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Commencement

Dr. Harold C. Slavkin, professor of biochemistry and chief of the Laboratory for Developmental Biology, Gerontology Center, of the University of Southern California (USC), was guest speaker at Eastman Dental Center's 1982 commencement. In addition to being active in many professional organizations, he is a member of the editorial board of *U.S. News and World Report*.

Dr. Slavkin, a respected researcher whose name appears on nearly 80 research papers and who has contributed chapters to 44 scientific books, received his B.A. in English literature from USC in 1963. He was awarded a D.D.S. from the same institution's School of Dentistry in 1965. His speech, which follows, was well-received by the audience who filled the auditorium.

Higher Education: Efforts to Adjust and Readjust

The American Academic Heritage

The popularization of American higher education since the mid-1800s resulted in the comingling of goals from the academic and the practical realms, and has given way to an academic environment in the 1980s which reflects that hybridization and serves to inform our path to the future.

All of us here today are among the initiated, along with hundreds of thousands of our fellow Americans, with our numbers increasing every year. When Horace Mann and Henry Barnard forged a system of compulsory education, this country chose to reject old world traditions of educational elitism and embrace a new world pattern of egalitarianism. This policy is one of democratization, which accelerated the then-existing trends of social reform, increasing populations, and massive influxes of European immigrants. The policy of democratization of higher education, and its ramifications over time, represent the backdrop for my remarks this afternoon.

In the early 1900s to become *Americanized* was synonymous with being educationally incorporated into the culture. The objective of education became, in Jefferson's words, that of diffusing "knowledge more generally through the mass of the people." Social reformers called for an

enlightened populace which could be diverted from superstitious thought and irrational impulses. People would ultimately bring skills of critical reasoning and clarity of speech to questions of governmental and business considerations. These social purpose goals of education, in addition to the advent of lending libraries, a burgeoning press and a literary sector, and an incipient but growing lecture system, inspired an unprecedented desire for knowledge of intellectual development.

That which has been referred to as the "progressive initiation of the masses into the intellectual discoveries" has resulted in a multiplicity of positive outcomes of which we are all familiar: Americans currently enjoy access to thousands of colleges and universities. Most working men



Harold C. Slavkin, D.D.S.

and women possess a strong sense of self-reliance, often translated into participation in public affairs. More Americans than ever before, of all socioeconomic strata, are "educated." What does that mean? More precisely, what meaning does that have for us here today? What has that meant to your education and to mine, and to the practice of that education beyond this day?

Post World War II Education Boom

Consider a few of the outstanding historical "moments" which appear to affect how we think about these topics. World War II clearly established our national dependence upon high technology derived from university-based scholarship. During World War II, a very profound liaison

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was created between university scholarship and national purpose: for example, the emergence of the nuclear energy era of human history! Following the war, millions of American young people sought entrance to rapidly growing public and private universities via the federal subsidy for higher education through the G.I. Bill. One very strong objective at that time was the urgent national need for health science professionals in medicine, dentistry, nursing, pharmacy, and biomedical research. Universities had to be built. Growth and expansion of all varieties were required. A federal subsidy program for health science professionals became doctrinaire. Health science facilities, faculty, administrations and equipment were needed. Federal and state grants and loans further facilitated the entry of thousands upon thousands of students into the Health Sciences. By 1948, the National Institutes of Health was firmly established in its new campus in Bethesda, Maryland. National needs in the physical sciences were also emphasized, including physics, engineering, and mathematics.

Strong and effective congressional decisions formed an



Yasmi A. Ornelas-Rebolledo, Pedro '82 (center), flanked by her fiance, David Crystal, D.D.S., and Nina Bailey, Pedro secretary.

American egalitarian dream for higher education! Popular functions were identified for the university. The remaining years of the 1940s and then the 1950s enlarged upon these decisions. The result was the firm establishment of large

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China Hand

Dan Subtelny, chairman of the Department of Orthodontics, and his wife, Joanne, a speech pathologist, went to mainland China in March. They were members of the faculty, comprised of orthodontists, plastic surgeons, a speech pathologist, and a prosthodontist in a China/U.S. continuing education course sponsored by the Miami Cranio-Facial Anomalies Foundation and the University of Miami School of Medicine.

