '41G, has retired as director of elementary education for the Rochester City School District after 40 years with the Rochester school system.

1936 Rev. James McBride is serving on the public relations and promotion staff of the Interlochen Arts Academy and National Music Camp in Michigan.

1937 Frank Jenner, head of Bendix Corp.'s vacuum products operation, Rochester, has been promoted to group manager of 10 Bendix plants. He will oversee plants producing instruments for industry, medicine, and the Atomic Energy Commission.

William F. May, chairman and chief executive officer of the American Can Co., has been named chairman of Religion in America, Inc., of the Episcopal Church.

1938 Nils Y. Westell, president of the Institute for Educational Development in New York City and former president of Tufts University, has been elected to the board of trustees of Lafayette College.

1939 John T. Hopkins has been named to the board of trustees of Ontario County Community College.

Norma Doell Miller, '61G, former assistant professor of physiological optics at Ohio State University, has become associate chief research scientist in the Life Sciences Division of Technology, Inc. of San Antonio, Tex.

1940 Alan H. Martin is a director of the Lower Moreland Township (Pa.) school district.

John Wolgas is vice president for maintenance at National Airlines.

1944 Paul J. Leurgans has been appointed assistant dean of Cornell University's College of Engineering.


1945 Charles H. Hoke, recently promoted to captain in the U.S. Navy, has been assigned to the Naval Ordnance Systems Command in the Anti-Warfare Systems Directorate, Washington, D.C. He is also working for his M.A. in public administration at American University.

1947 Dr. Henry A. Thiede, formerly associate professor of obstetrics and gynecology at Rochester, has been appointed professor and chairman of the Department of Obstetrics and Gynecology at the University of Mississippi.

Roger Killian (G), director of Title I of the Elementary and Secondary Education Act for the Penn Yan Central School District, has been named to the development staff of Keuka College. Killian and his wife have been named members of the Peace Corps in Barinas, Venezuela, from 1964-66.

1948 James W. Blumer has become general manager, Liberty Mirror Division, of the Libbey-Owens-Ford Glass Co., Toledo.

Robert Redden (G) associate dean for instruction at the State University of New York College at Geneseo, delivered the January commencement address at the California (Pa.) State College.

John D. Hopkins has been named manager of filter operations for Walker Manufacturing Co., Racine, Wis.

1949 Donald P. Beattie, president of Bull Moose Tube Co. of Gerald, Mo., has been elected to the Young Presidents' Organization, an educational association of chief executives who have become presidents of sizable companies before the age of 40.

Frank M. Gants, '56G, formerly director of laboratories, Clinical Study Center, University of Maryland, has been appointed chairman of the department of biochemistry at Maryland.

Andrew Baker, manager, Physical Sciences Laboratory, Lockheed-California Co., has been selected as a Sloan Executive Fellow and is attending the Stanford-Sloan Program at the Graduate Business School of Stanford University.

Robert Nelb (G), formerly group manager of plastics research and development for the chemical division of the United States Rubber Co., has become director of research and development in the firm's consumer and industrial products division.

Everett R. Johnson (G) of the Office of Standard Reference Data, National Bureau of Standards, has been appointed to the first editorial advisory board of the Journal of Chemical and Engineering Data.

Major Jesse Richie has become commandant of the Edgewood (Md.) Arsenal Troup Command.

1950 Robert J. Fisher has been elected treasurer of the Southern Connecticut Gas Co., Bridgeport.
President Anderson, an experienced and resourceful teacher himself, understood that able and reasonably compensated instructors were pivotal in the educational enterprise. He held that the authentic teacher should strive to train his charges to outdo their master, and that "no man can teach with vigor unless he keeps his mind hot with action in making original investigations in the subject matter of instruction."

Apart from executive obligations, Anderson doubled in the classroom, and an onerous challenge it must have been. "I have eleven exercises a week," he once confided. "One hour every day is devoted to the History of Philosophy. Another hour to lectures upon Physical Geography in its relations to History, and following this to History in general . . . For two terms, I lecture every Saturday morning on the Fine Arts . . . Next term I expect to teach Moral and Political Philosophy one hour and Political Economy another hour." A twentieth century mind is staggered by these extensive forays over disparate departments of knowledge.

Many a graduate treasured beyond all else in his academic experience Anderson's pithy chapel messages—comprehensive in content, vivified by homely or historical illustrations, and delivered with overwhelming passion and power. His talks were peppered with watchwords, slogans, and crisp aphorisms, the most quoted of which implored, "Whatever you do, bring things to pass," and another, "You are here to have your noses held to the grindstone and I am here to do it."

Many features that are now deep-rooted in the academic way of life would have stirred the wrath of the old-time President to its very depths. He thoroughly disapproved of organized college athletics; "relics of barbarism" was only the mildest of his epithets. Dormitories he condemned as nests of iniquity; yet his name now is affixed to a residence hall for undergraduates, built on or near the site of Wolcott's distillery. (The latter consideration would not have disturbed him since he considered spirituous essences a part of the better life; during the Civil War he rejoiced heartily when a benevolent trustee favored him with "12 bottles of old brandy bottled in 1840 and 12 bottles of old Bourbon whiskey.") Anderson deplored the rise of the elective curriculum; while he eventually nodded to this novelty, he never bowed to it. Education of the gentler sex? Following a visit to Vassar College, he alluded to lady undergraduates as so many cackling chickens! Invitations came to him to undertake the executive chair at Brown, Cincinnati, and Michigan, and he was spoken of for the headship of Vassar, the College of New York, the original University of Chicago, and Harvard; however, he could not be tempted from Rochester.

Despite seemingly insuperable financial obstacles, Anderson cherished boundless confidence in the destiny of higher learning in America in general and at Rochester particularly. Thinking thus, he exerted himself to earn the understanding, the advocacy, and the rising support of the University's graduates and of the community at large.

For a summary on the Anderson era, a passage in one of his public addresses possesses singular appropriateness: "Men pass away, but institutions, when they incarnate great moral and religious truths, are as enduring as society. The founders of such institutions die and their unfinished work is handed over to their successors. But their labor, their sacrifices, their purposes and ideas, their fears and their hopes are consecrated by the passing years, and constructed into sacred epics, which . . . inspire the activity of those whom the providence of God calls to enter upon the blessed inheritance which these founders leave behind them."
Richard G. Cornell has been appointed to the Spacecraft Sterilization Advisory Committee of the American Institute of Biological Sciences.

1953 Rev. Charles L. Wilson has become pastor of Northshore Universalist Church, Peabody, Mass.

Richard H. Elmer (G), associate professor of psychology at the University of Bridgeport, has begun a three-year research project which includes an investigation of some of the basic mechanisms of hearing. The research is being undertaken with a grant from the National Institute of Neurological Disease and Blindness.

W. Elmer Hallowell (U), head of film planning at Eastman Kodak Co., has been appointed operations manager, distribution division, for the company's eastern region.

John W. Brugler, special account representative for the Standard Register Co., has been elected to the board of directors of the Bank of Philadelphia, N.Y.

Kenneth Cameron's one-act comedy, "The Hundred and First," was given its first Rochester performance by UR's student drama group Experiment '66. The play was included in an anthology, *New American Plays.* Cameron is assistant professor of English and fine arts at UR.

1954 Kornellis Walraven has joined Continental Illinois National Bank and Trust Co., Chicago, as an international economist in the Economic Research Section.

Patricia Gajewski Dreyfuss, research chemist at the B. F. Goodrich Co.'s Research Center in Brecksville, Ohio, recently co-authored a review on polytetrahydrofuran for *Advances in Polymer Science.*

James Whiton was the author of two recent scripts for TV's "The Man from U.N.C.L.E." and for "Voyage to the Bottom of the Sea."

1955 Bruce C. Bower has received a professional license to practice architecture and is working in the architectural services department of Corning Glass Works.

Lee A. Ellsoe, formerly instructor and assistant professor at the University of Texas, has been appointed associate professor of English at Tufts University. He is currently working on a historical and psychological study of *Gulliver's Travels.*

Births To Betty and Richard Crawford, a daughter, Feb. 17.

1956 Lewis E. Stover (G) has been appointed a research associate by the Esso Production Research Co., Houston, Texas. Elizabeth Brinkman has received a Ph.D. from the University of Wisconsin and is teaching English at Wittenberg University.

Robert E. Henshel, recently discharged as a captain in the U.S. Air Force, is practicing surgery in Bridgeport, Conn.

Richard C. Fox has become a partner in the law firm of McNees, Wallace & Nerick of Harrisburg, Pa.

1957 David C. Ferner (G) has been named vice president of Pranzer and Pray Associates, Inc., New York City. Robert J. Potter (G) has been elected a vice president and manager of the advanced engineering department of Xerox Corp. He is the firm's youngest vice president.

Laplois Ashford, formerly deputy public safety commissioner for Rochester, has become executive director of the Urban League of Rochester. He also was appointed part-time assistant professor of sociology at Monroe Community College.

Marriages Charles Kaplan to Daryl Salz­man in October.

1958 Jere S. Carter has been elected assistant cashier of Wachovia Bank and Trust Co., Winston-Salem, N.C.

Edmund A. Hafin, manager of the New York office of Catalin Research Co., has been elected a vice president.

Susumu Okubo, professor of physics at UR, contributed an article on high energy and particle physics to a new book, *Prebudes in Theoretical Physics, In Honor of V. F. Weisskopf,* published by Interscience (Wiley), New York. (Weisskopf, who once taught at UR, was director of the European Center for Nuclear Research for five years and is now chairman of the physics department at M.I.T.)

1959 Ann Kaufman Sirotu is a partner in the Punch and Judy Puppet Playhouse of Syracuse.

Alexander Angelof (G), assistant professor of history and Russian at Cazenovia College, traveled through Russia last winter under grants from the College and the Center of International Programs and Services of the State Education Department.

Hollace Cox, Jr., recently received his Ph.D. in physical chemistry from Indiana University and is working in the semiconductor division of Texas Instruments, Inc.

David R. Sexsmith has been appointed manager of research for the power chemical and marine divisions of Drew Chemical Corp., New York City.

