



# BESIDE THE GENESSEE

A PICTORIAL HISTORY OF THE UNIVERSITY OF ROCHESTER











MELIORA  

---

ONE HUNDRED FIFTY YEARS



# B E S I D E T H E



A P I C T O R I A L H I S T O R Y O F T H E



# G E N E S E E



U N I V E R S I T Y O F R O C H E S T E R  
BY JAN LAMARTINA WAXMAN EDITED BY MARGARET BOND





BEES ON THE BALCONY, 1995

Members of the summer orientation team warm up for their welcome to incoming freshmen.

PREVIOUS PAGE ILLUSTRATION:

THE INTERFAITH CHAPEL, COMPLETED IN 1970

The only River Campus structure built directly on the river, the chapel was part of a University-wide building boom during the Wallis administration.



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## The Genesee

(The Alma Mater)

THO' many fair and famous  
streams  
Beneath the sun there be,  
Yet more to us than any seems  
Our own dear Genesee.  
We love her banks and stately  
falls,  
For to our minds they bring  
Our dear old Alma Mater's halls,  
Where sweetest memories cling.

NO castled crags along her  
way  
Romantic splendors cast;  
No fabled or historic lay  
Recalls the golden past,  
But more than battlemented walls,  
Or legends they may bear,  
Are Alma Mater's vine-clad halls,  
And memories lingering there.

AS flows the river, gathering  
force,  
Along her steadfast way,  
May we along life's devious course  
Grow stronger day by day.  
And may our hearts where'er we  
roam  
Forever loyal be  
To our beloved college home  
Beside the Genesee.

—T. T. SWINBURNE, '92.



From the 1907 *Interpres*.



# F O R E W O R D

**W**E CELEBRATE OUR UNIVERSITY'S SESQUICENTENNIAL FOR THE SAME reason we observe our own birthdays — as a milestone, a time to reflect on our progress and to imagine what the future holds. Indeed, Rochester's 150th birthday offers a once-in-a-lifetime moment to celebrate a record of extraordinary accomplishments including, among other things, one hundred years of coeducation and seventy-five years of distinguished teaching, research, and health care at the Medical Center. In great variety, programs throughout the institution serve to reinforce our reputation as one of the nation's leading research universities.

On a personal basis, this special anniversary gives each of us an opportunity to deepen our connection with the University and with our fellow graduates. I hope this pictorial history will remind you of what makes Rochester so special today and what defining qualities will continue to distinguish it into the future. As someone whose own life was profoundly affected by the University of Rochester, I hope that you, too, will share in the pride of Rochester's accomplishments as we enter our second 150 years.

JOSEPH P. MACK '55  
*Sesquicentennial Chairman*







# A C K N O W L E D G M E N T S

**I**N COMPILING THIS VOLUME WE HAVE DRAWN HEAVILY ON THE RESEARCHES of Arthur J. May, scholar, author, and beloved teacher, who upon his retirement in 1964 assumed the post of University historian. His work has provided us with a rich source of information covering the University of Rochester's first 110 years.

Amy Barnum, librarian in the Rush Rhees Library Department of Rare Books and Special Collections, has been of immeasurable help in rounding up supplementary material from the University archives in her care.

The historical images reproduced in these pages are drawn from the University Libraries' collections. More recent (post 1975) photographs are the collective work of University Public Relations staff photographers Shannon Taggart, Joe Gawlowicz, Sandy Hill, Jim Montanus, Jeff Goldberg, and Chris Quillen.

Special thanks go to David Coppen, Christopher Hoolihan, Karl Kabelac, Robert Kraus, Geri McCormick, and Melissa Mead of the University of Rochester, Debra Quesnel and Elizabeth B. Bobbitt of Q Publishing, Michael Hager, and Katina Z. Antoniadis, all of whom have been most helpful in this effort.

