Cover Story:
The Idea of a University

The Disappearance of Left and Right

Mother Nature’s Mysterious Cover-Up
Page 16. The real skinny on your skin.
LETTERS TO THE EDITOR

The Review welcomes letters from readers and will print as many of them as space permits. Letters may be edited for brevity and clarity. Unsigned letters cannot be used, but names of the writers may be withheld on request.

Of ‘The’ I Sing

I turn to you for an answer to a question posed by disgruntled RIT spouses of UofR alumni at a recent informal reunion: Why the “the” in “the UofR”? According to Webster’s unabridged, use of the “the” indicates uniqueness, preeminence, a thing to be considered sui generis rather than an individual unit of a larger community.

Well, of course. But I would like to know that we didn’t designate ourselves as preeminent but rather that the accolade was thrust upon us. Hence the question to you: From whence the “the”? My own theory is that the “the” was initially used simply to facilitate speech, introducing the word “U” with an article, and that preeminence followed later, as a matter of course.

Wes Kobylak ’71
Tuscarora, New York

Rochester’s 1851 charter from the University of the State of New York refers to it as “a body politic and corporate by the name of the UNIVERSITY OF ROCHESTER,” indicating that “the” is not part of its official name.

Usage, however, seems to have decreed that any “University of Something” be referred to with a lower-case “the” before its name (the University of Chicago, the University of Michigan), while “Whatever University” (New York University, Emory University) generally is not. The “of” is what appears to make the difference, which may explain why it is “the UofR” to some alumni, and just plain “UR” to those who follow the current custom in Rochester nicknames.

Further thoughts on the matter, anyone? – Editor.

Mindless Boosterism?

In years past, my wife and I enjoyed following Rochester Review largely to keep up on the activities of old friends through the alumni notes, even if we found the bulk of the magazine pompous and self-serving. We recently began receiving the Review again after a gap of several years, and I must say that we find your change in style and format quite repellent. Your only nod to alumni is the “Milestones” section which has become shamelessly self-congratulatory for the University. We care much less about the career moves and honors of alumni than about real life events of old friends, like marriages and the births of children.

The rather “folksy” nature of the alumni notes in years past was almost the only saving grace of the Review. Now that the University appears to have appropriated this last small means of communicating with classmates for its own mindless boosterism, we feel less interested than ever in bothering to read Rochester Review.

Geoffrey Wittig, M.D. ’80
Dansville, New York

Mindless boosterism, eh? Actually, we put a great deal of thought into our boosterism, believing that alumni should have the opportunity to take pride in their alma mater and the accomplishments of their fellow alumni.

About the Class Notes: We wholeheartedly agree on their importance, and, as regular readers of University publications know, they are still very much alive and currently appearing in the alumni newsletter, Rochester ‘91. You will, however, soon find Class Notes restored to Rochester Review. Beginning with the next issue we will be expanding the magazine to combine the editorial functions of the Review and the alumni newsletter—Editor.

Variance on the Nixon Visit

My recollections of “The Nixon Visit” are at variance with those of Susan Hansen ’66 [Letters, Spring 1991].

Those who protested did not accomplish their primary aim, which was to deny a person with whom the protesters had fundamental political and philosophical differences the opportunity to speak at a University Commencement.

Regarding the issue of an honorary degree, the protests had no effect on this situation. At the height of the protests, President Wallis quietly announced that it was Mr. Nixon’s policy not to accept honorary degrees. This announcement took the protesters by surprise and ended the excitement.

Regarding the selection of the Commencement speaker, Ms. Hansen seems to imply that there was something unique in the selection of Mr. Nixon. This was not the case. The protest about method was really concerned with the general issue of administrative control of the University, which was so much a part of the faculty/administration confrontations of the ’60s.

The fact that Eugene Genovese was hired by the University years later has no bearing on “The Nixon Visit.” The University faculty in 1966 already had members of extremely divergent political views.

Steven B. Kosann ’69
New York City

More from the ‘Blue Ribbon Class’

“Prospective student” and wife at ’38 Commencement

I have been interested in the letters about Sylvan Levey Kornberg, a member of the “Blue Ribbon Class of ’38.” I was gratified that she was honored by your magazine for the exemplary scientific efforts she contributed in her lifetime. For several terms she and I worked on the Tower Times every week and put the paper to bed, carted the pasted make-up to the printer in downtown Rochester, and then proofread it. At that time Marjorie Taggart White ’38, Miriam Klonick Corrin ’37, and Harriet Van Horne ’40 (who later became world-famous in the newspaper world) were also on the staff. I was University of Rochester correspondent for the Rochester Times-Union, Harriet Van Horne did the same thing for the Democrat & Chronicle, and Susan B. Anthony II ’38, for the Hearst paper. Bill Beevey ’38, D&C correspondent for the Men’s Campus, later became a member of its staff. Needless to say, we all tried to scoop each other. “Those were the days,” as the popular song reminds us, and the 10 cents a line we received helped us with our college expenses.

Recently I was pleased to hear about the dedication of the Department of Economics William E. Dunkman Memorial (continued on page 41)
Features

The Disappearance of Left and Right
by Christopher Lasch
Who would have predicted 25 years ago that as the 20th century approached its end, it would be the left that would be everywhere in retreat? But, then, so is the right, argues this noted historian.

Is “Progress” Obsolete?
by Alvin P. Sanoff

The Idea of a University
by Thomas Fitzpatrick
How best to educate our undergraduates? It’s arguably the hottest debate at Rochester since Susan B. Anthony first proposed the admission of women.

Mother Nature’s Mysterious Cover-Up
by Kathleen Ferguson Chapman
We paint it, bruise it, burn it, pluck it, pierce it, tattoo, and otherwise abuse it. Is that any way to treat a bodily organ?

Fanfare for the Common Plant
by Denise Bolger Kovnat
The dandelion tradition at Rochester: It originated over a hundred years ago in Deacon Azariah Boody’s well-fertilized cow pasture.
Dead Writing Skills

In a year when so many numbers in the budget have looked gloomy, it is a pleasure to report the number of undergraduates who are studying Latin: a total of some 140 enrolled in the fall and spring semesters. Whatever the financial bottom line, I am assured that Rochester is accomplishing its educational mission.

One of our most successful undergraduate offerings has been the Certificate in Management Studies program in the College of Arts and Science. It gives our philosophers and classics majors an opportunity to learn the language of accounting and finance from faculty in the Simon School. Conversely, I think that the time has come to propose a Testimonium Linguae Latinae for the Simon School. Corporate recruiters should flock to the cause.

If there is one consistent complaint from the corporate world about college graduates, it is that a baccalaureate or a B-school degree doesn’t guarantee the ability to write English. Latin is the answer. (Well, also classical Greek.) The virtue of classical languages is that they are “dead.” What is not realized in the current malaise about writing is that literate, written English is also “dead.” A “dead” language is simply a language which is not currently spoken. So with written English.

Is written (non-spoken) English really dead? Anecdotal proof: In a recent speech I happened to use the word “obdurate.” After the talk, I was approached by a member of the audience.

“You used the word ‘obdurate’!”
“Yes,” I replied. “It is not an obscene term.”
“Oh, but I thought it was only used in SAT tests.”
Right. There are certain utterances that are the magic words for entrance to the treasure cave of university knowledge. Not “open sesame” but “obdurate.” The reason that this obdurate word appears on SAT tests is that the world of the university is a world dominated by written language. My interlocutor was correct; the word is often read but ne’er so much intoned.

Unhappily, students entering university these days are under the illusion that they know written English because they know something called spoken English. Anyone who has ever wrestled with another language will recognize immediately that spoken/written are very different indeed. Most of my students write English about as well as I can write French. (Not well, though I read it okay and can manage broad-minded French waiters.)

Living in Athens in the 1960s, I was made vividly aware of the difference between spoken Greek and the written language. A friend who worked for the hydroelectric authority noted that if he ordered several million gallons of water by phone he would ask for nero but by memo it was hydro. (A mere glass of wine is kraisi but you order it at a place that advertises oinos.) When the Bible was “translated” into ordinary spoken Greek early in this century, bloody riots broke out in the country protesting such profanation. Similar riots might break out in the faculty club about the profanation of written English in the everyday essay.

There has been considerable admiration expressed for many of our immigrant students who do so well in university studies. In addition to their personal qualities and native intelligence, I sometimes think that they have been advanced by learning school English first and street English second. Our Asians speak school. When Saul Bellow faced the problem of developing a character who spoke “elevated speech” in Henderson the Rain King, he had the genius to imagine an African tribal chief who learned English from the King James Bible and spoke thusly. We should be so lucky.

There is the old joke about the boastful mother who asks her daughter to “Say something in algebra.” Not all university-speak is as unspeakable as algebra, but even our ordinary English subjects show an obdurate tendency not to be phrased in the dialogue of sitcoms.

A final good word, however, for talk. It is not to be discarded and is the creative edge of language. I take my good word from another Greek example. George Seferis, the modern Greek Nobel laureate in poetry, remarked at the great good fortune he enjoyed in being able to write in a language that echoes from Homer to the local kafeneion. No obdurate literary hard-nose he.

Dennis O'Brien
THE DISAPPEARANCE OF
LEFT and
RIGHT

By Christopher Lasch

"The old political ideologies have exhausted their capacity either to explain events or to inspire men and women to constructive action," writes Christopher Lasch in his new book, "The True and Only Heaven." Here is an excerpt from that book.

The unexpected resurgence of the right, not only in the United States but throughout much of the Western world, has thrown the left into confusion and called into question all its old assumptions about the future: that the course of history favored the left; that the right would never recover from the defeats it suffered during the era of liberal and social democratic ascendency; that some form of socialism, at the very least a more vigorous form of the welfare state, would soon replace free-market capitalism. Who would have predicted, 25 years ago, that as the 20th century approached its end, it would be the left that was everywhere in retreat?

But the characteristic mood of the times, a baffled sense of drift, is by no means confined to people on the left. The unanticipated success of the right has not restored moral order and collective purpose to Western nations, least of all to the United States. The new right came to power with a mandate not just to free the market from bureaucratic interference but to halt the slide into apathy, hedonism, and moral chaos. It has not lived up to expectations. Spiritual disrepair, the perception of which furnished much of the popular animus against liberalism, is just as evident today as it was in the '70s. Contributors to a recent symposium on the state of American conservatism report widespread "discouragement" with the accomplishments of the Reagan revolution, so called. Like liberals, conservatives suffer from "demoralization," "malaise." The "crisis of modernity" remains unresolved, according to George Panichas, by a "sham conservatism" that merely sanctions the unbridled pursuit of worldly success. The "everyday virtues of honesty, loyalty, manners, work, and restraint," Clyde Wilson writes, are more "attenuated" than ever. In the early '60s, it was still "possible to take for granted that the social fabric of the West... was relatively intact." Under Reagan, however, it continued to unravel.
ritual deference to "traditional values" cannot hide the right's commitment to progress, unlimited economic growth, and acquisitive individualism. According to Paul Gottfried and Thomas Fleming, "skepticism about progress," once the hallmark of "intellectuals identified as conservatives," has all but disappeared. "Political differences between right and left have by now been largely reduced to disagreements over policies designed to achieve comparable moral goals." The ideological distinctions between liberalism and conservatism no longer stand for anything or define the lines of political debate.

The uselessness of the old labels and the need for reorientation of political ideas are beginning to be acknowledged. A few years ago, in a book heralded as the manifesto of a resurgent liberalism, Paul Tsongas, then senator from Massachusetts, called for liberals to become more conservative on economic issues and more radical on social issues like gay rights, feminism, and abortion. Bernard Avishai of MIT, writing in Dissent, replied that Tsongas "got it backward" and that the left needed to combine economic radicalism with cultural conservatism. Such statements testify to a growing awareness of the need to rethink conventional positions. They still owe too much, however, to the old terms of debate. We need to press the point more vigorously and to ask whether the left and right have not come to share so many of the same underlying convictions, including a belief in the desirability and inevitability of technical and economic development, that the conflict between them, shrill and acrimonious as it is, no longer speaks to the central issues of American politics.

A sign of the times: Both left and right, with equal vehemence, repudiate the charge of "pessimism." Neither side has any use for "doomsayers." Neither wants to admit that our society has taken a wrong turn, lost its way, and needs to recover a sense of purpose and direction. Neither addresses the overriding issue of limits so threatening to those who wish to appear optimistic at all times. The fact remains: The earth's finite resources will not support an indefinite expansion of industrial civilization. The right proposes, in effect, to maintain our riotous standard of living, as it has been maintained in the past, at the expense of the rest of the world (increasingly at the expense of our own minorities as well). This program is self-defeating, not only because it will produce environmental effects from which even the rich cannot escape but because it will widen the gap between rich and poor nations, generate more and more violent movements of insurrection and
terrorism against the West, and bring about a deterioration of the world’s political climate as threatening as the deterioration of its physical climate.

But the historical program of the left has become equally self-defeating. The attempt to extend Western standards of living to the rest of the world will lead even more quickly to the exhaustion of nonrenewable resources, the irreversible pollution of the earth’s atmosphere, and the destruction of the ecological system, in short, on which human life depends. “Let us imagine,” writes Rudolf Bahro, a leading spokesman for the West German Greens, “what it would mean if the raw material and energy consumption of our society were extended to the 4.5 billion people living today, or to the 10-15 billion there will probably be tomorrow. It is readily apparent that the planet can only support such volumes of production... for a short time to come.”

These considerations refute conventional optimism (though the real despair lies in a refusal to confront them at all), and both the right and left therefore prefer to talk about something else—for example, to exchange accusations of fascism and socialism. But the ritual deployment and rhetorical inflation of these familiar slogans provide further evidence of the emptiness of recent political debate. For the left, fascism now embraces everything to the right of liberalism and social democracy, including such disparate configurations as the Ayatollah Khomenei’s Iran, the opposition to the Sandinista regime in Nicaragua, and Reaganism itself. For the right, communism (or “creeping socialism,” as it used to be called) embraces everything to the left of, and including, the New Deal. Not only have these terms lost their meaning through reckless expansion, but they no longer describe historical alternatives at the end of the 20th century.

It ought to be clear by now that neither fascism nor socialism represents the wave of the future. Gorbachev’s momentous reforms in the Soviet Union, followed by the collapse of the Soviet empire in eastern Europe, indicate that socialism’s moment has come and gone. As for fascism, it cannot be regarded as a generic configuration at all, and certainly not as the final stage of capitalist decay. Nor does the looser concept of totalitarianism provide an acceptable substitute. The history of the 20th century suggests that totalitarian regimes are highly unstable, evolving toward some type of bureaucracy that fits neither the classic fascist nor the socialist model. None of this means that the future will be safe for democracy, only that the danger to democracy comes less from totalitarian or collectivist movements abroad than from the erosion of its psychological, cultural, and spiritual foundations from within.

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Lasch is Don Alonzo Watson Professor of History.

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The Degeneration of the American Dream
Reflections on our 20th-century culture, from The True and Only Heaven: Progress and Its Critics

The Reagan Era: Reagan made himself the champion of “traditional values” but there is little evidence that he regarded their restoration as a high priority. What he really cared about was the revival of the unregulated capitalism of the ’20s. A society dominated by the free market in which the American dream degenerated into pure acquisitiveness and self-seeking had no place for “family values.”

Technology: The collective control allegedly conferred by science is an abstraction that has little resonance in everyday life. Scientific technology has made everyday life more secure in many ways, but its destructive side, most dramatically revealed by the development of nuclear weapons, adds to the feeling of insecurity that derives from the individual’s diminishing control over his immediate surroundings.

The Middle Class: More than half of American households now owe more than they are worth. A study conducted by the United Auto Workers found that an “intermediate income” would allow a family to buy a two-year-old car and keep it for four years, to buy a vacuum cleaner that would have to last for 14 years and a toaster good for 33, to go to the movies once every three months, and to save nothing at all. . . . The middle class, for all practical purposes, has ceased to exist.

Abortion: The debate about abortion illustrates the difference between the enlightened ethic of competitive achievement and the working class ethic of limits. For liberals (opposition to abortion) amounted to a betrayal not only of the rights of women but of the whole modern project: the conquest of necessity and the substitution of human choice for the blind workings of nature.

Crime: In an atmosphere inflamed by demands for an apparently unlimited right of personal freedom, even graffiti could become a political issue. Liberals saw the graffiti scrawled on subway cars as a vibrant new form of folk art, while workers saw them as part of the crisis of civility. Instead of writing off “law and order” as a code word for racism, liberals would have been well advised to address themselves to the breakdown of public order.

Consumerism: The modern capitalist economy rests on the techniques of mass production pioneered by Henry Ford but also, no less solidly, on the principle of planned obsolescence. Relentless “improvement” of the product and upgrading of consumer tastes are the heart of mass merchandising, and these imperatives are built into the mass media at every level. The need for novelty and fresh stimulation becomes more and more intense, intervening interludes of boredom increasingly tolerable.

Christopher Lasch
Is ‘Progress’ Obsolete?

By Alvin P. Sanoff

Christopher Lasch is a historian with a knack for capturing the mood swings of American society. He anticipated the zeitgeist of an earlier era in his book *The Culture of Narcissism*, which appeared just as the me decade of the ’70s was evolving into the greedy ’80s. Now, as the money-fixated ’80s give way to what has the makings of an angst-ridden decade, Lasch may again have anticipated the tenor of the times. In *The True and Only Heaven: Progress and Its Critics* (W. W. Norton), the University of Rochester scholar offers an uncomfortable message for a nation grappling with a “new world order” abroad and an uncertain economic future at home: Progress, that cornerstone of the American belief system, is pure myth.

This pessimistic message might have seemed laughable only a few years ago, when junk bonds were the rage and political parties are guilty of promoting the consumption game. During the Ronald Reagan years, Lasch argues, “the American dream degenerated into pure acquisitiveness and self-seeking,” while neoliberals such as Michael Dukakis and Gary Hart advocated economic ideas that “seemed indistinguishable except in detail from those on the right” as they proclaimed the benefits of economic growth and high technology. For Lasch, both welfare liberalism and laissez-faire capitalism represent misguided philosophies that fail to understand how bureaucratic structures have destroyed a sense of community.

