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ifty years of medicine at rochester



The Strong Memorial Hospital, named in memory of Henry Alvah Strong and Helen Griffin Strong, was the gift of their daughters, Mrs. Gertrude Strong Achilles and Mrs. Helen Strong Carter. Above: the main waiting room in October 1926.

Fifty years of medicine in Rochester is a pictorial record commemorating the fiftieth anniversary of the founding of the University of Rochester Medical Center.

There are three sections—Education and Research, Patient Care, and Service to the Community. The pictures were selected to illustrate activities that have taken place in the School of Medicine and Dentistry, the School of Nursing, and Strong Memorial Hospital and its associated hospitals during the past fifty years.

This brochure is published as a companion to the book of essays entitled *To Each His Farthest Star*, an historical account of the development of the Medical Center and its impact on medical education, research, and clinical practice.

Both the volume of essays and the brochure are selective histories; neither attempts to be an exhaustive account of the years 1925 to 1975. The intent of each is to portray—one in words, the other in pictures—the distinctive features, as well as the high points, of medicine, nursing, and dentistry at the University of Rochester.

The Medical Center of the University of Rochester
 School of Medicine and Dentistry
 School of Nursing
 Strong Memorial Hospital
 601 Elmwood Avenue
 Rochester, New York 14642

The pictures show contrasts between the facilities, equipment, and services of the Medical Center fifty years ago and those in evidence today. Many of the changes are dramatic, reflecting the advances in medical science and clinical service during the past fifty years.

Despite the changes brought about by growth in faculty and student body, new graduate programs, expanded research efforts, and the emphasis on community medicine, the basic philosophy and goals of this institution remain unchanged. The original design of the Rochester Medical Center included a faculty devoted to teaching and to the pursuit of new knowledge, a building constructed to coordinate preclinical and clinical facilities, and the goal of excellence in the education of physicians, nurses, dentists, and scientists.

2 With the splendid Education and Research Wing and the new Strong Memorial Hospital now completed, we look forward to the next fifty years, hoping to meet the future with the initiative, devotion, and enthusiasm of our predecessors. The primary functions of the University Schools of Medicine and Nursing and of the teaching hospitals are to foster the imaginative acquisition of knowledge by students and faculty, and to encourage the application of such knowledge to the prevention of illness and to the intelligent and compassionate care of patients and their families.

EDUCATION AND RESEARCH

It was Dean George Hoyt Whipple, more than anyone, who established and nourished the Rochester tradition that individual differences between students must be identified and respected, and that each student must be afforded every opportunity to fulfill his potential for growth.

The faculty at Rochester has been deeply committed to the development of responsible, skilled, and scholarly physicians and biomedical scientists. It works intimately and personally with its students in a relationship of scientific and professional collaboration.

Students and faculty, together, work towards continuing study and improvement of the educational program—a broad spectrum encompassing many persons, including undergraduate medical students, predoctoral candidates in the preclinical sciences, intern and resident groups, post-M.D. doctoral fellows, and others.

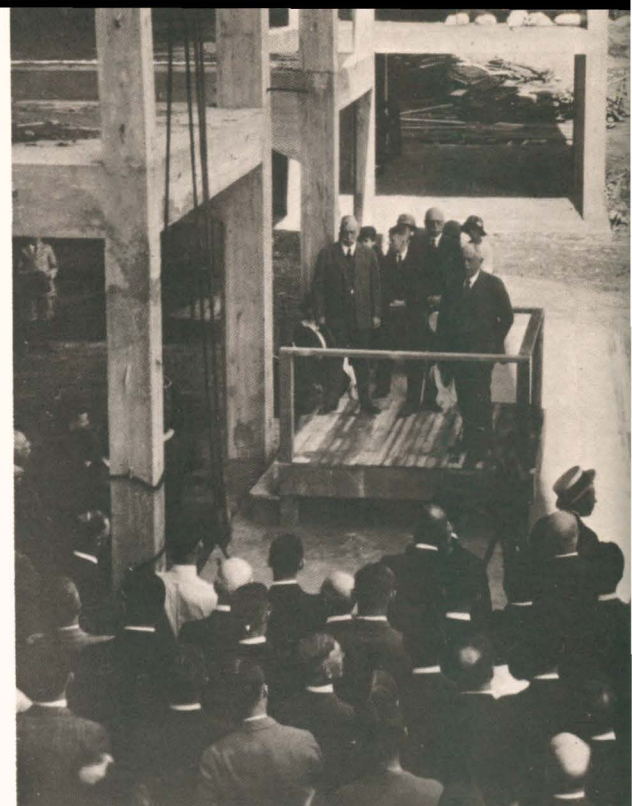
Nursing and dental education have been an integral part of this institution since its origin. A program of advanced education for graduate dentists preparing for academic careers or for research activities related to oral health was begun in 1930. The School of Nursing plans to admit its first candidate for the Ph.D. in Nursing Program next year and has plans for the development of an international center for the study of nursing.

A hallmark of this institution, again initiated by Dean Whipple, and sustained by Deans Anderson and Orbison, has been the generous provision for elective and independent studies for our students. A favorable climate for student research, from the inception of the School to the present, has strengthened the spirit of inquiry at Rochester and has been a significant force in attracting students and faculty alike. The medicine of tomorrow depends on the research of today, and from its beginning the Medical School has rightfully emphasized the need for basic research and for the training of graduate students in the preclinical sciences.



Photographed in 1923 in front of the first building constructed, the Research Laboratory (animal house), from left to right: Dr. George Hoyt Whipple, first dean of the School of Medicine and Dentistry; University of Rochester president Rush Rhees; Miss Helen Wood, first director of the School of Nursing; and Dr. Winford Smith, director of the Johns Hopkins Hospital.

Right: cornerstone of the main building was laid on June 4, 1924. President Rush Rhees is shown introducing the speaker, Dr. Edward B. Vedder, U. S. Army Medical Corps. Formal dedication of the School of Medicine and Den-



tistry and Strong Memorial Hospital took place on October 25-26, 1926. Mr. George Eastman had returned from an African safari in time to attend this ceremony.

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The old and the new Strong Memorial hospitals: the first one opened in January 1926; the new one in February 1975. Both photographs were made before landscaping. Model T cars date the 1926 picture.



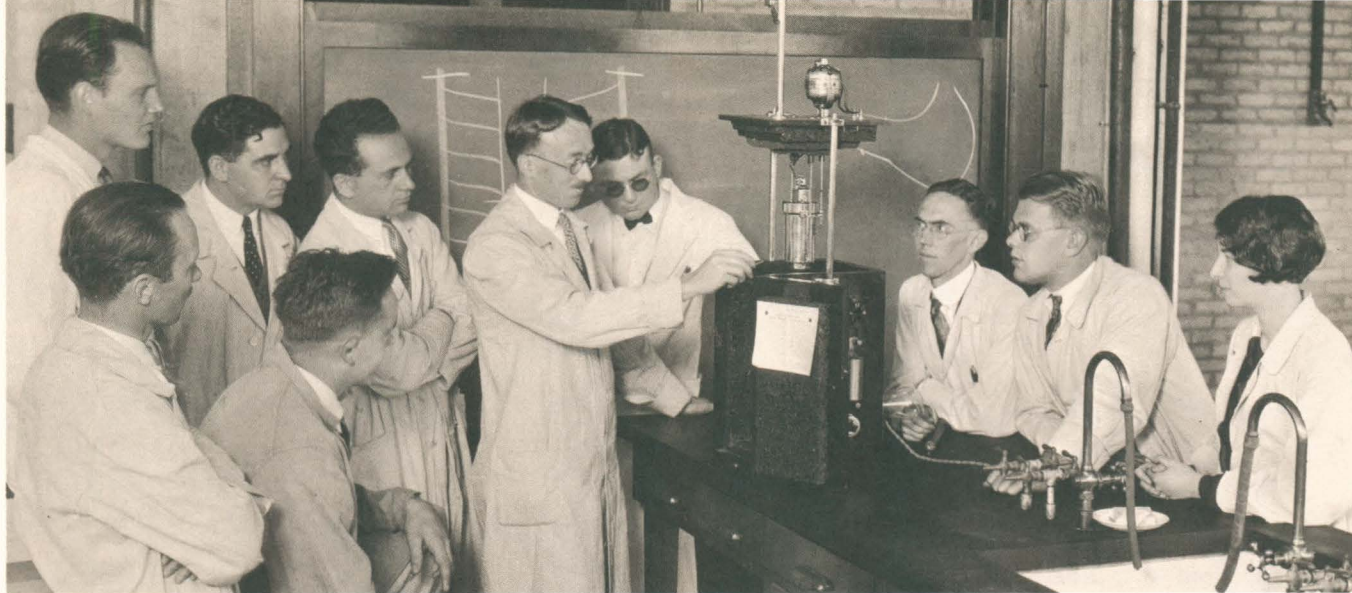
The original Advisory Board of the School of Medicine and Dentistry, made up of the chairmen of clinical and preclinical departments in the spring of 1925. From left to right, back row: Drs. George H. Whipple, Karl M. Wilson, and John R. Murlin; front row: Drs. Stanhope Bayne-Jones, Samuel W. Clausen, John J. Morton, Jr., Walter A. Bloor, President Rush Rhees, Drs. William S. McCann, Wallace O. Fenn, George W. Corner and Nathaniel W. Faxon, Hospital director.



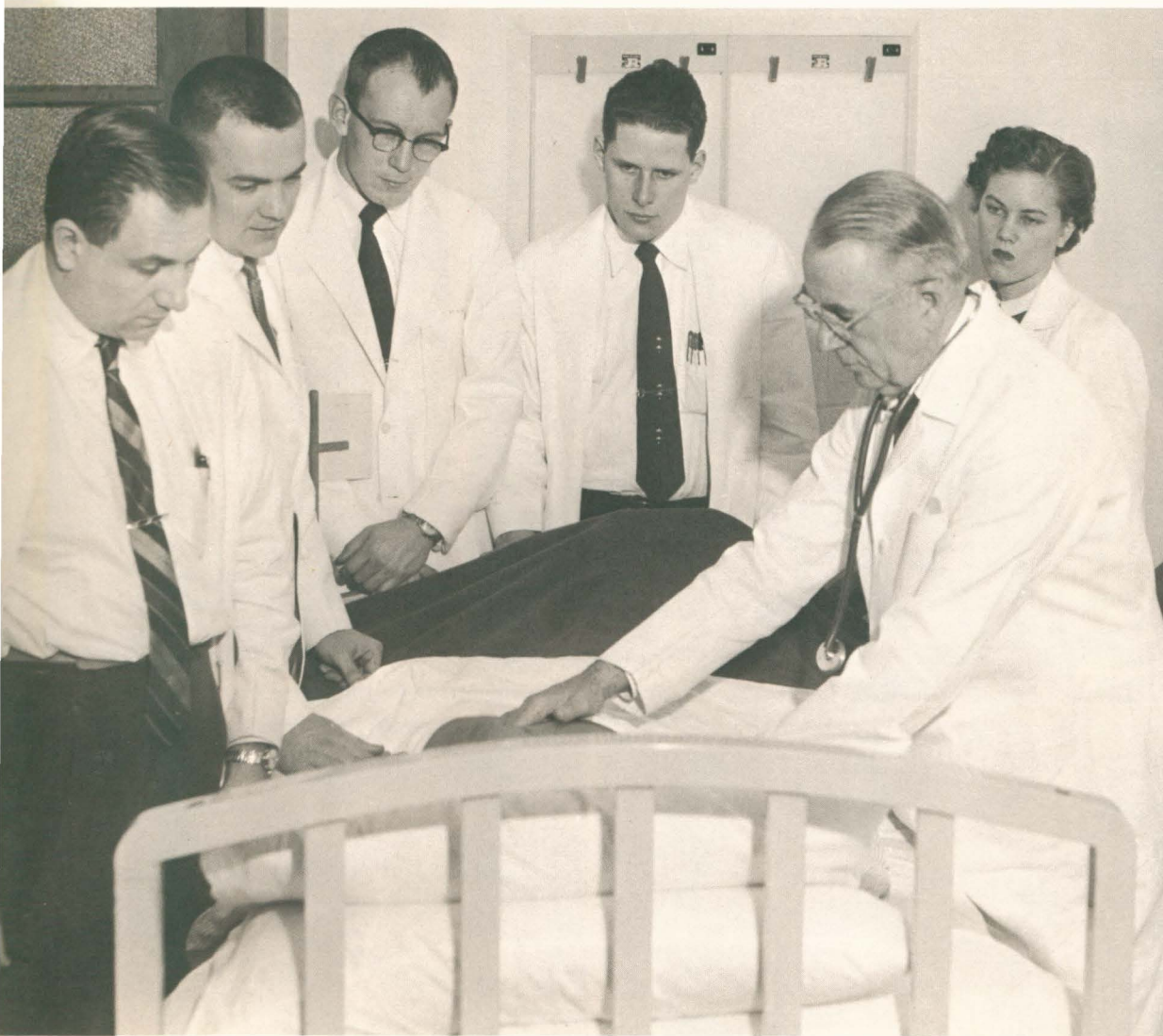
The Medical Education Wing, completed in 1971, provides laboratories for anatomical dissection and other preclinical disciplines.