Finally, we would also like to acknowledge the extraordinary contributions of the many thousands of past and present students, faculty, staff, benefactors, and other friends who together have constituted this University over its 150 years. The handful singled out for mention in the following pages must be understood to represent all those, who, perforce, must go unnamed in this small sketchbook of Rochester's rich and varied history.

FACING PAGE:

EASTMAN QUADRANGLE, CIRCA 1955

After twenty-five years of coordinate education, women joined the men on the River Campus in 1955.

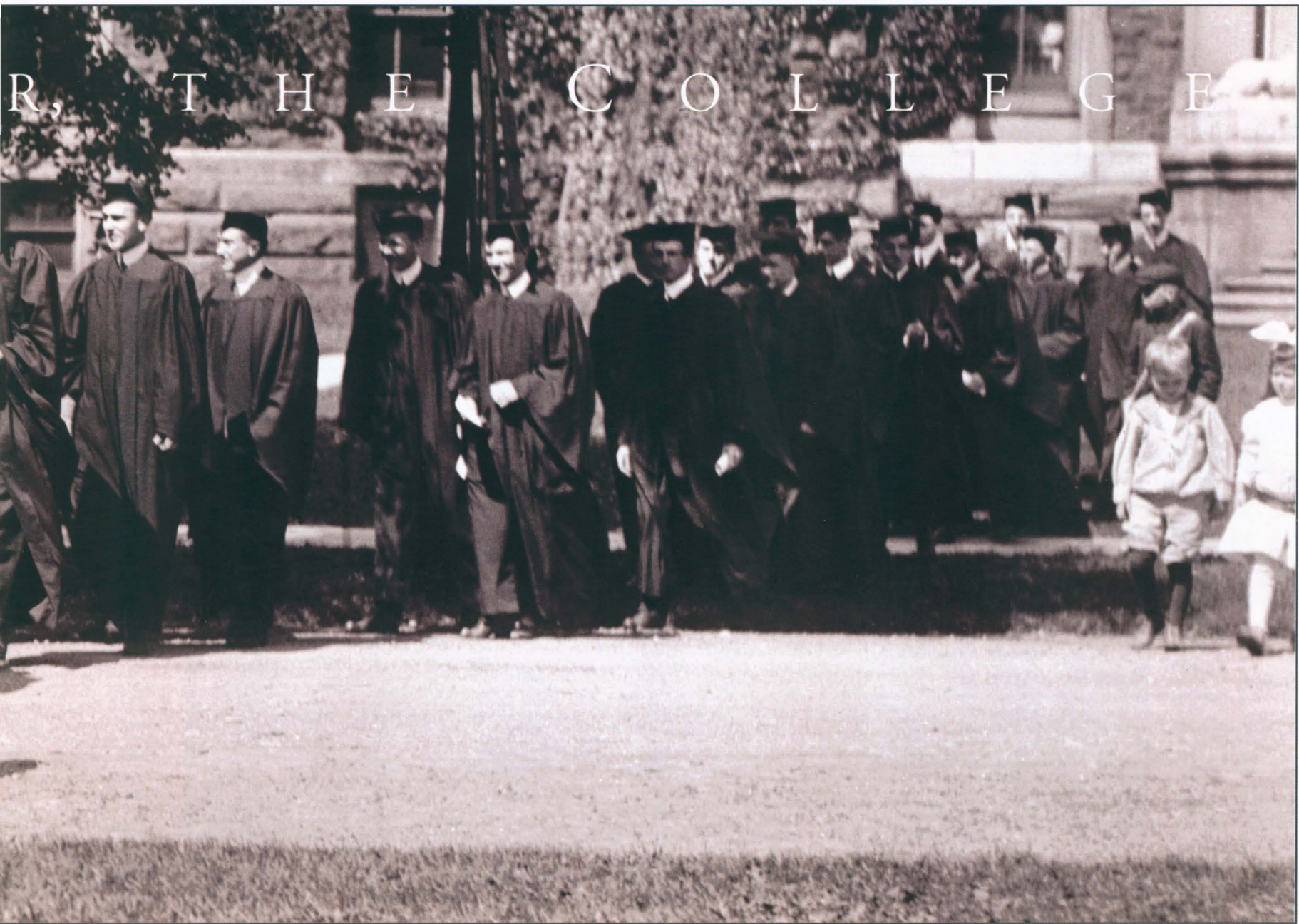


PART I: ROCHESTER





R, T H E C O L L E G E







CLASS OF 1853

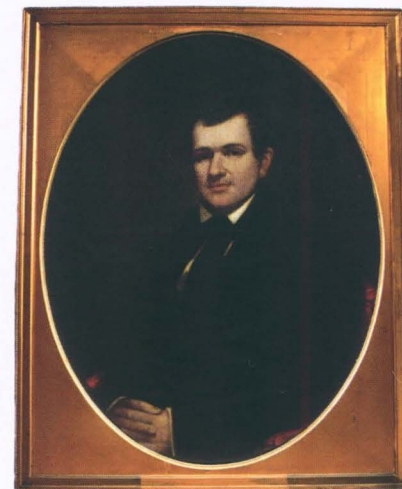
Rochester's third graduating class, they entered as sophomore transfers. All but two became ministers and educators. Of the two holdouts, one was an early director of Eastman Kodak Company and the other a customs inspector in Savannah.

# P L A N T I N G   T H E   S E E D

*Full many fair and famous streams  
Beneath the sun there be,  
Yet more to us than any seems  
Our own dear Genesee.*

**S**O BEGINS THE FIRST VERSE OF THE ALMA MATER OF THE UNIVERSITY OF Rochester, written by Thomas Thackeray Swinburne, Class of 1892. Odd that Swinburne should write lyrics about a “beloved college home beside the Genesee” when that home was situated far from the river’s banks at the time he wrote the song. The River Campus, dedicated in 1930, was actually the University of Rochester’s *third* college home, the infant school having occupied rented space in a downtown hotel building eighty years before. But this college’s story doesn’t begin with rented rooms in the United States Hotel either. It doesn’t even begin in Rochester.