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But the historian sees an escape from this dead end. It lies in what he calls “the prophetic” tradition, embodied in the thinking of 18th-century theologian Jonathan Edwards, philosophers Ralph Waldo Emerson and William James, and, more recently, in the ideas of theologian Reinhold Niebuhr. This tradition emphasizes responsibility rather than freedom, limits rather than choices and sees human existence characterized more by tragedy and struggle than by endless growth. This outlook fits comfortably with the environmentalist view,
which Lasch embraces, that the world has entered an age of limits in which “the earth’s finite resources will not support an indefinite expansion of industrial civilization.” Without such expansion, he suggests, the culture of consumption cannot endure.

For Lasch, there is one group in American history that best exemplifies the values of Edwards, Emerson, and other prophetic thinkers: the populists of the 19th century. Dismissed by many scholars as racists and know-nothings, these small-town landowners and craftsmen are viewed by Lasch as heroic opponents of progress who opposed a pell-mell rush to industrialization and the mass society that followed in its wake. Although the populists were swept away by social changes, Lasch sees their values persisting today among many lower-middle-class Americans, a large proportion of whom are the so-called Reagan Democrats who crossed party lines during the '80s to vote for the GOP because it promised to deliver on an agenda of cultural conservatism. After bucking these people into the fold, Ronald Reagan turned his back on them, Lasch argues. “Reagan’s rhetorical defense of ‘family and neighborhood’ could not be reconciled with his championship of unregulated business enterprise,” he says. “A society dominated by the free market had no place for family values.”

If Lasch had his way, America would move toward a blend of cultural conservatism and economic egalitarianism, the bedrock ideology of populism that stands almost 180 degrees away from the prevailing political ideology of both political parties. That is a surprising resting place for a scholar who once regarded himself as a socialist. But then Lasch, an old-fashioned moralist, has never been especially easy to pigeonhole. Raised in a household where Midwestern progressivism and New Deal liberalism flowed together, Lasch moved to the left in the '50s and '60s. He found himself increasingly drawn to elements of Marxism, especially its critique of mass culture. By the mid-'70s, however, Lasch found that his “own faith in the explanatory power of the old ideologies began to waver.” He ended up increasingly estranged from the left, in part because he resented its condescending attitude toward those who embrace the communitarian values of the working class. “The left had no quarrel with the future but only with the backward, benighted or simply misguided opponents of progress, whose blind resistance might prevent the future from arriving on schedule,” he says scornfully.

Lasch acknowledges that there is a dark side to working-class culture, which has helped produce “racism, nativism and anti-intellectualism.” But he is, nonetheless, sympathetic to those who stand in opposition to abortion and school busing because he sees at the root of such opposition rejection of the culture of consumption and an attempt to hang on to a sense of community. It is among the lower middle class that Lasch finds a deep respect for values on which he places a premium—family, community, and tradition.

There is more than a touch of romanticism in Lasch’s view of small-town and working-class life. But historian Fred Siegel, who teaches at the Cooper Union in New York City, sees in Lasch “a useful corrective to upper-middle-class liberalism, which has become disdainful of traditional virtues.”

Lasch’s enthusiasm for the populist ethos translates into advocacy of decentralization and small-scale production. It is hard to see how American society could realistically move in this direction. But simply by raising questions about the idea of progress and by urging new respect for working-class values, Christopher Lasch has performed a service. In the process, he may have provided the outline of a social gospel for the century ahead.

The IDEA of a university is... an Alma Mater, knowing her children one by one, not a factory, or a mint, or a treadmill."

John Henry Newman

Newman's words have the quality of lapidary inscription. They seem to be eternal, suitable for carving in marble. And the notion of a university as a "nurturing mother" to its students seems to be one of those ideas that always has been thought and always will be. Not so.

When Newman wrote the Idea of a University in 1873, his was a reactionary stance, standing foursquare against a modern, scientific concept of what higher education should be. The issues in Newman's day were research versus teaching, and more productive modes for the "transfer of information" versus an intimate tutorial system. The conflict also involved two different views of the university professor's role. Should the professor be first and foremost a scholar, leading students to new knowledge in the wake of his efforts? Or a wise and humane mentor, bringing students along through guidance and the personal touch? That these are by and large the issues at controversy in the academic world of 1991 is not

Academe's hot new puzzle: How should a university educate its undergraduates? Newman had one idea; the American multiversity had another. Now Rochester is set upon finding a third way.

By Thomas Fitzpatrick
shocking to those who take the long view in human affairs. That the university decides on the average of once a generation to reform itself around either pole of the controversy is only surprising to those who mistake the bricks, granite, and marble of its buildings as bespeaking internal rigidity as well.

Universities are essentially human institutions. They change, modify, are swept by revolution, and even get giddy with trendiness.

This University is no exception. Less than twenty years after Newman’s attempt at definition, the small college that first saw life in a loft above the United States Hotel in downtown Rochester, had a new campus on Prince Street and was rethinking its identification with the Baptist Church.

In 1892 the explosive question was “Should the University of Rochester sever its ties to the Baptists who founded it?” Before the end of the decade, an equally divisive issue was being dealt with: “Should the University open its doors to women?” Institutions of higher learning being what they are, a lot of heads were knocked together in arriving at the answers to those fundamental questions—but in the end this University was the stronger for the exercise.

Now nearly a hundred years later, another provocative question is being debated with equal vigor among faculty, students, and administration. But this time the topic doesn’t lend itself to a simple yes or no answer—not even to multiple choice.

The question for the 1990s is the ultimate essay-type stumper: “How best can the University of Rochester educate its undergraduates?”

Rochester is not alone in this intense self-examination, induced by a series of batterings over the past decade. Indeed, the very ground upon which all American private universities sit seems to be shifting, awash in critical questions from the public about the attention paid to undergraduates, buffeted by one pounding blow after another from decreasing government financial support, eroded by a declining number of prospective college students and the increasing reluctance of their parents to pay the spiraling cost of tuition.

Once the modern American university was hailed as the high-water mark in the history of education. Even today, any list of the 10 greatest universities on the planet will be dominated by our home-grown institutions. But the 1980s might well be seen as the decade when a lot of the bloom came off the rose of American higher education—and it wasn’t just Allan Bloom who shed the petals. His best-selling The Closing of the American Mind swipe at academe for apostasy from the traditional canon of Western Civilization studies and accused it of cleaving instead to the trendy, the trivial, the overly specialized. The American undergraduate had been mis-educated and undernourished by a smorgasbord curriculum, Bloom maintained, and the Reagan Administration’s Secretary of Education William J. Bennett not only joined that chorus but also leveled accusations of waste and inefficiency, and broadly suggested that the taxpayer was being hoodwinked by “special interests”—in this case the bureaucrats, lobbyists, and administrators of the American university system. An opposing chorus of hot denial immediately went up from the Academy, and Bloom, Bennett, and their ilk were accused of pursuing their own private agendas—one cultural, the other political—in launching their attacks. This flanking movement was semi-successful, for who but the most devotedly partisan could fail to admit that Reaganauts were looking for reasons not to commit federal dollars to education.

But enough cavalry charges got through these lines of defense to make the university vulnerable to the next wave of attack. That was led by journalist Charles Sykes, who took up just the hint of suggestion from Bloom, Bennett, et al., that there was something faintly bogus going on in higher education, and opted for prosecuting the university under a metaphorical RICO Act for dealing with racketeers. The American university was operating a racket, he decided, shaking down students and parents to fund the eccentric and self-serving projects of educators. It was all a scam—a ProfScam, to be exact, and professors were the bunco artists who “have destroyed the university as a center of learning and have desolated higher education.”

Sykes marshaled his facts and examples in the manner of Philip Wylie’s
1950s classic satirical diatribe, *A Generation of Vipers*, and what Wylie did for “Momism,” Sykes did for the cult of the professoriate. Sykes has been called “unfair,” “non-objective,” and, of course, “unscholarly,” by academic defenders, who have somewhat missed the point. No use calling satire unfair—it comes not to persuade you; it comes to kill you.

In fact, involuntary homicide was the accusation laid against the university soon after by Page Smith, in *Killing the Spirit*. Sykes’s criticism could be dismissed as the cavils of a soured outsider; Smith’s could not. He is the well-thought-of historian, career academic, and founding provost of the University of California at Santa Cruz, and he closed a rough media decade by not only echoing the complaints of Sykes and others within and without the campus but by adding charges to the indictment. The university stood in the dock for malign neglect of its original purpose, the education of young men and women from the freshman through senior years. The reasons are many, Smith thought, but the greatest of these are “the swelling power of greed,” and “the disease of giantism”—“formalism, lifeless routines, bureaucratic obtuseness, coldness of heart, and impoverishment of spirit are the inevitable consequences.”

Then in 1990, the respected Ernest L. Boyer of the Carnegie Foundation for the Advancement of Teaching stepped in with his latest treatise, *Scholarship Reconsidered*. Defining the debate as focusing on the core curriculum and the quality of campus life, “with students all too often the losers,” Boyer declared that it is high time for universities to reconsider their faculty priorities. “For American higher education to remain vital we urgently need a more creative view of the work of the professoriate,” he warned.

University presidents know how to read handwriting on the wall. They have, nearly as a group, come around to agreeing that the striving after the twin goals of their institutions—research and teaching—has been way out of balance in favor of the former. “The Decade of the Undergraduate” has been proclaimed in higher education, and a series of reforms has been started up across the country. Special workshops and teaching centers are attempting to upgrade the instructional abilities of teaching assistants and regular faculty at Arizona, Illinois, Penn State, and Purdue; comprehensive revampings of the undergraduate academic program are on the boards at USC, Minnesota, and Indiana; and an entire panorama of reorganizational models is being tried out nationwide to bring talented, research-oriented faculties into closer and more creative contact with undergraduates. Most of the latter initiatives seem to be aimed at breaking down the large state institutions—the Berkeleys, the Michigans, the North Carolinas—the “multiversities,” if you will, into smaller components, which then can get about the business of providing a more personal, more human, and “hands-on” approach to undergraduate education.

In short, large universities are trying to get small, and get there fast, to try to resemble places more like, say, the University of Rochester, with a compact student body that is not overrun by legions of graduate students (4,800 and 2,200 respectively), a student-faculty ratio of about 12/1 (compared to 21/1 at UCLA), and professors who are distinguished as scholars, and at least intellectually committed to the interests of their students. As a Rochester dean has pointed out, “no one is hired at Rochester to be a ‘research professor,’ and in fact the tag contradicts our educational policy. All research is carried out here in order to educate students, to show them the way. This place was not created for scholars, although it can’t work without them. It was created for the student.”

And on the face of it, the Rochester student is doing very well indeed, both in academics and the more elusive “quality of life.” Look around these days and you’ll see scant evidence for
the “grind school” reputation Rochester tends to share with its intellectually demanding peers—such as the Chicagoans, the Johns Hopkins students—where, conventional wisdom has it, the education is more to be endured for the prestige of the diploma than enjoyed for the intellectual and spiritual challenge and growth.

Undergraduates play frisbee on a beautiful campus, they throng the banks of the Genesee to watch the annual crew regatta, they cram auditoriums to see their fellow students debate with Oxford, they pile into the Palestra to yell encouragement at Mike Neer’s championship-caliber roundballers, they make fun of administrators in the Campus Times, and on a dare they snatch up the notorious “garbage plates” at Nick Tahou’s Texas Hots on Main Street.

Rochester has students up to any challenge you can throw at them—whether in the classroom or somewhere else. Take graduating senior David Young, from Buffalo’s environs, who has found on the River Campus room enough, time, and opportunities to take charge of his own education. He opted as a freshman to eschew the traditional approach to course selection and embarked instead on the innovative Ventures program, which allows first-year students to organize their studies around central questions rather than course requirements of a major. He appreciated the close contact with veteran professors like geology’s Lawrence Lundgren (“a good, caring man and an absolutely fantastic teacher”), as well as the collaborative exchanges with fellow students. He continued on this independent streak by devising his own major in urban studies—an interdisciplinary, interdepartmental alternative that the University encourages.

Rochester has always done well with self-starting, highly motivated students like Young, and like classmate Shawn Shepherd. Coming to the eastern Snow Belt from Birmingham, Alabama, she re-educated her peers and teachers about her own image (“blonde, southern girls are supposed to be kind of sweet and kind of dumb”), by coming up with her own double-barreled major (environment and energy policy), getting herself elected speaker of the Student Assembly, and by active participation in the various committees involved in changing undergraduate education.

And Shepherd knows where she’d like to start with the changes: faculty advising and huge lecture classes. She and Young are very critical of jamming upwards of a hundred students into an auditorium for professorial lectures—usually in science or math—which are then buttressed by the ministrations of graduate-student teaching assistants in “recitation” sections. They tell tales of classmates eventually sending their tape recorders to the lectures, and sitting glassy-eyed while TAs—some with language problems, some with lax motivation—drone on, contributing to an impenetrable fog of babble. Granted that other TAs are excellent (Young cites those in history and political science as being both articulate and vigorous) and that the monster lecture courses number only about three dozen out of the hundreds open to River Campus undergraduates; they loom large in the eyes of the students.

Looming equally large as a target for student criticism is academic advising. And chemistry professor James Farrar quite agrees. He chaired a faculty commission that took up the subject, and found that somewhere in the freshman and sophomore years, at the very time when undergraduates need some useful advice and guidance (and probably not coincidentally, at the time when those who transfer to other colleges make their move), they may not get it.

There are faculty members like the Department of Religion and Classics’s Douglas Brooks, who, one physics student said, “literally changed my life,” by recommending some philosophy courses that helped the young man derive some “meaning” from all his science education. Over at the College Center for Academic Support, Jackie Levine’s name, for one, is a byword for a caring and committed counselor who, moreover, knows what she’s talking about. But otherwise, some contend, it’s a mixed bag. If you are unlucky, you can easily bounce back and forth between a faculty advi-
Speaker of the Student Senate Shawn Shepherd '91: Active participant in committees to restructure undergraduate education. She knows where she would start in the restructuring—with reforming the process of faculty advising.

Rochester near the bottom of that distinguished heap in this criterion—at a considerably less than ideal 73 percent. (Berkeley and UCLA have truly disturbing rates of 68 and 61 percent, respectively.) And in what the magazine calls “student satisfaction,” Rochester fell below its overall ranking, placing 34th in the nation. Of the other “top 25,” only Chicago and UNC, and Berkeley and UCLA again, came off worse.

These are stats that make Rochester’s usually cheerful and optimistic President Dennis O’Brien somber and resolute. “We are not happy about those figures, and we will not tolerate them,” he says. And in fact, he’s not. Back in 1981, only 64 percent of the class had graduated after five years. There’s been steady improvement since then toward a target of 80 percent, “which is considered a darn good retention rate,” says Jerry Diver, University registrar.

James Farrar, the chemistry professor whose committee investigated academic advising, is one of those who have been doing some long and hard thinking about meeting Rochester’s current challenges. The kind of teacher whose name always seems to come up when students are asked about “My most influential professor,” Farrar has won an undergraduate teaching award and has been featured on CBS network news for his engaging introductory chemistry course—evidence enough that there are professors who can hold the attention even of those skulking at the back of a large lecture hall.

But his success at one mode of teaching science has not blinded him to the need for innovation. He and colleague Richard Eisenberg have seen a value in the new push for collaboration among students and teachers, a focus on study groups wherein the professor points the way and students help teach one another. “We are interested in stimulating young people toward science as a profession, but we have to be similarly concerned with promoting science literacy in general,” he says. “The kind of competitiveness—for grades, for the approval of the teacher, whatever—that is part of the usual classroom situation fosters neither, really. We thought a new direction for first-year chemistry was in order.”

The Farrar-Eisenberg combo developed a Venture program in which students are introduced to chemistry by centering on the relevant issues of energy and the environment. Farrar calls this “letting the example drive the subject,” which is an “inversion of the usual way of approaching science in the classroom.” As part of this Venture, history’s Ted Brown will offer a course in the history of science from Newton to the Atomic Age. There will also be a writing course and some other out-of-the-ordinary features. But most significant, the classes will be small and seminar-like, and exchanges among students will not only be encouraged but required. That’s a far cry from the negative image of first-year science, which students have often felt was more of a boot camp than a course—that they were there to be weeded out, the wheat from the chaff, the scientifically gifted from the rest.

That kind of initiative on the part of individual faculty members has been popping up all over campus for many years, of course. The push for undergraduate research opportunities surfaced a couple of years ago because poet-professor Jarold Ramsey thought Rochester students could compete for NEH younger-scholar research grants; he mobilized and organized around the idea, and now other colleges send observers to Rochester to see how it is done.

Five years before other people were borrowing “cohort learning” from
business schools, electrical engineering professor Sidney Shapiro had introduced the concept in the unlikely confines of EE 111—Circuits, a bulging (100-150 students) sophomore-level course. As a way of making grueling but necessary homework assignments more productive for both students and teacher, Shapiro set his embryo engineers to learning from each other by requiring them to collaborate on their out-of-class projects. The result: reduced competition, more “aha!” moments, and the not unwelcome conservation of hours of professorial time that would otherwise be spent critiquing some 150 individual assignments.

In the history department, Richard Kaeuper is challenging his undergraduates by putting medieval documents in their hands and asking them to make sense of the past by working with primary research materials usually thought of as the stuff of postdoctoral study.

English professor Russell Peck has been reading Chaucer with undergraduates at Medieval House for a couple of decades now—long before the idea of “residential study opportunities” caught on as an “innovation” elsewhere, or the notion of forming “academies” of study was talked about on the River Campus.

Meanwhile, Peck’s colleague Daniel Albright is engaged in coming up with elegant but radical theories for the transformation of both the learning methods and very substance of English Studies. If some are bothered by the “smorgasbord” approach to course-taking, which in current flexible curricula allows students to range widely over diverse subject matters, Albright feels that tendency “has not gone far enough.” He would hire professors not according to field, e.g., “a Restoration-18th-Century man” or an “American Studies woman,” but according to scope, free-wheeling imagination, and ability to teach. “All knowledge, like all politics, is local,” he says. “It’s to be found in small, disparate nuggets. Let good teachers teach what they want to teach, which is whatever is interesting to them at the moment. Let the students learn what they want to learn.” His theories not only call for a new kind of professor, but wholly new approaches to organizing colleges of the liberal arts.

These and other “Made in Rochester” inventions—the Freshman Ventures, the “Take Five” tuition-free fifth year for selected undergraduates, the Dean’s Fellows program that has faculty members adopting a residence-hall floor or two for out-of-class camaraderie—are among Rochester’s well-recognized strengths.