Below: A 1974 aerial view of the University of Rochester Medical Center, located between Elmwood Avenue and Crittenden Boulevard.





The first class of 22 medical students entered the School of Medicine and Dentistry in the fall of 1925. Top: a class in vital economics in 1926; center: Dr. George W. Corner, first professor and chairman of the Department of Anatomy, lecturing in 1925; left: recent medical grand rounds in Whipple Auditorium.



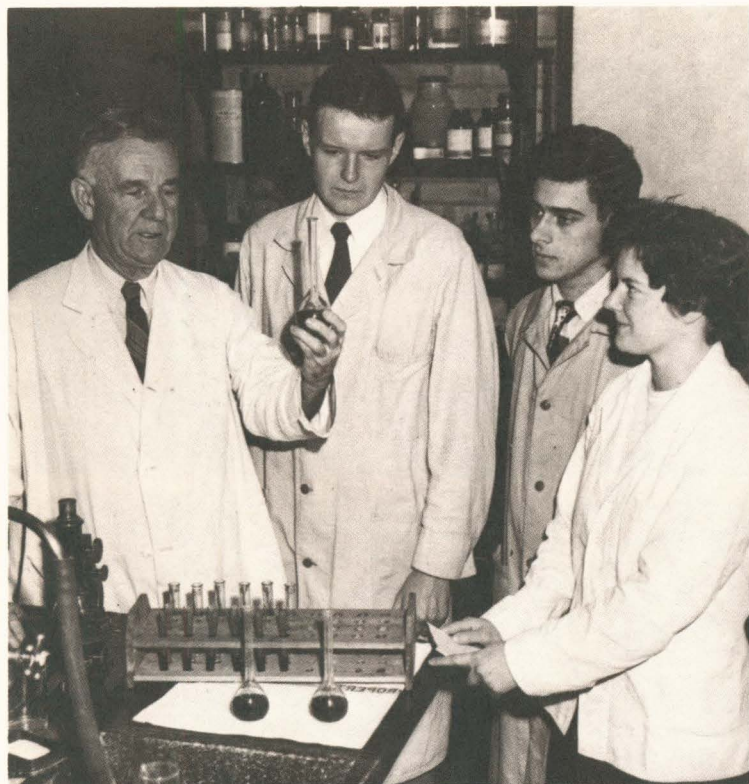
Making rounds is a tradition in medical education. Above: Dr. William S. McCann, first professor and chairman of the Department of Medicine, holds bedside rounds in the mid-1950s; lower right: medical walk rounds in the mid-1970s.

Students in a less formal atmosphere in 1975. Top right: a seminar in the Medical Education Wing; center, studying in the individual carrels in the Independent Studies Program facility. Sixteen students from the second-year class participate in this individualized program, which uses a multidisciplinary approach for the acquisition of knowledge and skills essential for the practice of medicine.

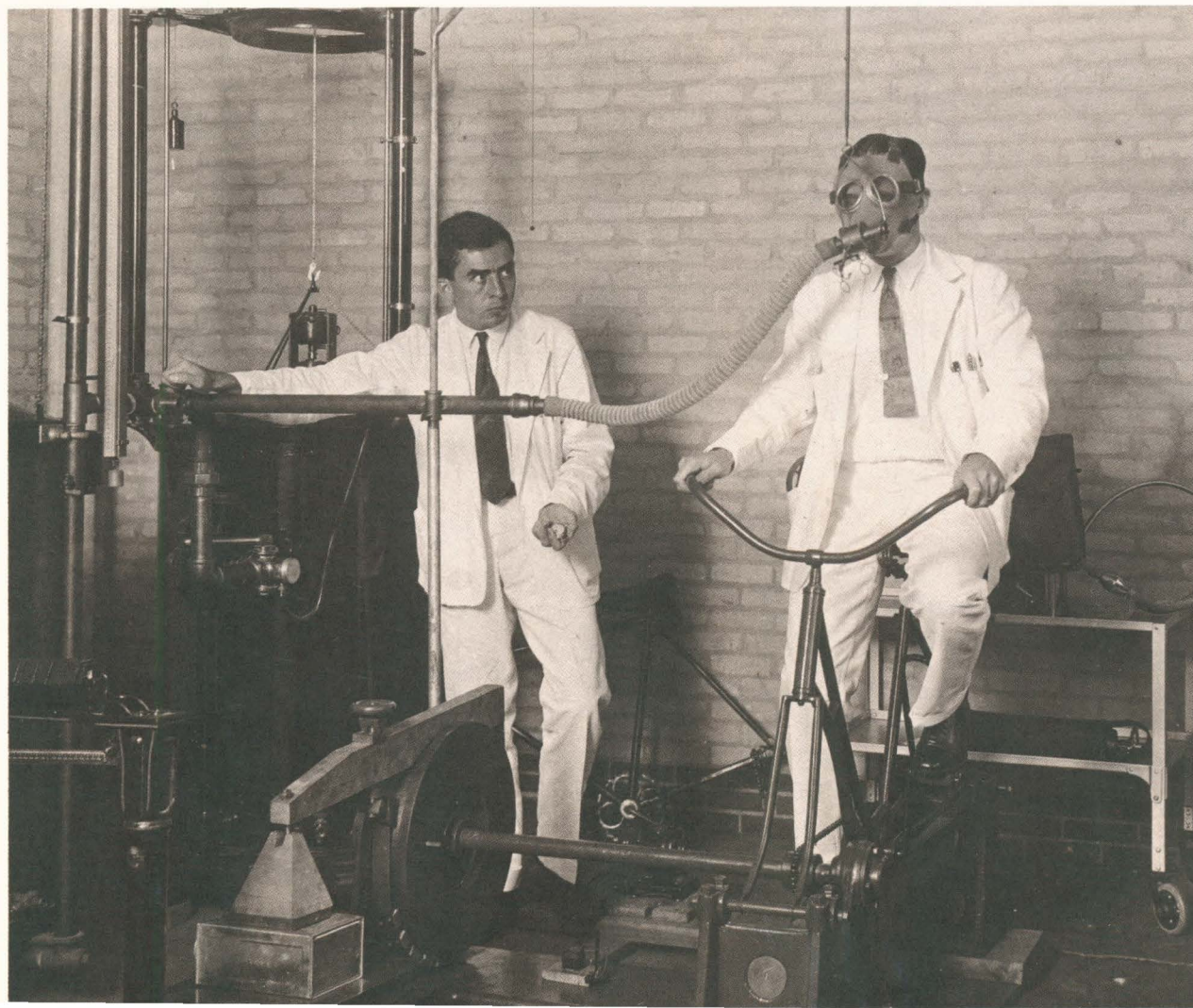


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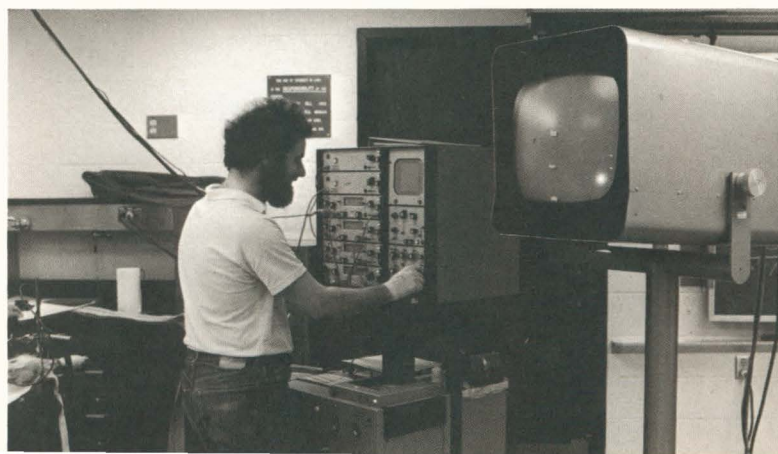
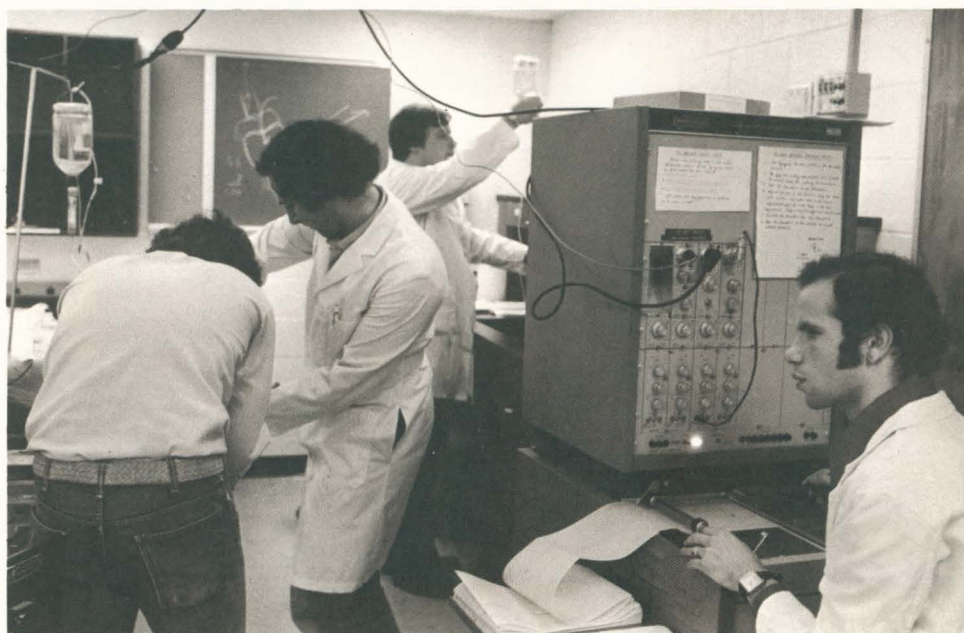


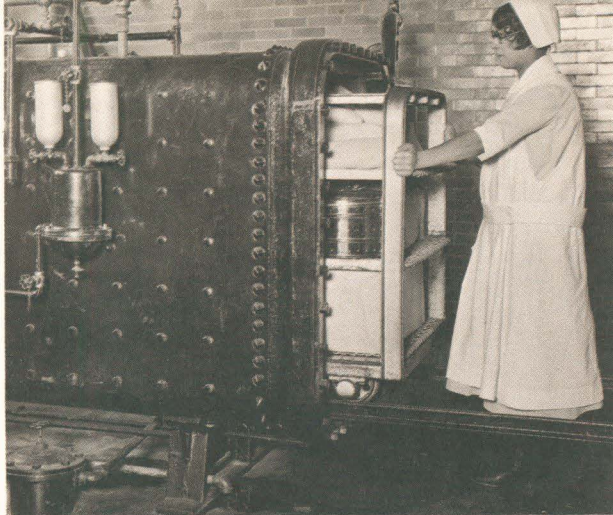
Opportunity for research has always been a hallmark of education at Rochester. Far left: Dr. George H. Whipple, who received the Nobel Prize in Medicine in 1934, with students in the laboratory; near left: laser beam microscope in use today; below left: a bicycle ergometer used for cardio-respiratory testing in 1926; and below right: Dr. Augusta B. McCoord in the pediatrics chemistry laboratory.





The laboratory and its equipment has changed during fifty years; interest in the pursuit of research has not. Above: working with a decalcification system in 1954; right, from top to bottom: a student biochemistry laboratory in 1926; students in multidiscipline laboratories in 1975, using a Beckman dynagraph and a physiograph to record physiological measurements.





Nursing at Rochester involves education, research, and practice. The nursing student seeks to acquire the knowledge, skill, and understanding necessary to function as a member of the health team and to care for individuals and their families. Top: in 1926 the nursing student learned to sterilize the sheets, towels, gowns, gauze, and sponges in an autoclave; today, many of these items are disposable; center: nursing students in the laboratory; bottom: taking footprint of a newborn infant.