Although there had been some earlier attempts to establish a local college in that thriving young city, there was little result until, in the late 1840s, a group of dissidents at Madison University in Hamilton began advocating its transplantation to Rochester, some one hundred miles to the west. A farm town in the Chenango Valley of upstate New York, Hamilton was isolated both geographically and culturally and not as . . . well . . . *cosmopolitan* as Rochester. The “Flour City” was a boom town back then, enjoying steady economic growth thanks to its power-giving river and busy canal. The city was rising like the nutrient-rich dough produced from its cardinal commodity. According to Frederick W. Holland, minister of the Rochester Unitarian Church during the 1840s, this “emporium of the flour business” had blossomed as “one of the handsomest flowers in the land.” Rochester was the perfect place for a college: a refined, fertile, and ready field.



FOUNDING TRUSTEE

JOHN WILDER

When they couldn’t get Madison to move, he and his cohorts created their own school.

PREVIOUS PAGE:

COMMENCEMENT PROCESSION,  
CIRCA 1906

In the early days of the college, there was no on-campus auditorium large enough to hold the ceremonies. These graduates are processing to a nearby (Presbyterian) church.



A leader in promoting Madison's relocation was one of its own trustees, John Wilder, an Albany businessman who has been described as possessing "natural effervescence, cultural interests . . . and a comfortable inheritance." Enthusiastically plugging the move, Wilder declared in an 1847 pronouncement: "We are advocating [Madison's] removal on the ground of its location, its dilapidated buildings, the badness of the roads leading to it, the smallness of its own library, its distance from other large libraries, . . . the incompetence of its local board, the ability of its faculty some of whom we fear cannot be retained unless something is done immediately, etc., etc. Rochester we advocate as the center of a large, wealthy, intelligent population."