Marriages Gayle A. Green to Henry M. Pinkowski.

Births To Dennis and Elizabeth Ekas Evans (G), a son, June 18; to Charles and Abigail Barnes Anderson, a daughter, in September.

1960 John R. Witmor, who was awarded a doctor of veterinary medicine degree from Cornell University last June, is practicing in Avon, N.Y. He is married to the former Elizabeth Tiester. Dr. and Mrs. Witmor have two children.

Ted C. Eves (U) has been appointed supervisor of industrial engineering for Norton Co., Worcester, Mass.

Marjorie Manuel White (G) is an assistant professor of nursing at the University of Akron, Ohio.

Aurel Fisher has been named assistant secretary of the United States Trust Company of New York.

D. Wilson Hest (G), professor of psychol­ogy at Gallaudet College, has been named dean of the college's Graduate School.

Births To George and Joan Levy Streeker, a son, Dec. 12; to Stuart and Mary Allen Symonds, '59, a daughter, Nov. 27.

1961 Frederick J. Holbrook has become associated with the law firm of Holbrook, Nelli & Tofany, Rochester.

George G. Landberg has been promoted to manager of research and development at Mixing Equipment Co., Inc., Rochester.

Steven Lewis is a National Park Service historian for the Ft. Smith National Historic Site in Arkansas. Previously he was engaged in research on the Park Service's restoration of the Frederick Douglass home in Anacostia, Md.

David K. Cohen directed the U. S. Civil Rights Commission's recent study on race and education. He is a member of the Commission's staff.

Michael Reilly, who received his Ph.D. in solid state physics in June from UR, is working at the Naval Research Labs in Washington, D.C.

Katherine Pointer Henricson is a candidate for a doctorate in biological chemistry at Harvard University.

Marriages Katherine Pointer to Ray C. Henricson, Oct. 29; Lawrence Caroline to Dina Finck in December; John A. Mitchell 'IV to Kathleen Connell, Jan. 21.

Births To Edward and Roberta Weiss Friedman, a daughter, Aug. 5; to Harry and Marianne McGee McCormack, a daughter, Dec. 5.

1962 First Lts. Matthew G. Nichols, Jr., John Vafades, and Carl H. Chesley were recently graduated from the U. S. Air Force Air University's Squadron Officer School. They have been reassigned to Vandenburg AFB, Fla., Ent AFB, Colo., and England AFB, La., respectively.

AshaNafi Kebede is director of the National School of Music, Addis Ababa, Ethiopia. His book *Yemuzika Sewaww,* the first Ethiopian music theory book, is being used as a textbook for classroom teaching.

Arthur N. Rosen is working toward his Ph.D. in optics at UR.

Brian B. Turner recently presented a paper at the annual George Hudson Symposium at the New York State University College, Plattsburg.

Linda Lukas Collins (G) is a counselor at Lombard (III.) Junior High School.

Edwin R. Schuman has become an associate of the law firm of Gould & Gould, Rochester.

Paul M. Zakriski has joined the staff of the B. F. Goodrich Research Center, Brecksville, Ohio, as a research chemist.

Dr. Roger Rochat, who recently received his M.D. degree from the University of Washington, is interning at the Charity Hospital in New Orleans, La.

Marriages David Kohler to Sarah Kal­tenborn in December; Dr. Roger Rochat to Susan R. Naug, Dec. 20; Catherine Rutstein to Robert Meyer, Dec. 6; Linda Caldwell to Robert Dekker, Oct. 22.
Diche, '41G, Wins Science Prize, Princeton Chairmanship

One of two recipients of the oldest science prize in America—this year's Rumford Prize of the American Academy of Arts and Sciences—was Professor Robert H. Diche, '41G. Dr. Diche, who will become chairman of the physics department of Princeton University in July, received the award for his contributions to radioastronomy and to the understanding of atomic radiation.

A few weeks earlier Dr. Diche made headlines throughout the nation when he challenged Einstein's general theory of relativity during a conference on astrophysics. A New York Times "Man in the News" article on him the next day noted that "though scientists were unsettled by a puzzling flaw in Einstein's theory, they were not surprised that Dr. Diche was the man who raised the question. He has done it before."

Dr. Diche, the Times reported, was born the same year that Einstein published the complete discourse on the theory of general relativity. At Rochester's West High School, Diche won the Bausch & Lomb Science Medal, and, as a UR freshman, he was the only one of 10,000 college students in the U.S. to turn in a perfect paper in a national physics test.

Births

To William and Patricia Keenan Knapp, a son, Sept. 6; to Arthur and Marnie Simon Rosen, a daughter, Jan. 16.

1963

Karen Schermhorn, who recently received a master's degree in English literature from New York University, is studying for her Ph.D. in English at the University of Minnesota, where she is serving as a teaching associate.

First Lt. Fred J. Reule has been assigned to Plattsburgh AFB, N.Y., for flying duty with the Strategic Air Command.

Stephen L. Diamond, who recently received an LL.B. degree from Syracuse Law School, has passed the New York State Bar examination.

Michael Boland, formerly a supply officer with the U.S. Customs Service, has been appointed assistant to the director of development at UR.

Kathleen L. Clark has been appointed counselor on admissions at UR.

Charles C. Corcoran, who recently received a master's degree from the State University of New York College at Buffalo, is a technical sales representative with the plastics and resins division of American Cyanamid Co., Ann Arbor, Mich.

J. Allen Gray has been named assistant treasurer of the James Johnston Insurance Agency, Rochester.

Mary Neuen Parry, who recently received a master's degree from Purdue University, is working in the Development Research Division of Educational Testing Service, Princeton, N.J.

Albert John Popp, Jr., has been awarded a Smith Kline & French Laboratories Foreign Fellowship from the Association of American Medical Colleges to broaden his clinical training. He will assist at a rural hospital in Benguet, the Philippines.

Marriages

Cathy Elston to Kenneth Falvo, Dec. 17; Mary Ellen Neun to Peter Parry, July 30; Ruth H. Lassow to Paul Barsolky, Aug. 12; Barbara Jesco to James Fallesen, Aug. 27.

Births

To Charles and Susan Parsons Corcoran, '65, a daughter, April 2, 1966; to Mr. and Mrs. Daniel Friedman, a son, Oct. 9.

1964

First Lt. Lawrence E. Root is acting base communications officer at Norton AFB, San Bernardino, Calif. His wife, the former Lynne Reilly, is executive secretary in the professional placement office of Aerospace Corp.

Mark L. Rose is working on his Ph. D. at New York University.

Jay Kugelman is teaching English in Greece.

Patrick E. Cook, who recently received his Ph.D. from the University of Texas, is intervening in clinical psychology at South Shore Mental Health Center, Quincy, Mass.

Robert Forster is playing a leading role in the Warner Bros. film of Carson McCuller's "Reflections in a Golden Eye" starring Elizabeth Taylor.

Sheng-tieh (Frank) Hsiao is a visiting assistant professor in the University of Colorado's economics department.

Lee Simon, G&'66G, has been appointed research associate at the Institute for Cancer Research, where he is doing research on bacterial viruses.

Bette Gross Silverblatt, who recently received her master's degree in French from Western Reserve University, is a teaching fellow at WRU, where she is completing coursework for a doctorate.

John Bumford, formerly a geologist with the U.S. Department of Agriculture's Soil Conservation Service, has completed work on his master's degree at the University of Nebraska. Now in the Army, he is taking basic training at Ft. Leonard Wood, Mo.

Marriages

Charles Privitera, Jr., to Linda Eustance in December; Darrow Wood to Judith Goldberg, Oct. 2; John McManus to Judith Decker, Dec. 30; Jeffrey Haight (G) to Andrea Kende in August.

1965

Susanne MacDonald Rose is an administrative resident at Beth Israel Hospital in New York City.

Alexander and Marjorie Gross Blass have received M.S. degrees from Western Reserve University.

Jill Rubenstein is studying for her Ph.D. in English at Johns Hopkins University.

Leonard F. Coleman (U), director of international services for Eastman Kodak Co.'s motion picture and education markets division, has become a sales and engineering representative for the division's midwestern region.

George Werner recently received his M.A. degree in history from Syracuse University.

Marriages

Susanne MacDonald to Mark Rose, '64, Sept. 3; Gene Walzer to Florence Menne, Nov. 26; Paul Wojciechowski to Susan Osinski, Nov. 26; Carol Conroy to David Begg, '64, Aug. 20; Bruce Feldman to Robin Braverman in August; John H. Burns to Mary P. Klee, Aug. 20; Dana Lim to Valdis Lacis, Jan. 7; Margaret Dudley to John Timothy Londergan, Dec. 29.

Births

To Robert, '63, and Ely Grenee Pelcyger, a daughter.

1966

Stewart Wolff and Jonathan B. Bins, both Peace Corps volunteers, have been assigned to Malawi, Central Africa.

Robert A. Thompson is a mechanical engineer at General Electric Research and Development Center, Schenectady.

Sybil Brewer Bregman has been appointed an instructor in the biology department at St. John Fisher College, Rochester.

Margaret Whealesey is serving with the Peace Corps as an English teacher in Korea's Kwang Ju high school for boys.

Kevin T. O'Reilly (G) is a mathematics instructor at Manhattan College.

Edward L. Kunz has been commissioned
Older officer in the U.S. Navy and is stationed at Washington, D.C.

John W. Beek is enrolled in General Electric Co.'s manufacturing training program, New York City.

Maryjane Saphir, who recently graduated from VISTA's training program, will spend a year working with the West Virginia Department of Mental Health, Charleston.

Howard A. Barnes, Jr., has been commissioned a second lieutenant in the U.S. Air Force. He will be stationed at Keesler AFB, Miss., for communications officer training.

Hubert P. Grunwald (G) is an assistant professor of physics at Union College.

Hugh Kilpatrick and Li Hsin Yung have joined the engineering and development department of Rohm and Haas Co.'s Bristol, Pa., plant.

James F. Fox has been appointed an instructor in the College of Business Administration at Niagara University.