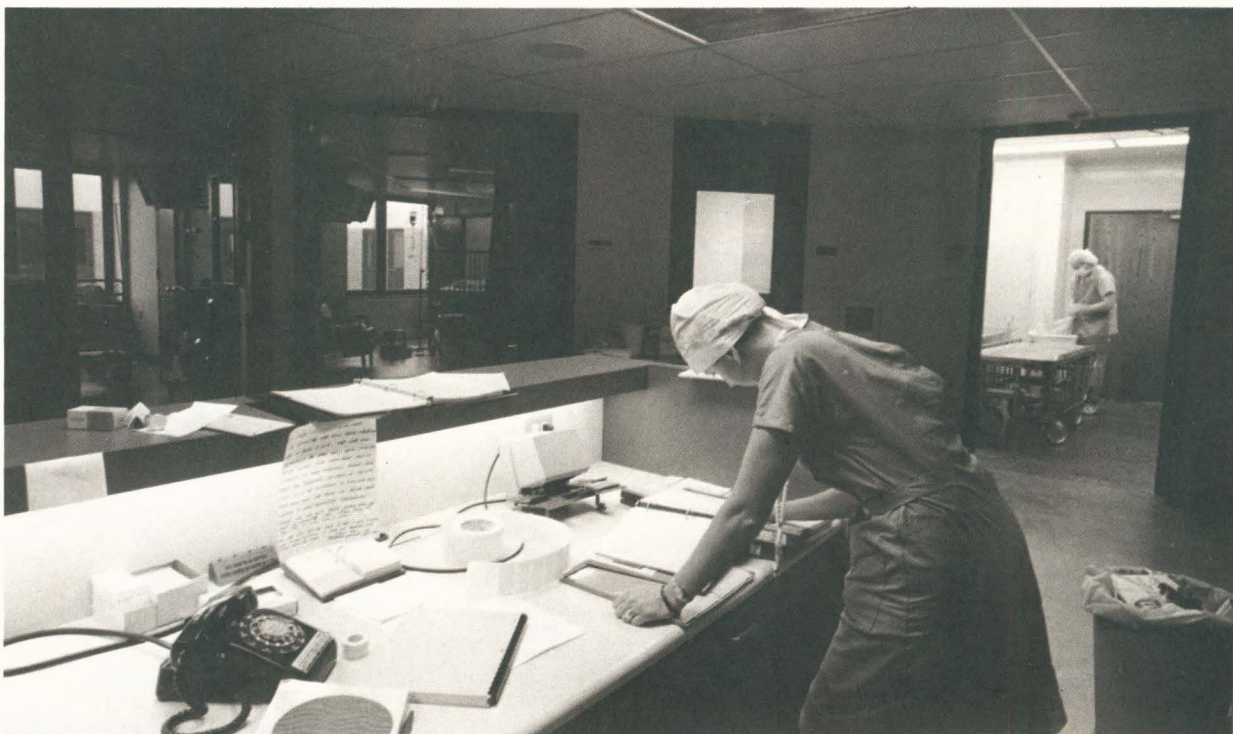


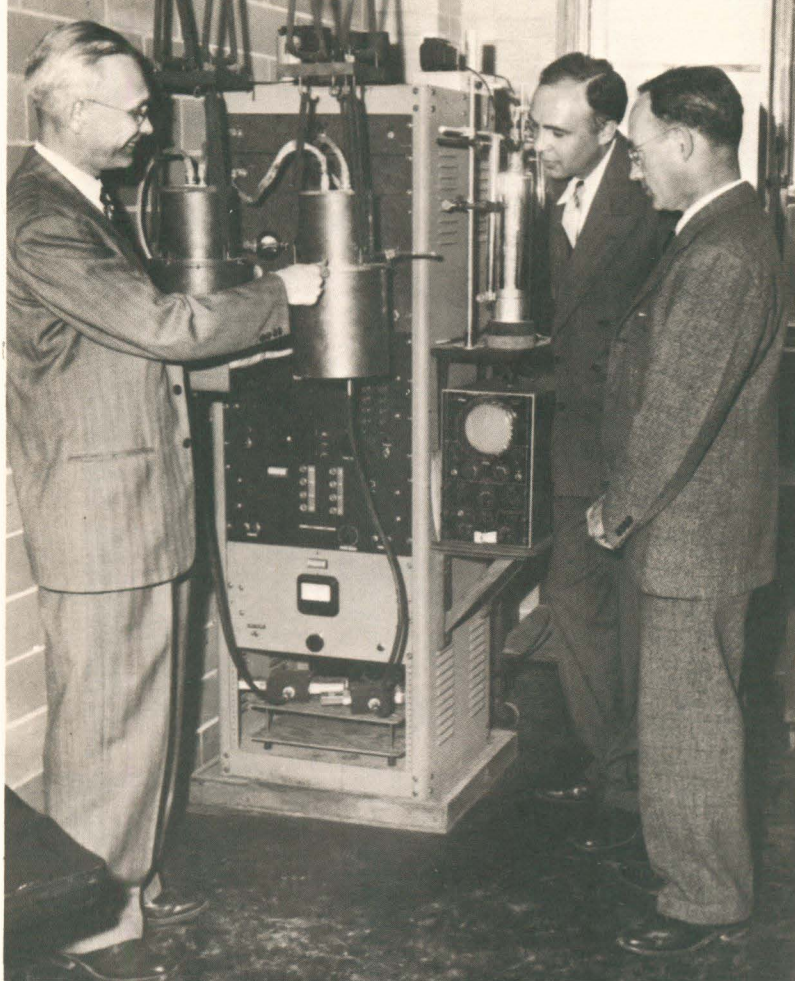
The School of Nursing was organized in 1925 by Miss Helen Wood, for whom the nurses' residence above is named. Sixteen students entered the first diploma course in September 1925. A total of 248 students are expected to be enrolled in both graduate and undergraduate programs in the fall of 1975 and doctoral candidates will be admitted in the near future.

Nursing became a department in the School of Medicine and Dentistry in 1957. Nursing education has come full circle at Rochester with the establishment of a new School of Nursing in 1972. Dr. Loretta C. Ford is dean of the School of Nursing and director of nursing of the Medical Center.

Two photographs taken in 1926 show Helen Wood Hall before landscaping and with the transportation of the day—the trolley running from Mt. Hope Avenue and the Model Ts, and nursing students learning the art of hospital bed-making.

Right, top to bottom: nurses in the new Strong Memorial Hospital—in the nine-bed burn unit, in one of the 21 radial patient units, and in the pediatrics playroom.

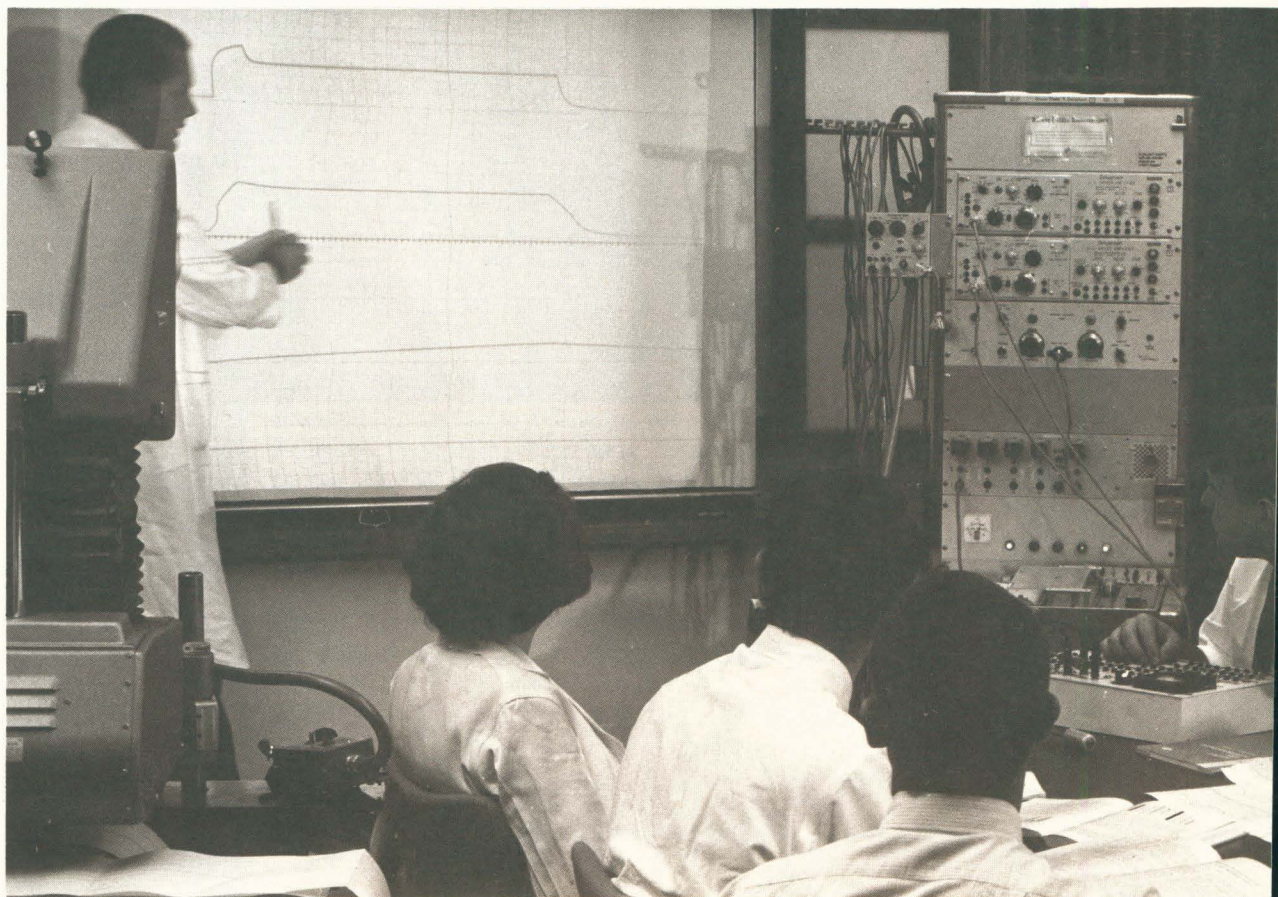
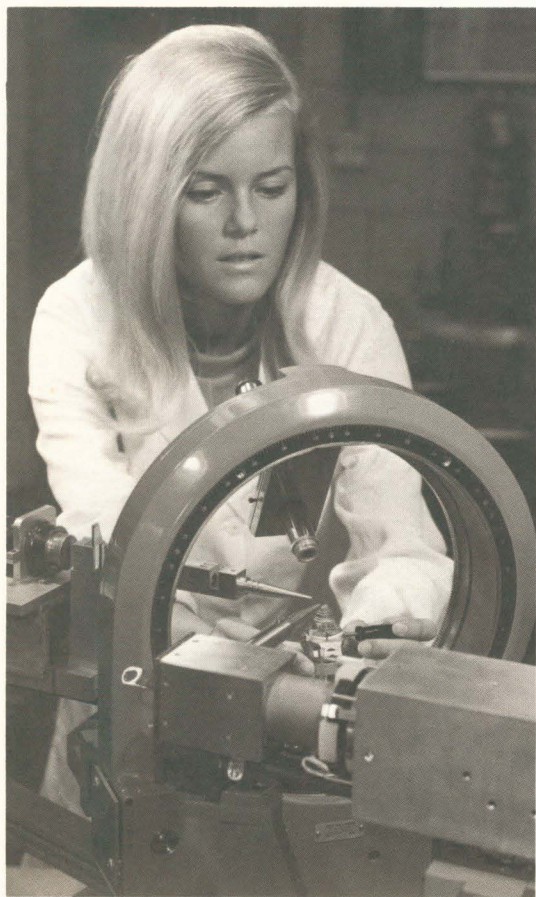


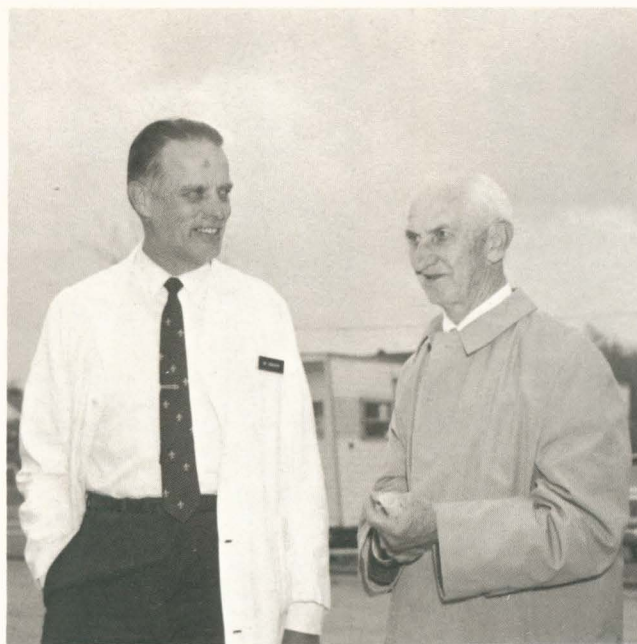


The development of the Atomic Energy Project grew out of the Manhattan District of the U. S. Army Corps of Engineers program which was established at the University during World War II. Left: Dr. J. Newell Stannard and Dr. Henry A. Blair show radon measurement equipment to Dr. Howard L. Andrews of the National Institutes of Health. Dr. Blair was appointed, in 1948, the first chairman of the Department of Radiation Biology and director of the Atomic Energy Project. Above: diluting radioisotope solution; below: Army, Navy, and Air Force medical officers, Defense Atomic Support Agency, attend special course in nuclear science in 1964, offered by the Department of Radiation Biology and Biophysics.