A group of Rochester Baptists joined Wilder in raising funds for the proposed relocation, but Hamilton residents fought back. Dispute led to suit, and in the end the determination of those in favor of leaving the hometown college *in situ*

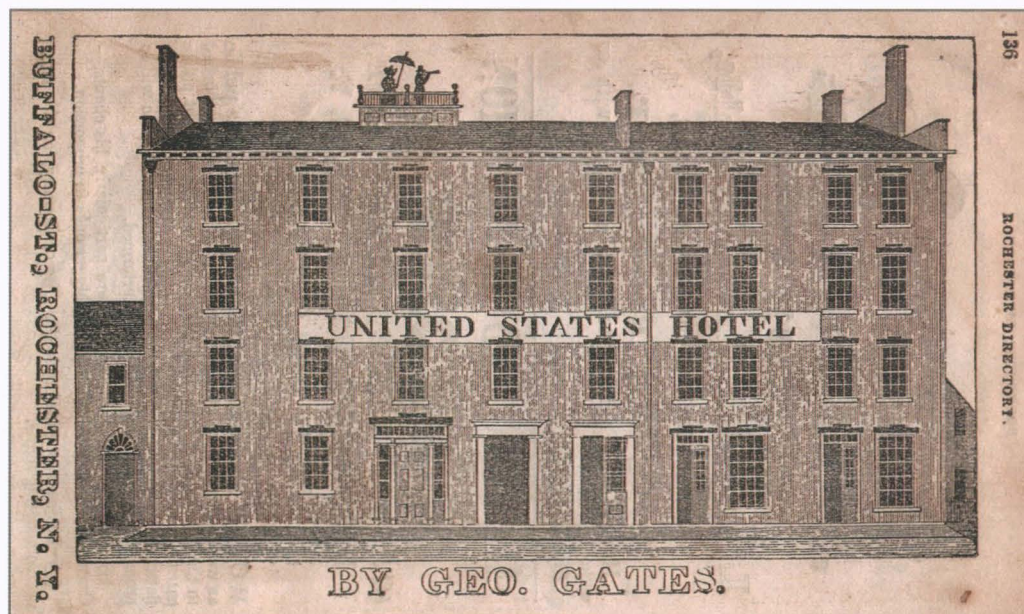
prevailed. Dilapidated buildings or not, Madison would not be moved. (Disproving Wilder's gloomy assessment, it remained to prosper under the new name of Colgate University.)

fresh seeds — hybrids, you might say — with rudiments of old Madison interplanted with the ideals of a progressive city university. Many of the University of Rochester's first trustees, professors, and students had

Madison roots, but they ultimately grew to see light in Rochester, New York.

Although the founding of the University cannot be wholly attributed to one person, it was Wilder who again took the lead. In 1849 he packed his bags and moved to Rochester the better to proselytize the locals, and sold his idea to the city and its generous Baptists. Elected president of the seedling university's board of trustees, Wilder proposed to raise \$130,000, three-quarters of this amount to form a

permanent endowment. On January 31, 1850, the Regents of the University of the State of New York issued a conditional charter, with the stipulation that it would expire if the money wasn't realized in two years. (This turned out to be an impossible task, although



ROOMS AT THE INN

The University's first "campus" was rented space in the old United States Hotel building, still standing today on Rochester's West Main Street. Illustration from 1838 Rochester city directory.

The breakaway faction did not acquiesce quietly. Instead, the Rochester adherents reenergized to build a college of their own by filching some of Madison's finest faculty and financial resources. Since Madison wouldn't be transplanted, they gathered and scattered

B E S I D E T H E G E N E S E E





#### THE FUTURE RIVER CAMPUS

It was at various times the site of an Indian village, a prosperous nineteenth-century farm, a loudly smelling glue factory, and a primitive municipal hospital known as "The Pest House." Illustration from MacIntosh's *History of Monroe County*, 1877.