Marriages. Lt. Robert Rivers to Penelope Zutes, Nov. 26; Dwight Sipler to Barbara Lou Putscher last June; Kathleen Vinc (G) to James Miles in December; Kenneth W. Johnston to Janet E. Wakeley, Dec. 28.

ESM Alumni Bergsma, Ward Honored

Two distinguished alumni of the Eastman School of Music—William Bergsma, '42, '43GE, and Robert Ward, '39E, have been elected to membership in the National Institute of Arts and Letters.

Ward, who won the 1962 Pulitizer Prize in music for his opera "The Crucible," this spring was named president of the North Carolina School of the Arts. (Another ESM alum, Louis A. Mennini, '47E, '47&'61GE, has been acting president of the School since the death of its former president last fall.)

Currently executive vice president of Galaxy Music Corp., from which he has been on leave while on a Guggenheim Fellowship, Ward will continue as a director of Galaxy.

Bergsma, who has been director of the University of Washington School of Music since 1963, formerly was associate dean of the Juilliard School of Music.

teacher in the Clifton, N.J., public schools, has been appointed assistant professor of music at Montclair State College.

Peter Mennin, '45E, '48GE, president of the Juilliard School of Music, has been elected treasurer of the National Institute of Arts and Letters.

Ward Woodbury, '45E, head of the music department and director of music at Rollins College, conducted the 32nd annual Bach Festival of Winter Park. Other alumni performing in the festival were Elaine Bonazzi Carrington, '51E, and Catharine Crozier Gleason, '36E&'41GE.

Thomas Beversdorf (GE), professor of music at Indiana University School of Music, has received an award from the American Society of Composers, Authors, and Publishers in recognition of his contributions as an American composer.

Florence Reynolds, '47E&'44GE, a faculty member at the University of Montana, recently presented a cello recital at the University. She is also first cellist with the Missoula Symphony Orchestra and a founding member of the Montana Siring Quartet.


Merlin Escott is orchestra director at Glenbard West High School, Wheaton, Ohio.


Henry John Brown, music director of the Milwaukee Symphony Orchestra, recently guest-conducted the Baltimore Symphony Orchestra in a children's concert.

Marya Sileska (GE), a faculty member at the City University of New York, recently gave a concert in New York's Town Hall.

Willis Stevens, '61GE, associate professor of piano at Southern Illinois University, appeared recently in a recital at Lindenwood College.

Eastman School of Music

1934 George Wilson, associate professor of music at Indiana University, recently gave an organ concert at St. John's Cathedral, Denver.

1935 William A. Campbell, formerly head of the music department at Cornell University, is chairman of the music department at Oregon State University.

James Sykes (GE), concert pianist, educator and former chairman of the music department of Dartmouth College, was featured in a concert by the Music Teachers Council of New Rochelle, N.Y.

Kavel Banai, '53GE, a faculty member at the University of Kansas, recently was guest violinist with the Waterloo Symphony.

1936 Arthur Whitemore (GE) and Jack Lowe, '38E&'39GE, the eminent duo-piano team, recently appeared with the Meriden (Conn.) Music Association, the Mobile Symphony, the York Symphony Orchestra, and the San Antonio Symphony.

Catharine Crozier Gleason, '41GE, organist, headlined the annual Davidson College Sacred Music Convocation last fall.

Ruth Gill Kizer is conducting a classical music course for the Grosse Pointe (Mich.) Central Library.

1937 David L. Strickler (GE), professor of music at Albion College, received a grant from the Great Lakes Colleges Association to aid in the production of an opera, "Lillib," which was premiered by the Albion Choral Society and the Albion College Orchestra in February.

1938 George E. Leedham, formerly of Kansas State University, has been appointed associate professor of music at Ball State University.

Edward Babcock has retired from teaching after 41 years. He resides in Corning, N.Y. Vola O'Connor Jacobs, pianist, recently performed in a sonata recital at Shorter College, Rome, Ga.

1939 Dorothy Hickok is the author of an article, "Getting the Look and Feel of Music," which appeared recently in The Instructor.

Helen Mils Jenks, executive director of the Metropolitan Syracuse Council of Arts and Sciences, has been named one of 11 women of achievement in Syracuse for her contribution to the arts.

1940 Ulysses Kay's (GE) "Serenade for Orchestra Hall" was recently premiered by the Chicago Symphony Orchestra. His "Umbran Scene" was given its first performance by the Rochester Philharmonic this season.

1941 Mari Taniguchi '61GE, associate professor of music at Lawrence University, was a soloist in a recent presentation of Handel's "Messiah" by the Lawrence Choral Society and Symphony Orchestra.

Charles M. Fisher (GE), head of the music department of MacMurray College, has become choir director of Centenary Methodist Church, Jacksonville, Ill.

Joseph Bein, '48GE, associate professor of music at Miami University (Ohio), guest-conducted the Miami University Symphony Orchestra in a recent faculty concert.

1942 H. Creech Reynolds (GE) is chairman of the music department at Montana State College.

Robert Baustian, '48GE, has become professor of conducting and conductor of the Oberlin College orchestra.

Eugene J. Cunningham, '48GE, is now associate supervisor of music education in the New York State Education Department.

Earnest Harrison, '46GE, has become associate professor in Louisiana State University's School of Music.

William P. Huaker, musical director of the New York State Symphony Orchestra, recently presented a piano recital for the Tioga County Historical Society.

Walter Hagen, formerly the principal conductor of the American Ballet Theatre, recently conducted the orchestra of the City Center Joffrey Ballet in Richmond, Va.

1943 Angela Decarne Robinson, instructor in music at New England College, is assisting in the formation of a New England College Symphony Orchestra and a New England College Choral Society.

1944 Thomas Wilt, '48GE, formerly a
Paul Freeman Wins Mitropoulos, Spoleto Awards

Conductor Paul Freeman, '56E, '58&'63GE, carried off two major awards last winter: the $2,500 second prize in the Mitropoulos International Music Competition and the coveted Spoleto Fellowship, traditionally awarded to one of the first four prize-winners in the Competition.

As winner of the Spoleto Fellowship, Freeman will serve as assistant conductor this summer and as guest conductor in 1968 at the prestigious Festival of Two Worlds at Spoleto, Italy.

On his return to San Francisco, where he is director of the Community Music Center, Freeman was greeted by invitations to open the city's Stern Grove Series in June and to conduct the San Francisco Symphony in March as a replacement for the ailing Belgian conductor Andre Cluytens.

Widely known in Europe, Freeman was one of two conductors chosen in 1965 to conduct the International Youth Orchestra in Berlin. In 1963 he made a concert tour of Poland under the auspices of the U. S. Department of State's Cultural Exchange Program.

A pupil of the late Pierre Monteux, he was a Fulbright Scholar in Berlin in 1957.

Frank M. Little, '53 (GE), director of the Midwest.

Louis Lane (GE), associate conductor of the Cleveland Orchestra, guest-conducted the San Diego Symphony this season.

1948 Parks Grant's (GE) "Poem for French Horn and Organ" was performed at the convention of the American Guild of Organists, and at Georgia State College's Annual Festival for Brass Music. He is a professor of music at the University of Mississippi.

Dorothy Happel recently appeared as guest soloist with the Male Glee Club of Yonkers.

Robert G. Groock, '50GE, professor of music at De Pauw University and a member of the faculty at the National Music Camp, Interlochen, Mich., has been named in Who's Who in the Midwest.

Jerome Landsman has become director of the University of Texas at El Paso's Symphony Orchestra.

1949 Alfred Monteleoun, '52GE, concert pianist and associate professor of piano at Southern Methodist University, recently recorded Howard Hanson's "Concerto for Piano and Orchestra" on the Mercury label.

Robert Marek, '58GE, of the music faculty of the University of South Dakota, has been named a judge for the 1967 Adult Non-Professional Composers Contest. Marek, a composer and violist, is a member of the Sioux City (Iowa) Symphony.

Lawrence Fisher, '50GE, Norman Paula, '51E&'56GE, Richard Skerlorg, '58GE, and David Winter, '54GE, members of the Lyric String Quartet, recently made their New York debut in Carnegie Recital Hall. The quartet, whose members are first chair performers in the Oklahoma City Symphony, was the first Oklahoma ensemble to perform in New York.

1950 Robert Glasgow, '51GE, has joined the Richard Torrence Concert Management, Chicago.

Clifton E. Norton, former manager of the San Antonio Symphony, has been named director of the Fine Arts Centre of the University of New York College at Fredonia.

Donald Johanos, '52GE, music director of the Dallas Symphony Orchestra, conducted the St. Louis Symphony in its first concert of the season.

1951 Elaine Bonazzi Carrington, mezzo-soprano, sang the role of Judith in a recent presentation of Vivaldi's "Juditha Triumphans" in New York's Town Hall.

Lawrence C. Bakunas has opened a school of music in San Bernardino, Calif.

1952 Emmett M. Steele (GE), a faculty member at the Park Forest (Ill.) Conservatory and Homewood-Flossmoor high school, is listed in Who's Who in the Midwest.

Ira Lehn, '53GE, a member of the music faculty at the University of California at Santa Barbara, is principal cellist of the Santa Barbara Symphony Orchestra.

Oscar McCallough (GE), a baritone who is assistant professor of music at Hollins College, recently appeared in concerts at Frostburg (Md.) State College and Roanoke College.

Joan Mey and William Fleck, '62GE, were soloists in the Hudson Valley Philharmonic's performance of Haydn's "Creation."

Edgar Summerrin (GE), jazz musician and composer, recently presented a program of contemporary religious music at the First Methodist Church in Beacon, N.Y.

1953 Billye Owen's (GE) new publications include Swinging for Piano (Contemporary Collection Book II) and Trio for Violin, Cello and Piano.

Robert Stangeland (GE) has been appointed chairman of the piano division at the University of Alberta, Canada.

Ronald Ondrejka, '48GE, professor of music at the University of California at Santa Barbara, recently conducted the Milwaukee Symphony Orchestra.

James A. Bloy (GE), associate professor of music at Maryville College, has become organist and choirmaster at Episcopal Church of the Ascension, Knoxville, Tenn.