Research projects today encompass a wide variety of health-related fields. Right: using a computer in the behavior laboratory; far right: making a yeast culture; below: an x-ray diffractometer used for x-ray crystallography; far right: the pharmacology laboratory.





Top to bottom:

Dr. J. Lowell Orbison (left), dean of the School of Medicine and Dentistry since 1966, with Dr. John J. Morton, Jr., first professor and chairman of the Department of Surgery, at ground-breaking ceremonies for the new Strong Memorial Hospital on May 14, 1969.

Deans Orbison (left) and Donald G. Anderson at ground-breaking ceremonies for the Education Wing on February 16, 1968. Dr. Anderson was dean of the School of Medicine and Dentistry from 1953 to 1966.

Dean Loretta C. Ford, of the School of Nursing, and Dr. James W. Bartlett, medical director of Strong Memorial Hospital, attend the open-house ceremonies for the new Hospital. More than 6,000 persons toured the new facility on February 8-9, 1975.



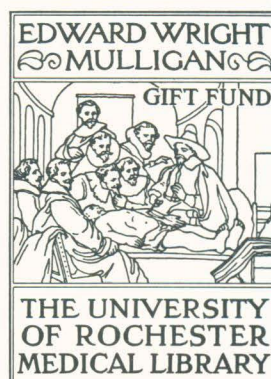
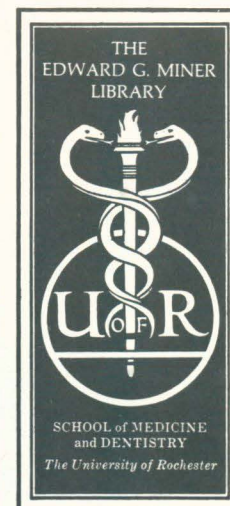
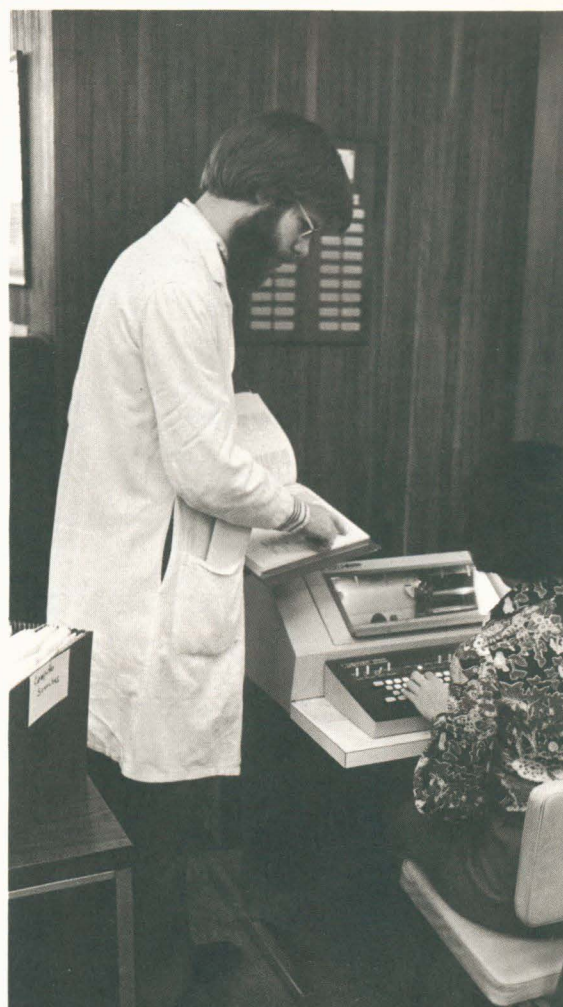
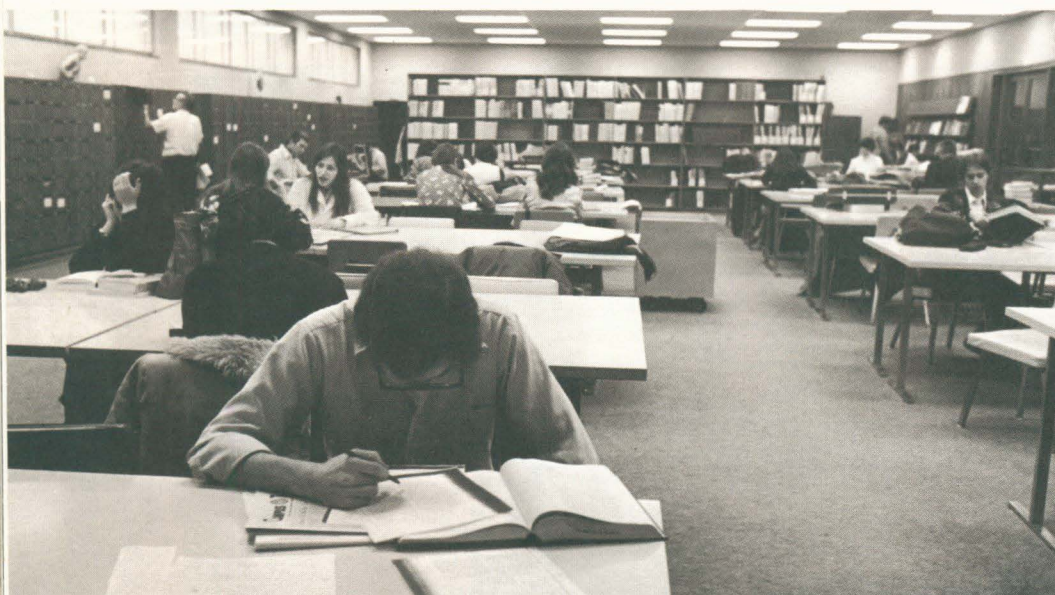


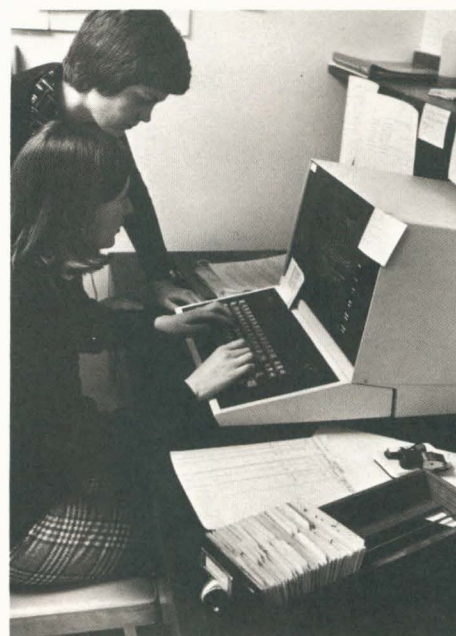
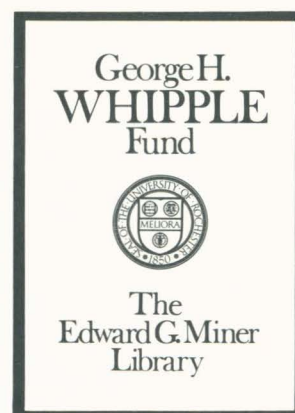
Time out from work and study—
Left: from top to bottom: in 1926 meals were served here, complete with white tablecloths and menus. Who can forget the long cafeteria lines? This is the last line to the old cafeteria, February 24, 1975. The new “scramble” line in the House of Six Nations cafeteria, which opened the next day in the new Hospital. The House of Six Nations is named after the six Iroquois nations which inhabited this area.

Right: Batter up! House staff get exercise at the ball diamond and relax in the Staff House Lounge.



The students and faculty in 1925 were provided library resources of more than 17,000 volumes and 239 journal titles. Today the Edward G. Miner Library has more than 137,000 volumes and receives 2,573 journals. About the Reading Room as it was in 1926 and as it is in 1975. Right: a student awaits a printout from the Library's bibliographic retrieval system, the SUNY Biomedical Communication Network, which provides some 3,000 computer-produced bibliographies annually.

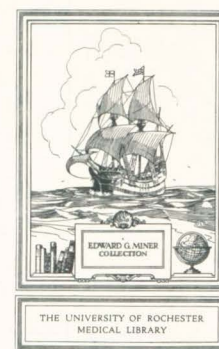




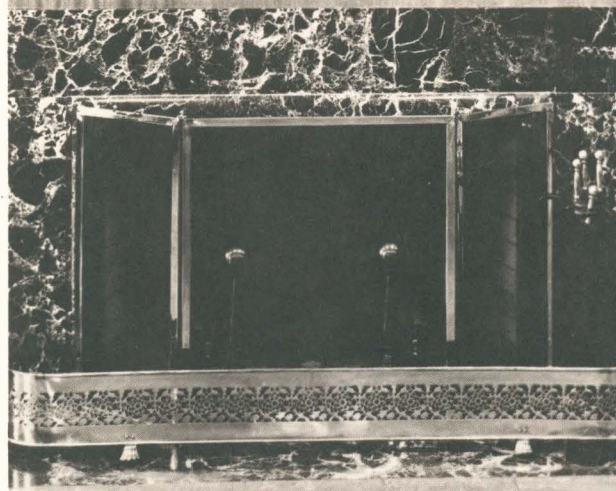
Left: Dr. Leon L. Miller, chairman of the Library Committee, looks at one of the fine rare books in the History of Medicine section, now housing more than 10,000 books, manuscripts, and journals. The Library serves all the faculty, staff, and students of the School of Medicine and Dentistry, the School of Nursing, the Strong Memorial Hospital. Left, below: the Circulation Desk. Last year's circulation exceeded 143,000 items.

Right, above: Library staff members at the Ohio College Library Center (OCLC) terminal used to obtain cataloging information. Far right: studying at the Reference Bar.

The Edward G. Miner Library bookplate and the bookplates used to identify special collections.