#### UNIVERSITY CHARTER

Replacing the conditional charter of 1850, it was issued in January 1851 with the provision that the still-unrealized \$100,000 endowment be raised within five years. It wasn't until 1861 that the charter was made permanent.

not for want of earnest trying, as described by one of the solicitors: "I myself went with Messrs. Wilder and Sage . . . from store to store and from house to house, in city and country soliciting subscriptions to the University.")

Despite the absence of a permanent charter, the trustees took out a three-year lease on the former United States Hotel in downtown Rochester. (Still standing today on West Main Street, the four-story building had by 1850 also seen service as a manual training school, a young ladies' seminary, and a railroad station.) With an investment of some \$1,500 for renovations and simple furnishings, the University quickly converted the structure to suitable quarters for the new school. The University — though it took an official position against dormitories — reserved space on the upper floors to lodge out-of-town students. The janitor and his family lived in the building and provided meal service to resident students for seventy-five cents a week — delivered.

A faculty of eight was gathered — Asahel C. Kendrick (Greek), John F. Richardson (Latin), John H. Raymond (history and literature), John S. Maginnis (intellectual and moral philosophy), Thomas J. Conant (Hebrew), E. Peshine Smith (mathematics and natural philosophy), Albert H. Mixer (history and modern languages), and Chester Dewey (natural sciences). (In initiating

the science course, according to Herman Fairchild, the University's first geology professor, Rochester became "the first college in America and probably the first in the world" to offer a bachelor of science degree without requiring classical study also. "The founders of the University were certainly men of very liberal minds and with far-vision," he wrote.)

Admission requirements were few but firm, writes University historian Arthur May: "demonstrated intellectual talent; unimpeachable morals and a reputation for piety; and a minimum age of fourteen." Sixty-five undergraduates (many of them transplants from Madison) were on the roster the first day of classes — all of them required to come up with a strapping \$30 a year for tuition.

With a convocation ceremony on Tuesday, November 5, 1850, the University of Rochester officially opened its doors for the business of educating young men. According to meteorological observations kept by Professor Dewey, the wind that day was southwest; the temperature was 59 at 7 a.m., 74 at 2 p.m., 62 at 9 p.m., "a beautiful summer's day."

This new university — like so many others at the time — was founded in a sectarian tradition. But, although sponsored by some of the Baptist church's most loyal traditionalists, it was never strictly denominational: The



provisional charter specified “an independent, non-sectarian institution of higher learning . . . for scientific and classical betterment.” From the earliest years, Rochester opened her maternal arms to conservative and liberal Protestants, Catholics, and Jews.


The professors, among them the ablest members of Madison’s faculty, took a fatherly interest in getting their new students off to a strong start. Several supplied books to the library from their personal collections, and by the end of its first year the book room had over a thousand volumes on hand. (The first purchased volume, unsurprisingly, was a Bible.) This early faculty spent considerable time reviewing curriculum and concluded that a comprehensive examination at the close of each term would best document student performance. Seniors, after a rigorous four years at the school, would submit to the grandfather of comprehensive exams at the end of their college careers — proof positive that they had met the challenges of a balanced and broad Rochester education. Further, in a notably progressive move for a denominational school, the curriculum allowed for an unusual number of elective courses during the last two years.

On Wednesday, July 9, 1851, led in procession by James Noble, the popular school janitor, the first class of ten was ceremoniously

## M E L L I F L U O U S M O T T O

*Meliora.* The word is the centerpiece of the University seal. It is incised on campus landmarks, emblazoned on coffee mugs and desk sets, and invoked as a rallying cry for Rochester’s loyal legions. For 150 years *Meliora* has impelled this institution on an ever-forward course toward its motto’s literal meaning, “better things.” One of Rochester’s original faculty members, Asahel Kendrick, reportedly came up with the word, likely taken from a passage in Ovid: “*Video meliora proboque*,” which translates to “I see and appreciate better things.”