But O’Brien and other administrators say these disparate activities need to be drawn together under a distinctive curricular umbrella that will, in the words of Provost Brian Thompson, “begin creating a program that’s fully recognizable by its total shape, not simply by bits here and pieces there. It’s a matter of completing what I believe the Rochester faculty have begun. The question, of course, is how we get there from here.”

And that’s where the new “Rochester College” (see page 27) comes in. Created, as Arts and Science associate dean Brenda Meehan-Waters says, to be “the engine that drives reform,” Rochester College will integrate—with an eye to renewed focus on undergraduates—the undergraduate programs of the Arts and Science and Engineering faculties.

An ad hoc presidential committee of faculty, students, and administrators has been at work this spring, charged with coming up with specific recommendations for the college. In so doing, they have been building on work carried out last year by faculty commissions planning an Arts and Science undergraduate college, the product of an earlier proposal. The chair of one of those commissions, chemistry professor Farrar, is among those who are already predicting rough going before all the looked-for reforms are in place.

In their assessment of academic advising, for instance, Farrar and his commission concluded that the faculty must assume greater responsibility for this task, overseeing the process from the thematic advice of the professor, to the nuts-and-bolts, practical guidance of the Academic Support professionals. But the main obstacle to improvement is what Farrar politely calls “the faculty

English professor Daniel Albright: He would hire faculty not according to specialty but according to scope, free-wheeling imagination, and ability to teach. “Let good teachers teach what they want to teach, which is whatever is interesting to them at the moment. Let the students learn what they want to learn.”
Provost Brian Thompson: He and other administrators say disparate activities like “Take Five,” Freshman Ventures, and the Dean’s Fellows programs need to be drawn together under a distinctive curricular umbrella “to begin creating a program that’s fully recognizable by its total shape, not simply by bits here and pieces there.”

Culture, which doesn’t embrace advising enthusiastically.” In more direct terms, that means that an awful lot of them prefer not to see it as part of their job description. (This view is reflected in Boyer’s Scholarship Reconsidered, which reports that only 9 percent of professors in research universities nationwide believe that academic advising is considered even “fairly important” in their departments.) Farrar, who stands as a model of professor-as-good-campus-citizen, shakes his head at this attitude, and hopes for “a raising of consciousness.”

Though they clearly enjoy teaching for teaching’s sake, the Ramseys, Pecks, Kaupers, Albrights, and the rest (the same names seem to pop up again and again whenever such matters are discussed) also do what they do out of a high sense of duty to their profession, a noblesse oblige stance that is simply not universal in the American professoriate.

There have been niches of innovation carved out at Rochester for years, but administration supporters of an overall, consistent plan for an undergraduate program would argue that these are individual places of ornament. It is difficult at best to recruit high-school seniors (and convert their tuition-paying parents) on the promise that here and there, in that department or this program, innovation and progress shine. Promotion of a college in this hard-sell consumer market requires a comprehensive image.

They also would complain of the, shall we say, glacial speed of faculty movement on these matters. The faculty would argue that only slow, organic change is worth the candle. Like Marvell and his mistress over vegetable love, they disagree. And these unsettled times have not been without their cost, resulting in the loss of a dean last winter when the heat of dissension over the restructuring of undergraduate education — concurrently with the application of the brakes on budget matters — resulted in the departure of Jack A. Kampmeier from the Arts and Science deanship.

But disagreements over the idea of a university are of long standing. In the 19th century, Newman was the loser. Intellectual historians will tell you that it was the German academic model that won out in America, the notion, as put by the so-called “father of the German academy,” Wilhelm von Humboldt, that “the teacher no longer serves the purposes of the student. Instead they both serve learning itself.” From that came the ideology that produced, as institutions like Rochester came to call themselves, the “private research university.” Newman opposed this popular doctrine of his day. He maintained that the duty of a university is instruction, “the real cultivation of the mind,” rather than research; he defended the tutorial system, or what we would call “a one-on-one, student-faculty relationship,” against those who thought this was a very inefficient method of spreading and increasing human knowledge. Has the pendulum now swung back to Newman?
The question is very much on the minds of junior faculty members like Andrew Overman and Celia Applegate. They have offices just down the hall from each other in Rush Rhees, both are promising young scholars, and both, apparently, have a way with students—a visitor to their floor practically must peel undergraduates back from their doorways to make a path down the corridor. If the American university is undergoing shape-shifting, so must the American faculty member. They are not only willing, but eager to teach undergraduates, but they must perforce ask themselves, bluntly: what good is it going to do me?

All universities have always asserted that they base faculty promotion and tenure on good research, good teaching, and what is usually summarized as good campus citizenship—the quality demonstrated by Farrar, Peck, and Ramsey. These criteria have been honored more in the breach than the observance. All except the first one, that is. It has always come down to research in the end, and as a matter of fact, there have been enough well-publicized cases of young faculty members in the nation’s universities being denied tenure after receiving a teaching award that, with gallows humor, such an honor is seen as tantamount to the kiss of death. If universities are now saying that undergraduate teaching is a paramount value to their enterprises, they had better show it in concrete terms.

Overman says he got such a message on his first day in the Department of Religion and Classics, when his department head, William Green, greeted him with, “I want you to understand that your first job here is to love your students.” Anyone who knows the pugnacious, rigorous Green also knows that this was no mush. Overman, Brooks, and other department members have taken their cue from the chair and made Religion and Classics (wherever he is, Newman may have an extra reason to smile) one of the hot disciplines on campus. It is overflowing with additions to the curriculum, daring ideas about team teaching—and new students. Religion and Classics is speaking to somebody’s hungry heart.

Applegate, too, is confident that her history department under noted scholar Christopher Lasch is committed to undergraduate learning, and that her contributions in that cause will be noted and rewarded. She is also on the ad hoc committee that has as its mandate from the University board of trustees to, in essence, shape the Rochester College for undergraduates.

What form will this new idea for the University take? “I attended Bryn Mawr, a prototypical liberal-arts college, and I took my postgraduate degrees at Stanford, a research university. It may be that at Rochester we are trying to combine the best features of both, and strike out in a third, new way,” she says. “I’m not sure that it’s possible. But I am sure that if it can’t happen at Rochester, it can’t happen anywhere. We have the right size, the right talent, the quality facilities—and I think we have the will.”

History professor Celia Applegate: “I attended Bryn Mawr, a prototypical liberal-arts college, and I took my postgraduate degrees at Stanford, a research university. It may be that at Rochester we are trying to combine the best features of both, and strike out in a third, new way.”

Thomas Fitzpatrick is a regular contributor to Rochester Review, most recently as the writer of “Watching Politicians” in the Spring 1991 issue.

Robert Kraus and Margaret Bond also contributed to this story.
Mother Nature's MYSTERIOUS

By Kathleen Ferguson Chapman

We paint it, bruise it, burn it, pluck it, pierce it, tattoo, and otherwise abuse it. Is that any way to treat a bodily organ?

Maybe not, but then we've never accorded the reverence to the skin that we give to, say, the heart or the brain. Now, those are organs that command some respect. Ever heard of anyone having a skin stroke or a skin attack?

There is, however, something about the skin that brings out the superstitious in us, especially when it begins to lose its youthful glow or falls victim to disease.

Back in the time of the Egyptian pharaohs, folks mixed up vile potions of assorted animal substances to drive away the “skin demons” that tormented them. In the second century A.D., the Greek physician Galen believed that pathological “humors” caused skin problems (as well as various other bodily malfunctions). In 17th-century Salem, in this country, a person accused of witchcraft might be examined for skin lesions: Such marks were cited as possible evidence that the accused had made a pact with the Devil (after all, when was the last time you saw a wart-free witch?)

In comparison, our modern myths don't seem all that tied to the supernatural—but they are just as illusory. As teenagers, we offer up mantras to the God of clear Complexions and vow (in our more desperate moments) to give up greasy French fries, icy colas, and—arrgh!—sticky, gooey chocolate bars, in the mistaken belief that this sacrifice will cure our ravaged faces. Our parents smile knowingly and perpetuate the myth that acne is a natural, healthy stage in our lives: “Everybody gets acne, dear. You just have to grow out of it!”

The illusions, of course, don’t stop there. As the lines on our faces deepen, we start looking twice at all those ads promising us the benefits of “New Non-Surgical Skinlastic Lifts” and “Lip and Laugh Line Peel.” Beauty magazines tell us where to go to experience shiatsu massages and other New Age treatments to soothe our troubled epidermis (healing crystals, anyone?). We may decide to try out those “electronic transdermal stimulators” to tone up our skin muscles and “erase” the wrinkles from our faces.

So, where’s the harm in gently fooling ourselves that somewhere there exists a fountain of eternal cutaneous youth? Or in advising our teenagers to foreswear their favorite unhealthy foods, whether or not their complexions benefit? Or even in just accepting the “reality” that on all human pelts a little acne and a lot of wrinkles must fall?
Well, it's time to face up to some facts: Our modern mythmaking may cause us wrongly to blame ourselves for the skin problems we suffer, or to experiment with questionable treatments, or to overlook the fact that, thanks to modern advances, many problems—even wrinkling—can be, if not cured, at least partially prevented or controlled.

Our ignorance about skin disease may also tempt us to brush off the serious nature of dermatology, the branch of medicine that studies the skin and its disorders. Sure, we think complacently, dermatologists can help cure a pimple or two, but did you ever hear of one jumping out of bed in the middle of the night to go save a patient?

Meet Lowell Goldsmith, who came to Rochester in 1981 to establish what is now the Medical Center's Department of Dermatology. Currently the med school's James H. Sterner Professor of Dermatology, Goldsmith has spent a professional lifetime dispelling myths about the skin (see page 18), searching for cures to common and not so common skin problems, making hospital rounds (yes, even at night) to check on patients with debilitating skin diseases, and proving that dermatology is indeed serious science.

In July, Dr. Goldsmith will be celebrating the 10th anniversary of the department he shaped, a department that in its short history has already won substantial competitive research funding from the National Institutes of Health.

Friends and colleagues tend to describe Goldsmith by using genial adjectives like "puckish," "pixie-like," and

Looking for lesions: Accused witches in Salem were often examined for skin blemishes.
What's the Real Skinny?

Perhaps because it is the most visible of our bodily organs, we tend to think we know more about the skin than, say, the pancreas, which is neatly tucked away more or less out-of-sight, out-of-mind. The trouble is, says Dr. Lowell Goldsmith, a lot of what we know about our human coverage is less than skin deep—or skin tight.

Some examples:

Myth No. 1: Sooner or later, wrinkles are going to decorate your puss.

Reality: Doc Goldsmith says that “90-plus percent of wrinkling is due to sun damage. When you look at heavily pigmented peoples, you usually don’t see wrinkling. If you look at the buttocks of an older person—an area of the body that generally doesn’t see the light of day—you won’t find much wrinkling. If we cut down on sun exposure starting when we are very young, we can prevent, or at least minimize, wrinkling.

Myth No. 2: Exotic beauty potions (preferably from Switzerland) and other expensive cosmetic products can make your skin look years younger.

Reality: Actually, most of these products have little or no effect. “One of the reasons many of the things you put on your skin don’t work is because the chemicals in these products can’t pass through the skin. The epidermis is a tremendous barrier to the diffusion of molecules. If you rub a very large molecule on your face, it just has no way of passively moving through the skin,” Goldsmith says.

Myth No. 3: Liver spots are another inevitable badge of old age.

Reality: Once again, the culprit is not the loss of youth but rather the presence of too much sun. “It’s very important for people to know that we get a lot of sun on the tops of our hands, and that’s usually where we get liver spots. People who garden or play outdoor sports just have to remember to protect their hands—as well as their faces—with sunscreen.”

Myth No. 4: Teens troubled by acne should avoid certain goodies, including chocolate bars, cola, and fried foods.

Reality: “What we always tell our patients is that unless you take the food and put it on your face, you’re not going to have problems from it,” Goldsmith declares. “There is a kind of problem called ‘McDonald’s acne,’ and the kids who get it work behind hot tables in fast-food restaurants, where they are exposed to a lot of heat and a lot of fats in the air.”

Myth No. 5: Most teenagers, sooner or later, will inevitably get acne, and when they do, they just have to put up with it until they outgrow it.

Reality: Goldsmith doesn’t buy this story, either. “One of the bigger, more important myths is that acne has to be, that it is an intrinsic part of adolescence, and that there is nothing you can do about it.” Although he and his colleagues have not yet definitively pinpointed the cause of acne, they are proving every day that there are things you can do about it. They urge parents, particularly in families with a history of acne, to bring in their kids as soon as they see signs of the problem. Early treatment can prevent permanent damage to the skin, he advises.

Myth No. 6: If you catch a toad, you may also catch a wart.

Reality: Viruses, not toads, cause those unsightly bumps. Goldsmith. To get rid of warts, you don’t need magic potions or incantations, either. Instead, your doctor may prescribe a topical medication such as liquid nitrogen, which freezes the warts off. But don’t think that warts never have anything to do with Mother Nature’s creepy, crawly creatures. Your doctor may also prescribe cantharidin, a purified chemical medication that is extracted from the blister beetle and can “blister” warts off the skin.

“grandfatherly.” When you meet him you see what they mean: Behind the starched white coat there lurks the air of a well-barbered Santa—the white hair, amply proportioned body, generous smile, hint of a twinkle in the eye. But for all the geniality, colleagues also hold him in the highest professional respect. “In my view, Lowell is one of the preeminent leaders in academic dermatology in all its spheres,” declares Dr. Gerald Lazarus, an associate of 25 years’ standing who is now chair of the Department of Dermatology at the University of Pennsylvania. “He’s really an unbelievable leader in the field.”

At any given moment, it’s hard to know where you’ll find Goldsmith at Rochester’s Medical Center—making the rounds with his residents, consulting with one of the 2,000 patients he sees yearly, or peering at skin cells through an Olympus microscope in his lab.

Or you might catch him in front of his user-friendly Mac SE, crafting one of the many articles he contributes to academic and medical journals or editing the latest edition of his Biochemistry and Physiology of the Skin.

“It is one of the great ironies that we frequently know the most about the very rare diseases and not nearly so much about the more common ones.”

considered the bible for researchers in dermatology.

More or less on the side, he also writes a series of short pieces for the Archives of Dermatology. Amply laced with Goldsmithian wit and displaying a ready working knowledge of a wide range of nondermatological fields (Greek mythology, for one), these articles are intended to acquaint practicing dermatologists with some of the unusual—and sometimes bizarre—
research that's happening in the field. "Toads in the pond," he suggests to his readers in one article, "might teach us about psoriasis."

Occasionally he allows an unabashed spirit of sporting competitiveness to show through, as in "My Organ is Bigger Than Your Organ," in which he sets out to prove that the skin is the largest organ in the body. "This matter was of such importance that I had to be sure of the facts; otherwise, the loss of face we dermatologists might have to endure would be humiliating," he writes. The skin, it turns out, constitutes about 7 percent of the body weight of an average-size male, and if spread out flat would cover an area of some 31 square feet. Goldsmith concludes that it is indeed the champ "in its own weight class," but that muscle, blood, and bone are organs, too, and carry more weight—even if they "do not have the natural fuzzy, furry countenance of our organ."

To the uninitiated, taking even a quick peek into a book like Goldsmith's *Diagnosis of Skin Disease* (co-written with Lazarus), is a bit of a Grand Guignol experience. It's difficult even to page through such a display of shocking — and yes, repellent — human ills. You get an itchy feeling that you might catch something yourself. Goldsmith, however, responds to even the strangest, most appalling skin diseases with fascination, compassion, and even a kind of wonder at what nature has wrought.

"Maybe it's because I like the extravagant," he admits. "In some sense, I like to see what happens when normal systems fail. And I like to hold the children who are scaling all over. It's very important for them and for their parents, and maybe it's important for me to come in close contact with them."

"People with some of these diseases cannot go to shopping malls in the daylight. Parents whose babies have these disorders cannot take their infants out in strollers without all heads turning to look. These are not the people who are 99.8 percent perfect and are trying to get rid of that one last acne lesion. These are people with diseases that ruin their lives and ruin their families' lives."

He muses, "The skin caught my interest, I think, because I have always been a very visual kind of person." In fact, Goldsmith's avocation is photography, and his pictures decorate the walls of his office and those of his colleagues at the Medical Center. His subject matter? Everything from broad, pastoral landscapes to microscopic views of lacy, interlocking skin cells.

This range is perhaps not surprising for a man whose career interests encompass both the macrocosm of patient care and the microcosm of the DNA these patients carry within their genes. Goldsmith and his colleagues are among the relatively rare breed of academic dermatologists who not only see patients and treat skin diseases but who also do lab work to try to find out more about their problems.

The groundbreaking work in the genetics and biochemistry of skin disease that has brought him international renown began during Goldsmith's undergraduate days at Columbia College in the late 1950s, when he first became fascinated with genetics and with its underlying mathematical principles. During his college summers, he worked in a blood bank and became intrigued with blood-separation techniques and the study of blood at the molecular level.

Eventually, he found himself drawn to the study of the skin because "it is certainly very accessible, and" — he acknowledges with unconcealed inquisitiveness — "it is subject to many, many disorders."

Goldsmith has concentrated his research on the epidermis, or the outer layer, of the skin. For those of us whose knowledge about the construction of this organ is no more than skin deep, Goldsmith offers a brief refresher course:

The skin has two major parts: the outer part — the epidermis — and the inner, fleshier portion — the dermis. It is the epidermis that responds, for instance, to sunburn. It is the part affected most obviously in something like psoriasis, where there is scaling of the skin. When one has a scar, though, that involves the underlying dermis.

"The epidermis can be thought of as our major interface with the environment. It is where all of our early warning systems have to be, where our nerve endings are. It is the major area of the skin that keeps inside the body what should be kept in, and prevents from entering the body what should not enter."

If you really want to get under Goldsmith's skin, however, just start asking him about keratinocytes (the cells that make up the bulk of the epidermis), ichthyosis (the "fish-skin" diseases so called for the hard scales that result when skin cells form more rapidly than they are shed), transglutaminase (an enzyme that helps pull together different portions of the epidermis to form the tough stratum corneum), or vitamin A (an important element in the biochemistry of the epidermis).

Take his work with vitamin A, for instance. Researchers in Goldsmith's labs have been making vigorous efforts to understand how this vital substance controls the development and maintenance of the skin.

"We know that if people have a nutritional deficiency of vitamin A, their skin becomes abnormally rough and thick," Goldsmith explains. "Similarly, if people have an excess, their skin also changes. We also know there are forms of this vitamin that are important for the therapy of common diseases and some more serious disorders involving the epidermis."