"The lectures dealt primarily with cleft lip and cleft palate," Dan said. "Our group lectured in all of the many different areas visited; we interchanged with the Chinese faculty, particularly when we visited the schools and hospitals in Shanghai and Peking."

Dan mentioned that the Chinese were anxious for the visiting Americans to know they were not behind the times. "They were quite adamant about telling us, 'Look, we want you to see what we are doing.'"

"Their oral surgery is outstanding. In China the oral surgeon does most everything in the head and neck related to the facial and jaw structures. Basically, the plastic surgeon works below the neck, the oral surgeon works on the neck and above. Oral surgeons were treating cleft lip, cleft palate, and other congenital jaw deformities. They were doing nice work. They were doing surgery on cancers of the mandible. They would remove the affected part of the mandible and replace it with bone from the hip. They would also take muscle from the hip region or other areas and with microsurgery they would transplant and connect blood vessels. In essence, we saw patients in whom they reconstructed the whole mandibular region, including the overlying soft tissues."

Dan was particularly impressed by an oral surgery resident he met. "He is a young man on staff, looking forward to coming to a university in the States to do graduate work for a Master's degree in oral surgery. To tell the truth, I felt like telling him, the people at the university ought to go to China to see what you are doing!"

Dentistry in China is state run. "I thought the dental care we saw was generally very, very good. Of course, you have to appreciate the fact that they have a limited number of

dentists and a very large population. We saw periodontal problems, missing teeth, and the replacement of missing teeth. But in general, the Chinese people seemed to be interested in the care of their teeth."

Dan spoke about the treatment of cleft lip and cleft palate children. "We saw them in the hospitals, where they were being treated. There were some differences between our present day procedures and those they use. For example, years back some surgeons felt it advisable to wait to close the cleft of the palate until the child was about five or six years of age. The Chinese seem to subscribe to the philosophy of closing the lip early and waiting until five or six years of age to close the palate in order to minimize effects of the growth of the upper jaw. They are evidently basing their approach on writings of twenty to twenty-five years ago. In this country, where possible, we now recommend closing the palate before two years of age for better speech. We saw adults in their hospitals as well as children. They showed us their failures as well as their successes."

On a train trip to Peking, the Subtelny's and their group met an outgoing little girl of about six or seven, with a surgically repaired cleft lip and cleft palate. She ran up and down the aisles and delighted in visiting the Americans in their compartments. One of the orthodontists had brought decals and small American flags. Dan grinned, remembering, "The kid had a block of decals, and pasted them all over everyone's faces and talked. Joanne said she thought the child's speech was pretty good. As Joanne doesn't speak Chinese, she couldn't tell if their were misarticulations, but she thought the speech didn't sound nasal."

Dan said the Chinese, who were about to take their first census in a number of years, told him they think they have a population of over a billion people. "You know they have a lot of people. Anywhere we went, there were wall-to-wall people. In Peking and Shanghai they are, of course, used to seeing Westerners."

"Sometimes we traveled by bus and would stop at a plaza in the Center of town and perhaps go to a department store. When we returned to the bus, the plaza would be lined with people waiting to see what those kooky Americans looked

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American universities in partnership with both government and business. By the 1970s, over 2,500 colleges and universities enrolling over 40 percent of all young people between the ages of 18-24 were established. Over 50 percent of all high school graduates went to some type of advanced college or college-level institution. In some states, like California, nearly 80 percent of all high school graduates go on to some form of higher education. What has evolved is "mass higher education"—a considerable achievement to be sure, yet replete with enormous and awesome difficulties and even crisis.

The Dilemma of the 80s

As we today consider higher education with any degree of detachment, we are immediately struck with a paradox. On the one hand, American higher education is in serious trouble, and perhaps even in crisis. Almost every major university in America is currently experiencing significant decreases in federal support, in student enrollments, decreases in the ability of students to generate tuition loans. There are now profound increases in national unemployment, a decline in high school graduate performance test scores in both science and mathematics, a significant loss of gifted faculty to the private sector, and increases operational expenses

related to facilities, faculty and staff salaries and cost of maintenance. For example, it is not uncommon for major universities to face \$1 million per day overhead costs. A major recession in higher education is clearly apparent.