George F. Cobe, '50U&'65GE, has joined the chemistry department of Central State University, Wilberforce, Ohio.

1954 Norman Stafford (GE) is associate professor of music at Southern Connecticut State College.

Daniel W. Winter (GE) appeared in a recital of contemporary music at New York's Carnegie Recital Hall this season.

1955 Leonard Moses has been named head of the music department at the Greenbelt (Md.) School.

Patricia Propis Will, '57GE, a part-time faculty member at Duchesne College of the Sacred Heart, Omaha, Neb., will present a piano concert in the College's summer series.

1956 Donn Mills (GE), director of orchestral activities at the University of Oklahoma, has been named associate conductor of the Oklahoma City Symphony Orchestra. Mills, who will retain his post at Oklahoma, will have responsibilities for special concerts throughout the state.

Raymond Mech (GE) is coordinator of vocal music for the public schools of Sea- ford, Long Island.

David Burge's (GE) recent series of recitals (with Cathy Berberian) at Carnegie Recital Hall drew high praise from The New York Times, whose reviewer hailed him as "a pianist with great power, steel-trap exactness of rhythm and an immense variety of weights and colors."

Of Burge's initial recital, in which he gave the first performance of his own composition "Eclipse II," the Times said: "His program of mostly avant-garde works was a lesson in how this music ought to be played.

He is an intelligent performer as well as an agile one, a real brain—as he would have to be to memorize a program as difficult as the one he offered. A good deal of the music called for Mr. Burge to play directly on the
strings, in various ways, submerged in the piano as it were, where accuracy and control of touch at high speeds are about as difficult as playing ordinary piano under water. . . He is not merely a pianistic acrobat, but a concentrated musician who projects the total concept of everything he plays, in addition to a determination to fulfill the concept in every detail.

A. Oscar Haugland (GE) has returned to Northern Illinois University, where he is professor of music, after spending a semester of study in the Scandinavian countries. His “Sing Unto The Lord A New Song,” commissioned by the Wesley Foundation, was recently recorded.


1958 Charles F. Batch (GE) has joined the faculty of the East Carolina College School of Music.

John W. Peightel, ’60GE, will be district music chairman for the North Syracuse Central Schools next year.

Lawrence Hart (GE) has been appointed professor and dean of the University of North Carolina’s School of Music.

Harry R. Valantine, musical director of the New Jersey Chorale, has been appointed chairman of teacher education at the New York College of Music.

William Godley (GE) has become assistant professor of music at Rosary College, River Forest, Ill.

1959 David Dalton, ’61GE, is principal violist of the Mobile Symphony and a member of the University of South Alabama resident string quartet.

Donald K. Smith, band director in the Tuscarawas Valley School District, Zanesville, Ohio, has received a master of music education degree from Vandercook College of Music.

1960 Allen Omnes (GE) is concert master of the Tri-City Symphony Orchestra.

Ellen Taylor Malloy directs the Protestant Choir and teaches in Kodiak, Alaska.

David Renner, ’65GE, has been promoted to assistant professor of piano at Michigan State University.

1961 Larry Palmer, GEA’63GE, professor of music at the Norfolk Division of Virginia State College, recently presented a harpsichord recital at the College of William and Mary.

Eugene Narmour, ’62GE, has been promoted to assistant professor at East Carolina College’s School of Music.

Arthur L. Cohrs (GE) is an instructor in piano and music theory at the University of Wisconsin Green Bay Center.

Peter Webster has joined the faculty of the West Hartford School of Music.

Marriages Sylvia Anderson to Matthias Kuntzsch in August.

1962 Carter Nice is head of the string department at the University of Oklahoma.

Diane Wehmer Gold recently gave a recital of contemporary flute music at Pennsylvania State University.

Edward Bostley has become instrumental music instructor at the Clyde-Savannah (N.Y.) Central School.

Constance Knox Carroll (GE), a faculty member at Wisconsin State University, recently gave a concert at Louisiana State University.

Joseph Fennimore, pianist, recently performed at the Dayton (Ohio) Art Institute.

Marriages Sharon Sauer to Irving Kane, Oct. 15.

Births To Theodore and Martha Riley Miller, ’63N, a son, Nov. 29; to Lawson and Betty-Carol Gordon Singer, a son, Nov. 12.

1963 Donald Doig (GE), assistant professor of voice at Houghton (N.Y.) College, has become choir director for the United Church of Warsaw, N.Y.

Sylvia Khatchadourian, ’65GE, appeared recently with the Virginia Symphony Orchestra Guild.

Jane Brown (GE) is second violinst with the Phoenix Symphony.

1964 Carole Oncavage has joined the horn section of the Hudson Valley Philharmonic and is teaching music in the Newburgh (N.Y.) school system.

Linda Van Sickle has received a master’s degree from Western Reserve University.

Thomas Caldwell is studying Russian and German at the Sprachinstitut in Munich. Helene Triantafillou, who previously taught instrumental music in the Kenmore (N.Y.) public school system, has joined the music faculty of the State University of New York at Buffalo.


1966 Joanne Hill (GE) and Joyce Castle (GE) were featured soloists in a recent performance of Handel’s “Messiah” with the Corning Philharmonic Orchestra.

Rick Posner heads the second violin section in the Chamber Symphony of Philadelphia.

Judith Werthner has become orchestra conductor for the Cooper Beach Middle School, and instrument teacher for the Lake­land public schools, Mohegan Lake, N.Y.


‘66 Alum Wins Mozart Contest

Steven Smith (GE) won the 1966 Mozart Concerto competition in Salzburg for his performance of the C Minor Concerto (K.491). The 1965 Mozart contest also was won by an Eastman School alum: Sharon Hiller, ’64E&’66GE. Both are former students of Prof. Cecil Genhart, chairman of Eastman’s piano department.

Steve is in Salzburg this year on a Fulbright Scholarship (as is Sharon, who also held a Fulbright last year). As winner of the Mozart competition, he performed in January with the Akademieorchester.

Medical and Dental School

1932 Dr. Walter C. Rogers, a gynecologist, recently completed a tour of duty with the hospital ship S. S. HOPE.

1937 Dr. John Oliver has been appointed medical director of the Benedictine Hospital, Saugerties, N.Y.

Dr. Monroe Romansky, professor and chairman of the Department of Medicine at George Washington University, has received the University of Maine General Association’s Career Award.

1938 Col. Quinino J. Serenati is commander of the U. S. Air Force Hospital at Sheppard (Tex.) Technical Training Center.

1939 Dr. Mary S. Calderone, executive director of the Sex Information and Education Council of the U. S., was the keynote speaker at the annual conference of the New York State Association for Health, Physical Education and Recreation.

Dr. Joseph F. Volker, ’38&’41GM, vice president and director of the University of Alabama Medical Center, has received the “Distinguished Alumni of the Year” award of the Indiana University School of Dentistry Alumni Association.

1940 Dr. Frederic C. Moll, ’37, has been named chief of staff at the Children’s Orthopedic Hospital, Seattle, Wash.

1943 Dr. Eddy D. Palmer is clinical professor in gastroenterology at the New Jersey College of Medicine and Dentistry.

1944 Dr. John J. Butler, director of medical affairs for the Catholic Medical Center of Brooklyn, is working on the development of “storefront clinics” which are designed to provide medical and social services for the borough’s needy families.

Dr. Henry Clark, formerly administrator of the division of health affairs at the University of North Carolina, has become program coordinator of the Connecticut Regional Medical Program and a visiting professor at Yale and Connecticut universities.

1945 Dr. Richard Meltzer, associate professor of pediatrics at UR, spent last summer in Hawaii as a volunteer at the Hospital Albert Schweitzer at Deschapelles.

1946 Dr. F. Miles Skalicky, ’44, formerly professor of surgery at the University of Iowa, has been named to the newly created
Three Medical Alumni Fight Smallpox

The worldwide eradication of smallpox within ten years is the not inconsiderable goal of three UR alumni: Dr. Donald A. Henderson, '54M, head of the World Health Organization's smallpox program; Dr. Stanley O. Foster, '60M, medical officer and chief technical advisor on smallpox for Nigeria; and Dr. Deane L. Hutchins, '54M, who is serving in a similar capacity in the northern part of Nigeria.

Dr. Henderson, who is based in Geneva, Switzerland, was associated with the U.S. Public Health Service from 1955 until his recent appointment as head of WHO's worldwide smallpox program. He received the Service's Commendation Medal in 1963 and a Superior Service Unit Award from the Department of Health, Education and Welfare in 1964.

Shackelford professorship of neurosurgery and neuroanatomy at the University of Nebraska. He also was appointed to the Neurological Research Training Committee of the U.S. Department of Health, Education and Welfare.

1949 Dr. Alfred Reisch, chief of the surgery branch of the National Cancer Institute, attended the ninth International Cancer Congress in Tokyo.

1951 Dr. John Kanwisher, '47, a senior scientist at the Woods Hole (Mass.) Oceanographic Institute and member of the M.I.T. faculty, spent last winter in South Africa studying the physiology of ostriches. The project was supported by the National Science Foundation.

Dr. Norman J. Ashenburg, '38, '40GM, an Eastman Kodak Company physician, was featured recently in a Rochester Times-Union Salute for his fight against air pollution. Dr. Ashenburg also is assistant director of alumni relations and clinical assistant professor of medicine at UR.

1952 Dr. Isadore Levine (MR), formerly associate medical director of UR's Strong Memorial Hospital, has become deputy director of Montefiore Hospital and Medical Center in New York City.

1953 Dr. John L. Farrell is practicing medicine in Webster, N.Y.

Dr. E. Stuart McCleary has been appointed assistant medical director at Connecticut General Life Insurance Co., Hartford.

1954 Dr. Kenneth C. Richmond, formerly of the surgery faculty at the University of Miami School of Medicine, is practicing medicine in McMinnville, Tenn.