"Certainly, everyone is familiar with one form of vitamin A, the topical
medication Retin A, which has at least a temporary effect in removing some of the fine wrinkles from the skin and which may help cure precancerous lesions. There are also related oral drugs used to treat acne and psoriasis—for example, Accutane, which we now prescribe for patients with severe cystic acne.”

Goldsmith and some of his Rochester colleagues demonstrated the effectiveness of Accutane shortly after he came to the Medical Center. The special status of Goldsmith’s department as a research center, coupled with the FDA’s permission to administer (by “compassionate exemption”) therapies not yet on the market, enabled him and his staff to set out to locate the “10 worst cases of acne” in the Upstate area—and to try to heal them.

“We contacted the local dermatology community and let it be known that we had Accutane and we were going to use it in severe cystic acne. People with this problem have large, deep cysts on their faces and on their backs. Some of the patients we found had become reclusive. They’d dropped out, stopped working or going to school. Acne had absolutely ruined their lives.

“At the end of a 20-week course of Accutane”—Goldsmith pauses to smile—“most of these patients showed between 90 and 100 percent improvement.”

Now he and his colleagues are trying to get a clearer understanding of why the drug works as well as it does, and why there is still a small minority of severely diseased patients for whom it is not as effective.

Goldsmith’s work with transglutaminase also may bring help to acne patients. It is his hypothesis that overproduction of this enzyme may clog hair follicles, thereby causing the troublesome blotches. Now he is heading up a research team that is studying a medication (he describes it as a “mild chemical rooter”) that may inhibit the production of transglutaminase, and, as a result, clear up the acne.

“When you put a hypothesis like this to a real test, in real-life people, it can be somewhat scary,” he confesses. “You may find out that your favorite theory is wrong. Positive results here will be very exciting, however, because they’ll show how an original set of laboratory observations and experiments, done purely for research reasons without thinking about diseases at all, can lead to a therapy for a very important, very common disease.”

The chief weakness Goldsmith sees in current dermatological research is its emphasis on isolated elements in the skin. “We’ve done most of our work up until this point by looking at individual molecules and individual cells. We’ve all been very reductionistic and analytical, as is appropriate at this stage of our studies.

I think, though, that we have to know more about how cells interact with each other. It’s possible that many disorders of the skin are really related to some of these ‘higher’ orders of organization, rather than to a simple lack or defect in some small element. We need to find out how these tiny elements really interact with the rest of the body, with the nervous and immune systems, for example.”

As fascinated as Goldsmith is with the pure science of the skin, he says he tries never to forget that patients

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**Dr. Goldsmith’s ‘Skin Flick’**

The average person has a pretty thin skin—measuring only between one and four millimeters in width depending on what part of the body it covers. For all its thinness, the human pelt stands up admirably to outside pressure—but in a way more like concrete than a diamond: Your skin has built into it different components that make it both resilient and able to withstand pushing and pulling. Its purpose, as Dr. Lowell Goldsmith puts it, is to “keep inside the body what should be kept in, and prevent from entering the body what should not enter.”

What constitutes this elastic, virtually impermeable form of human packaging? Goldsmith, head of dermatology at the University Medical Center, answers with a science-fiction scenario.

Imagine yourself, he suggests, reduced to microscopic dimensions and embarked on a boat ride through the layers of the human skin.

“First think of the boat as trying to get through the ice-thickened waters of the Arctic Ocean,” Goldsmith muses. “The stratum corneum—the thick, cor-
A couple of years later Goldsmith had moved on to Duke University Medical Center. There he met a patient with similar symptoms to the boy’s—painful lesions on the feet, so bad they prevented her from walking, and also, significantly, a severe problem with bright lights. Biochemical studies showed another similarity: suspiciously high levels of tyrosine. Goldsmith and his colleagues put their patient on a special diet low in tyrosine, which is found in many meat products and other proteins. Within a few weeks, both the lesions and the light sensitivity had cleared up, and the patient returned to normal life.

Goldsmith was thus able to prove that this constellation of skin and eye symptoms is characteristic of a disease that is now called “tyrosinemia II,” and to develop a safe and effective treatment. He considers this research one of his biggest breakthroughs in skin biochemistry, but he also believes the experience taught him a great deal about the complexity of skin disease.

“I think the important take-home lesson here is that we have to be very careful that we don’t just look at the skin of people with dermatological problems. Many diseases of the skin are really manifestations of abnormalities elsewhere in the body. As we do our detective work on the mechanisms of disease, we have to be very careful that we look in the right places. I carry this lesson around as my internal gold standard.”

Not all of Goldsmith’s stories have such neatly happy endings. Many of his patients—often those with such common problems as psoriasis—get some relief from various medications and treatments but cannot expect to be cured, at least not in the near future.

“It is one of the great ironies that we frequently know the most about the very rare diseases and not nearly so much about the more common ones. We still don’t know precisely what causes acne, for instance, nor do we know how to cure psoriasis. Rare diseases frequently display a single abnormal element, so that we’re able relatively easily to identify what’s wrong. Common diseases are much more complex and involve more of an inter-

relationship between the individual and his environment.”

Goldsmith estimates that about two-thirds of his patients have skin problems severe enough to have sent them to a succession of other doctors and dermatologists before finding their way to his door. Those with incurable diseases often need help in learning how to cope not only with the physical discomfort of their disorders but also with the stigma society places on them.

Sue Corson, whose five-year-old daughter sees Goldsmith for help in controlling pityriasis rubra pilaris—an incurable but treatable disorder that causes red, scaly lesions on the skin—believes the child handles the problem better than she does.

“Jessica’s great. But the questions I get asked by strangers are unbelievable. ‘Was she burned in a fire?’ ‘Does she have chicken pox?’ It’s incredible. People overreact, but I can see their point of view. If I saw someone who looked like Jessica, I’d stare, too.”

One way Goldsmith is trying to educate the public—and at the same time spur research—is by testifying before Congress on behalf of various patient-advocacy groups seeking much-needed funding. “It is very important for Congress to know that there are real people out there with real problems, who are very dependent on our understanding these diseases so we can come up with therapies.”

He points out that dermatologists, too, need to be sensitive to the emotional burdens their patients often carry.

“We have to see what impact the disease has on a particular individual. Will this person decide not to go to the beach because he has psoriasis? Has he decided not to get married or have children because he fears his disease will be passed on? Knowing how a person looks at his or her disease is extremely important information that we need to get.

“We have to remember that we’re not treating diseases—we are treating people.”

Kathleen Ferguson Chapman, an assistant director of University Public Relations, is happy to report that she did not, after all, catch anything dreadful from paging through Dr. Goldsmith’s book.
Fanfare for the Common Plant

As they say, any school that has a weed for an emblem and an insect for a mascot can't be all bad. Like flowers in a well-tended garden, myths about the dandelion and its stinging sidekick have grown abundantly over the years.

By Denise Bolger Kovnat

O, Azariah Boody's cows were sleek and noble kine
They wandered o'er the verdant fields where grew the dandelion
And when they drove the cows away
to build a home for knowledge
They took the color from the flow'r
and gave it to the college.

From "The Dandelion Yellow,"
words by Richard L. Greene '25,
music by Charles F. Cole '25

To the French, it's *dent de lion* ("tooth of the lion") after its pointed leaves; to botanists, it's *Taraxacum officinale*.
The English nickname it "fairy clocks" or, less delicately, "piss-a-bed" (a tag having to do with the diuretic qualities of its wine and beer). Native Americans call it "strong root" for its rugged rhizomes, while latter-day suburbanites label it a weed to do battle with each spring with chemical weapons like 2, 4-D.

The dandelion has been around a lot longer than we humans—30 million years, according to the fossils. And this hardy plant flourishes in astonishing variety; over a thousand species have been identified.

It's good for us, too. It is recorded that once, when a storm of locusts destroyed their harvest, the inhabitants of the isle of Minorca fought off famine with the digestible perennial. (A pound of the greens boasts 12.3 grams of protein, 849 milligrams of calcium, and 61,970 I.U. of Vitamin A, along with megadoses of other vitamins and minerals. For wimpy lettuce, the numbers are 3.8, 194, and 5,060 respectively.) Its generic name, *Taraxacum* (from the Greek *taraxos*, internal disorder, and *akos*, remedy), attests to a grass-roots belief that a dose or two of dandelion extract will fix up the unhappy consequences of overindulgence in other, less healthful foods.

Dandelions can be wreathed for one's hair (pick one, make a slit halfway down the stem, thread another through it, slit that stem, and so on), made into a sunny wine (as the Italians...
and English do), roasted as a coffee substitute (a healthy decaf), tossed in a salad, or even commercially canned (check out the Belle Isle of Maine label). The golden weed has been hailed in song (rather, wailed by the Rolling Stones: “Dandy-line don’t tell no lies / Dandy-line don’t make me cry...”), acclaimed as an aphrodisiac, and trusted to tell both time and the future.

But to the true-blue and-yellow sons and daughters of Rochester, the dandelion is, above all, their alma mater’s official flower and the progenitor of its florasloving mascot, the Yellowjacket. And, as they say, any school that has a weed for an emblem and an insect for a mascot can’t be all bad.

Like flowers in a well-tended garden, myths about the dandelion and its stinging sidekick have grown abundantly over the years. It’s said that, back in 1930 when the River Campus opened, a sentimental alumnus was spotted, hat in hand, on the old Prince Street Campus, furiously scavenging for puffballs to sow on the weedless greens of the Eastman Quad.

Another legend has it that, during a football game in the 1920s, J. Howard Garnish ’27 lifted his head from the mud after a skull-bashing tackle and, waving to his dandelion-yellow-clad teammates, uttered for the first time in recorded history the battle cry: “Go, you Yellowjackets!” (This latter legend is almost true. For Garnish’s account of how he really named the Yellowjackets, see page 25.)

English major Eben Norfleet ’92 sowed yet another apocryphal seed when, for a Dandelion Dinner on the River Campus last year, he wrote of a ghost, purported to be Azariah Boody, that appears on the River Campus each spring:

“Towards the latter days of April, an image can be seen walking through the heavy dew of the early morning from the riverbank to the Eastman Quadrangle. The image sits by the Meridian Marker for a few moments and then disappears, leaving a little yellow flower, a freshly picked dandelion....

When that yellow flower we know and love appears at the center of the quadrangle, the University of Rochester community shall know that spring has come to our home along the banks of the Genesee.”

And what have Azariah Boody and all his kine to do with Rochester’s dandelion legend? Quite a bit, as it happens. In 1853, the University (then camped out in rented quarters in a downtown hotel) acquired by gift and purchase a parcel of land owned by one of its early trustees, “Deacon” Azariah Boody. The 25-acre tract, much of which had been Farmer Boody’s cow pasture, became the Prince Street Campus—which every spring remembered its well-fertilized past with a bumper crop of dandelions. It became campus custom to herald the return of balmy weather by sporting one of the abundant blooms as a jaunty boutonniere.

The subsequent adoption of dandelion yellow as Rochester’s official color evolved, in a way, as something of a political decision made in a smoke-filled room. For decades, Prince Street alumni had overlooked the dandelion’s golden tones in favor of magenta and white (from 1867 to 1876) and then, for another 15 years, steel blue and gray. In 1891, at its annual meeting, the Society of the Alumni appointed a committee headed by tobacco manufacturer Harold C. Kimball, Class of 1882, to come up with a more inspiring color selection. Two days before he was to make his report at the 1892 meeting—after a year spent examining innumerable samples of silk ribbon and rejecting all of the handsomest as already claimed by other institutions—Kimball pronounced that he had discovered exactly the desired, distinctively “Rochester,” color. It had been lying, it developed, more or less underfoot all along. He unveiled his printed sample: a sheet of the brilliant yellow paper used to line the Kimball Tobacco Company’s wooden cigar boxes.

Loyal sons of Rochester recognized the color for what it was. Word spread like dandelion seeds on a suburban lawn, and at the annual meeting two days later, every old grad in attendance wore the flower in his buttonhole. Then a hitch developed. The cigar-box yellow was duly adopted—but, in the interest of horticultural accuracy, its shade was recorded as not “dandelion” but “goldenrod,” which it was said to more closely resemble. It was not until
In any event, dandelions (and yellowjackets and their respective spectral frequencies) have served the University steadfastly for nearly a hundred years now.

Publications have been inspired by it. *Croceus*, the women's yearbook in the early part of the century, derived its name from "crocein," meaning saffron (or orange or scarlet in hue, take your pick). For a while in the '30s and '40s, *The Dandelion* flourished as the women students' literary magazine. *Rochester Review* for years sported a dandelion-yellow cover, as did the annual *Official Bulletin*.

Songwriters have celebrated the Rochester flower. A University songbook of 1927 carried a typical paean, written to the tune of "The Wearing of the Green," by the lyricist of "The Genesee," Thomas T. Swinburne, Class of 1892:

Oh, the bold dandelion, oh, the brave dandelion,
I'll wear it in my buttonhole in rain or in shine.
For you must know this flower, sir, The first and last is seen
In sunshine and in shower, sir, Upon the college green.

The same songbook also introduced "The Dandelion Yellow," created by Richard L. Greene '25 (who taught English at Rochester, later presided over Wells College, and then was on the faculty at Wesleyan) and classmate Charles F. Cole (a former editor of *Rochester Review* who was for many years Rochester's director of public information):

Oh, the dandelion yellow 'Tis a color rich and mellow
Accorded love and loyalty by many a gallant fellow
O, let Harvard have her crimson
And old Eli's sons the blue
To the dandelion yellow we will e'er be true.

The golden weed has also flowered as a decorative motif in University architecture. The most extravagant dandelion display anywhere on campus—and possibly anywhere in the world—appears in Prince Street's Cutler Union, where dandelions are sculpted in stone over the original entrance, detailed in stained glass on the front door, and carved in oak on the archway that now leads to the Memorial Art Gallery's attached new wing. The auditorium is a virtual hothouse of the genus *Taraxacum*, from the ceiling to the stage to the balcony (and even, in the early years, the stage curtains).

Lynette Reylea Bolger '49, a graduate of the women's college when it was still on Prince Street, remembers sitting at assemblies in Cutler auditorium and, whenever a speaker got too windy, counting the variations on the dandelion theme. "I'd look around at the curtains, the ceiling, the windows—it seemed that the floor had some, too. I'd try to find all the different designs."

Later, to welcome the women to the River Campus when they joined the men there in the mid-1950s, an enamelled dandelion sculpture—a "sunburst in steel, symbolic of spring and defying northern winds and the bleakness of winter," according to historian Arthur May—was commissioned of University sculptor William Ehrich. It blooms brightly today above the entrance to the Alumni Gymnasium.

Among the other dandelion offshoots thriving on campus these days: the Yellowjackets, a men's a cappella singing group; the Dandelion Day Care Center (affiliated with, but not part of, the University); and the sophomore D'Lions, one of the most flourishing of undergraduate organizations, dedicated to making freshmen feel at home and fostering a campus-wide community spirit.

Then there's the most visible celebration of our family flower—Rochester's jubilant rite of spring: "Whan that April with his shoures soote / The droghte of March hath perced to the roote"... then maketh Rochester students merry on Dandelion Day. This vernal bash, held on the last Saturday in April (really, a bit too early for dandelions in upstate New York, but what the heck), began in 1931 as the all-male "Dandelion Dinner"—an attempt to transplant the dandelion tradition to the River Campus. In 1951, at the suggestion of senior Donald Parry—then head of the Traditions Committee for Theta Chi, now coordinator of special events at the University—Dean Lester Wilder declared the first Dandelion Day.
For men, that is. The first coed Dandelion Day came in 1954, the year before the women moved to the River Campus. The purpose of the fest, writes May, was “to provide needed respite before the onset of final examinations,” which apparently still holds true. In its early coed form, the holiday was marked by the suspension of classes, the passing out of awards, and, gloriously, by the (strictly male) freshman-sophomore tug-of-war in Genesee Valley Park. Billed as “The Battle of Red Creek,” this viscous encounter annually dragged the opposing warriors to muddy defeat or oozing victory, occasionally propelling unwary spectators along with them. The day ended with a Dandelion Dance at the Palestra (for which the Prince Street contingent was given “12 o’clock permission”).

As for D-Day nowadays: Newsweek on Campus rated the April celebration one of the nation’s 15 best college parties, along with the MIT Steer Roast, the Syracuse Wing-Eating Contest, and the UC San Diego Sun God Festival, among others (to give you an idea of the spirit of such events). The all-day revelry — last year, it was all-weekend — includes a carnival on the lower quad, a rock concert (the Kinks in 1996; the Indigo Girls this year), and, according to Newsweek, “the sort of silly games you might expect on a day dedicated to a suburban weed.”

In recent years, the Dandelion Dinner of the ’30s has been revived with speeches by various deans and other luminaries, the singing of “The Genesee” and “The Dandelion Yellow,” and a formal toast, “The Drinking of Genesee Water” (in truth, mercifully, drawn from Hemlock tap water). Alumni in Washington, D.C., sponsor a Dandelion Day each June, while those in Dallas celebrate their own Yellowjacket Day each September, recreating D-Day’s autumnal counterpart.

Certainly, our alumni forebears Kimball, Swinburne, Greene, Cole, et al. would be happy to know that the “dainty flower of gold” (credits to Swinburne) is alive and living so well.

How the Yellowjackets Got Their Name

Legend has it that Rochester athletes got their nettlesome nickname in a battlefield christening. The story goes that football hero J. Howard Garnish ‘27 — hors de combat on the gridiron after a crushing tackle — bravely raised his eyes to his dandelion-yellow-clad teammates and cried, for the first time in recorded history, “Go, you Yellow Jackets.”

“No just a minute,” says Garnish, when we phone him up to verify the legend. “At that point I was in no position to cry out anything, I was out cold. Furthermore, I had been one of the worst scrubs on one of the worst teams the University of Rochester ever produced, and I lasted through only about three-quarters of the 1925 season. Finally, when a big quarterback came out of the line in a scrimmage, I made a grab for his leg but got my face in the wrong place. His spikes landed on my chin and knocked me out.”

After about a year of remedial dental surgery, Garnish tells us, he turned to gentler pursuits, like editing The Campus newspaper — and that’s when he inadvertently gave the Rochester varsity its enduring nickname.

It seems that the gridiron disasters of the preceding season were continuing, and the downtown sportswriters had taken to writing, disparagingly, about “the big Yellow team.”