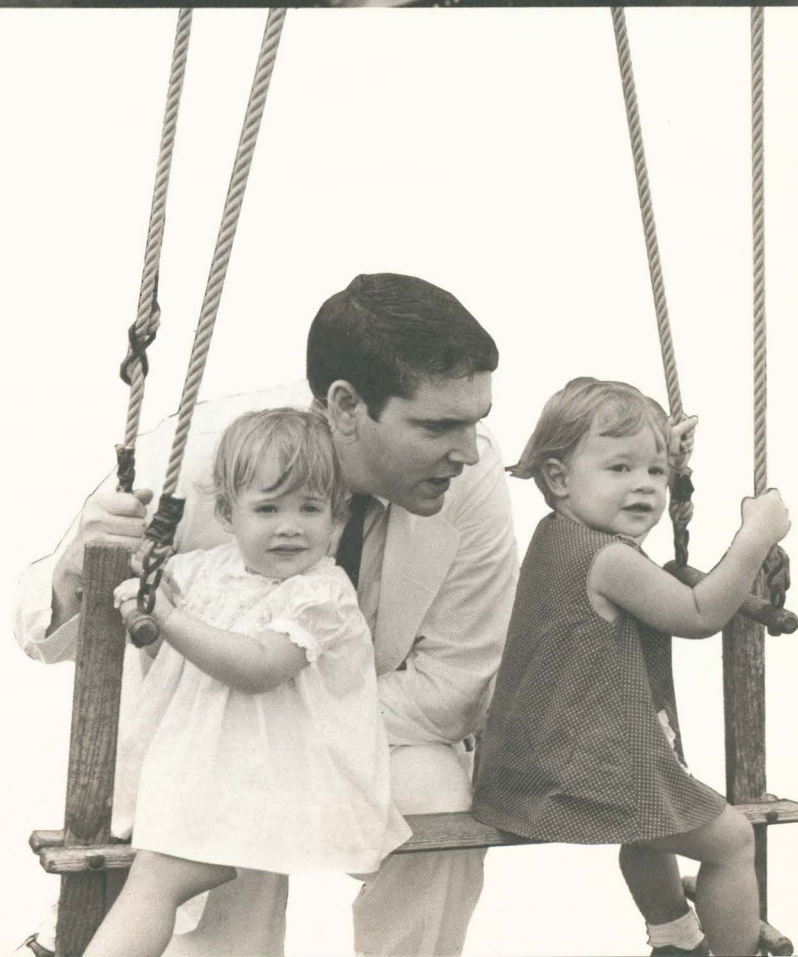


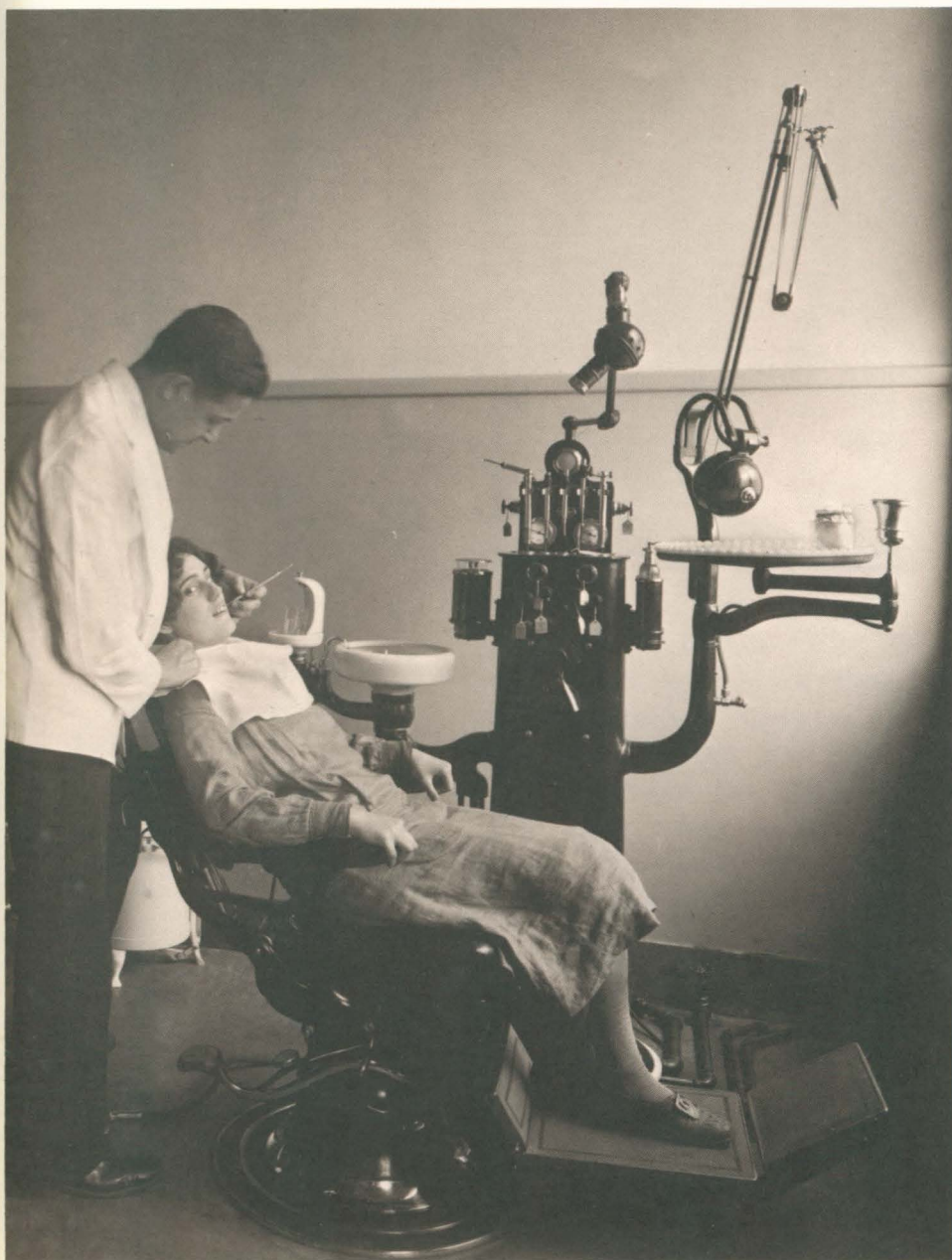
THIS CLINIC
AND THOSE WHO
SERVE IT ARE DEDICATED TO
THE ALLEVIATION OF HUMAN
DISTRESS TO THE ENLARGEMENT
OF MANS KNOWLEDGE ABOUT
HIMSELF AND TO THE TRAINING
OF PHYSICIANS TO THESE ENDS
THOSE WHO HERE GAIN
UNDERSTANDING AND RELIEF
ARE CONSTANT BENEFICIARIES OF
THE VISION AND GENEROSITY OF
HELEN WOODWARD RIVAS



In 1945 Mrs. Helen Woodward Rivas of LeRoy, New York, made a substantial gift to build a psychiatric clinic in the Medical Center. The following year the Department of Psychiatry was established and the first patients were admitted in July 1948. The inscription above honors Mrs. Rivas.

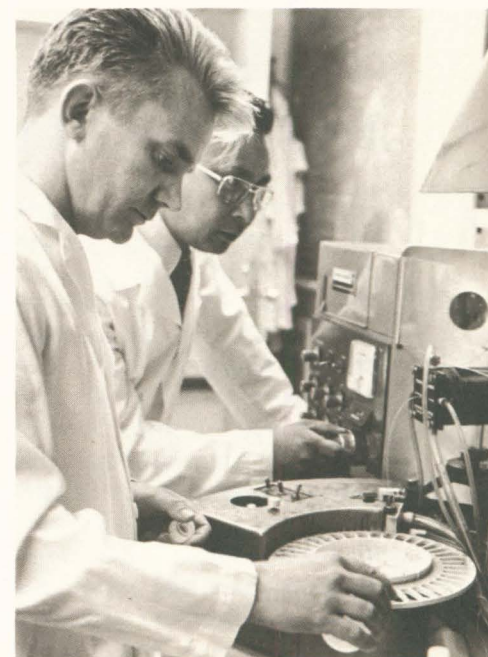
Right, above: Dr. John Romano, first professor and chairman of the Department of Psychiatry, holds a seminar for psychiatric house staff in 1967. The child psychiatric clinic is a significant part of this department.





The original plan for the School included instruction in dentistry, with dental candidates having the same qualifications as those of medicine and taking the same preclinical courses. However, the plan was in advance of its time and few applications were received. The plan was dropped in 1930 and the School embarked on a unique program of advanced education for dentists, preparing them for academic careers and research in oral health. A formal affiliation between the University and Eastman Dental Center was established in 1971.

Above: the Dental Clinic in 1926. Right, top to bottom: studies with the mandibulograph, an electronic system for studying jaw movements; center: ultrastructural studies of tooth enamel with the electron microscope; far right: studying biochemical analyses of changes in carious dentin.



PATIENT CARE

Sir William Osler, beloved physician and teacher of George Whipple, the founding dean of this School, said: "To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."

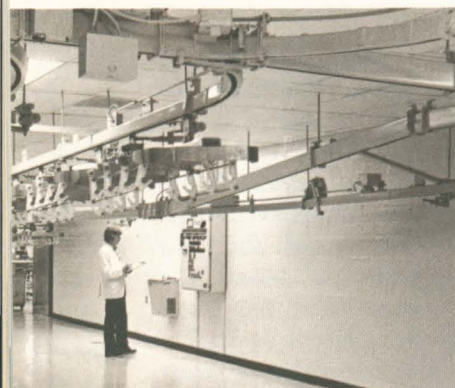
It is in the Hospital and in its clinics that those who become responsible for the care and study of the sick acquire the essential ingredient of concern for the distress of the patient. Just as one cannot become a teacher without a student, one certainly cannot become a physician or nurse without a patient. The patient and his family are those from whom we learn, and through our study and care we perfect our skills in our attempt to relieve their distress and prevent its recurrence.

From their first days our students have the opportunity to become a part of the scholarly and professional ambience of both School and Hospital. In the library, classrooms, clinics, and on the Hospital floors the student is continuously meeting and sharing experiences with his peers, the intern and resident staff, senior teachers, his patients and their families. In the corridor traffic, the elevators and lunchrooms, and again in the clinics and on the Hospital floors, he learns to know those who work with him in the study, care, and treatment of the sick. He meets members of the administrative, technical, housekeeping, and supporting personnel at the Medical Center. He also has occasion to meet with representatives of various community and regional health agencies who share with him in the care of the sick en-

trusted to the Medical Center. The Medical Center is fortunate, in being responsible for the care of a broad and representative sample of humanity. Last year (1973-74) there were 23,000 inpatient admissions and 215,000 patient days, and these totals included patients old and young, black and white, rich and poor, and those with illnesses mild and severe. Our medical and nursing students and the intern and resident staff study the patient at various points in the health care network—in emergency and crisis centers, in outpatient clinics, in neighborhood health centers, and as an inpatient. At each point they learn to function as a health team, caring for the individual patient according to his physical, emotional, and social needs.

Strong Memorial Hospital has facilities to care for about 800 inpatients. All attending physicians in the Hospital hold faculty appointments in the clinical departments of the Medical School, and all patients are cared for in a teaching setting. About 300 physicians serve on the intern and resident staff of the Hospital and participate in the education of medical students. The University and the community are enriched by the cooperative efforts of the professional staffs of the hospitals associated with the University in their educational, research, and patient-care functions.

This section of the brochure is designed to show the relationships between the health professional and the patient. The contrast between the facilities available fifty years ago and those today is evident; the genuine and sustained concern for the patient and his family has not changed.



Right: There is great contrast between the equipment used fifty years ago and that available today. Top, left to right: patients' clothes were stored in a central clothes room; kitchen staff preparing for the 1,100 meals a day which were then served. In 1975 at least 6,200 meals a day are provided for staff and patients.

A monorail system in the new Hospital delivers food and supplies. The monorail uses its own seven vertical shafts and more than 6,000 feet of track to deliver materials to the destinations dialed by the sender.

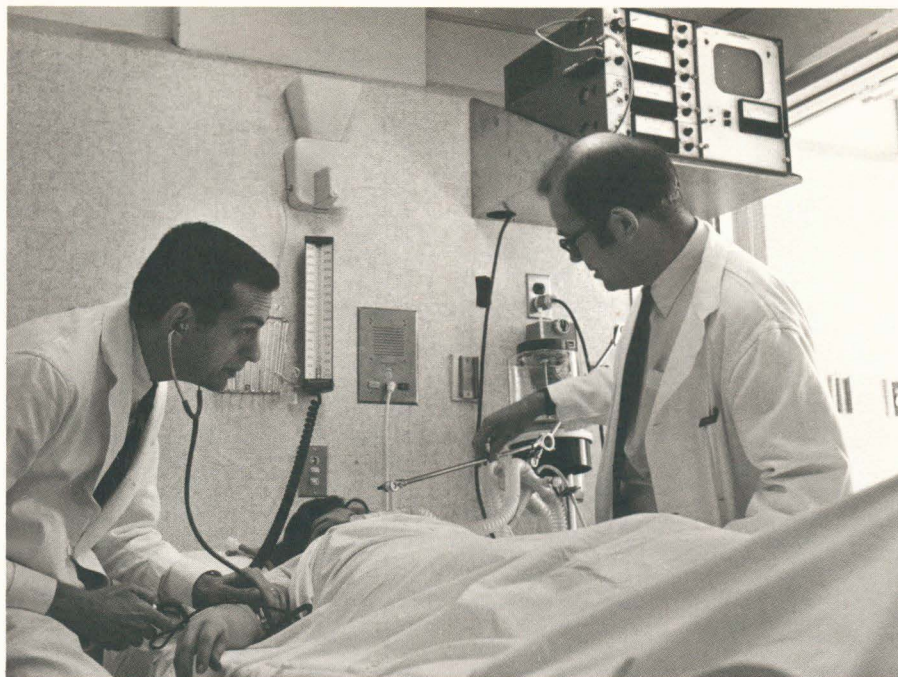
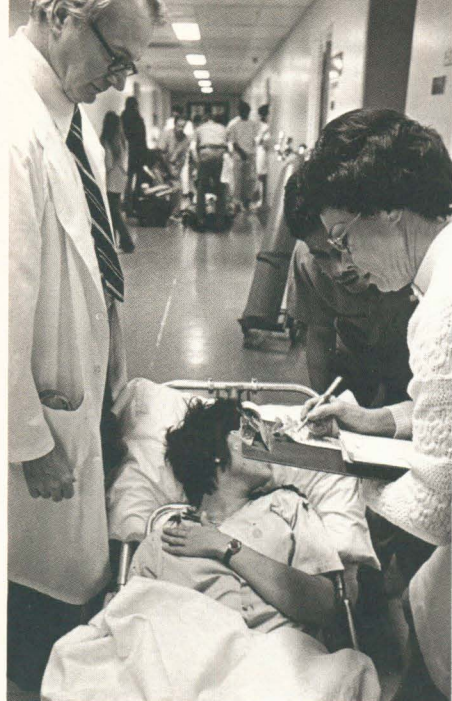




Moving day! On February 25, 1975, 380 patients were safely moved to the new Strong Memorial Hospital. The move took just 4 hours and 20 minutes, with faculty, staff, and students participating.

In the building stage for six years, the new Hospital has 698 beds. Five towers house the patient units, each attached to a central corridor. The rooms are in a radial arrangement around a core station, which allows close contact with patients.