1957 Dr. Joseph Potter (GM), formerly of Babies and Children's Hospital in Cleveland, has joined the Children's Hospital in Akron, Ohio, as director of biochemistry. Dr. William D. Mayer, associate dean of the School of Medicine at the University of Missouri, has been appointed dean of the school and director of the University Medical Center.

1959 Dr. Robert Demuth is practicing plastic and reconstructive surgery and surgery of the hand in Erie, Pa.

Dr. A. Lawrence Rose is practicing ophthalmology in Port Jefferson, N.Y.


1962 Births To Dr. and Mrs. Alexander Strasser, a son, Jan. 15.

1964 Gregory J. Barone (GM) has joined the faculty of Oregon State University's x-ray science and engineering department on an internship from the U. S. Public Health Service.

Dr. Michael Freshman (GM) is serving a tour of duty on the hospital ship S. S. HOPE in Colombia. His wife, the former Monique Mann, '65GM, is on the faculty of Stanford University School of Medicine.

1966 Marriages Dr. Philip Volastro to Lois MacKie in December; H. Bruce Bos­mann to Maureen O'Pray, Oct. 29.

1929 Mary Jane Kirk has retired from the New York Hospital of Cornell Medical Center.

1946 Josephine Kelly Craytor, '60G, as­sociate professor of nursing at UR, recently was invited to participate in the Conference on Research in Nursing sponsored by the American Nurses Association in Seattle and the Cancer Conference for Nurses sponsored by the University of Wisconsin.

1954 Dorothy A. Taylor has been ap­pointed instructor in medical-surgical nurs­ing at Boston University.

Nursing

1929 Mary Jane Kirk has retired from the New York Hospital of Cornell Medical Center.

1946 Josephine Kelly Craytor, '60G, as­sociate professor of nursing at UR, recently was invited to participate in the Conference on Research in Nursing sponsored by the American Nurses Association in Seattle and the Cancer Conference for Nurses spon­sored by the University of Wisconsin.

1954 Dorothy A. Taylor has been ap­pointed instructor in medical-surgical nurs­ing at Boston University.


1957 Mary Hogue Rose, '56, has been ap­pointed secretary of the Chenango Chapter of the Central New York Heart Assn.

Mary Women's article "Study of the Use of Films as Self-Instructional Tools" ap­peared recently in Nursing Research.


1961 Carol J. Cullison and Beverly De Anon­tonis, '62N, assistant instructor in staff development at UR, are serving aboard the hospital ship S. S. HOPE in Colombia. Miss Cullison served on HOPE's voyage to Nicaragua last year.

1962 Births To Richard and Carole Shanek Ryan, a daughter, July 3; to Gordon and Susan Adams Brown, a son, April 4.

1963 Carol Cavenny and Elinor Karlson have been commissioned first lieutenants in the U. S. Air Force.

1966 Doris Fina is a registered nurse at Children's Hospital, Boston.

Julia Zartman and Judith Hornor are serv­ing with the Army Nurse Corps in Viet Nam.

IN MEMORIAM

Herman M. Cohn, '07, Nov. 28, Rochester. He was an honorary trustee of the University.

George Van Ingen, '95, Jan. 24, Rochester.

Clark D. Twining, '59, Dec. 31, Batavia.


Elon G. Gaiswa, '98&'01G, Aug. 25, San Jose, Calif.


Rutherford, N.J.

Mary DeLand, '02, Jan. 28, Fairport.

Thomas C. Disbrow, '04, Apr. 9, Rochester.

Lloyd R. Kueklaed, '08, Sept. 29, Henrietta.

Mary Lane Brewer, '08, May 8, Webster.

Federic Muschelerie, '09, Jan. 20, Los Angeles.

Kath R. Chase, '09, Feb. 9, Rochester.


Rev. Arthur Pierce, '10, Dec. 6, Newark, Del.

George T. Haskell, '11, Nov. 9, Rochester.


Ethel M. Brunsved, '21, Dec. 20, Baton．


Lewis Michelsen, '29, Nov. 1, Rochester.

Vera Casarette Forster, '30, Aug. 20, Fairport.

Florence Bradley, '30E, Sept. 15, Lyme, N.H.

Dr. Ray Libel, '31M, Dec. 24, Canton, Ohio.

Diana Dunhsbee Oenhammer, '32E, Oct. 15, Buffalo.

David Lawton, '33, Nov. 22, Washington, D.C.


Mildred L. Eubanks, '35, Oct. 27, Geneseo.

Fred Perrin, '36G, Aug. 28.

Paul B. Beckhelson, '37G&'49G, Nov. 6, Cedar Rapids, Iowa.


Dr. F. Ellis Kelsey, '39G, Nov. 16, Washington, D.C.

Neal Warrington, '40G&'48G, Nov. 5, Rochester.


Michael A. Faltzoe, '44, Jan. 25, Rome, Italy.


Jane Sumer Olcott, '48, Aug. 5, Greece.

Viola A. Daugherty, '50G, May 1, Rochester.

Helen Kondolf, '51, Feb. 5, Rochester.

Dr. R. Schmidt Swett, '53M, Jan. 18.

Dr. Solomon Resnick, '53M, Sept. 3.

Robert Nagel, '56, Jan. 8, Sepulveda, Calif.


Julia Budyansky, '65N, Nov. 17, Rochester.

As part of their senior-year curriculum, College of Education undergraduates supplement their campus studies with on-the-job experience in area schools. Hazel Kroesser currently is teaching in the inner city.

When Hazel Lifton Kroesser, '67, graduates this spring, she hopes to teach in a city school. Hazel is one of a growing number of students in UR's College of Education whose professional sights are set on service in an urban school.

To gain some first-hand experience in such a setting, Hazel requested—and got—a student teaching assignment in a city school. As a cadet teacher in Rochester's School 27, she is spending eight weeks this semester in a class of 26 lively seventh graders who variously challenge, amaze, puzzle, and delight her.

She's not completely on her own, of course; she teaches under the supervision of Joseph Barone, the group's "regular" teacher. Part of the time the two work as a team; part of the time Hazel is in full charge. Once a week she treks back to the campus for a seminar and an opportunity to consult with her faculty adviser.

Hazel's schedule is extra-busy: she's Mrs. F. William Kroesser, wife of a UR graduate student who's en route to a Ph.D. in chemical engineering; nevertheless, she finds time for some extra-curricular stints—coaching a group of fledgling cheerleaders from "her" class, for example.

Recently, as part of a unit on psychology, Hazel brought her pupils to the River Campus, where Dr. John N. Boitano of the Center for Brain Research presented a film and lecture on the brain. Although the subject-matter was definitely not for the squeamish, the visitors took the "pickled" specimens of rat, sheep, and human brain very much in stride; nor did they quail noticeably (except for Hazel) at Dr. Boitano's film on the dissection of a rat brain. Back at school, they discussed their experience vigorously "and with an amazing degree of comprehension," Hazel reports.

Some highlights of the group's UR visit—and some typical moments in Hazel's tour of duty as their teacher—are shown on the next three pages.

* * *

For the College of Education's faculty, preparing students to teach in the inner city is one aspect of an increasing involvement in urban education. A discussion of the growing partnership between the College and the Rochester school system begins on Page 19.
Dr. John N. Boitano of UR's Center for Brain Research describes the workings of the brain to visiting seventh graders. Some react warily at first, later participate eagerly. "The class said Dr. Boitano was great—except for some of his corny jokes," Hazel reports.
"When we talked over our visit to the campus, I was amazed at how much the boys and girls remembered of the lecture and film, even the very technical parts," Hazel says. What most impressed the group? "The fact that Dr. Bottano said their brains were just about the same size as Einstein's!"
Hazel finds her class responsive, enthusiastic. She gives much credit to her supervising teacher, Joseph Barone ("he’s a wonderful person"). Barone in turn praises Hazel’s "warmth and real understanding" of children’s needs . . . predicts she’ll "be a success wherever she teaches."
CAMPUS DIALOGUE:

The University, the Schools, & the Urban Child

Should our schools and colleges get involved in the social problems of the inner city? If so, how far and how fast? To explore these and kindred topics, ROCHESTER REVIEW turned to Professor William A. Fullagar, dean of the College of Education; Herman Goldberg, superintendent of the Rochester City Schools, former UR lecturer, and holder of an honorary doctorate from Rochester; and Elliott Shapiro, director of a new City School District-UR project (the Center for Cooperative Action in Urban Education), senior lecturer at the College of Education, and subject of Nat Hentoff's widely discussed book, OUR CHILDREN ARE DYING. Parts of their two-hour taped dialogue follow.

Brown: A short time ago the news headlines about education were largely concerned with the new math, team teaching, teaching machines, and so forth. But today's headlines tend to focus on such matters as school integration, busing kids from the inner city to the suburbs, cultural enrichment for disadvantaged children, and other matters concerned with social and cultural aspects of education rather than with the school curriculum and teaching techniques. Many people question whether these are properly the concern of the schools and of a college of education.

Fullagar: I don't think we're de-emphasizing the curriculum. Instead, we have added to our attention to the curriculum a very necessary attention to the climate of the school—to the youngster, to the social setting of the school.

Now, about this question of whether schools should try to effect social change—certainly the new cooperation that has developed between the University and the Rochester school system in the last few years comes from the feeling that we in education must take some direct action. For example: After the Rochester riots in the summer of 1964, when the College of Education faculty came back to the campus, we spent several days thinking about what we, as a college of education interested in education of youth, were doing that was effective in trying to solve some of the terrible problems that American cities face. Our analysis showed that we were doing literally nothing. We had a long history of cooperation with the city school system, but it was no different from our cooperation with suburban school systems.

What we have been trying to do since then is to find ways to be more effective in our relationships with an urban school system, specifically, that in Rochester. That's why we've been working with the city school system to set up the Center for Cooperative Action in Urban Education, of which Dr. Shapiro here is the first director. The aim of the Center is to improve the educational opportunities of city children through a variety of approaches, many of which are new—and some are distinctly controversial. I don't know whether what we're doing is different from what's going on in other places around the country.

Shapiro: The very fact that the Rochester school system and the University have set up the Center for Cooperative Action indicates that both institutions want to break new ground. What's more, neither of you as individuals and neither of your institutions seem to shy away from the
fact that every segment of the community ought to be involved in the activities of such a Center.