“So,” says Garnish, “we were trying to get behind the guys. I wrote an editorial just before the RPI game, and in the last line I said, ‘Go to it, you Yellow Jackets! On to Rensselaer!’ I have no idea what inspired that phrase; I was really just desperate for a tag line.

“But it started something. The Campus took a poll on the name — and on some other suggestions like ‘River Men,’ ‘Gold Bugs,’ ‘Geneseeans,’ ‘Dandy Lions’ — and ‘Yellow Jackets’ won by a landslide.”

Gold Bugs? Dandy Lions? No wonder the vote came out the way it did. In any case the new name stuck, and may even have lifted the team’s fortunes; The Campus later that season reported that “a Buffalo player . . . called the Varsity, ‘Yellow Jackets,’ not because of their equipment, but rather their sting.” The designation persisted even through a period of several years in the 1930s when, to the occasional confusion of their opponents, the players calling themselves the fighting Yellowjackets trotted out on the field in blue and white uniforms.

Now a retired newspaperman and government public-affairs officer, Garnish confines his athletic activities these days to “gardening, golfing, and travel.” And the “Yellow Jacket” label he coined has long since been compacted into a single word, frequently in recent years abbreviated still further to just plain “Jackets.” But, however expressed, his 65-year-old call to colors rings loud and clear today:

“Go, you Yellow Jackets!”
in its academic preserve. In spite of the fact that its growth is discouraged, with an occasional dose of herbicide, on the Eastman Quadrangle and the lawn near the Office of Admissions in Meliora Hall, the stubborn little weed continues to shine forth every May, everywhere it can.

And what can we dandelion lovers do to carry on the golden tradition? We might start by leaving the plants alone till they flourish on our lawns (as Robert Fulghum does and writes about in All I Really Need to Know I Learned in Kindergarten). And when they go to seed (it takes only about a week), we can—perhaps with the help of a child as enamored of them as we are—make a wish and blow on them, scattering the olive-brown seeds to the wide world.

We can even eat them. Seriously. There are vegetable farmers in New Jersey, it's reported, who cultivate dandelions as a cash crop. The late Euell Gibbons praised them lavishly in Stalking the Wild Asparagus: "Don't judge these most wholesome and delicious of all boiling greens until you have tasted them at their best."

Many prefer to cook them with a little fat salt pork or bacon chopped fine, then serve with a sour-cream dressing. Another idea:

**Dandelion Salad**
- 4 cups young tender dandelion leaves (before flowers have blossomed)
- 2 tablespoons chopped parsley
- 2 tablespoons finely chopped onions
- 1 cup watercress
- 1 tablespoon lemon juice
- 2 tablespoons tahini
- 1/8 teaspoon dried tarragon
- Salt to taste

Rub a salad bowl with the garlic clove (then discard clove). Add dandelion greens (torn up), parsley, onion, and watercress.

Beat together the lemon juice and tahini. Add tarragon (and salt, if desired) and pour over the greens mixture. Toss.

**Yield: four servings.**

Dandelions offer other forms of sustenance, too—beer and wine not the least among them. In Wine-Making at Home, Bruce Palmer describes dandelion wine as "a triumphant conquest of a rampant weed." One of the many homemade recipes:

**Dandelion Wine**
- 4 quarts boiling water
- 4 quarts dandelion blossoms, yellow part only, no green sepals (be sure to use only blossoms from areas that have not been treated with pesticides or herbicides)
- 7 cups sugar
- 3 slices lemons
- 3 slices oranges
- 1/2 cake or 1/2 package dry yeast

**Raisins**

Pour water over dandelions in an earthenware crock or gallon glass jar. Do this at night and let stand until morning. Then strain and add to the liquid the sugar, lemons, oranges, and yeast.

Let stand for 14 days covered with cheesecloth, stirring twice daily. Remove lemons and oranges as soon as they show signs of decay. Strain and bottle, putting five or six raisins in each bottle, and cork.

Allow to stand six months or until raisins float to the top of the bottle. Then strain again and decant.

Intoxicating, especially to Rochester-types. Dandelion wine has a warm golden color that, according to Gibbons, "even during the worst blizzard in January will bring summer right into the house."

It's the color, after all—that glowing, undeniable yellowness—that we celebrate here at Rochester. Emily Dickinson found this yellow, springing as it does from a "palid tube," nothing short of revolutionary:

The Dandelion's pallid tube
Astonishes the Grass,
And Winter instantly becomes
An infinite Alas—

Those who have lived in Rochester know that, when the first dandelion blooms, winter—our "bracing, unavoidable, implacable, Iroquoian"—upstate New York winter, to quote English professor Jarold Ramsey—is banished for yet another year.

"We have all been instructed by zero mornings, crows punctuating a campus of snow, glories of a January sunset against trees of ice," writes Ramsey. We have been instructed, too, by the resilient dandelion. Though we can't, really, take the color from the flower, as they sing in "The Dandelion Yellow," we may borrow it and pass it on, to brighten season after Rochester season.

*With the writing of this story, Denise Bolger Kvonat believes that she has firmly established herself as the Office of Public Relations' resident expert on dandelions.*
Although it also enrolls undergraduates, the School of Nursing's primary link will be with the Medical Center rather than Rochester College. The other professional schools—Eastman School, Simon School, School of Education, and School of Medicine and Dentistry—will continue to operate as separate components.

O'Brien said he believes that "Rochester College will strengthen the status of the entire University among the leading institutions of the country. This University has been a leader in reconceiving education, and I expect we will continue so now."

Goergen Elected Trustee Head

Newly elected chair of the Board of Trustees is Robert B. Goergen '60, president of Ropart, Inc., a private-equity investment firm based in Greenwich, Connecticut. A trustee since 1982, Goergen becomes 19th head of the University's board since its founding in 1850. As chair he succeeds Virginia A. Dwyer '43.

Goergen's firm, which he founded in 1979, has focused on leveraged buyouts and, since 1982, on turnaround buyouts. In some cases, Goergen himself becomes CEO to build up a company. He is currently chairman and CEO of Blyth Industries, Inc., manufacturers of candles, accessories, and home-fragrance products, and chair-
New Living Center Welcomes Eastman Students

It's the start of the new semester, and the lobby of the Student Living Center is buzzing as student musicians toting every piece of baggage known to the youth of America take possession of the brand-new Eastman residence hall.

A young woman makes her way through the maze of possessions-in-transit to a cart heaped with cartons, suitcases, and stereo equipment, topped with an oversize stuffed bear, "Oh, my teddy!" she chirrles, adding one more melody to the chorus of students on the move. Delighted by the reunion, she wheels her mountain into a nearby elevator and ascends to her new home-away-from-home in the 16-story Cominsky Tower, named in honor of Roslyn Weisberg Cominsky '22E, the school's first graduate, whose multimillion-dollar bequest is the largest gift to date in the school's current building campaign.

With the smell of fresh paint and just-laid carpet still in the air, students were joining their new residential communities—the dormitory is organized by clusters of rooms called "houses" that share common corridors, living rooms, bathrooms, and storage areas. "It feels like we're in a hotel," says Stacy Kwak '92, a piano major from Atlanta. "Everything's so clean and new!"

And so it was for 350 Eastman students who returned from winter recess to bid farewell to the Prince Street dormitory and settle into the new downtown location. The four-story quadrangle and its adjoining tower occupy the site of the old Gibbs Street YMCA building, just a 90-second jaunt down the street from the Eastman School and Theatre. For the first time in the school's 70-year history, its housing, teaching, and performing facilities have been brought together on a single downtown campus.

The first floor of the Student Living Center, known as Eastman Commons, was designed for the entire Eastman community, with rec room, dining hall, and snack bar (the last named, in a bit of clever word play recognizable to habitues of Wilson Commons, the Orchestra Pit). Here also are a number of the administrative offices having the most to do with students.

Much evidence suggests that the building was designed especially to meet the needs of musicians: There's a formal lounge for student recitals (complete with grand piano), a "green room" with self-service recording equipment, and a computer room with MIDI (Musical Instrument Digital Interface) hook-ups for electronic/computer music studies.

The completion of the new building, along with the 1989 opening of Eastman Place, home of the Sibley Music Library, marks the culmination of a 20-year plan sparked by the school to revitalize Rochester's "cultural district," as its neighborhood is now called. Area businesses that cater to the student population are expected to prosper, adding even more vitality to that end of downtown Rochester.

Joe Tompkins '92E, a percussion major, is pleased with his room on the sixth floor of Cominsky Tower—his own personal phone, sleek new furniture, a great view—but he's of the opinion that one of the best things about the new accommodation is location, location, location: "It'll save me 40 minutes a day," he says, referring to the round-trip foot journey between the school and old dorms. Tompkins says he plans to use that extra time to practice. His neighbor, Ohad Wand '92E, on the other hand, says he plans to use the bonus for an unaccustomed student luxury. Exults Wand, "I can wake up half an hour later every day!"
man of Xtra Corporation, the largest U.S. piggyback-trailer leasing company. An active alumnus, he serves on the executive advisory board of the Simon School and is a former member of the Trustees’ Council, the senior governing board of the Alumni Association.

Two years ago he established the Robert B. Goergen Scholarship Fund at the University to assist students who have high potential as entrepreneurs.

In addition to his Rochester degree (in physics, with distinction), he holds an M.B.A. in finance from the Wharton School.

Aslin Named Arts and Science Dean

As Rochester Review was going to press, it was announced that Richard N. Aslin, professor of psychology and chair of the department, has been named dean of the College of Arts and Science as of June 1.

He succeeds Jack A. Kampmeier, professor of chemistry, who has returned to full-time teaching after three years in the deanship.

Aslin, who is also a professor in the College’s Center for Visual Science, has been a Rochester faculty member since 1984, coming here from Indiana University-Bloomington. Previously he had taught at the University of Minnesota and had been a visiting scientist at the University of Washington’s Regional Primate Research Center. He holds a bachelor’s degree from Michigan State University and a Ph.D. in child psychology from the University of Minnesota.

As a psychological researcher, Aslin studies how infants see and hear and how their perceptual abilities change as they develop.

A member of the American Association for the Advancement of Science and of the editorial boards of Child Development and Infant Behavior and Development, he is past associate editor of Developmental Psychology and a former member of a National Institutes of Health grant-review panel.

Among other honors, he is one of only a handful of recipients of the Early Career Award in Developmental Psychology, established a decade ago by the American Psychological Association.

'The Damnedest Questions'

The following exchange took place at last February’s National Conference on Undergraduate Research:

“Have you seen that Rochester group?” says one professor to another.

“There’s a lot of them—they go around in a pack, like Mafia. They give really good papers, and they ask the damnedest questions!”

Rochester’s academic pit bulls, eight of them in all, were among 900 undergraduates from around the nation who took part in the conference at the California Institute of Technology in Los Angeles. The purpose: to promote undergraduate research, scholarship, and creative activity as a vital component of American higher education.

Chemistry major Joseph Swider ’91—who presented a paper on “Size-Selected Cluster Photochemistry,” for those of you who speak and read chemistry—found the experience to be “a very big opportunity.”

According to English professor Jarold Ramsey, director of undergraduate research for Rochester, all 900 of the student participants presented research papers, as at any academic conference. “But unlike a traditional conference, this one covered all areas of learning. The full program read like a map to a university—and our students alone covered a range of topics, from energy resources to Ben Jonson to DNA research.”

‘Awakening’ Robin Williams to the Piano

Chapin and pupil

The film Awakenings reaches a turning point when Robin Williams, as Dr. Sayer, sits down at the piano and picks out a piece by Schumann. It is at this moment that he’s struck with his idea for bringing back to life a group of unresponsive patients.

Williams, who had never before played the piano, does a credible job on the piece—thanks in large part to Susan Chapin, an Eastman School graduate student (and occasional nanny, about which more later). To prepare Williams for the role, Chapin gave the actor piano lessons every day for a month and a half, at his home and between takes on the set.

“They originally hired me to teach him to simulate what a pianist might look like when he’s playing,” she says. “Robin’s character was supposed to be an amateur pianist, so he just needed to know approximately where the high register was and the low register and so on.”

“But he was very quick to catch on—to the extent that they decided to let him actually play the piece in the movie.” What was it like to work with Williams? “He’s very, very nice, and he’s very human,” says Chapin.

It was through her skills as a nanny that Chapin got the job. At the time she was working in that capacity for Harriette Kanew, the film’s production manager. Kanew asked her about a piano teacher for Williams—and, like any musician hungry for work, Chapin volunteered herself.

“I was a piano player, not a teacher, but I convinced her that I could do the gig. After a period of not getting gigs, you learn a certain degree of assertiveness,” she explains.
Prenatal Drug Exposure and Its Postnatal Effects

Often, when a woman takes drugs during pregnancy, the effects on her infant are immediate, and obvious at birth. “Cocaine babies,” for instance, are at high risk for either still- or premature birth, as well as low birth weight and impaired cardiovascular systems.

Other drugs taken during pregnancy may not have immediately detectable effects—but they could cause changes in brain function that last a lifetime, says neuroscientist and psychology professor Carol Kellogg '70GM.

Kellogg studies the effects of prenatal exposure to diazepam (Valium) in laboratory rats. (Valium is seldom prescribed for pregnant women in the United States, but its use during pregnancy in other countries is relatively common.) She has found changes in brain function when the animal is exposed during the third week of its mother’s pregnancy—roughly equivalent to the second trimester in humans.

“The animals exposed to diazepam process information differently,” says Kellogg. “They make abnormal responses to challenging situations.”

The rats appear perfectly normal in the early stages of their lives. However, the effects become apparent during periods of challenge or major developmental change, like adolescence, says Kellogg.

“These animals cannot make appropriate responses to environmental challenges,” says Kellogg. “It so happens that atypical responses to environmental cues are characteristic of many disorders. An environmental challenge that may evoke a certain behavior in you or me evokes an atypical response in schizophrenics, for instance.”

Aside from the altered behavior in exposed rats, Kellogg has also found changes in certain neurotransmitter systems as well as interference in the development of the rats’ ability to detect bursts of sound.

Honor for Van Horn

Imagine you’re weighing different objects in the universe. On one tray of gargantuan scale you place a Navy battleship; on the other, two teaspoons full of extraterrestrial matter. Instantly the second tray plummets, sending the battleship soaring into the skies.

And what is that unearthly matter? The incredibly heavy, dense material that makes up neutron stars, one group of objects studied by Professor Hugh Van Horn. A theoretical astrophysicist, Van Horn is internationally known as an expert on neutron stars and other extremely compressed celestial objects like brown dwarfs. Van Horn’s weighty scholarship was recently recognized when he was elected a fellow of the select American Association for the Advancement of Science (AAAS) for his “outstanding research in developing the astrophysical theory of degenerate matter, for leadership within the community of scholars he has trained, and for his personal commitment to the highest standards of pedagogy.”

Van Horn looks to the stars because they offer a chance “to push the theory of dense matter well beyond the bounds of anything accessible in a terrestrial laboratory,” he says. The extremely high densities and temperatures reached in these stars will never be achieved on Earth, he explains. The closest we can come are the conditions reached inside nuclear explosions and nuclear fusion experiments—like the studies done at the Laboratory for Laser Energetics, where Van Horn is a senior scientist.

AIDS Researcher Named Dewey Professor

Dr. Raphael Dolin, one of the country’s leaders in the search for an AIDS vaccine, has been appointed the Dr. Charles Ayrault Dewey Professor of Medicine. Rochester physician Charles Ayrault Dewey, Class of 1861, for whom the professorship is named, was the son of Chester Dewey, a founding faculty member of the University.

Also the newly appointed chair of the medical school’s Department of Medicine and a specialist in infectious diseases, Dolin has made many contributions to the understanding of virus infections of the gastrointestinal and respiratory tracts. His particular interest: developing anti-viral agents and vaccines against viral infections, including HIV infection. Dolin has recently led several national clinical trials of potential AIDS vaccines and of such anti-viral agents as AZT and ddI.
A New Book on Senator Pete Domenici

When political scientist Richard F. Fenno, Jr. writes a book, he doesn’t cloister himself in the library stacks — instead, he heads for Washington, D.C., to observe the nation’s leaders in their natural habitat.

For his latest work, The Emergence of a Senate Leader: Pete Domenici and the Reagan Budget (CQ Press), Fenno used his research method of “close personal observation,” watching the senator at work in the Capitol, joining him on the campaign trail in New Mexico, observing him among his constituents, and interviewing him and his staff extensively. Fenno began studying Domenici — later chairman of the Senate Budget Committee during the Reagan Administration — back in 1978, before his rise to power.

“The budget became central to all of Reagan’s policies through the eight years of his presidency, so Domenici was thrust into the center of national policymaking,” says Fenno. “If you had told me in 1978 that this unknown New Mexican senator would be plopped into the middle of the political maelstrom, I wouldn’t have believed you.

“Domenici began as a faithful lieutenant of the president. Despite certain misgivings he had about Reagan’s tax policies, he went along with him loyally and got his committee to follow suit during his first year as chairman in 1981.”

Gradually, however, Domenici began asserting his independence and, during one budget battle after another, ended up disagreeing with Reagan as often as he agreed with him.

“By 1982, Domenici had become an independent force. He tried to communicate to Reagan that Congress was not going to just go along with him, wasn’t just going to keep cutting taxes and social programs and keep raising defense spending,” Fenno says. “He tried to mediate between the president and Congress. The book focuses a lot on the relationship between Domenici and Reagan, viewed from Domenici’s side. Always the basic difference between them was that Domenici wanted smaller deficit numbers than Reagan did.”

Winning by a nose: Okay, so it looks a little funny — the Rochester Robot playing checkers with its four-inch, yellow-foam nose. But don’t sell this creature short, even if it hasn’t yet learned how to manipulate an artificial hand.

Engaged here in a match with grad student Brian Marsh, this brainchild of Rochester’s Computer Vision Lab has now learned to play a killer game of checkers. It may seem like child’s play but checkers takes a pretty sophisticated robot to see the board, understand the rules, calculate moves, and manipulate the pieces. By designing a system that can integrate different computer languages, Rochester scientists have found a way to combine such divergent abilities as vision, motion, and planning into one robotics application, another step toward their ultimate goal of building computer systems that perform different kinds of tasks interactively — as humans do. Unlike humans, however, this robot is unfailingly polite. When it wins, as it usually does, it uses a newly acquired voice synthesizer to murmur apologetically, “Sorry, I win.”
NEWSCLIPS
from the national media

A survey of what they’re saying about the University and its people in national and international publications.