On the other hand, if looked at from yet another perspective, and especially from the European perspective, American higher education is both successful, thriving, and provides a model for educational reforms in almost every European country. The impact of American research and scholarship clearly make contributions to every field of learning and dominate most fields of learning. The close association between American business, universities and the federal government, appears as a positive accord in the eyes of many international observers. The American university is deeply involved in the life of society. It contributes directly towards the solution of a large number of social problems, ranging from those of the inner city, urban renewal, social health care systems, problems of the elderly, day care centers, fuel, energy, and a myriad other issues.

The irony, of course, is that the partnership between the university, government and business has enhanced a large number of university-based activities, yet has also created many of the significant difficulties in contemporary higher

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Dan Subtelny and a quartet of nursery school friends.

like. They were very friendly. High school and college students learn English and they desperately want to try out their English.

"In the city markets, the food looked plentiful. They don't have refrigeration so they have to buy what they need daily. They have lots of vegetables." Conjuring a picture from the past, Dan continued, "They hang their meat. It seems as if they have plenty of food, but when you think about the number of people, you wonder if they have enough for all."

Children go to what the Chinese call nursery schools until they are seven. Dan said, "I suspect we were taken to model nursery schools for children of the establishment, but the kids looked very happy, very well-fed, very vital, very well behaved and very well prepared in music and gymnastics which they performed with enthusiasm."

The Subtelny's found the Chinese interested in America and Americans. Dan said, "China is predominantly a country of very young people. We were told over 70 percent of their population is under the age of 35. They have problems

with a lack of jobs. People, even those out of college and graduate school, may have to wait two years for the government to assign work to them. You see college graduates doing things like baby sitting and housekeeping.

"The people are interested in what's going on in the world. They are unhappy with the Americans on one regard, our relationship with Taiwan. They think Taiwan is part of their territory. We had a national guide with us during the whole trip. After we finished breakfast, he would join us and tell us the news. Things were hot then in El Salvador and Guatemala. One morning he told us Reagan had decided to give more help to Taiwan!"

The group did some touring when they were not professionally involved. Dan recalled a visit to Sian, where an army of terracotta soldiers lies buried. "In the old days, when an emperor died, his bodyguards, wives, soldiers, and others were often interred with him. One emperor, the first emperor of Qin who lived 2100 years ago, had life-size terracotta statues of his generals, colonels, lieutenants, foot soldiers, horses and horse-drawn war wagons buried instead. That would explain the happy expressions on many of the faces of the statues. They are continuing to excavate the area now. Only a small part of the excavation is completed at present. It's really impressive!"

He mentioned a trip down the Li, a river that goes through typically, misty Chinese mountains.

He talked about the universality of human experience. "At the Ming tombs, Joanne and a Chinese woman started to talk together. As Joanne knows no Chinese, and the woman no English, they pulled an interpreter over. The woman asked Joanne how old she was. In China nobody minds such a question. The woman and Joanne were the same age. They talked about their children. The woman was a grandmother. She talked about her grandchildren. Then she talked about children in China in general. She said, 'It's not like the old days! Children and grandchildren don't mind their parents the way they used to!'"

Dan laughed, "And then in a typical grandmother fashion, she said, 'But my grandchildren are different. They mind their parents and they mind me!'"



Patricia M. Stege, GenDen '82, and her father

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education. For example, talented and gifted university professors often become entrepreneurs in partnership with either the private sector or with the government establishment. Teaching is often underemphasized or not emphasized within the academic community. Scholarship often becomes "cost effective" and may have commercial value in terms of new patent laws; for example, those associated with DNA recombinant technology. The perpetual seeking of grant or contract support for research activities diverts faculty from student contact. As the federal government retracts from its subsidy for research in higher education, faculty and administration entrepreneurs "hustle" in the private sector to create new bridges between private funding and university-based research and training. And how does this benefit the undergraduate and/or graduate student? How do we adjust and readjust to the changes of the 1980s?

From this paradox, this dichotomy between what we have attained and what we might attain, resides deep conflicts in the minds of faculty as well as many young people. We can all see student and faculty apathy. We all can sense a lack of purpose. We all can carry our own parcel of self-doubt. We all question the integrity of our purposes and the integrity from others. What adjustment are we seeking in higher education for the 1980s?