A major source of tension in New York City has been the fact that the school system has been afraid of its neighborhoods, especially those of the poor, and so it has failed to take people from these neighborhoods into conferences that would develop a common understanding of the aspirations of the school and of the neighborhood residents. These aspirations, incidentally, are much more similar than they are disparate.

What it amounts to is this: In Rochester, the school system is willing to move into the entire community; it wants to be a spokesman for a common enterprise, a common destiny, in which we are all interwoven.

Brown: Why do you emphasize urban education?

Goldberg: Because more than 45 per cent of the children in America today attend schools in urban districts. And the percentage is going up. Although suburbia is increasing, metropolitan regions, too, are developing, and in places like Dade County, Florida, and Nashville, Tennessee, urban and non-urban school districts have combined to form a metro-school system.

Shapiro: Of course, the urban school district has no monopoly on problems. A rural district, too, has problems; it has its alienated children—children who reject the educational environment and who need special attention. But because of the tremendous concentration of population in the cities, your greatest problems are there—and these problems interact with other social problems in a way that makes them much more visible. We could, of course, re-distribute the whole population evenly on a per-square-mile basis and the problems would disappear from view—but they wouldn't really disappear.

Fullagar: Elliott, to what extent are we succeeding in involving the Rochester community in attacking the problems of urban education?

Shapiro: Well, the summer before I came to Rochester, the Center for Cooperative Action sponsored a community resources workshop that included quite a broad spectrum of the community.

Fullagar: Yes, there were about forty people from industries, public and parochial school systems, the University, and various agencies who spent about five weeks on campus looking at this whole matter of how a community musters its resources to improve urban education. And this year seven people who attended that workshop have been working full-time at the Center in helping to plan its future program.

Shapiro: We want to keep up this conversation with a broad spectrum of the community—and we want to widen it. For example, we're trying to bring in the opinions of residents in various neighborhoods through liaison people who can provide a meaningful channel of communication between the neighborhood and the school.

Fullagar: Some of the Center's proposed activities seem pretty controversial, Elliott—like the Home Enrollment Plan, in which you want to take children from birth, as I understand it, and do something or other with them. Is this part of the cradle-to-the-grave philosophy we sometimes hear about?

Shapiro: If you mean that people ought to have some chance to have their needs met from the cradle to the grave (and even before the cradle—maybe from conception on), it seems to me that's fair enough. All we propose is to assist certain parents, entirely at their volition, by suggesting (or providing, if the parents can't afford them) appropriate educational materials for the preschool child—perhaps a record player and some records, or inexpensive books. We might also provide some indication of how one reads stories to children without making the stories a chore to the child. And through this kind of program it may be that for the first time in the history of this country—perhaps in the history of the world—very, very poor children will be given an equality of educational opportunity very, very early in life.

Goldberg: Many of the adverse reactions to the proposed Home Enrollment Program are similar to those I received some years ago when I suggested that there would be great advantage in working with groups of parents and pre-school children.

Fullagar: One of our problems may be this: Historically, the American school has dealt with children in certain age brackets and has dealt with them in a certain way. And we have left it to other agencies—or to no one—to do certain other things. Some of the uneasiness about the entry of schools into these new activities may be due to the fact that we are, in a sense, going against our history.

Goldberg: That may be true, but I think it's what society is asking us to do.

Fullagar: I wonder if society is, or if the schools, recognizing the vacuum, are trying to fill it.

Goldberg: I think both are commendable. If society feels confidence in the school system, if it's looking to us to provide help—that's good. If the school system recognizes a void and is reaching out to help fill it—that's good.

Fullagar: But our critics say that we can't be all things to all people, that we should more sharply define our focus and concentrate accordingly.
Shapiro: I wonder if we are all things to all people. Maybe we’re just teachers who are extending the chronology of teaching. Educators today are showing a growing concern about where education begins and stops. At the turn of the century, for example, very few people went beyond the sixth or eighth grade. Then there was a gradual recognition that modern civilization requires more educated people, and education gradually has become more extensive at the upper levels. Now we are suggesting that it should become more extensive at the other end, chronologically speaking.

There’s one other factor: Although programs like the proposed Home Enrollment Plan aren’t exclusively for the poor, a certain proportion of poor people will be included, and what is important is this: The poor—especially the Negro poor—often feel they are alone; thus, the involvement of people from the larger community in the education of the poor will indicate that the larger society, mainly the white society, is not closed to the Negro poor. And when the larger society becomes involved on behalf of the children of the poor, the aspirations of the mothers of such children come alive—and as those aspirations come alive, we begin to see an increase in the motivation for education in the classroom.

Goldberg: Well, as a superintendent of schools who is responsible for the budgetary resources necessary to accomplish all these things, I have to speak my piece. I can appreciate Elliott’s viewpoint on the importance of making the parents in the poor neighborhood and the children of the poor feel that the larger community is interested. And I can appreciate your feelings, Bill; I know that college and university people traditionally have warned school people not to bite off more than they can chew. That’s why schools shouldn’t have to go through recurring periods of frantic scrambling for funds and space. If pre-school programs, for example, are considered important, they should be funded on a substantial and enduring basis. And if constitutional tax limits prohibit such support, we ought to do something—like establishing a pre-school authority similar to the tunnel authorities, bridge authorities, and water authorities through which communities obtain funds beyond their constitutional limits. This is as important to America as having good roads—because if kids are going to travel on a good road through life (pardon my metaphor), the funds for this proper route are as important as the concrete for our superhighways.

Fullagar: Does the need for pre-school education exist only in the city slum?

Shapiro: I think it exists in every geographical area, urban and rural, and in every economic area, too. You know, some of the wealthiest children may be separated from education in their early years because they are cared for by governesses, maids, and baby-sitters of one kind or another.

Goldberg: We must remember, too, that because of TV, today’s pre-kindergarten youngsters are exposed to language, to ideas, to world events far beyond the kinds of exposure we had in our youth. And so we may need to re-define, say, the age for starting to teach children to read. In our current work on methods of teaching reading, we frequently hear the questions “How does a child grow?” and “Do children grow differently now from the way they did two decades ago?”

There’s another factor: More and more, we see publications—written by authors who are without full credentials or whose motive is commercial rather than instructional—that are pushing parents to teach very young children how to read.

Now, maybe the right age is somewhere between the classic idea—you know, that a child can’t begin to read until the second semester of his first year in school when he’s six-and-a-half!—and these newly fashionable ideas of teaching two- and three-year-olds to read. Maybe we need to re-focus our ideas; after all, we’ve been looking at old textbooks and old reports to support our theories...
on the proper age to begin reading. Have things changed? This might well provide a new focus for the College of Education’s “methods courses.”

Shapiro: Equally important, programs like Head Start in themselves are producing changes. After all, Head Start is basically a pre-school program that offers a higher-than-usual ratio of adults to children. Now, that kind of approach may automatically and necessarily begin to change teaching methods as well as those relationships that begin in the classroom. Indeed, if classroom methods don’t change, then Head Start does harm instead of good. Why? Because those children who have been in a more personalized relationship in the Head Start program don’t know what to do in the less personalized, traditional classroom relationship of one teacher to about 30 children.

Goldberg: Elliott, I’ve heard you say there’s no need for a teacher to assign coat-hooks in a classroom wardrobe or to learn how to line up the kids if she has a class of 15 pupils.

Shapiro: That’s right. Many of what we consider necessary classroom routines are necessary only because class sizes are much too large. If there are only 15 to 18 children in the classroom, or if the teacher is assisted by another teacher and perhaps by two parents, the teacher doesn’t have to line the children up each morning and say, “Row one goes to the wardrobe, row two goes to the wardrobe,” or “The boys will go to the wardrobe through the back of the room and the girls will go through the front of the room” and so on.

What we think of as fine procedures that have been developed—perhaps in colleges of education—may well be based on the assumption that there was something wrong in the basic classroom environment and that we had to cope with what was wrong. I’m suggesting that if less is wrong with the basic environment, we can give up some of our coping devices and we may be able to teach children the way they ought to be taught!

Fullagar: I’d like to think, Elliott, that you’ve dipped way back into history or into New York City for your classroom illustration—that we don’t do anything like that in our professional courses here.

Shapiro: Wanna bet?

Fullagar: Well, not the coat-hooks, but I know what you mean! Classroom management or control devices often get in the way of educative devices; in fact, they’re sometimes mistaken for them.

Shapiro: Coming back to the Head Start experience—which is the only one of the newer school experiences that’s really been researched—there’s another point to consider. If a Head Start teacher uses methods that are more appropriate for a large class, Head Start does not provide a desirable experience. The reason is that such a teacher is developing routines; and in Head Start, she has more re-enforcements for the development of routines—she is now one teacher to 15 kids, and, in addition, she has an assistant teacher and two parents. So there are four persons who are developing routines!

Goldberg: What’s really being said is that a head start in a mile run is not as important as a head start in a 60-yard dash, which to me means that if the Head Start program is to the extent of youngsters’ school experiences, fine—but if the benefits don’t continue for the mile run, for the years in elementary school, it’s almost a false start.

Shapiro: Equally important, if the teacher has so much re-enforcement for the imposing of routine, she has re-enforcement for making children too passive and uncreative—and we don’t need more of that!

* * *

Fullagar: Back in the Thirties when we were going through what was called the centralization movement—when we were shutting down one-room school houses close to the farms, shutting down tiny high schools in adjacent towns, and building central schools—we went through a great controversy over moving youngsters from the school right down the road from home and getting them on a bus at 7:30 in the morning and busing them for an hour to the county seat with its big county high school. This controversy over busing eventually was resolved; in fact, in the last few decades people have taken pride in their central schools and have thought nothing of kissing their youngsters goodbye in the morning and not seeing them again until the bus dropped them off late in the afternoon, often after dark. I’m struck now by the renewal of the discussion over busing. This time it concerns the busing of youngsters either within the school system or between two school systems, and, of course, this new busing movement has to do with changing the mix of the student body in terms of economic background and other factors.