War and peace—and presidential popularity: Political scientist John Mueller, who has written extensively about war and public opinion, was in recent months frequently called upon to comment on the Persian Gulf war. Just before its start he told The Washington Post that President Bush would be able to sustain popular support for only a short time. “A week, a few weeks, or perhaps a month of fighting with relatively light casualties that produced a victory would probably be acceptable,” Mueller said. “But if there were a lot of casualties, say thousands of deaths, then Bush’s presidency would be in major trouble and I think there would even be calls for impeachment.” Mueller’s observations appeared also in a number of other publications, including Time, the Boston Globe, the Congressional Quarterly, the Christian Science Monitor, The New York Times, and U.S. News and World Report.

A discussion of “Scud spuds”: English professor Constance Penley writes in The New York Times’s Op-Ed page, “For some, the popular response to the war in the gulf and its aftermath would seem to confirm the couch potato myth, resurrected in the form of the ‘war potato’ (or ‘Scud spud’), haplessly transfixed by the ‘CNN effect’ of the first video war. . . . It is war that makes people stupid, not TV. Though citizens may protest, as they did in Vietnam, war encourages us to minimize the independent thought and action central to a democracy.”

And other powerful plants: Professor of Chemistry George McLendon told the Times that scientific “understanding has been growing very, very fast” in developing test-tube versions of photosynthesis. The aim: to open the way to new sources of usable energy based on the cheapest and most abundant of raw materials—sunlight, water, and carbon dioxide.

Hazards of the heart: “There’s definitely an attitude that heart disease is a man’s problem,” says researcher Kathleen B. King 76GN, 84GN in a recent issue of Science News. Statistics prove otherwise: Heart disease is the number one killer of men and women in the United States. What’s more, women have a higher mortality rate than men in coronary bypass surgery—perhaps due to their smaller blood vessels.

Nobel men: Simon School professor Gregg Jarrell, former chief economist at the SEC, proclaimed in The Wall Street Journal that “academics who study corporate finance, investment management, and financial markets can walk a little taller around their campuses” after the awarding of the Nobel Prize to financial economists Merton Miller, William Sharpe, and Harry Markowitz. The Nobel Committee, he wrote, announced to the world that “our field was legitimate and important” and selected “the genuine founding fathers of the theories on which all of our modern knowledge is based.”

Early activists: Historian Lynn Gordon, associate dean of the Graduate School of Education and Human Development, told the Chicago Tribune that, early on in her education, she had a “gut instinct” that led her to doubt popular portrayals of women’s colleges of the early 1900s as places for “dancing around maypoles and women having lots of fun and games.” In her new book, Gender and Higher Education in the Progressive Era, Gordon disproves those stereotypes, reporting that female students in the Progressive Era considered the university an agent of social change in its curriculum, research, and community activism. By 1920, women constituted a large part of the university mainstream—47.3 percent of American undergraduates, compared with 21 percent in 1870.

Can we have it all?: No, says Christopher Lasch in his certain-to-be-controversial new book, The True and Only Heaven (see page 3 for an excerpt). According to The Los Angeles Times, “Lasch is suggesting that an intelligentsia that wishes well to its fellow citizens ought to abandon the unattainable ideal of unlimited progress and join hands with Middle America in the search for a happier society less obsessed with progress.” But, argues The Wall Street Journal, “Mr. Lasch fails to comprehend that capitalism, far from being a simple aspect of the drive for progress, can even be seen as a form of populism. It is deliberately non-utopian; it has an almost tragic vision of human limitations; it does not expect that people be anything more than what they are: desirous, inventive and needful.”

Winter Sports Wrap-Up

Chris Fite (#32): First team All-American

Last year’s Division III champs, the men’s basketball squad once again made the national scene, this time reaching the quarterfinals of the NCAA playoffs (one step away from the final four), before bowing to Franklin & Marshall, 76-73, in overtime. (F&M advanced all the way to the NCAA title game, but lost to Wisconsin-Platteville.)

In recognition of his stellar efforts, center Chris Fite ’92 was named First Team All-American by the National Association of Basketball Coaches. Meanwhile, by season’s end head coach Mike Neer had moved ahead of former Yellowjacket coach Lyle Brown in total victories—with 227 wins to his credit, Neer stepped into second place on the all-time Rochester victory chart. (First place is still held by legendary coach Lou Alexander, with 247 wins.)

Some other highlights of the winter season:

Track and Field: The women’s team clinched its fourth straight UAA Championship. Winner of three individual events, Jessica Lyon ’92 was named the meet’s outstanding performer.
The men’s team came in second at the UAA meet, and Jim Dunlop ‘92 won his second All-America honor for the year after finishing fifth in the 5,000-meter run at the NCAA Division III Indoor Track and Field Championships.

Swimming and Diving: The Yellowjackets turned in good performances at this year’s UAA meet, with the women’s team placing third overall and the men’s team capturing a fourth-place finish. Monica Farren ‘92 earned All-America honors by coming in 11th in the 100-yard freestyle and 13th in the 50-yard freestyle at the Division III National Championships. In total Farren has earned 11 All-America accolades in her three seasons with the Yellowjackets.

Squash: Paul Muntner ’91 was selected a First Team All-American by the National Intercollegiate Squash Racquets Association. Muntner played first singles for the Yellowjackets throughout the year and posted a won–lost record of 11–2. This is his first All-America honor.

**Winter Scoreboard**

Men’s Basketball: 23–7
Women’s Basketball: 6–19
Men’s Swimming and Diving: 2–3
Women’s Swimming and Diving: 3–2
Squash: 8–8

**Giving Notice**

Dazzling displays of skill are a regular sight on every court, field, and course upon which Rochester athletes compete. Each team has its key players—the centers, the quarterbacks, the setters, for example, whose fancy plays captivate the spectators’ attention.

Other players can and do make equally skillful moves but they seldom command equal attention from the bleachers.

Lest we forget the athletes who steadfastly save the plays that have gone awry, who guard the goal from the opposition, or who faithfully send the ball spiraling for field-position, the *Review* talked with a few of the lesser-known “champions” of Rochester’s sports.

Take Yun Chung ’93, an outside hitter for the women’s volleyball team. Team coach Bob Brewington is convinced that Chung’s spot on the court is fundamental to the team’s success.

“Though players in other positions tend to make quicker, fancier plays, outside hitters get all the bad passes and broken plays. It’s important that they be able to hit them,” he says.

And hit them Chung does. “Yun is an excellent athlete,” says Brewington. “She’s the type of player who contributes to the team both on and off the court.” In fact, she has been elected team captain for the coming season, an unusual honor for a sophomore.

“Being elected captain makes me push harder,” says Chung, who recognizes the importance of communication among players as the key to her success on the court. “If you’re going to make the plays, you have to work as a team, not just physically, but mentally. When it’s working right, you know where everyone is, and you know someone will be there to cover you.”

Jim Galovski ’93, goalkeeper for the men’s soccer team, also works hard at keeping track of his teammates. “I’m the only player who can see the whole field all the time,” he says. So, in addition to protecting the goal with his body, Galovski keeps an eye on opposing players and communicates their whereabouts to his teammates. “It’s better to be a preventer of shots than a defender,” he explains.

Galovski acknowledges that he, too, plays a position that goes pretty much unnoticed—until he goofs, that is. “Keepers are noticed most when they let a ball get past them,” he admits. But he doesn’t let that fact discourage him from playing his position wholeheartedly. As he says, “I might not have the chance to touch the ball much in a game, but each time I make a save I work at 110 percent.”

Last season Craig Chodak ’93, a punter for the Yellowjacket football team, was named a Kodak All-American by the American Football Coaches Association. Though he was the first Rochester player to win a spot on the Kodak All-American squad since Ralph Gebhardt ’76, Chodak is another player who is more likely to be noticed for missing the goal post than for making a punt.

Luckily for the team, Chodak isn’t noticed too often. In fact, Chodak performed so well last season that he led Division III punters by averaging 41.7 yards over a four-week period.

He concedes that it’s not an easy position to play. “You’ve got to know how to kick the ball just right. When I feel as though I had hardly kicked it but the ball flies off my foot, I know it’s a good punt,” Chodak insists. He wasn’t expecting the recent award although he admits, “It is nice to be recognized!”
In from the Cold

Imagine a string of calamities: Your spouse dies. Then you break a leg. Lose your job. Are thrown out of your apartment—all within the space of a few weeks or months.

How do you think you would cope?

"For anyone, a series of tragic events can lead to severe depression. But if that person doesn't have a supportive network of friends and relatives, then that same series of events could lead to homelessness," says Joyce Wolbarst '68, who for the last 20 years has been working with people in similar desperate circumstances.

Wolbarst is executive director of the award-winning Bowery Residents Committee (BRC), a private, nonprofit organization that provides services to homeless people in the section of New York City notorious as a gathering place for the down and out.

BRC's 180 paid staff and 50 volunteers annually minister to thousands of the "poorest of the poor." Last year the United Way named Wolbarst's agency its Joseph Weber Award winner "for excellence in management."

"What makes us special is that we immediately go out and find concrete services for our clients—housing, food, a detoxification program, whatever is needed," says Wolbarst. BRC itself owns two buildings on Manhattan's Lower East Side—one houses the homeless mentally ill; the other, the homeless elderly. The agency has also recently started an outreach program. Instead of waiting for clients to appear on

their doorstep, staffers and volunteers, most of whom have at one time been homeless themselves, go out to subway stations, parks, and underpasses, wherever the homeless gather, and try to persuade them to go to BRC for help.

"Most of the people we reach out to are wary of the social-service system," says Wolbarst. "That's why we like to use staff and volunteers who have experienced homelessness themselves—those they're reaching out to are more likely to trust them." Even so, she says, it's not unusual for it to take six to eight months of making contact with someone before he or she decides to come in for help.

Wolbarst, who majored in history at Rochester, has been working in some type of social service ever since graduation. "I went to New York in 1968, at a time when the city was expanding its social services—all you had to do was show your diploma and they gave you a job." She later earned a master's degree in social work and public health from Columbia and then worked with the elderly poor for a 10-year stretch on Cape Cod.

She's stayed in her line of work all these years, in part, she admits, because she savors the successes. "People will come in here in the deepest distress. They may be out of a job, addicted to a substance, suffering mental and physical problems. But even if it takes two or three years of working with them, these people can turn themselves around—if they get the help they need. Their resourcefulness is amazing. They have remarkable coping skills."

Wolbarst is convinced that homelessness could be overcome, if only our society were willing to commit enough resources to solving the problem. "In order to call ourselves a civilized society, we need to provide basic shelter, food, and safety for everyone. This city and this country have the resources to do exactly that, but it's a question of shifting priorities—and that requires a major commitment."

Wyoming, Ewe S. A.

There's a black sheep in every flock. Take, for instance, Wyoming State Representative Christopher Plant '79C, a Democrat with a sense of humor living in almost exclusively Republican territory. It was an account of Plant that his fellow lawmakers recently found themselves considering this amendment to a bill before the state legislature:

If ultimate management authority over public lands is not accomplished by July 1, 1992, the State of Wyoming shall secede from the United States of America and provide for arming of the militia, seizing federal lands, establishing a capitol at Savery, providing for a king and court jester, broadening the franchise to two udders for two votes, sealing the borders against foreigners (hereafter called "Americans"), paving Yellowstone Park, executing traitorous tree-huggers like Smokey Bear, declaring that gazing into one's own bellybutton is the national sport, naming the nation "Sheep," and animating each other to jump off the cliff of States' Rights, hence joining the spectres of Jefferson Davis, John C. Calhoun, and Aaron Burr in the perdition of parochialism.

"I was going to put in some Latin, but most of my fellow legislators have a hard enough time with their native language," says the author of the amendment, who also teaches history at Western Wyoming Community College.

A Nation of Sheep? A seat of government with a population of 29? What's going on out there in the home where the mouse and the antelope roam? "It's termed the 'Sagebrush Rebellion,'" Plant explains. "About half the land in Wyoming is federal property, which, in my mind, is public land, belonging to you and me. But the sheep and cattle ranchers and the big-business interests like the miners, who lease much of that land, have formed an alliance to get those federal properties returned to the state."

The ranchers and big-business people have drafted a bill that calls for giving the State of Wyoming ultimate management authority over federal lands within its borders—with the result, Plant and his fellow environmentalists fear, that the public will eventually be fenced out.

"I don't want our federal lands returned to private use, so I decided to attach an amendment to the bill to provide some
comic relief," says Plant. "The way I see it, if you’re asking for ultimate authority, you’ll be seizing federal lands — and that, ultimately, is secession."

Plant, a Democrat, represents what he calls "a progressive mining town" in what is "probably the most Republican state in the union." His amendment died in the State Senate and was ruled out of order in the House of Representatives. "They didn’t say the idea of secession was out of order; they just didn’t think it was pertinent to the bill. I said that it was just like the original bill — interminable, unconstitutional, and volatile.

"Ranching has hit upon a decade of very hard times, particularly in the sheep industry. So they’re looking for symbols to strike out against. It’s what I call Green Baiting, similar to the Red Baiting of the 1950s. People want to blame the environmentalists or the Indians for their economic woes."

In the end, though, Smokey Bear and all those "traitorous tree-huggers" will win out, Plant predicts. "What’s happening here is that the wider public is reclaiming its legacy. They’re waking up and realizing that they’re part of a broader union."

Still, says Plant, "I think we can maintain with some assurance that when everyone’s interest is taken into account, ranching won’t be excluded."

All in favor, say "Baaa."

Debunking "serious" art: Tony Mendoza’s 1983 photo from Eauclaire’s The Cat in Photography

Photography critic, curator, and lecturer Sally Eauclaire ’72, ’81G (her undergraduate surname was Clearwater) presents a wide-ranging collection of images — by artists, photojournalists, commercial photographers, and humble snapshotters alike — dating from the mid-1800s to the present: 19th-century daguerreotypes and calotypes, Victorian-era picture postcards, and modern silver prints.

Among them: selections from the "Ernie series" by contemporary photographer Tony Mendoza, who, according to Eauclaire, "more than any other photographer has succeeded in portraying a cat with a full-fledged personality." Edward Steichen’s 1932 impression of Noel Coward shows us "the rather feline playwright" standing "haughtily in dapper splendor while a sculpture of the Egyptian cat god Bastet looks on." Here, also, is choreographer George Balanchine "coaxing his pet, Mourka, into a grand jeté for photographer Martha Swope." ("At last! A body worth choreographing for!"") Balanchine exulted.

The book debunks a few hallowed notions about "serious" art. In a five-part essay, Eauclaire quotes photographer Walker Evans’s 1957 declaration: "For
emphasis on a nontoxic approach. To control root-eating beetles, for instance, Thomas counters with tiny worms, called nematodes, that eat those beetles for lunch. (He gets them from a California firm that mass-produces them.)

Only two years after he started his company, Thomas now has several hundred customers who have made the switch from synthetic to natural lawn care. In addition to natural pesticides, he recommends treating lawns with organic fertilizers and with core aeration, a process by which tiny plugs of soil are pulled out of the grass so that water, air, and fertilizer can reach deep down.

Not only is natural lawn care good for the environment, he points out, but it costs 20 to 30 percent less than chemical lawn treatments. “This way people can afford trees, shrubs, and flowers for their yards, which are really much more interesting than acres of plain grass.” He predicts that within five years natural lawn care will be the norm, not the exception, and, he says frankly, “I’m in this not only because of the environment but also because it’s a good business opportunity.”

The former economics major had his first taste of entrepreneurial success when, in his senior year in college, he and classmate Ted Hart ’86 cornered the campus market on dorm-room refrigerator rentals. Pretty soon they had expanded their market, and their profits, by enlarging their list of rentables to include microwave ovens, televisions, and stereos.

And what advice might he have for others attempting to start their own businesses right out of school? Says Thomas, who obviously knows the ground rules: “Get a good accountant and a good lawyer, right from the beginning.”
years later she joined the choir loft.

These days, both are enjoying rafters-high success in opera halls around the world. This month, Coburn heads for Europe. “First stop, Oslo, for a gala performance of opera arias. Then I’m doing a TV production of early Mozart and Haydn, and after that I begin rehearsing for a world premiere of an opera by Krzysztof Penderecki, which will open the Munich Festival in July. Then I’m singing at the Salzburg Festival in August.” Among her recent, diverse engagements are performances at an L.A. Rams game (the national anthem) and at televangelist Robert Schuller’s Crystal Cathedral.

As for Fleming: In January, she appeared opposite Luciano Pavarotti in the live PBS broadcast, “Pavarotti Plus.” Last year, she was the judges’ unanimous choice for the $25,000 Richard Tucker Award. And in recent years she’s made her debut at the Houston Grand Opera, at both Spoleto festivals (South Carolina in 1989, Italy in 1990), and at the San Francisco Opera. Soon to come are engagements in Tel Aviv, Buenos Aires, and Paris.

It must have been one heckuvva church choir.

fresh out of Notre Dame (B.A. in psychology), but says it didn’t take him long to figure out that most of the social problems he saw in his work were closely tied to economic problems. “The money these people need to prepare themselves for a successful life was controlled by those outside the community. So I said to myself, ‘Ron, you can do more for these people by going out and getting a business degree.’ I had never taken a business course; I got interested in economics only because I thought it would help me understand how jobs and housing could be created in inner cities.”

Homer enrolled at Rochester to study for his M.B.A. and one night found himself seated at dinner next to a local banking executive. Never one to pass up an opportunity to make a point, Homer proceeded to lambaste the banker for his industry’s failure to provide more housing and business loans to black communities. The exec shot back with a challenge: “Why don’t you go into banking yourself and see what you can do?”

Homer began a successful 10-year stint at his dinner partner’s institution, Marine Midland-Rochester, winding up in New York City as a corporate lender to Fortune 1000 companies. Realizing, about that time, that he had veered from his original intentions, Homer left Marine Midland in 1979 and headed uptown as CEO of Harlem’s ailing Freedom National Bank.

Within four years Freedom had grown to one of New York’s most profitable banks, and the 36-year-old Homer was recruited to rescue another faltering institution—the fledgling Boston Bank of Commerce, only one year old and already on the verge of failure. Homer restructured the bank, developed a new marketing strategy, and, despite the downturn in the New England economy, has seen it flourish.