Henry Adams: Yesterday's Man

American universities have evolved over 150 years from a few small pseudo-European elitist institutions to a sprawling system of colleges and universities across the United States, now perpetuating "mass higher education." The function of the modern university has become to process the education of as many cohorts of a given generation as possible. In times past, the number of students attending the university was relatively small and the faculty to student ratio was relatively high. Faculty and students were somewhat homogenous. Following World War II came the influx of millions of young people demanding *the right* to higher education. Whereas in times past the university assumed the responsibility to educate the individual, today the individual student possibly faces the responsibility for his or her own education. In the past, the function of the university was perhaps that of an elitist social institution, "creaming" and refining a relatively homogenous intelligentsia. The student was required merely to submit to this ambiguous pro-

cess of cultivation, fit into the theme or agenda of the university. Today, in contrast, the university population is heterogeneous. Doesn't this infer that each of us must be responsible for our own education? In his book, "The Education of Henry Adams," Henry Adams refers to "self-possession" as the strongest result of his college education. Upon graduation from Harvard, Henry Adams describes himself as "neither American nor European, nor even holy Yankee; his admirers being few and his critics being many; his worst weakness was his self-criticism and self-consciousness; his ambitions whether social or intellectual, were not necessarily cheap even though they might be negative. Afraid of serious risks, and still more afraid of personal ridicule, he seldom made a great failure and nearly always led a life more or less worth living. He was self-possessed!" Somehow a spirit had been nurtured within Henry Adams to be self-confident, self-conscious, assertive, yielding, curious, recalcitrant, but always *self-possessed*. *Are we self-possessed?* How can we be self-possessed without a *sense of purpose*? How and where does one find that purpose in an environment in which the student is but a digit in a line item of a university budget?

The University: Its Purpose

What is the function of the American university? Since the beginning, the traditional university commitment has been to the transmission of "culture," the possession of which has been thought to make human beings truly civilized. According to Cardinal Newman, and more recently, Robert Hutchins at the University of Chicago, the only function of the university is to nurture civilized human beings! What does this mean? The "concept of the liberal education" was to shape the mind and character, to cultivate aesthetic sen-



Johannes Greger, GenDen '82

sibilities, human sympathies, compassion, respect for knowledge and the process by which knowledge is acquired, to understand and be able to objectify the human experience, to know the principles of the physical, biological, and psychological universe called the human experience, to be able to formulate original judgments, to discriminate between quantitative and qualitative assessments of understanding, to suppress ignorance and to



Minoo Moallem Buchanan, Pedro '80, and Charles H. Buchanan, Ortho '82:

have truth and understanding prevail. These were not "electives" but rather the core, the content, the purpose of higher education.

What other functions should reside in the university? Indeed to select and foster the groups called professions, such as medicine, dentistry, pharmacy, nursing, law, engineering, and architecture. Through this remarkable process, incredible accomplishments have been brought forth. In the pragmatic sense, American higher education has continually profited the private sector, the public sector, the intellectual sector, the arts, music and science. Technology, standard of living, quality of life, pursuits into the wonders of space as well as molecular biology have intrigued, stimulated and even threatened all of our imaginations.

Mass Higher Education: A Compromise?

And then there are the popular functions of the American university. First, a process to prepare individuals to work at better paying jobs and/or positions. Second, a process to supply the knowledge for national purposes such as military, agriculture, energy and high technology. Third, it is now popularly asserted that college or the university must be a "right" for all people and not restricted to any elitist group or groups regardless of criteria for admissions. This egalitarian approach states that all people's children should have the right to attain a college education, and thereby a process to better oneself and one's status. We note inflation in grading processes in secondary schools and a marked rise in the educational standard of living of the entire American population. "Going to college" becomes and has become possible for people without respect to wealth or social class. Ironically, the right to go to college has often usurped the ambition or talent to go to college. We can now see what was once a privilege has become a right and has transformed the American university. World War II resulted in the creation of mass higher education. Enormous benefits have been derived from this series of events, as well as enormous compromises in the quality of higher education.

According to many critics, higher education in America has become a commodity—a commodity which is the culmination of a downward drift of increasingly compromised cultural general education goals, the consumption of which produces highly-focused specialists and technicians to the exclusion of idealistic goals. In *The Culture of Narcissism*, Christopher Lasch refers to these idealistic goals, articulated by one of the deans at Columbia University as, "A group of young men living and working and thinking and dreaming together, free to let their thoughts and dreams determine the future for them; these young men, hourly learning much from one another, are brought into touch with the wisdom of the past, the circumstances of the present, the visions of the future, by a group of older students, striving to provide them with ideas rather than beliefs, and guiding them in observing for themselves nature's laws and human relationships."