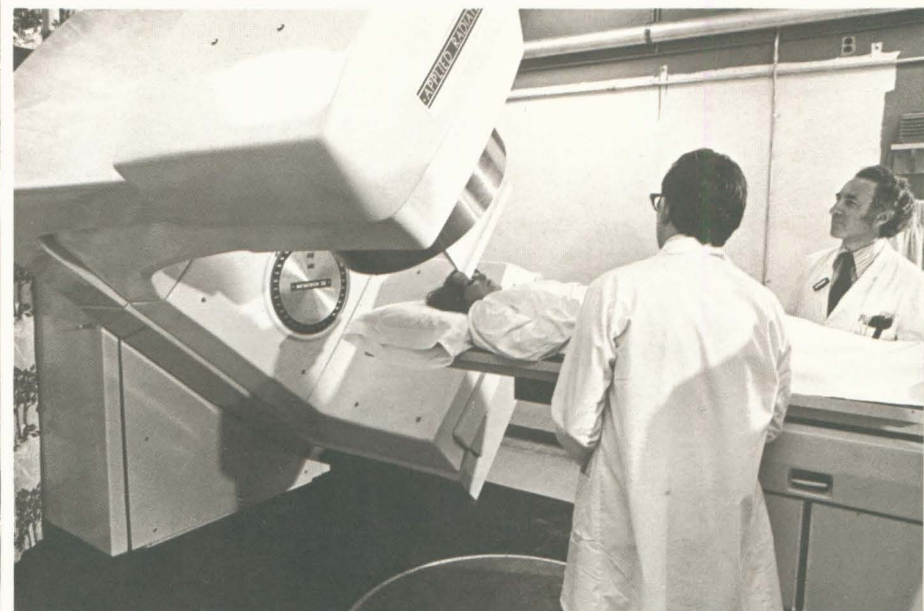
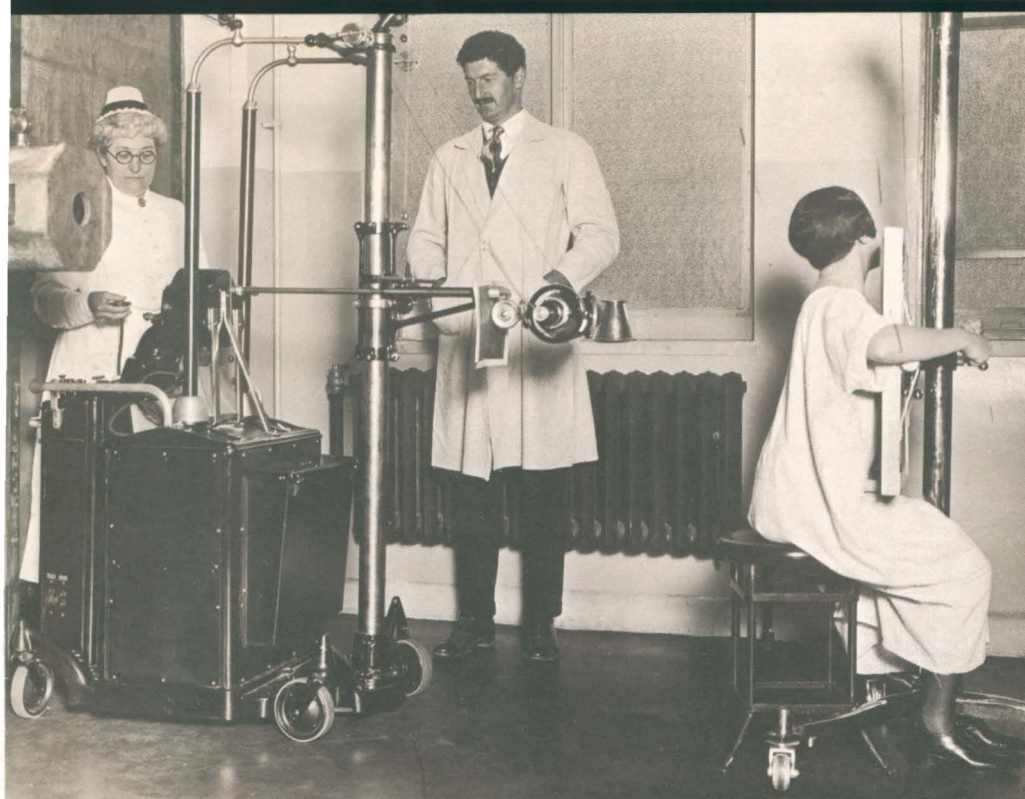
Emergency and intensive-care services:

Far Left: During 1973-74, more than 56,000 persons were treated in the Emergency Department.

Below: The Cunningham ambulance in 1926, when the Hospital provided ambulance service.

Left: The new Strong Memorial Hospital has both medical and surgical intensive-care units. The medical section includes facilities for coronary and respiratory care, and both units have sections for patients in transition between intensive and conventional care.





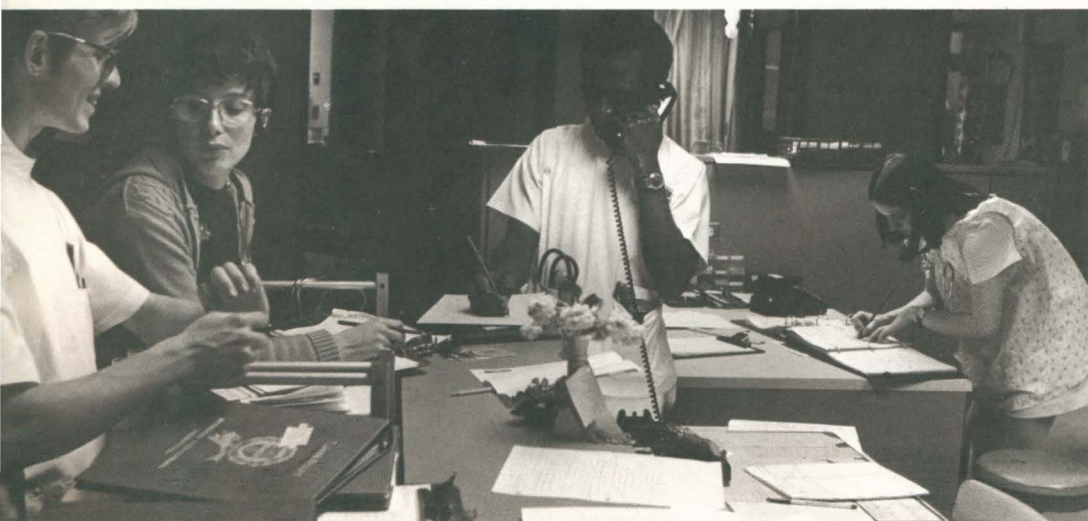
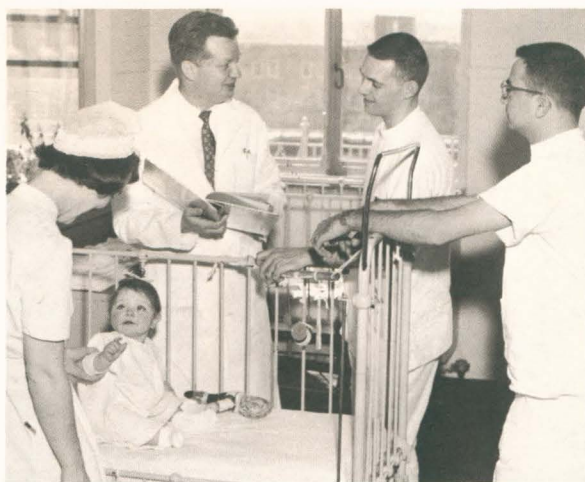
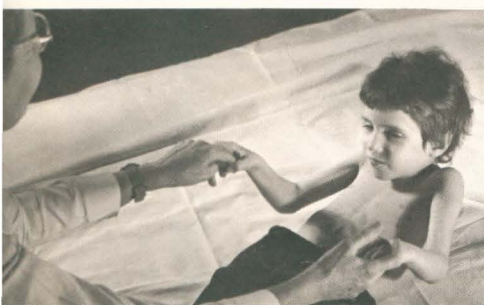
y years of change in radiological equipment.
 ove: Dr. Stafford L. Warren using a portable
 ay in 1926; right, above: a Mevatron XII
 ear accelerator, installed in 1973, which pro-
 es high-energy radiation for treating cancer
 ients with the beam precision necessary for
 imizing damage to healthy tissue; below: a
 erficial x-ray therapy machine in the 1950s.





Facilities are provided for the special needs of children in the Hospital. Above: tender loving care administered in the solarium on the children's division in 1926; right: the same loving care today.

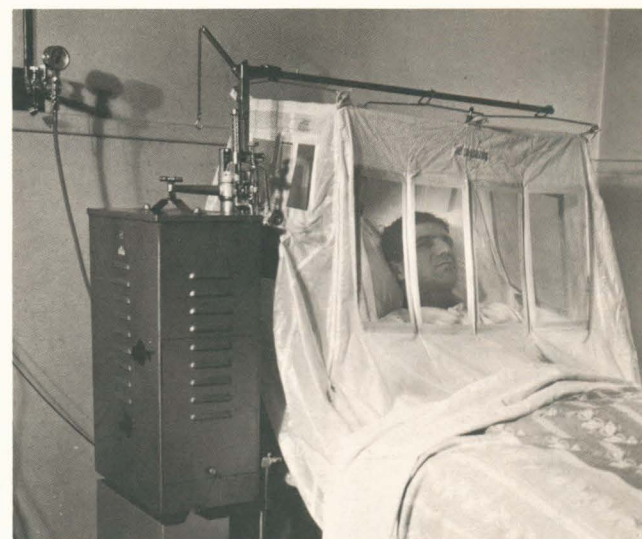




Pediatric services in the new Strong Memorial Hospital include a six-bed unit for intensive care of young patients and a neonatal intensive care unit. The pediatric radial units include playrooms and classrooms and an outdoor playdeck equipped with a sunroof and sand-box.

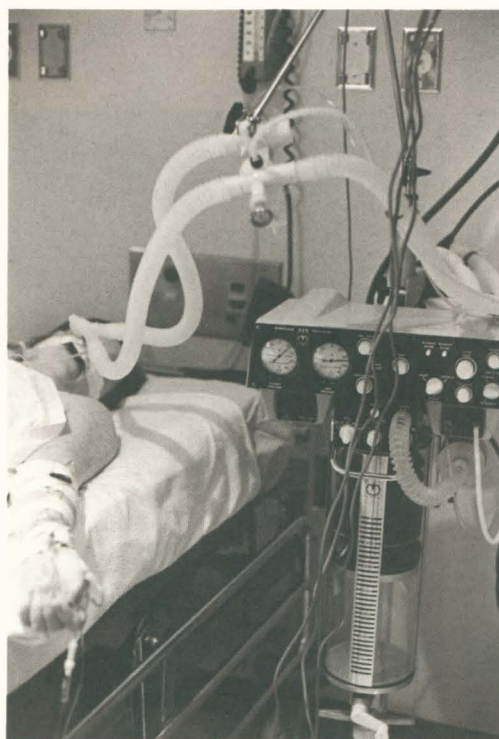
Far left: physical therapy; near left: rounds in the pediatric ward; center: health-care team in a new pediatrics radial unit; bottom: patients at play.





From the past. Left: Andrew W. Nixon, the first pharmacist in the Hospital, in 1926; above: the oxygen tent; below: the iron lung.