He explains it this way: “We’ve grown because we do three or four things very, very well. We specialize in home loans, small business loans, and loans to nonprofit organizations that have strong roots in the community.” There’s a place for banks like BBC, he says, a demand for institutions that understand conditions specific to the communities in which they are based. “If there are three dry cleaners vying for a loan, it helps to know which one rips up the shirts,” Homer, ever the pragmatist, points out.

Virus Hunter

“There’s a whole confusing array of diseases associated with this virus; that’s why it’s so interesting,” says medical researcher Joseph Pagano ’53, newly elected president of the International Association for Research on Epstein-Barr Virus and Associated Diseases.

In the news a few years ago as the suspected culprit in what was popularly known as “Yuppie Flu” (more soberly dubbed Chronic Fatigue Syndrome), Epstein-Barr is a type of herpes virus first isolated in 1964. (“The evidence that EBV causes Chronic Fatigue Syndrome is scant, and I personally believe it has little to do with it,” says Dr. Pagano, dismissing the Yuppie connection.) EBV is more accurately recognized, in this country, as the principal cause of mononucleosis and is also associated with a cancer of the jaw that often affects children in Africa and cancer of the throat that mainly affects people in China and North Africa.

Although Epstein-Barr Virus causes mononucleosis, an uncomfortable but nonfatal disease, it is only associated with the cancers found primarily in Africa and China, Pagano says, emphasizing the distinction. “To date, there’s no evidence that the virus has caused cancer. It needs a cofactor—such as a genetic predisposition or an environmental carcinogen—for the cancer to occur.”

Professor of medicine and microbiology at the University of North Carolina at Chapel Hill and director of UNC’s Lineberger Comprehensive Cancer Center, Pagano has been studying EBV for the last 20 years and has been working on developing an effective anti-viral drug to combat it.

Although there are now certain drugs—some of which Pagano can take credit for—that can inhibit EBV, none really controls it. “It’s a tricky situation,” he admits. “For some reason, the virus triggers a very strong immune response, which then causes other problems.” The drug that he and his colleagues are searching for, he says, will have to do double duty, dealing not only with the virus itself but also with the overactive response it elicits from its victims.

Contributed by Nancy Barre, Denise Bolger Kovnat, and Wendy Levin

Activist Banker

When you ask Ronald A. Homer ’71G why he got into banking, he refers to the famous story about gangster Willie Sutton: “Someone wanted to know why he robbed banks, and he replied that that’s where the money is.”

Homer admits that he became a banker for the same pragmatic reason, but allows as how his motives were rather more high-minded. President since 1983 of the Boston Bank of Commerce (BBC), the largest minority-owned bank in New England, Homer believes that banks—more so than most other businesses or social-service agencies—are in a prime position to improve the welfare of the neighborhoods in which they’re located. “Banks, after all, are in the business of building communities,” he says.

A self-described revolutionary turned reformer, Homer went into social work
Alumni MILESTONES

RIVER CAMPUS
Career Moves

Richard Hughes ’57, appointed dean, School of Business, SUNY, Albany.
Charles Corcoran ’63, appointed v.p., chemicals division, Cyanamid International, Wayne, N.J.
David Sadowsky ’67, appointed v.p., residential mortgage lending, First Federal Savings and Loan Association of Rochester.
Lucy Chernow Brown ’68, elected circuit judge, 15th judicial circuit of Florida.
Peter Schmitt ’70, appointed central manager, Baxter Physical Therapy Division, Northwestern-Baxter Physical Therapy Center, Chicago.
Kathleen Bernstein ’71, appointed associate professor, learning achievement resource dept., Mohawk Valley Community College.
Gary Walter ’72, appointed general manager, Fort Worth Hilton Hotel.
Eva Buzawa ’73, promoted to professor of criminal justice, University of Lowell (Mass.).
Nathaniel Deutsch ’73, promoted to chief of employee relations, Soil Conservation Service, U.S. Department of Agriculture, Washington, D.C.
Cheng Chu ’74G, appointed systems and accounting manager, Tabra, Inc., maker of ethnic and exotic jewelry, Fairfax, Calif.
David Luitweitler ’74, appointed first deputy superintendent, New York State Police.
Andy Pomerantz ’74, named product manager, industrial gear products group, Philadelphia Gear Corp.
M. Frederick Duranko ’75G, appointed retail banking manager, Chase Lincoln First Bank, Rochester.
Stephen Hoffman ’75, ’76G, promoted to senior v.p. of marketing and sales, Computer Task Group, Inc., Buffalo.
Melinda Robinson Paquette ’75, appointed clinical librarian, dept. of medicine, Medical College of Pennsylvania.

Mike Downer ’76, promoted to associate professor of physics, University of Texas, Austin.
Michael Goldman ’76, promoted to associate professor of biology, San Francisco State University.
Stephen Howe ’76, appointed research biologist, Dept. of Geology, University of Vermont.
Bruce Kulp ’76, promoted to regional v.p., Spectrum Office Products, Inc.
Lucy Larner ’76, named downtown council coordinator, Downtown Council of Troy (N.Y.).
Bill Green ’77G, appointed corporate director of planning and benefits, Carnival Cruise Lines.
Jeffrey Coriale ’79, named principal engineer, Harris Semiconductor, Melbourne, Fla.
Phyllis Belmonte ’80, appointed health center administrator, Duncaster, a life care community, Bloomfield, Conn.
Steven Vehg ’80, appointed reporter, The Daily News, Durban, South Africa.
Richard Hood ’81, ’84G, appointed assistant professor of English, Denison University.
Daniel Schwarz ’81, named director of counseling services, Cabrini College.
Joseph Lemchak ’83, named assistant v.p. and finance officer, Horizon Bank in Geneva, N.Y.
Fred Krajacic ’84, named assistant v.p., Cinimelli Development Co., Inc.
Linda Mack ’84, appointed senior clinician, adult voluntary unit, Saint Clare’s Riversi.de Medical Center, Denville, N.J.
Ann Sturtz ’84, appointed assistant general counsel, VOCO Corp., a national provider of services to persons with developmental disabilities.
Mary Williams ’85G, appointed executive director, Democratic Party of Delaware.
Jim Jameson ’86, promoted to upstate New York manager, personal client services, Marsh & McLennan, Inc.

Kurt Kwak ’87, joined the law firm of Cefalo and Associates, West Pittston, Pa.
Stephen Joyce ’88, promoted to manager, quality assurance department, Rich Products Corp.
David Boyce ’89, named assistant secretary at the insurance firm of Ernest Townsend and Son, Le Roy, N.Y.
David Kalenak ’89, appointed developmental engineer in optical laser physics, Hewlett-Packard Co., Santa Clara, Calif.
Kathleen Ramarge ’89, appointed plastics engineer, Cutco Cutlery Corp.
Kimberly Zerr ’89G, promoted to customer service supervisor, midwestern regional distribution center, Eastman Kodak Co.
Gloria Basse ’90G, appointed marketing manager, U.S. animal health division, Pfizer, Inc.

Honor/Elections

Frances Norsstrand ’34, received the Pro Lingua Award, Washington Association of Foreign Language Teachers, for outstanding contributions to foreign language instruction.
Mauro Beneckoff ’38, awarded first-place prize in a juried sculpture show, Longboat Key (Fla.) Arts Center.
Robert Parker, Jr. ’52, awarded the George D. Greenwood Award, Seventh District Dental Society of the State of New York.
Emily Rose ’56, re-elected to fourth consecutive six-year term as register of the probate and family court, Dukes County, Mass.
Michael Blumenfeld ’60, named president-elect, Psychiatric Society of Westchester.
John Rast Hubbard '66, The VAX Book, TAB/McGraw-Hill, 1991. He is an associate professor of mathematics and computer science at the University of Richmond.

Key
RC — River Campus colleges
G — Graduate degree, River Campus colleges
M — M.D. degree
GM — Graduate degree, Medicine and Dentistry
R — Medical residency
F — Fellowship, Medicine and Dentistry
E — Eastman School of Music
GE — Graduate degree, Eastman
N — School of Nursing
GN — Graduate degree, Nursing
FN — Fellowship, School of Nursing
Carol Coddington Sarafcon '73, co-author, *Facing Yourself*, Cheever Publishing, 1990, a handbook on personal energy conservation for the elderly, chronically ill, and disabled. She is an occupational therapist at Worcester (Mass.) City Hospital.


**EASTMAN SCHOOL OF MUSIC**

**Career Moves**

Manuel Alvarez '58E, appointed director, University of South Carolina, School of Music. He was recently guest conductor of the Orquesta Sinfonica de Sao Paulo, Brazil.


Lee Rothfarb '71E, appointed Gardner Cowles Associate Professor for the Humanities, Harvard University.

Jay Stearns '74E, appointed member of the vocal faculty, Catholic University, Washington, D.C.

Cynthia Folio '79GE, '85GE, appointed associate professor of music theory, Temple University, Philadelphia.

Paul Evoskovich '80GE, appointed chair, department of music, College of Saint Rose, Albany.

Eugene Gaub '89GE, appointed chair, music department, Villa Maria College.

**Advanced Degrees**

Beverly Simms '78GE, D.M.A., music, University of North Texas. She is an assistant professor of music at Indiana State University.

**Honors/Elections**

William Jones '46GE, received Fargo-Moorhead (N.Dak) Mayors' Award for the Arts, Lake Agassiz Arts Council.


**Books Published**


**Performances/Recordings**

Walter Hartley '50E, '51GE, '53GE, recorded *Quartet for Guitars*, New World Records; and *Concerto for 23 Winds*, Cincinnati College-Conservatory Wind Ensemble.

Wayne Rapiar '54E, recorded an oboe recital with the Boston Symphony Orchestra, including works by Bach, Finzi, and Mozart, Boston Records.

Laura Mann '63E, '72GE, soprano, appeared as soloist with the Richmond Symphony Orchestra, Kennedy Center Concert Hall, Washington, D.C.

Cynthia Folio '79GE, '85GE, flutist, recorded the CD *Portfolio*.

Brent McMunn '79E, pianist and oboist, accompanied violinist Michelle Markarski at New York City's Carnegie Hall.

George Work '79E, '81GE, cellist, recorded two CDs, *Piano Quartets by Chausson and Saint-Saëns*, Musical Heritage Society, 1989; and *Duets: The Two Piano Quartets*, Dorian Recordings, 1990, both with the Ames Piano Quartet.


Jay Pierson '83GE, '90GE, professor of music, East Carolina University, performed *Messiah* with the North Carolina Symphony.

Harold Van Schaik '88GE, won an audition for the Bass Trombone position, Honolulu Symphony Orchestra.

**SCHOOL OF MEDICINE AND DENTISTRY**

**Career Moves**

Donald Purp '74M, '75GM, '75R, appointed professor of ophthalmology, University of Michigan School of Medicine.

Cynthia Dunn '81RC, '85M, promoted to medical director of clinical research and drug surveillance, Fisons Pharmaceuticals.

**Honors/Elections**

Nevin Scrimshaw '45M, awarded the Fein-stein Research and Education Award, for his work on malnutrition.

Charles Lobek '52M, received The Bennett J. Cohen Award, The American Association for Accreditation of Laboratory Animal Care, for his commitment to advancing the quality of laboratory animal care in research, teaching, and testing.

John Donlon, Jr. '68M, acting chairman of the department of anesthesiology at the Massachusetts Eye and Ear Infirmary, elected president, New England Society of Anesthesiologists.

**SCHOOL OF NURSING**

**Career Moves**

Margaret Patterson Bash '65N, appointed director of christian education, St. John's Episcopal Church, Midland, Mich.

Nancy Horshom Houyoux '67N, appointed hospital administrator, Napleton Psychiatric Institute, a private psychiatric hospital for children and adolescents.

Fran London '66N, promoted to psychiatric consultation liaison nurse, Strong Memorial Hospital.

**Honors**

Lisa Telehany Amory '87N, '89GN, elected to membership in Sigma Theta Tau, Epsilon Xi Chapter, an international honor society for nursing.
Library. You might like to know that as a result of the enthusiasm and expertise of Dr. Dunkman and his co-professors, Donald Gilbert and Eric Vance, 12 members of the Women's College in 1936 decided to major in economics—a new interest for the women's classes. As a matter of fact, we were the first to venture to the River Campus for classes, transported in old black limousines.

One more memory: We were on hand when Alan Valentine visited the campus before accepting the appointment as fourth president of the University, and we were all interested in the handsome young stranger who was looking over the campus. We thought he was a prospective student!

Marjorie Mathies Ashe '38
Fayetteville, New York

Wrong Kean

The name of the former governor of New Jersey is Thomas Kean, not Edward (page 28, Spring 1991). Governor Kean is now president of Drew University in Madison, New Jersey.

Rowland F. Bennett
Maplewood, New Jersey

Divided Loyalty

Make no mistake about it. I take great pride in being a University of Rochester graduate (probably more than I did in being a student), and generously give many hours of my time as a member of the Volunteer Admissions Network and in other alumni causes. And Reunion '90 was a lot of fun. But in response to the call to increase my annual alumni monetary contribution for a Class of 1970 gift, I must consider that one other organization is at least indirectly responsible for supporting my undergraduate and graduate education during the late 1960s and early 1970s and is entitled to a portion of any increased financial generosity on my part—the Viet Nam Veterans of America.

Elliot Richman, Ph.D. '70, '75G
Wyckoff, New Jersey

Right! The University encourages the commitment of its loyal alumni to a variety of worthy causes—but its advocates would add that the allocation of such support need not (should not) be considered in the light of “either/or”—Editor.

Rochester Cycles the World

I've just noticed the item on Dr. Herman Falsetti '57, '60M (Alumni Gazette, Winter 1990-91). I was pleasantly surprised to learn Dr. Falsetti had a Rochester connection and that he was involved in the now-standard practice of heart-monitor training. Please note, however, that Dr. Falsetti is the second, not the first, American to finish the Paris-Brest-Paris bicycle race. He finished several hours behind his friend and training partner, Dr. Craig Hoyt.

Rochester is actually one of America's cycling hotbeds. Through the 1970s the city produced a national road champion, a couple of innovative component manufacturers, and, of course, Georgena Terry, the only woman ever to run a bicycle company. The University's own Tom Kellogg '76 is now one of the world's foremost craftsmen of custom steel and titanium bikes. Let's hope the school gets behind the cycling team to build on the tradition.

Tim Chock '81
East Dover, Vermont

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though Soviet citizens have been able to cruise this portion of Northwestern Russia for the past several years, this region is just now being opened to Westerners. Combine a 5-night cruise from beautiful Leningrad to fascinating Moscow with 3 nights in Leningrad, 2 nights in Moscow, and 2 nights in Berlin, including visits to Petrovets, Kizhi Island, and Uglich. From $3,095. (Alumni Holidays)

Lodge-to-Lodge Canoe Trip
August 5-11
Connect with our natural, wild world and paddle your cares away on a lodge-to-lodge canoe trip on the same lakes and portages traversed by the French-Canadian voyageurs and the Ojibway Indians before them. University of Rochester alumni will enjoy 4 nights in well-appointed lodges and 2 nights in pre-set campsites to which their gear has been portaged ahead of time—all the joys of the Minnesota-Ontario Boundary Waters Wilderness at only a fraction of the toll. Swimming, paddling, exploring, relaxing, wildlife, great fishing for walleyes, smallmouth, and northern—and nightly Canadian sunsets with loon serenades! $650. (Canoe Country Escapes)

Biking in Vermont
August 12-16
Experience a rejuvenating, 5-day bicycle tour through the green countryside of Vermont. Spectacular scenery, uncrowded roads, lakes, streams, and classic Vermont villages make the Middletown Springs Tour one of the most popular bike tours in the country. The 25- to 30-mile daily distance has great appeal because of the flexibility it offers for relaxing, sightseeing, or additional biking options. A leisurely visit to the beautiful village of Middlebury is a highlight of this week, with visits to the Vermont State Craft Center, the Sheldon Museum, and the campus of Middlebury College. Options include a short biking loop to the University of Vermont's Morgan Horse Farm or a short ferry ride across Lake Champlain to historic Fort Ticonderoga. Maximum of 20 people. $650. (Bike Vermont)

Exploring the Colonial South
November 30-December 7
Despite its many attractions, the Colonial South has remained relatively untouched by mass tourism. This 7-day cruise on the 100-passenger Nantucket Clipper explores Jacksonville, St. Simons Island, Savannah, Hilton Head Island, Beaufort, and Charleston. From $1,600. (Clipper Cruise Lines)

Russia
August 1-14
Cruise on the brand-new M/S Nakhom Pahomov through the historic waterways connecting Leningrad and Moscow. All

New England/Canada
September 11-21
Cruise aboard the newly commissioned five-star Crystal Harmony on its maiden voyages to the spectacular New England coastline and famed St. Lawrence Seaway. Experience the allure of this unique section of North America: the natural beauty of scenery framed in brilliant fall foliage and the flavor of a rugged seafaring people. Discover centuries of maritime tradition, the very modern urban centers of New York, Boston, and Montreal, and the distinctly French heritage, culture, and lifestyle of Quebec. From New York's South Street Seaport you'll sail to Newport, Rhode Island, historic Boston, Acadia National Park near Bar Harbor, Maine, Charlottetown on Prince Edward Island, Quebec City, and Montreal. Free air. 11 days from $2,480. (Alumni Holidays)

Danube
October 15-28
Experience a fascinating array of cities in 7 different countries—Austria, Czechoslovakia, Hungary, Yugoslavia, Bulgaria, Romania, and Turkey—through an area of old-world charm that has remained virtually unchanged for years. Follow the Danube on its 1,800-mile course through the continent, beginning with 2 nights in Vienna and continuing to Duernstein, Bratislava, Budapest, Belgrade, and Bucharest, plus 3 nights in the romantic city of Istanbul. From $2,795. (Alumni Holidays)

Costa Rica
January 6-16, 1992

National Parks
August 14-29
Experience the most treasured attractions in the United States: Yellowstone, Old Faithful, Grand Tetons, Arches National Park, Colorado River, Monument Valley, the Grand Canyon, Lake Powell, Bryce Canyon, Zion National Park—plus Salt Lake City and Las Vegas. 15 days. $2,455 from Rochester. (Vantage Travel)
Don’t miss your chance to be included in the new...

1992 University of Rochester Alumni Directory!

All University of Rochester Alumni are invited to be included in the upcoming 1992 University of Rochester Alumni Directory now in the works.

This all new Directory will be the definitive “who’s who” reference to more than 70,000 distinguished University of Rochester alums, and an excellent resource for career networking, planning social events, and looking up long lost friends.

Your participation is important!