The Ideal of Education: A Desired Goal

This chasm between the *ideal* and the *reality* is the reference point for my comments today: The concept of the university had its origins in political "initiation" with general, classical cultural education as its primary goal designed to cultivate responsible and wise citizenship. Several factors inadvertently impinged upon this scenario, not the least of which was the sheer increase in numbers of citizens whose sensibilities could be cultivated by the defined universal norms of American higher education and the accompanying sense of entitlement to such education. For example, the notion of *efficiency* seeped into the ivory white tower from its feeder, the public high school. The public schools, while integrating intellectual and technical development, began a system of testing and tracking which distinguished those students who warranted a cultural education from those who would be best guided toward a vocational discipline. Paradoxically, progressively-oriented educators were reluctant to "fail" students, and the policy of passing every student became the standard operating procedure. Universities, as a result, accommodated to this increasingly heterogeneous student population, and curriculum was designed accordingly. The addition of professional and research-oriented schools to general education universities reinforced the academic structure which joined professional and liberal education.

General education has become unpopular among university administrators, professors and students alike. Administrators often recognize that funding is more available to specialized projects. Professors regard involvement in general education as robbing them in time and tenure of research endeavors. Pragmatic students often view the university experience as a kind of manpower training and do not see the vocational value in it.

It must be admitted that many of the charges of the "trivialization" of higher education have validity; but the trade-offs are reflected in the superiority of the American scientific contribution. For example, the scientific foundations for American medicine and dentistry are without equal. American physics, engineering, computer sciences, immunology and molecular biology dominate international science. . . a most positive outcome of the emphasis on specialization and professional training in universities!

But there is validity in the original premise of a liberal education, and a sadness in the sacrifices. Loss of full access to the greatest literary minds and traditions, foreign languages, or history has profoundly diminished our store of knowledge while permitting us to hurl through technological space; achieving and advancing beyond the wildest dreams

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Alumni News

Elmar Montag, Intern '57, sent an interesting jubilee magazine commemorating the 75th anniversary of the dental school in his hometown, Munster, Germany.

Alicia Veliz L., Intern '57, sends "greetings from Lima, Peru," and mentions that her visit to the Center a year ago was "a profitable experience." Her students at San Marcos University have enjoyed seeing her slides of EDC.

Ramon Castillo, Pedro '67, has been elected president of the Academia de Estomatologia del Peru.

James E. Kennedy, Perio and M.S. '69, dean of the School of Dentistry of the Medical College of Virginia, has begun a four-year term as a trustee advisor of the American Fund for Dental Health.

Patrick O. Barrett, GenDen '72, M.S. '75, writes to Stan Handelman from County Waterford in Ireland, "Kathleen and I have adopted 3 children, 7 years, 4½ years, 2 years, and we are a most happy family. We now live in a large Georgian country mansion with 10 acres of land and a large garden. We spend a week every year with **John Lawrenson**, (GenDen '74) and he and Caro and family are also keeping very well. We would love to get back to Rochester for a good vacation, but will wait until the kids are slightly older."

Jeffrey P. Feingold, GenDen '72, who practices periodontics in Hallandale, Florida, has been awarded the Outstanding Young Men of America Award, "a tribute for professional achievement and exceptional service."



Walter Li, Ortho '79, M.S. '81, played host to Dan and Joanne Subtelny when they stopped off in Hong Kong en route to mainland China. (See page 2.) Dan says, "Walter is just a prince of a guy. He came and met us at the hotel in the morning. Joanne noticed he's put on a little weight now that he's gotten out of the Orthodontic Department and has time to eat and sleep! He took us to see his office. It's in his uncle's hospital, a very, very progressive hospital. It's the only hospital in Hong Kong that has a CAT scan and it's one

of the rare hospitals in Hong Kong that has developed intensive care and intensive care units. His uncle, who is over 80 years of age was very proud in showing us around. They have many private hospitals in Hong Kong and this one was developed by his two uncles. He showed us some of his patients and we discussed them. He is doing fine work. I'm very proud of him!" The Subtelny's were not able to see **Ryan Li**, Pedro '81, who is practicing in Macao until he becomes licensed in Hong Kong.