Goldberg: Our major cities—including Rochester—are right in the middle of this; in fact, some people have said that today’s superintendent of schools in Rochester (and I guess they mean in all cities) might better have come from a law school than from a college of education.

Fullagar: Or a bus company.

Goldberg: Yet all these remarks—’Are you a board of education or are you a board of integration?’ ‘Are you teachers or are you bus drivers?’—miss the point. Frankly, the purpose of a bus is to get a child to a better schooling experience, and we realize—or, at least, some of us realize—that a better schooling experience for Negro children includes an experience that has a goody number of white children in the same room.

What I’m trying to say is that the more often you can set up classrooms with a racial makeup more characteristic of the total student body in the city, the closer you come to reality. I think in Rochester we’ve had a nationwide breakthrough; indeed, when the U. S. Office of Education points to innovative procedures, it invariably includes the student transfer plan that started several years ago between Rochester and its suburbs—first, with the school district in West Irondequoit and later with summer transfer plans in some of our other suburbs.

Fullagar: You say the only reason to bus students is

(Continued on Page 26)
Trustee Named

Joining the board of trustees this spring is C. Peter McColough, president of Xerox Corporation. McColough is a member of the board of managers of the University's Memorial Art Gallery and serves on the Gallery's finance committee.

A native of Halifax, Nova Scotia, he holds the LL.B. degree from Dalhousie University Law School and the M.B.A. degree from Harvard Graduate School of Business Administration.

Among his many professional and civic activities, he is a trustee of Rochester Institute of Technology, St. John Fisher College, and Manhattanville College, and is a director of Lincoln Rochester Trust Company and the Community Chest of Rochester. Last year he was appointed by President Johnson to the United Service Organizations, Inc.

New Quarters for Visual Science Center

New facilities for the three-year-old Center for Visual Science opened recently, marking the beginning of an expanded program of teaching and research in that field at Rochester. The new quarters, on the fifth floor of Rush Rhees Library, include laboratories for graduate students, a seminar room, and office space.

Currently 14 faculty members and 20 graduate students, research associates, and post-doctoral fellows are participating in the Center's activities. One of several interdisciplinary units on campus, the Center has no full-time faculty of its own but draws upon participating members from departments whose activities include research in visual science—psychology, optics, physiology, brain research, electrical engineering, ophthalmology, and anatomy.

Three on Faculty Win NEH Grants

Two Rochester professors are among the recipients of the first fellowships awarded by the National Endowment for the Humanities and a third has received a National Endowment grant for research.

The newly named NEH Fellows are A. William Salomone, Wilson Professor of European History, who was one of only 57 scholars throughout the country to receive a Senior Fellowship for a year of study and writing; and Hendrik VanderWerf, assistant professor of music literature at the University's Eastman School of Music, who received one of 100 Fellowships for Younger Scholars.

Howard S. Merritt, professor of fine arts, was awarded an NEH grant to begin a catalogue of the paintings of Thomas Cole, nineteenth century American artist. (Merritt was the first art historian to identify a recently rediscovered painting as a famous lost work by Cole.)

UR Authors

Six River Campus professors have contributed major articles to the first philosophical encyclopedia ever produced in English, The Encyclopedia of Philosophy, which has just been published by Macmillan Co. and The Free Press. The UR contributors are Lewis Beck, Burbank Professor of Intellectual and Moral Philosophy and member of the editorial board of the Encyclopedia; William T. Bluhm, associate professor of political science; Jerome Stolnitz and Richard Taylor, professors of philosophy; Kurt Weinberg, professor of French and comparative literature; and Hayden V. White, professor of history.

Among other recent UR authors, Marcus Alexis, associate professor of business administration, is co-author, with Charles Wilson, of Organizational Decision Making, the latest in Prentice-Hall's Behavioral Sciences in Business Series.

Psychiatry at 20

Leaders in the field of psychiatry convened at the University recently for the First Rochester International Conference on Schizophrenia, which was held in conjunction with the twentieth anniversary of UR's Department of Psychiatry.

Widely recognized as a leader in the advanced training of psychiatrists, the Department, headed by Dr. John Romano, has pioneered in the develop-
By Jury

Dr. Racy, an associate professor of psychiatry at American University in Beirut, is a visiting assistant professor at UR. Among former residents in psychiatry who attended the Department of Psychiatry’s 20th anniversary program was Dr. John Racy (right), shown with Dr. John Romano, an associate professor of psychiatry at American University in Beirut, is a visiting assistant professor at UR.

Among former residents in psychiatry who attended the Department of Psychiatry’s 20th anniversary program was Dr. John Racy (right), shown with Dr. John Romano, an associate professor of psychiatry at American University in Beirut, is a visiting assistant professor at UR.

The meetings, which brought together some of the world’s leading authorities on schizophrenia, provided a forum for discussions on hereditary and biochemical studies, and a number of new approaches to research on the disease.

Homage to Milton

As part of the international observance of the 300th anniversary of Paradise Lost, the Department of English recently sponsored a national conference on “Milton and the Modern Mind.” Complementing the two-day series of lectures and discussions on Milton as poet and thinker was a campus production of Comus, believed to be the first at Rochester since the late Professor John R. Slater directed it early in the century.

Students Launch Campus Photo Project

The first photographic exhibit-and-sale in what is hoped will be a continuing program to establish a permanent photography collection on campus got under way this semester with a showing of prints by New York photographer Danny Lyon. Sponsors of the project—members of an ad hoc committee of the student Photographic Society—plan to show the works of several professional photographers each year and to purchase a number of their prints, eventually building up the University’s contemporary and historical collections. With the support of the Student Activities Office, the committee has purchased four of Lyon’s prints.

Vein of Ion

Among readers fortunate enough to be on its highly selective mailing list, ION—the Institute of Optics Newsletter—is “must” reading. Designed for specialists in optics and allied fields, it reports to colleagues, both on campus and elsewhere, on curricular and research developments at the Institute. Occasionally, a lighter note is sounded—for example, the article below. (Three clarifications: Albert Gold is an associate professor of optics at the Institute; he is a sailplane enthusiast; and the “10K” ante stands for 10 “Kilobucks,” or $10,000.)

OPTICS AND THE STOCK MARKET

The Institute of Optics, always doing its best to serve the needs of its students, announces the establishment of a new course called OPTICS AND THE STOCK MARKET. Lectures will be given by Professor Albert Gold. Topics to be covered include:

The Stock Market as a Stochastic Process

Profit Taking as a Mini-max Problem—The inadequacy of monotonically increasing functions as approximations to DJ (t)

Fitting the Dow-Jones Average with Orthogonal Functions

A Taylor’s Series Expansion of the Price of Taylor Instruments Puts, Takes, and Being Took

Coma Produced by Fluctuations in Iték

Approximation of the Xerox Function with Positive and Negative Exponentials, and Step Functions

Tax Loss Sales as Part of the Christmas Trade

Henry Green’s Function

Sailplane Navigation—For those who want to get away from it all

Professor Gold will lecture every afternoon in Room 457 from 3:30 until the market closes. There is no fee for the course, but each student is expected to put up 10K as an ante.

UR Selected for Guidance Institute

Because of its “unique and qualitatively sound” program of education for school counselors, the University has been chosen by the U. S. Office of Education as one of only nine institutions to conduct elementary school guidance institutes next year under the National Defense Education Act.

“Trial By Jury”

When campus productions of Albee, Ionesco and the like play to a full house, it’s not news. But Gilbert and Sullivan? That’s something else—and members of the UR Stagers troupe were prepared for a tepid reception when they performed “Trial By Jury” this semester.

To the surprise of everyone but sophomore Andrew Gallant—a longtime Gilbert and Sullivan fan and the instigator of the project—the production was a smash. In fact, the response to the three scheduled performances was so enthusiastic that an extra one was added at the last minute, and, strictly by word of mouth, filled Lower Strong Auditorium.
be interested in his students as well. He should regard them as individuals, care about their progress, and be willing to help them even with problems that are dull and routine to him. A professor should not expect every student to stimulate him; rather, he should try to inspire every student.

I hope that the majority of professors at the University of Rochester are still as interested in their students as I found them to be.

JOAN DURFEE KOEHLER, '53
South Portland, Me.

I have been to two colleges and one university and my husband has been to one of each; we also were at private secondary schools and receive a great many publications.

May I say that the Rochester Review, Winter 1967 issue was at least fifty times as good as any school publications we have ever received. I have lent it to parents, friends, and students until it is both worn out and clipped out.

Is it possible to obtain any more copies by theft, purchase, or gratitude? I would like to have five if possible. This should really be a must for college presidents, secondary school guidance teachers, prospective students, and parents of same. Congratulations on a fine issue.

PATRICIA GOULD JURGENSON, '46E
Rochester, N. Y.

It was very distressing to read Dr. Stevens' 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. * The opinions and attitudes are representative of so many who, despite their formal education and varied life experiences, have a pathetically superficial understanding of THE FACTS.

In attempting to equate the strivings of the black and white underprivileged, Dr. Stevens assumes that the two not only have similar problems, but can utilize similar methods to rise above their environments. Such a conclusion disregards completely the scope of the problems encountered by and imposed upon Negroes vs. the economic problems of the impoverished white American. Most assuredly, both groups project similar characteristics, but one cannot deny that once the underprivileged white American has disentangled himself from the web of poverty, he can begin to enjoy the wholesome benefits of life, whereas the black man attempting to do this must always strive to erase the stigma attached to his skin color.

The tragic implications of the conclusions drawn by Dr. Stevens are indicative of what Ralph Ellison (in an interview in Harpers Magazine) chooses to call "cultural deprivation" among the educated. It means basically that an individual is intellectually prepared to meet the demands of society but emotionally unprepared to face and comprehend the realities of the social problems of his society. For many, this type of deprivation is fostered by a lack of exposure to or lack of involvement in the social problems encountered by different groups in his society.

The insensitive and unrealistic comments made by Dr. Stevens are substantial evidence that "cultural deprivation" has no boundaries and that the solutions to many of our social problems require re-education for many of our "educated."