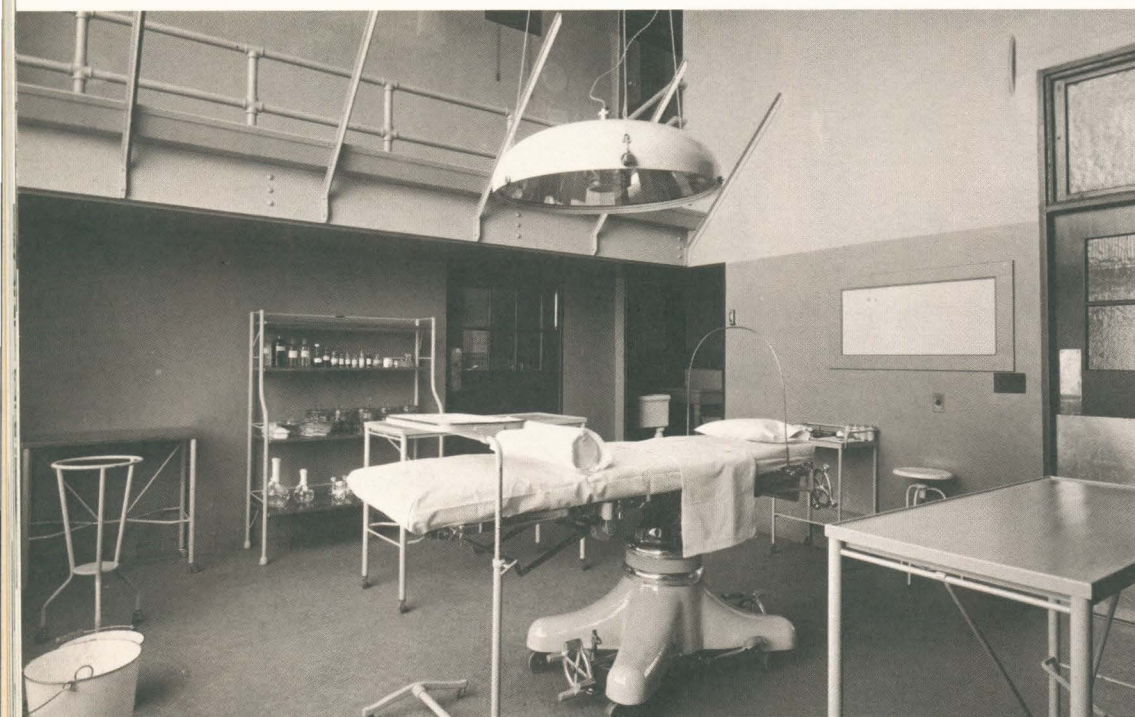




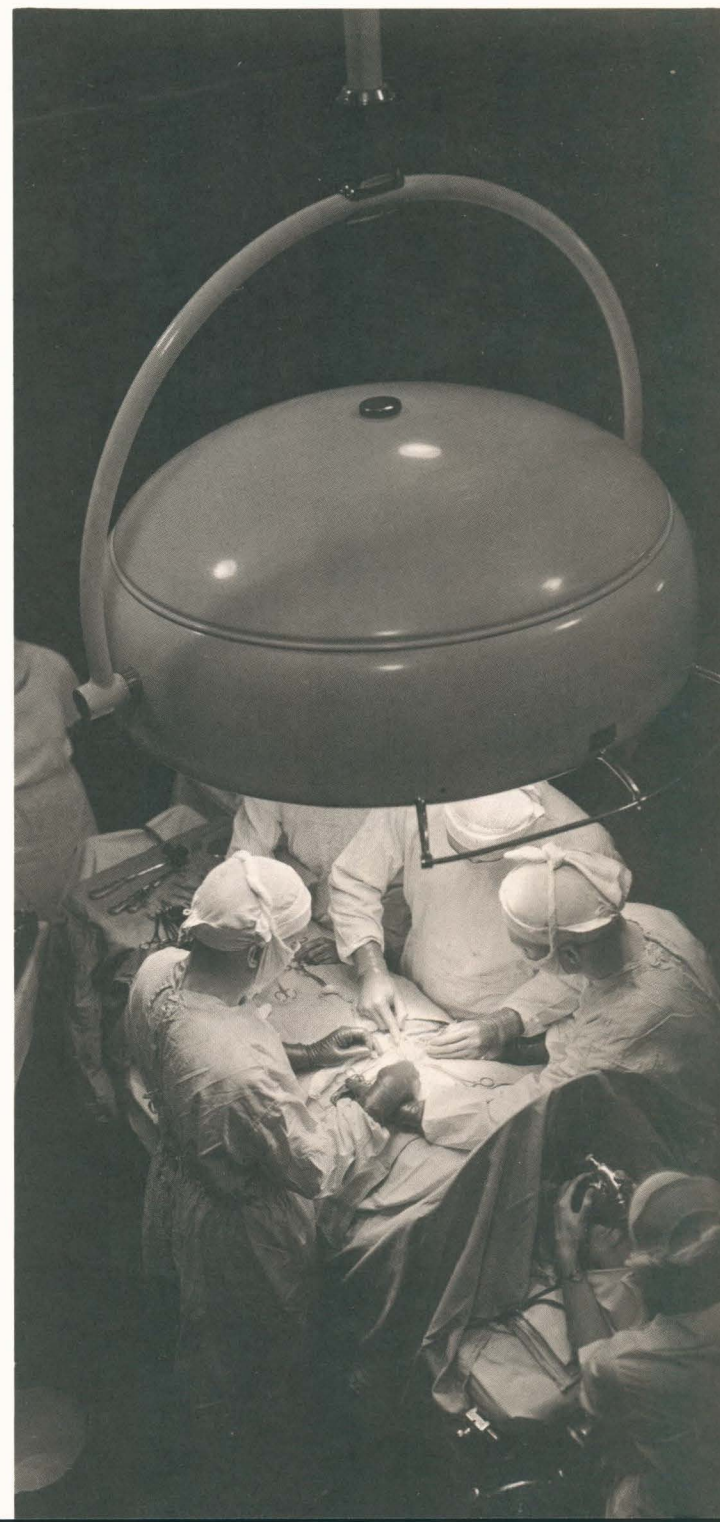
Severely burned patients are treated in the nine-bed burn unit in the new Strong Memorial Hospital. The unit has its own operating room, a tank room for hydrotherapy, locker rooms for staff members leading into the internal "clean" corridor, and a gown room for visitors. Care of the burn patient requires the closest coordination of nursing, surgical, physical and occupational therapy, and psychiatric and medical staff.

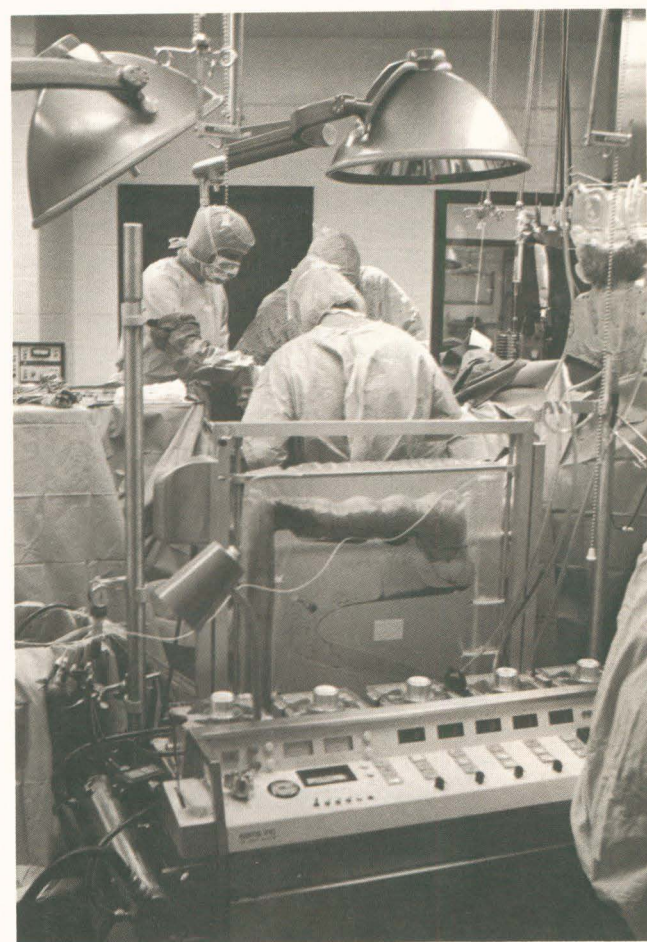
Right, top to bottom: special Ille stainless-steel tank lined with plastic to prevent infection; crib for the child receiving care in the burn unit; technician running tests for blood values for burn or respiratory patients. Above: equipment for respiratory patient.





Observing from the operating gallery. Above is an operating room in 1926; right, surgery in 1938. Opposite page, left to right: scrubbing for surgery; above: a cardiac surgical procedure using a bypass pump oxygenator, in one of the 16 operating rooms in the new Strong Memorial Hospital; lower right: a surgical team at work.





SERVICE TO THE COMMUNITY

What is meant by community? The contributions of our faculty extend far beyond the boundaries of our local community and region; in fact, beyond state and nation to the world at large. This is attested to not only by the application of basic and applied researches to many areas of medical science, but also by the increasing number of students, fellows, and house staff who come to Rochester for their professional education from most of the nations of the world.

In what follows, we draw attention to the role of the University Medical Center in our immediate community and region. It is difficult to determine which function of the University Medical Center has contributed most to the welfare of our fellow citizens. A major contribution stems from the fact that it is the primary source of professional and technical medical manpower in the region. To our Medical Center are attracted those who have chosen to acquire the knowledge and skills of the medical, nursing, dental, and paramedical professions, and many have remained in the community to serve the needs of our citizens.

The University Medical School and its associated hospitals, through their insistence on the maintenance of high standards of professional conduct, contribute to the collective conscience of all who care for the sick and their families. Through their investigative interests the Medical School and its associated hospitals add to new knowledge and to the application of such knowledge in practice.

In addition, the Medical Center is deeply committed to direct health services which reach to all segments of the community. These services have extended far beyond the walls of the Medical Center, through neighborhood health centers and migrant clinics, to other health institutions and to all of the communities in the ten-county Rochester Regional Medical Program.

Health care is provided through outpatient clinics, the Crisis Telephone Service, the Poison Control Center, the Adolescent Clinic, the Adolescent Maternity Program, the Learning Disorders Clinic, the School Health Program, Threshold, the Family Medicine Program at Highland Hospital, and the community mental health centers at Strong Memorial Hospital, Rochester General Hospital, and Genesee Hospital. Health screening and counseling have been provided through the Sickle Cell Anemia Program, the Early Disease Detection Unit, Lead Poisoning Control, and the Genetic Clinic.

The Rochester Health Network medical services and the Joseph C. Wilson Center are directed and staffed by University Medical Center faculty. The Rochester Regional Medical Program is a regional community effort of which the University of Rochester is the grantee; it is headed administratively by a University of Rochester faculty member.

The Medical Center has established educational and investigative ties with other hospitals in the region. Rotation of interns, residents, and research fellows and clinical instruction for medical students during their third and fourth years provide additional clinical experience, and the teaching and research programs in these institutions, in turn, have significantly benefited their patients and staff. Faculty and staff of the School of Medicine and Dentistry and of the School of Nursing work with professional personnel at the Rochester Psychiatric Center, veterans' and vocational rehabilitation groups, and the Newark and Monroe developmental centers.

The long-established affiliation with the Eastman Dental Center has been strengthened recently through an administrative reorganization of the relations between the Dental Center and the University Medical Center. As a result, there will be a greater opportunity for joint development of new programs in dental education, research, and service.

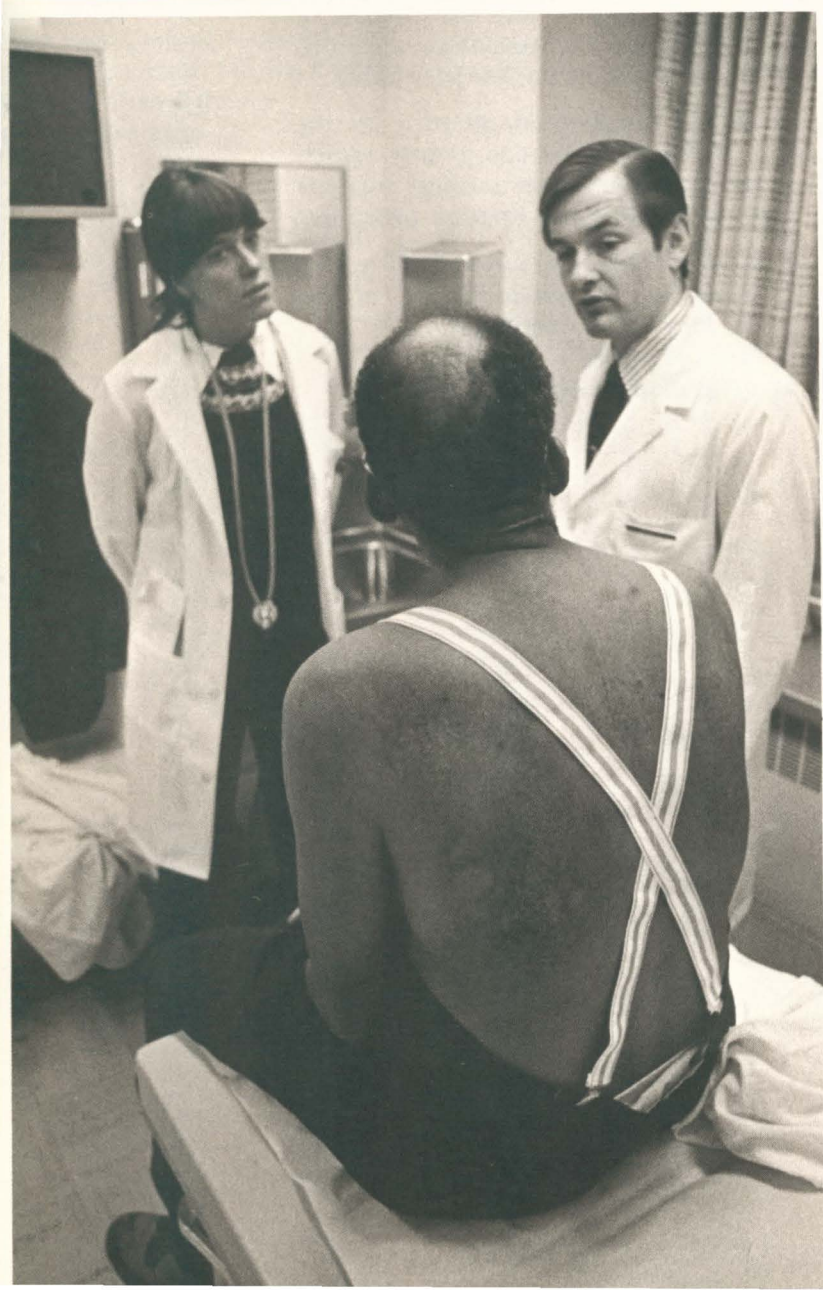


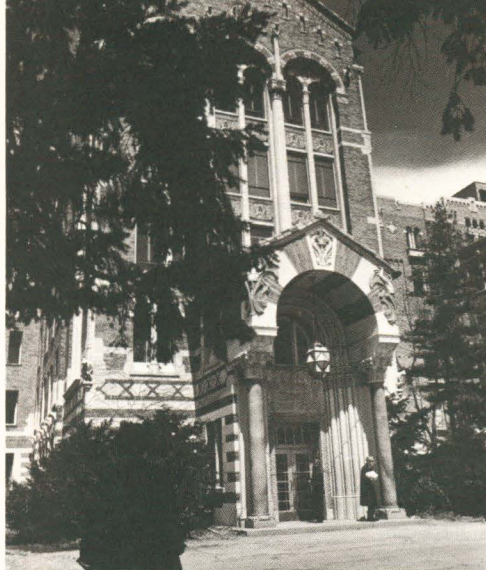
Ambulatory care is available through a full range of medical services to as many as 500 patients a day. Above: the entrance to the outpatient department and the waiting room in 1926.