Richard Byrd, Pedro '81, visited the Center in early July. He looks fit and is living in Dallas, Texas, where he is associate professor in the Pedro Department at Baylor. He enjoys teaching, research and practice within the hospital. He is also assistant director at Denton State School, a facility for the handicapped, and oversees providing for the dental needs of 2,500 patients. "For relaxation," Richard says, "I play tennis, watch Cowboy football, fish, work on my Corvette and travel, when I can!" A born teacher, Richard took time while he was in Rochester, to address young people attending a career program at the Urban League. He was in Rochester to attend the wedding of **Ed Chappelle** GenDen '80, who is now in practice in Washington, D.C., and Sherri Hicks.



Michel Proye, Perio, M.S. '81, spent some time at the Center in March when he came to the States to give a paper in New Orleans at the IADR. He is practicing in Boulogne-sur-Mer. He says, "I am limiting my practice to periodontics." He recently gave a presentation to the French Society of Periodontology about a clinical study he did at EDC with Alan Polson and Jack Caton. Michel plans to give a presentation about EDC at the University of Lille.

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of our recent predecessors. Scientific progress has been incredible! But complacency must not be ours. We must be aware of the costs of our accomplishments. Each of us in his or her own way must find the means, beyond this graduation day, to revitalize the entire ideal of education—to bring ourselves, in our professional and personal lives, back into "touch with the wisdom of the past, the circumstances of the present, and the visions of the future" with the awareness that, in many ways, your education may have just begun. Moreover each of us makes a difference.

Staff News



Malinda B. Fischer has been appointed director of development for the Center.

She received a B.S. in English/Education from Oklahoma State University in 1960 and a certificate from the Harvard Business School Program in Business Administration in 1962.

Long active in the community, Mrs. Fischer sits on many boards including Lincoln First Bank, N.A., Rochester Division; United Way of Greater Rochester; Rochester Area Foundation; Rochester General Hospital Associates, Inc.; Northeast Health Center; Margaret Woodbury Strong Museum; Women's Coalition for Downtown Rochester; WXXI Community Advisory Board; and the Junior League of Rochester.

She was chairman of the Channel 21 Auction in 1975 and served terms as president of the Harvard Business School Club of Rochester and the Junior League of Rochester. She has chaired, among others, the distributions committee of the Rochester Area Foundation; the Monroe County Alcoholism Committee; and the Women's Coalition for Downtown Rochester. In addition, she served as coordinator of the Rape Crisis Service of Planned Parenthood from 1975-1977.

Mrs. Fischer is married and has two children.



MEMBER PUBLICATION
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The first Michael G. Buonocore Memorial Lecture was given at the annual meeting of the Academy of Operative Dentistry this spring. The lecture series was established through the effort and thoughtfulness of Dr. John Heyde, director of professional research, and Mr. Don LeRoy, vice-president and general manager of the L.D. Caulk Company "in memory and recognition of the fundamental research to which Dr. Buonocore devoted his professional life."

Dr. Dennis C. Smith, professor of biomaterials at the University of Toronto, the invited speaker, discussed the current status of bonding to tooth tissue and the potential for the future. He called his talk, "A Milestone in Dentistry."

Left to right are Michael Buonocore, Jr., who recently completed a combined M.D.-Ph.D. Program at Stanford, Myra (Mrs. Michael) Buonocore, and Dennis C. Smith.

Board of Trustees



Robert L. Hutchinson, left, president and chief executive officer of Curtice-Burns, Inc., and **Mark B. Logan**, below, senior vice president of Bausch & Lomb, and president of the company's Vision Care Group, have been elected to the Center's Board of Trustees.

Mr. Hutchinson, who received his A.B. from Principia College, is a director of the Regional Board, Rochester Division of

Lincoln First Bank and of the National Food Processors Association. He also serves as a member of the executive board of the Oetiana Council of the Boy Scouts of America.

After receiving a B.A. from Hiram College, Mr. Logan earned an M.A. from New York University and a P.M.D. from Harvard Graduate School of Business Administration. He is a director of Bausch & Lomb.



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