GENEVA MILLER, '68
Oak Ridge, Tenn.

I found Mark Battle's article in last summer's Review to be stimulating, articulate, and, so far as I can tell, accurate. Reading it made me proud to share his alma mater. I think the Review should reprint that piece every year until Mr. Battle writes another article on the same subject. If we are to understand and grapple with the slums, we must pay attention to those who know something about them.

I am often distressed by the self-righteous attitude of many who comment on the behavior of slum-dwellers. Most of us achieved our measure of success only with the considerable help of many relatives, teachers, and friends. Had we been raised in a ghetto we would likely have gotten less help, and we wouldn't have made it.

ROBERT PEELLE, '49
Waseca, Minn.

These photographs of three members of the Class of '74 may give a little comfort to us in these days of mini skirts and black leather coats. (The pictures were found among the effects of the Rev. Henry Harrison Hewitt by his daughter, Lucia Hewitt Lee, '10, of Minneapolis.) The only difference is that 95 years ago, they combed their hair and trimmed their whiskers and wore clean laundry—and drew admiring glances from the girls, even as today.

WILLIAM A. SEARLE, '06
Note: Pictured, left to right, are the Reverend Mr. Hewitt, Edwin Gayler Paine, and Wilson Faron Wakefield.
to put them into a better educational setup. Does this imply that the inner city schools which these youngsters would ordinarily attend are not as good as other schools in the city or suburbs?

Goldberg: Some people may draw that implication to meet their own preconceived ideas and to build up their own body of evidence—unconfirmed by data. Admittedly, there's a paucity of hard data on this. It's coming, however; there are two studies in the Rochester area that are giving us the first local data indicating that pupils in classes with a better racial mix achieve better, that white children are not harmed, and that the Negro child's ambition and his thrust for more education tend to be greater.

It is possible, of course, to have a very good teaching and learning situation in a class of all Negro children in a school that is 90 per cent or more Negro. But we believe you can have a better instructional program if there are Negro and white children in the same classroom. What happens is that access to information about the wider world is made available to both Negro and white children. This is what the urban transfer plan is all about. This is why the West Irondequoit school system, on its own initiative, said, in effect: "When we have a school district of 6,000 pupils and all but about six are white, we cannot possibly prepare our children for the 1970's and beyond; we must do something."

Now, we will still face large blocs of Negro people and some Negro leaders who will say that integration is not as important as strong compensatory programs of education. And they're right, in a sense, but not completely. I think that in the years ahead public education will speak for all the children of America just as it does now, and when the fog has cleared, I believe it will be proved that children's initiative goes up and that parents' acceptance of the wider world, Negro and white, is better when children can have this multi-racial experience.

Fullagar: Elliot, is Rochester's situation much different from that in Harlem?

Shapiro: I suspect the major difference is that in New York City, traveling from one ethnic area to another is more difficult than in Rochester.

"We want...to involve people who are not usually considered quite so expert; perhaps they're expert in poverty or in having been discriminated against."

—SHAPIRO

Now, in moving children away from the inner city, away from a minority group area, we are indicating to the children and their parents—and we have to stress this again and again—that the larger community is willing to say that all of us can intermingle. And in this intermingling, the parents of the poorest children begin to develop some hope. I think that if parents don't have hope, we are lost as far as educating their children is concerned.

The other factor is this: In an integrated experience, those who usually do not come into contact with other ethnic and racial and economic groups are learning, as Superintendent Goldberg pointed out, that a much wider world exists, and they are being prepared for living in a multi-racial world—which is absolutely necessary today.

* * *

Fullagar: We know that the purpose of Rochester's Center for Cooperative Action in Urban Education is to improve the educational opportunities of children in the city. Now, one of its projects is a "package" that you've chosen to call Project UNIQUE. This is an experimental program—

Shapiro: Yes, an experimental program with a certain style to it. The style comes from the fact that just about every aspect of the program is trying to promote dialogue—to extend the channels of communication that should exist among everybody in the Rochester area, including the suburbs.

For example, the whole idea of one project—our proposed World of Inquiry School—is to pull in all of Rochester's tremendous technical and cultural resources. In addition, we want also to involve people who are not usually considered quite so expert; perhaps they're expert in poverty or in having been discriminated against. It may be that as we involve these people, we will develop whole areas of curricular concern that haven't really been developed in school systems before. And in this development of dialogue, we should have some indication for the first time that members of the community are beginning to develop resources for maintaining and sustaining conversation with one another—with everyone in the community.

Fullagar: Experimental programs such as those we've been discussing obviously require special funds. And here's where the federal government comes in.

Shapiro: Yes, through Title III of the Elementary and Secondary Education Act of 1965. Title III, as somebody has said, is the cutting edge of education; it's involved in innovative, experimental activities in which we are trying to push forward the frontiers of education. Title I, on the other hand, involves compensatory services along traditional lines: funds for more school psychologists, more social workers, more remedial reading teachers, and so forth.

Of course, innovation often is expensive. In some ways it's similar to the tooling-up process in private industry. And I might note that if industry discovers that a tooling-up process is necessary, it doesn't hesitate to develop this process—even though it may be expensive—because it knows that eventually its product can be sold competitively. Now, as we begin to build pilot programs in education, we're engaging in a similar tooling-up. In doing so, we, too, recognize that our product will be improved—and in a sense this product is incomparably more valuable than that of industry because ours is the human product. Indeed, we think it's not too much to say that the high expenditures that will be necessary for our tooling-up are absolutely necessary for our survival.
Panelists note that new educational projects such as the federally supported Head Start program may change traditional classroom methods. Experimental programs currently are being designed by the Center for Cooperative Action in Urban Education, a joint College of Education-City School District undertaking.

Goldberg: Elliott, what advice could you give a superintendent of schools faced with the annual budget restrictions that come his way? Obviously, there are many desirable programs; now, how do we move from the realities of our budgetary limitations to the long-term realization of the benefits that can accrue to children through these experimental programs?

Shapiro: Superintendent Goldberg is very modest in offering that question to me; he knows the answer much better than I do.

Fullagar: He knows there isn't any answer!

Shapiro: Well, we're agreed that our first priority is the area of greatest need. It seems to me that the greatest need at this time is in teaching the entire community how to live in a multi-racial world and to develop compensatory practices for those children who have been most deprived by economic circumstances and by discrimination. It may well be that integration itself is a compensatory practice; I think we should consider it as such.

Moreover, as certain pilot programs are found worthwhile, we may be able to develop different or additional ways to subsidize them. I'm convinced that once we've uncovered something as valuable as the Head Start program or Rochester's Lighted Schoolhouse program, American ingenuity—and its good heart—will find ways to subsidize these programs.

Of course, there is always the necessity for compromise. However, I believe that compromise itself means that there has been change—otherwise there wouldn't be a necessity for compromise—and the change and the forward movement are a net gain, even though some gain may have been compromised away.

* * *

Fullagar: I must confess that I don't feel as confident now about the financing of new programs as I did a year or two ago when the federal government entered into education in an unprecedented way.

With our international commitments and obligations and with our need to give federal attention to housing, transportation, the water pollution crisis, and so forth, I believe we really cannot expect the federal government to give us strong, massive support on a continuing basis. Therefore, what I think we must do—and what I think is being done here in Rochester and hopefully throughout this region—is to develop not a patchwork approach to educational problems (which is what we have traditionally done, and which, by the way, federal funds have tended to encourage), but to develop a total plan for education in our region. Then we have to marshal all the forces we can and really work to get support from state and local funds. In other words, I think that in self-interest, industry and business and citizens-at-large are just going to have to be willing to sacrifice more to support these kinds of programs.

Goldberg: Eventually, the best parts of the various federal acts dealing with education may be fused into what I refer to as substantial and enduring aid, in which federal funds will be funneled into a more coordinated path for local use. Hopefully, such action would encourage more state aid, more local contributions, and private assistance as well, so that there would be a kind of re-grouping and melding of support for education. This will require great statesmanship on the part of all branches of government and of private groups, too.

Incidentally, that Community Resources Workshop held at the University was an example of private and public funding that might provide a pattern for a future "marriage" of federal, state, local and private money for education.

Fullagar: Yes, the Workshop's operational budget was supported by local business and industrial firms, and funds for the participants' expenses came from federal sources.

Of course, the College of Education is very much interested in the Center for Cooperative Action as a place where the whole community can get together to work on educational matters. More specifically, we are interested in several of the Center's projects that will get under way next year. One of these is an internship in urban education for carefully selected teachers who have not had experience in urban schools and for carefully selected college graduates who will be assigned to internships in such schools. We hope to work with these interns, and we hope that some of them will be students enrolled in the College of Education.

We're also interested in the "urban education major," in which a small group of experienced teachers will be given a carefully tailored master's degree program focusing on aspects of urban education.

Goldberg: I'd like top priority on the employment of such teachers. But I hope, too, that some teachers who take the urban education major at UR and elsewhere will be attracted to the suburbs—specifically, those suburbs in which they would be stimulated by the forward-looking approach taken by school boards and superintendents in inviting children from the inner city to join the suburban districts.

I might note that the Center and its demonstration school, hopefully with a wing for University of Rochester people connected with the Center, are to be located next to the new offices of the Board of Education in the extension of one of the city's urban renewal tracts.

Shapiro: This is probably the first time that a board of education has chosen to move its headquarters into an economically poor area. In fact, I suspect it's the first time in the history of this country that a board of education is saying to the inner city, in effect, "We want to provide ready access to conversation." This is daring and creative, and along with other parts of the program, may provide a beacon for the rest of the country.
In honor of the twentieth anniversary of the Department of Psychiatry

Alumni & Faculty
Donate Portrait of Dr. John Romano

Highlighting the recent festivities marking the twentieth anniversary of UR’s Department of Psychiatry (reported on Page 23) was the presentation of a portrait of Dr. John Romano, chairman of the Department since its founding. The portrait, by Aaron A. Shikler of New York City, will hang in Wing R, the psychiatric unit of the University Medical Center, which was built under Dr. Romano’s direction.