Concern for patients—infants, children, adolescents, adults, and the aged.

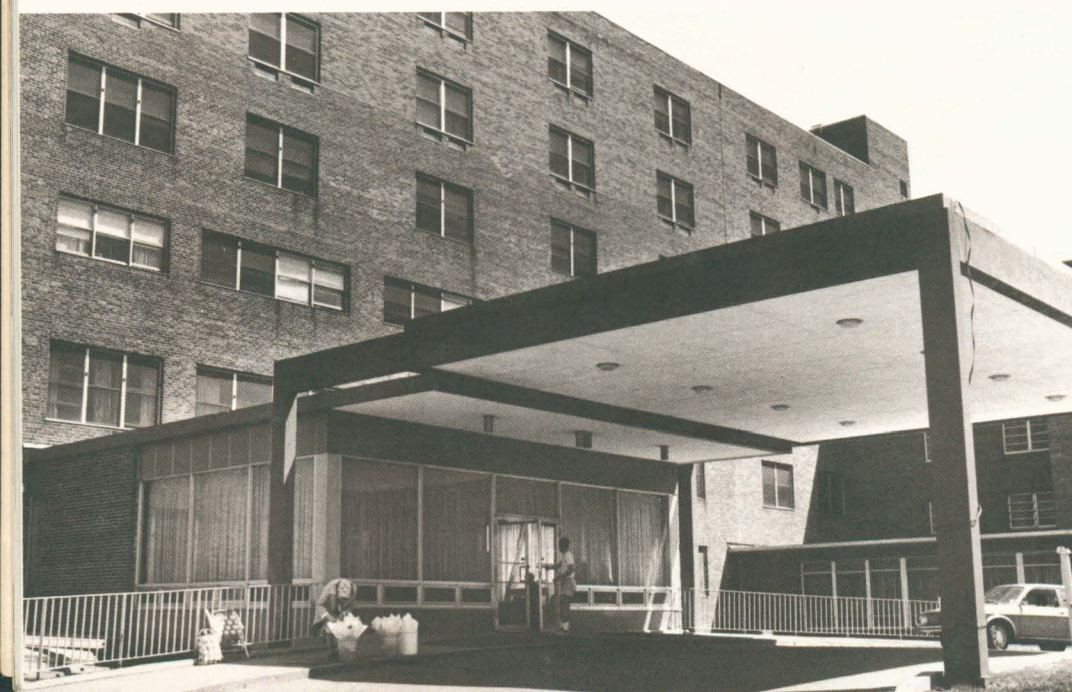




Teaching hospitals provide care, teach students, and engage in scientific research. These activities are extended beyond the walls of Strong Memorial Hospital and the Schools of Medicine and Nursing by association with other hospitals and clinics in the Rochester area.

The educational cooperation afforded by the affiliation of these institutions greatly enrich the learning opportunities of medical students and interns and residents in rotation programs.

Top left: Monroe Community Hospital
 Above: Residential Treatment Center of the
 Convalescent Hospital for Children
 Left: St. Mary's Hospital
 Below left: Highland Hospital





Above: Rochester Psychiatric Center

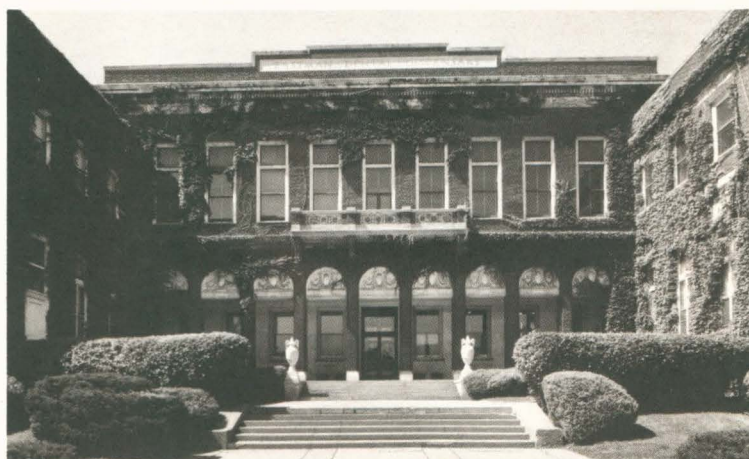
Right, top to bottom:

Rochester General Hospital

Joseph C. Wilson Health Center

Eastman Dental Center

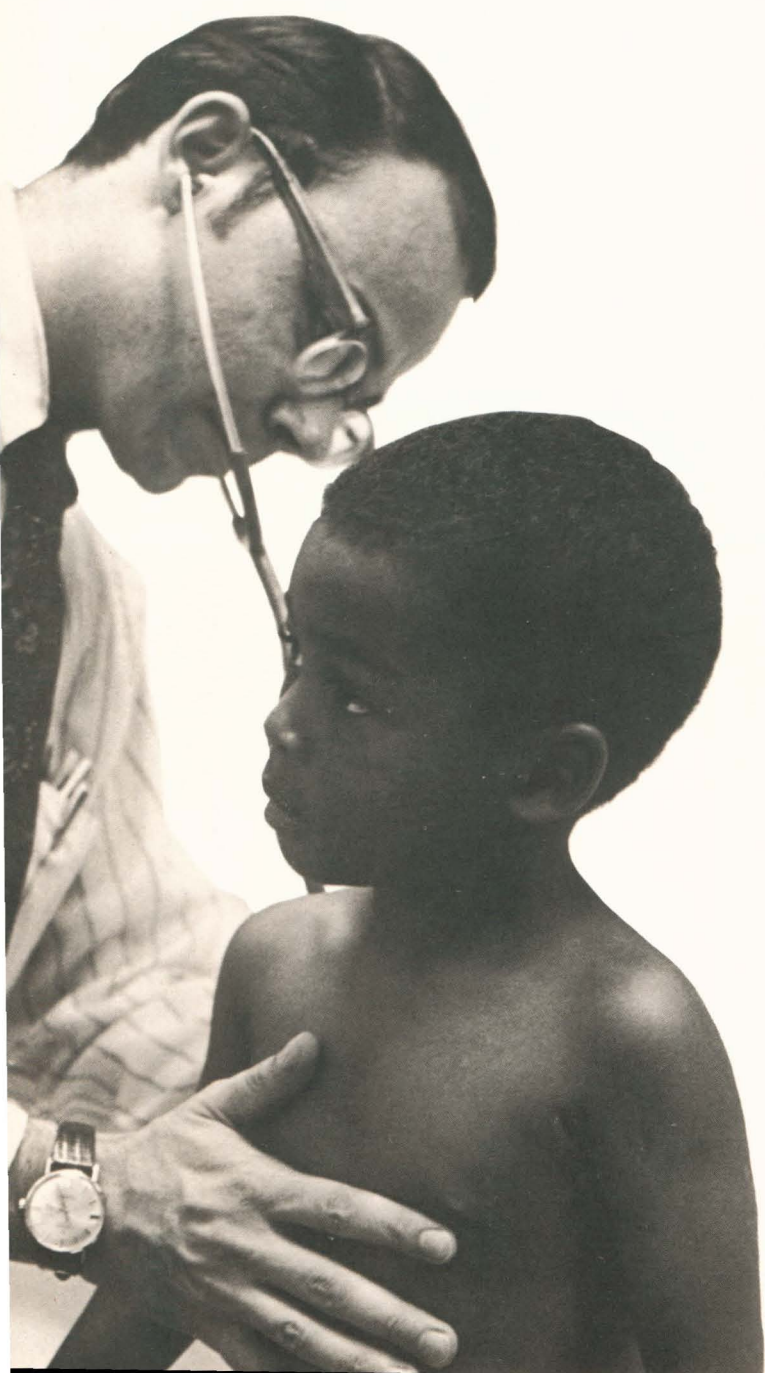
Genesee Hospital





Health care is not confined to hospitals. Portrayed here are some of the ways in which patient care has been extended to the community: the Anthony Jordan Health Center; the Baden Street Settlement; the well-baby clinic; the neighborhood health center; a clinic in Midtown Plaza set up by medical students; the lead poison-control program.





RALPH HOCHSTETTER

OF
BUFFALO

BY LARGE GIFTS FOR FELLOWSHIPS IN
THE SCHOOL OF MEDICINE AND DENTISTRY
HE FOSTERED MEDICAL RESEARCH
AND ADVANCED HUMAN WELFARE

LEWIS PRATT ROSS

BORN 1845 DIED 1915

TRUSTEE OF THIS UNIVERSITY 1892-1915
PRESIDENT OF THE BOARD 1903-1915
SUCCESSFUL MERCHANT AND PUBLIC SPIRITED CITIZEN
BEQUEATHED TO THIS UNIVERSITY A MAJOR PART OF HIS ESTATE
WITH DIRECTIONS TO ESTABLISH AND MAINTAIN
"A DEPARTMENT OF VITAL ECONOMICS
"WHICH SHALL CONDUCT INSTRUCTION AND EXPERIMENTATION
"IN PHYSIOLOGY HYGIENE AND THE NUTRITION OF THE
"HUMAN BODY TO THE END THAT HUMAN LIFE MAY BE PROLONGED
"WITH INCREASED HEALTH AND HAPPINESS"

THIS TABLET IS ERECTED IN HIS HONOR
WITH AFFECTIONATE MEMORY

THE SCHOOL OF MEDICINE
AND DENTISTRY

WAS ESTABLISHED IN THE
UNIVERSITY OF ROCHESTER
IN 1920 BY THE GIFTS OF
GEORGE EASTMAN
AND THE GENERAL EDUCATION
BOARD FOUNDED BY
JOHN D ROCKEFELLER
AND IS DEDICATED TO THE
ADVANCEMENT OF KNOWLEDGE
AND TO INSTRUCTION IN MEDICINE
AND DENTISTRY FOR THE
PROMOTION OF THE HEALTH
AND HAPPINESS OF MANKIND

40

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EDWARD C. ATWATER
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AND

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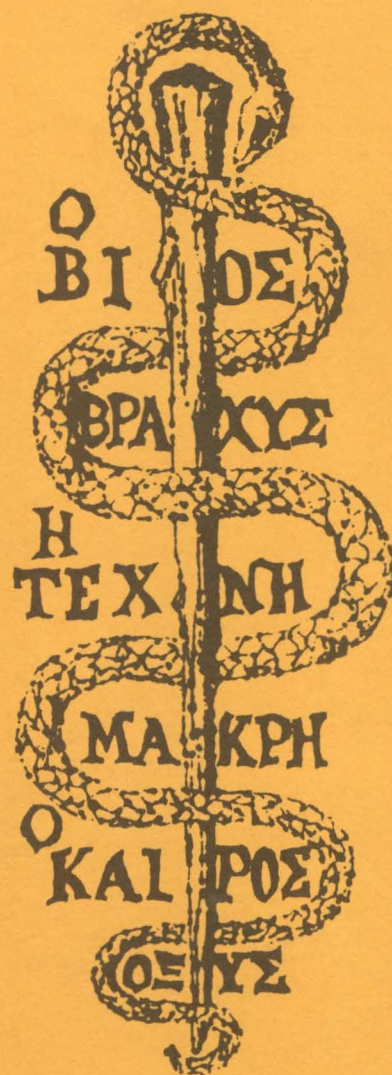
OF

LEROY

BY GENEROUS GIFTS OF LANDS
MONEY AND TIME THEY HAVE
HELPED CRIPPLED CHILDREN
LESSENED HUMAN SUFFERING
AND PROMOTED MEDICAL RESEARCH
IN THE UNIVERSITY OF ROCHESTER

2536-29
LOT 70
COVERS IN





This caduceus is a single
snake symbol of Asclepius,
the ancient symbol of medi-
cine. The Greek inscription
reads "Life is short; Art
is long; Time is swift."