The Directory won’t be complete without you! So be certain to update and return your biographical information in the alumni questionnaire mailing coming your way soon.

If you wish to reserve a personal copy of this valuable reference, just return the Reservation Form included in your mailing, along with your questionnaire.

Don’t miss the opportunity to be accurately included in this very special volume. Fill in your questionnaire form as soon as you get it and return it promptly.

The 1992 University of Rochester Alumni Directory is a publication of the University of Rochester and the Bernard C. Harris Publishing Company, Inc., 3 Barker Avenue, White Plains, NY 10601.
no reputable male physician would take it," she comments.

In 1964, soon after the American Medical Association voted to endorse family planning, she left Planned Parenthood to found SIECUS. "That AMA vote did it," she says. "I had done my job for Planned Parenthood."

She served as executive director and then president of SIECUS—an organization that seeks to increase social and institutional awareness of sexuality—through 1982, and then went on to teach at NYU.

Calderone holds 13 honorary degrees and nearly three dozen national awards (among them, Rochester's Citation to Alumni and Radcliffe's Lifetime Achievement Award). She has seven books to her credit, including The Family Book About Sexuality (New York: Harper & Row, 1989), which last year won first prize in the Book Awards Competition of the American Medical Writers Association.

Now in her late 80s, Calderone continues to write and speak out on sex education. "I'm perennially interested in human sexuality as a health entity," she says over the phone from her home in Kendal, a Quaker retirement community near Philadelphia.

"I once published a picture of a fetal penis erection and it just didn't interest anybody. The medical profession expounds at length on the circulatory, urinary, and reproductive systems—I was trying to show that the sexual system is just another body system."

Her motivation lies, at least in part, in her own childhood. "My mother, out of the goodness of her heart, interfered with my sexual growth as we now understand it," she says. To prevent Calderone from "abusing herself," she made her wear aluminum mitts to bed.

"She was only practicing what the whole medical profession was telling parents at the time—at all costs stop your child's self-abuse." But it had a devastating effect, she says: "It was years before I could deal with it."

Calderone's famous father, on the other hand, raised her with the idea that she could do just about anything she wanted to do. The bond was a close and loving one: As an old man, Steichen once took the floor at a Planned Parenthood meeting chaired by his daughter and blurted out, "I just want everyone to know that's my baby!"

Simply stated, Calderone's message has always been that "human sexuality is, in and of itself, a healthy and vitally important part of man's life above and beyond the erotic acts that may or may not accompany it." She bristles at suggestions that she has fueled sexual permissiveness. "I am not out to liberalize sex, as so many think. I'm just out for the truth. I think it's devastating the way young girls get pregnant. And I am against the free-and-easy way we treat abortion."

Teen pregnancy, she says, is a symptom of our refusal to teach our children about sex. "The way to control sex and also enhance it is with knowledge. When we understand sex, when we have a clear picture of what is happening, there is nothing to fear and it becomes the pleasurable experience that God intended."

1939: 'Quite a Little Dastup'  

As one of eight women in a medical school class of 40 students, Calderone one day asked a professor why, on surgery rounds, students were routinely invited to inspect the vaginas of anesthetized female patients yet never asked to make the same examination of the male prostate. "Of course, there was quite a little dastup, and there were many obnoxious aspersions cast by both faculty members and some of the men students," says longtime friend and classmate Miriam Mellon Pennoyer '39M. "They just thought she was way out of line. She tells the story with great relish, of course."

Calderone recounts that "finally something was arranged. We put on caps and white gowns and gloves and marched solemnly upstairs to the urinary department. Every door on the whole floor was closed so the patients couldn't see us women. We walked down to the one open door and here was this anesthetized guy with his head covered up so he wouldn't be recognized. We solemnly inserted two fingers and felt the prostate and discussed it with the urologist."

In spite of the masculine purview, says Pennoyer, the medical school atmosphere in the late 1930s was relatively accepting of female students. "There wasn't too much chauvinism with the exception of a few individuals. Mary would challenge a lot of the things that the rest of us would just kind of accept. And she was good at it. "She was unmistakably a leader—and one of the most wonderful things about her was her tremendous vitality and enthusiasm."
Thanks Again ....

And an apology to those staunch supporters whose names were inadvertently omitted or incorrectly listed in the 1989-90 Report on Giving:

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tion Building, University of Rochester, Rochester, NY 14627-0033
Back in the old days, it was guys who got carried away by the Dandelion Day tug of war. But times have changed and so, to a degree, has Rochester's annual rite of spring. For more on the dandelion tradition at the University, from its origins in Azariah Boody's cow pasture to the latest on Dandelion Day, see "Fanfare for the Common Plant," beginning on page 22.
Announcing
The Campaign for the '90s

Rochester Kicks Off $375 Million Fund Drive

On May 23, the University inaugurated the most significant fund-raising event in its 140-year history: the Campaign for the '90s, slated to raise $375 million in five years.

Why are we starting a campaign now? To develop new programs and improve the learning environment for all of our students, to remain academically competitive with other colleges and universities through the 1990s, to counter today's harsh economic climate for higher education, and, simply put, to reach beyond our present and past accomplishments.

Our aim for the campaign is to redefine and revitalized the heart and soul of this institution — undergraduate education — while preserving and promoting the excellence of Rochester's professional schools and most inventive programs. Among the most important of the many, diverse areas that will benefit:

- scholarships for exceptional undergraduates,
- new programs enriching undergraduate education,
- revenues to keep our tuition within reach of deserving students,
- recruitment and retention of the finest scholars and teachers,
- faculty teaching and research in business, engineering, education, the humanities, music, medicine, and nursing,
- and the upgrading of our academic facilities and libraries.

"We've got a lot to do before the 21st century," David Kearns '52 told an audience of 750 at the campaign kick-off in May. "Among our tasks over the next eight years: nurturing the minds of a total of 1,600 musicans, 900 nurses, and 800 physicians as well as 19,000 undergraduate and graduate students in arts and science, engineering, education, and business.

"Such an achievement takes time, skill, energy, and money in abundance. But that's not all we aim to do before the century is out.

"Among the dozens of objectives on our 'short' list:

- continuing our efforts to find cures for AIDS and Parkinson's diseases, among others;
- maintaining our high levels of faculty research, which yields several dozen books each year;
- gaining new insights on how to combat child abuse;
- fostering the peerless artistry of groups like the Eastman Philharmonia and the Eastman Wind Ensemble;
- nurturing some of the nation's most celebrated poets (as we manage to do each decade);
- helping to guide the SEC on monetary policy;

Continued on page 2
Recently, we asked some of our leading alumni how their Rochester education has affected the course of their lives. Here are a few of their answers (at the top of each page).
What the Campaign Means to the University

What, specifically, do we hope the Campaign for the '90s will achieve?

Undergraduate education

The centerpiece of the fund drive is the $175 million Campaign for Undergraduate Education, helping us to upgrade dramatically an already excellent environment for learning at Rochester. Our first priority is to build a lasting financial foundation for undergraduate education — a strong endowment that will provide for

- endowed faculty positions enabling Rochester to attract and retain some of the nation's leading teachers and scholars;
- distinctive curricular programs, building on Rochester's strengths, that will bring even stronger purpose and coherence to the undergraduate years;
- enrollment initiatives designed to attract and retain the nation's best and brightest students.

Medical Center

Nowhere in the University are the tangible benefits of education to society more evident than at the Medical Center, which includes the School of Medicine and Dentistry, the School of Nursing, and the 707-bed Strong Memorial Hospital, among the 64 hospitals listed in The Best Hospitals in America.

Eastman School of Music

Since its founding in 1921, the Eastman School has become one of the world's leading music schools. The school is known for its outstanding programs in composition, performance, and scholarship as well as for its emphasis on the humanities.

According to Robert Freeman, director of the Eastman School, "The campaign will make a vital contribution not only to the enhancement of Eastman's financial aid budgets, but also to the completion of the funding of Eastman's urban campus."

Funds from the Campaign for the '90s will underwrite the new Eastman Commons-Student Living Center, the Sibley Music Library, and other major facilities as well as provide scholarships and an endowment for deserving students and faculty.

The Graduate School of Education and Human Development

The school of education prepares some of our nation's finest teachers — from the rank and file to the top of the career ladder — and education researchers. What's more, its scholars have an important role to play in the current push for educational reform. The Campaign for the '90s will help the school enhance its leadership position by supporting the creation within the school of an institute for educational innovation.

The William E. Simon Graduate School of Business Administration

According to both Business Week's Guide to the Best Business Schools and a survey of corporate recruiters, the Simon School ranks among the top 20 business schools in the nation. The school's international reputation is growing as well, with the development of a degree program at Erasmus University in the Netherlands and the establishment of the first private business school in Australia. For the Simon School, the campaign will provide endowment for distinguished faculty, students, and the school's nationally recognized research centers. In addition, funds will support a general endowment and the completion of Schlegel Hall and the Graduate Business Complex.
My four years were a metamorphosis: from a gangling teenager with a narrow focus on math and physics (and basketball) into a young man with a need to learn more about philosophy, language, and the arts.

Robert B. Goergen '60

Our Leaders: David Kearns '52 and Edwin Colodny '48

David Kearns '52, chair of the Nucleus Fund

In his 1987 book, Winning the Brain Race: A Bold Plan to Make Our Schools Competitive, David Kearns — U.S. Deputy Secretary of Education and former Xerox chairman — pulls no punches on the state of the nation's schools.

"Public education in this country is in crisis," he writes. "America's public schools graduate 700,000 functionally illiterate students every year, and 700,000 more drop out. Four out of five young adults in a recent survey couldn't summarize the main point of a newspaper article, or read a bus schedule, or figure their change from a restaurant bill."

As H. G. Wells has written, "Human history becomes more and more a race between education and catastrophe." Over the past several years, Kearns has devoted his considerable energy to making sure that education wins the race. In speeches, interviews, and writings, he has advocated the reform of our educational system through choice, competition, accountability, and high standards. For his efforts, President Bush recently appointed him "right-hand man" to Secretary of Education Lamar Alexander.

Happily for the University, Kearns applied the same vigor to the task of building the Nucleus Fund for the Campaign for the '90s — a fund which stands at an estimable $126,875,000 to date. Richard P. Miller, Jr., vice president for external affairs, says, "His leadership and the credibility that he brought to the project made the Nucleus Fund a great success. The campaign will be a big job, but it's possible because of David's willingness to take on that commitment."

Miller points to Kearns's own "extraordinary gift" of $1 million to fund a professorship in the name of his wife, Shirley, as an example of his dedication to the University. "When we asked him to help with the campaign, he told us that when he retired as Xerox CEO last year he would devote himself to four activities — the University among them, unless something came up in Washington. "Now that it has, we wish him the best of luck and trust that, if he can help our public schools even half as much as he has his alma mater, the nation will be well served."

Edwin Colodny '48, chair of the Campaign for the '90s

When Edwin Colodny first made plans to step down as CEO of USAir this June, he had no intention of taking on the largest fund drive in the history of the University of Rochester.

Fortunately for the University, President O'Brien and leaders of the campaign persuaded him to accept the job.
When I went to grad school, I rubbed shoulders with able people from many colleges — and I discovered that with my excellent Rochester undergraduate education I could hold my own very well.
Many thanks!

Robert L. Wells '39

“The decision proves that he believes strongly in this institution and its future — so strongly that he was willing to shoulder the considerable burdens of a long-term fund-drive,” David Kearns ’52, Nucleus Fund chair, told the audience at the campaign kickoff event in May.

Colodny joined USAir — then Allegheny Airlines — in 1957 as assistant to the president and rose to become chairman of the board and president in 1978. Since then he has piloted the company through the turbulence of federal deregulation and overseen its expansion from a regional carrier to one of the nation’s largest and most successful airlines.

His work on behalf of the University is long and exemplary: He served on the Trustees’ Council from 1976 to 1978, moved to the Board of Trustees in 1978, and served as board chair from 1985 to 1988.

“I agreed to take on the campaign leadership because I see it as a challenge and an adventure,” Colodny told the audience at the kickoff event.

“We’re taking another look at what a Rochester education is all about, from the freshman year through the doctoral dissertation. We’re making sure that we have the financial wherewithal to support our faculty, our students, and our outstanding programs.”

The Leaders of the Campaign

Here are a list of volunteer leaders — all members of the Board of Trustees or the Trustees’ Council — and their fund-raising responsibilities for the campaign.

“These are the people who, with your help, will make a difference in the educational environment at Rochester for the 1990s and beyond,” says campaign chair Edwin Colodny ’48.

Campaign for the ’90s
Edwin Colodny ’48, chair
David Kearns ’52, chair, Nucleus Fund
Bruce Moses ’55, chair, Annual Fund

Honorary Co-Chairs
W. Allen Wallis, president emeritus
Robert L. Sproull, president emeritus

Undergraduate education and general University programs
Robert B. Frame ’53, co-chair
Alan F. Hilfinger ’60, co-chair
Ronald B. Knight ’61, co-chair

Medical Center
Angelo Costanza ’51, co-chair
Ernest Reveal, co-chair

Eastman School of Music
Robert Orchard, chair

William E. Simon Graduate School of Business Administration
William Balderston III, co-chair
William D. Ryan ’49, co-chair
Alan J. Underberg, co-chair

Graduate School of Education and Human Development
Jeanine Sullivan Cushman ’63, chair

Governing boards
Virginia Dwyer ’43, past chair, Board of Trustees
Robert B. Goergen ’60, chair, Board of Trustees
Elliott W. Gumaer, Jr., chair, Joint Committee on Development
Edmund A. Hajim ’58, co-chair, Trustee solicitation
Joseph P. Mack ’55, chair, Trustees’ Council
Martin E. Messinger ’49, chair, Trustees Annual Giving
Bruce Moses ’55, chair, Trustees’ Council solicitations
Scenes from ‘UR Making History’

Last month on the River Campus, some 750 alumni and other friends of the University gathered under glorious skies — and a festive, brightly decorated tent — to celebrate the kickoff for the Campaign for the ’90s.

The theme for the event: “UR Making History.” As President O'Brien told the crowd, “This refers, of course, to our ongoing work at the University — the researchers who seek the cause of Alzheimer’s disease, the young musicians of the Ying Quartet who recently debuted at Lincoln Center, the teachers who have nurtured a goodly number of Fortune 500 CEOs, the astronomers and physicists who enlarge our understanding of the universe.

“But ‘UR Making History,’ as the pun implies, has a personal meaning as well. By joining us tonight, and through your commitment and your gifts over the months to come, you will leave your mark on one of this nation’s outstanding educational institutions.

“You will help us determine what Rochester may be in the next century.”

On this page, some of those who — along with you — will help Rochester make history over the years to come.
Robert Giorgen '60, chair of the Board of Trustees.

I loved Dandelion Day, the dance marathon, writing for the Campus Times, political science classes with Peter Regenstreif, and last but not least, the day Wilson Commons was completed.

Nancy A. Lieberman '77

Joyce Underberg, Robert ("Bud") Frame '53, and Peggy Frame.

The "Dear Rochester" display, featuring mementos and letters of thanks from alumni, under construction during the event.

Student hosts Marcia Gelbart '92, Shelly Dunham '92, Jackie Cohen '92, and Alissa Dix '92, all members of STING (Students Together in Networking Graduates).

Nucleus Fund Chair David Kearns '52, Cricket Luellen, and Barbara and John Lazor '51.

President Dennis O' Brien.
Why Rochester? Before I came here, a
great and wise teacher advised me to
become immersed in a sure-fire emerging
university. I lived to see it happen! My
teacher had prophesied it all.

George M. Mullen '41

The Significance of Your Annual Gift
to the Campaign

Each year, Rochester asks its
alumni, parents of students, and
other friends for an "annual gift" — their contribution in support of
the University's annual operations,
including, primarily, undergraduate
scholarships and financial aid.

In fact, the primary beneficiaries of
annual giving are Rochester's scholarship
students. What's more, through faculty
endowments, annual giving enables
the University to maintain an interna-
tionally ranked faculty that boasts
Guggenheim Fellows, Pulitzer Prize
winners, members of the American
Academy of Arts and Sciences and the
National Academy of Sciences, and
other first-rate scholars and teachers.

Annual giving is also an important
source of support for current-year pro-
grams — including curriculum
enhancements and other special pro-
grams at the River Campus — as well
as for the Eastman School of Music
and the Medical Center.

The Annual Fund is a vital element
of the Campaign for the '90s. All
annual gifts will be counted toward the
campaign. It is our hope that annual
giving will have increased threefold —
from $2 million a year to $6 million —
within the five years of the campaign.

"The way that you — our alumni,
parents, and friends — can help the
campaign most is by increasing your
annual gifts each year, through 1995,"
says Bruce Moses '55, president of Uar-
co Incorporated and chair of the
Annual Fund. "We're asking you to
make a greater investment in the Uni-
versity's students, faculty, and educa-
tional environment.

"I believe that a generous annual
gift makes us feel good about ourselves,
because we're contributing to an insti-
tution that can and will make a differ-
ence in the lives of others."

The need for voluntary support is
critical, says Moses. "Last year, having
contributed $2,800,000 — a 28 per-
cent increase over the previous year —
alumni, parents, and friends demon-
strated that they understood the
importance of the Annual Fund.

"This year we hope to raise
$3,250,000, and with your help, we will
do it."

A Rochester Degree —
and a Foot in the Door

Reach for Rochester, described below, is
just one example of many special programs
available to Rochester undergraduates —
programs that lay the foundations for suc-
cessful careers as well as for meeting the
challenges of life itself.

Christine Dulnikowski '90, an optical
engineering major, spent the summer
before her graduation as an optical engi-
neer building prototype systems for the
Boston firm of Optikos Corp., headed by
Steve Fantone '79 and associates Groot
Gregory '82 and Peter Carellas '83.

Together, these alumni helped Dul-
nikowski gain experience — the kind
she could put on her resume — as well as
earn money to pay for her Rochester
education.

Dulnikowski got her job through a
program called "SummerReach," which
provides meaningful, well-paying sum-
mer jobs to Rochester undergraduates.
SummerReach is just one aspect of a
series of highly successful student-
employment programs, known as "Reach
for Rochester," which provide subsidies
and guidance for paid internships for stu-
dents during the school year.

How does your annual gift help? By
making programs like "SummerReach"
possible. Through your gift, Christine
Dulnikowski and hundreds of others like
her can get an education of depth and
substance — and learn skills that will
last a lifetime.

CAMPAIGN FOR THE '90S