On May 15, 1851, the faculty voted to recommend *Meliora* as the motto for the official University seal, the device to be a hand pointing upward. Prior to that time, a temporary seal of the University, because it happened to be handy, was the American half dollar. Reflecting Rochester’s emergence as a true university, the seal was redesigned in 1928, this time depicting an open book representing arts and sciences, with a lyre for music and a caduceus for medicine. The variation reproduced here is from an illuminated “Book of Remembrance” honoring supporters of the building fund that underwrote the opening of the River Campus in 1930.



graduated in the city’s grand Corinthian Hall. While an audience of some sixteen hundred awaited the graduates at the civic auditorium, thousands lined the streets to catch a glimpse of the academic entourage marching through the city to the beat of Scott’s Brass Band.

Henry Ward Beecher, celebrated orator and abolitionist, was Rochester’s first Commencement speaker. He spoke on the subject of “Character.”





PROFESSOR LATTIMORE'S CHEMISTRY CLASS, 1883

Pranksters persuaded the mathematics professor in a neighboring classroom that seeping noxious odors were a natural consequence of academic life — until he discovered their habit of secreting open vials of chemicals under his rostrum. A separate laboratory building went up soon after.



# T H E P A T R I A R C H

**F**OR HIS CONSTANCY AND DEDICATION, JOHN WILDER HAD BEEN offered the first presidency of the University. He declined, claiming business and family responsibilities, and Rochester operated without a president for its first three years. A trustee by the name of Ira Harris assumed the role of chancellor, which he held until his death in 1875. In Harris's later years this was largely a ceremonial position consisting for the most part of showing up at Commencement.

The search for a president ended on July 1, 1853, when Martin Brewer Anderson agreed to take on the job. He was then thirty-eight years old and would serve loyally into his mid-seventies, having turned away a number of tempting offers from other colleges.

Co-editor of a popular Baptist periodical, the New York *Recorder*, Anderson had at first hesitated to accept the Rochester offer. It has been said that despite his promise as a fine teacher (he had earlier taught at Newton Theological Institute), Anderson knew his limitations and felt intellectually inferior to the University's faculty. Furthermore, a few trustees, including Wilder, had their own doubts about Anderson at the helm. Despite these reservations, the board, which had been trying for three years to attract a chief executive, unanimously elected him to the presidency at an annual salary of \$1,800.



PRINCE STREET CAMPUS, CIRCA 1880

Anderson Hall (center) opened in 1861. Sibley library followed in 1877.

It was demolished in the 1960s following the sale of the northern half of the campus.

Anderson Hall remains, in use as an office building.



Once in place, the new chief was in fact well received by both students and faculty. A Maine Stater whose demeanor reflected the rockbound character of his native turf, Anderson has been portrayed as “a man of commanding presence and sometimes thundering voice.” His twice-weekly chapel talks were said to have spellbound the students.

“The boys look on with awe,” one of them reported. “I feel as I did on viewing Niagara Falls.” On the other hand, he had a clear sense of his duty as a disciplinarian: “You are here to have your noses held to the grindstone and I am here to do it,” he told those same boys.

Two years before Anderson’s arrival, the University in 1851 had received its formal

charter — with the condition that it secure the still-unrealized \$100,000 endowment in the next five years. When that didn’t happen, a five-year extension followed, and only in January of 1861 was the charter made permanent. By that time, despite continuing shaky finances (fundraising was never Anderson’s strong suit), enrollment had risen to some 140 students. There it would remain throughout the Anderson presidency in accordance with his basic philosophy that “the proper work of an American college cannot be accomplished where there are in attendance over two hundred students.” Specific numbers aside, it was a sentiment that would find resonance with later generations of University administrators.

The year of the permanent charter was the same year the University of Rochester would vacate its improvised quarters at the United States Hotel and move into a proper college home. It found it in a “salubrious district” at the eastern edge of the city. The original acreage that was to make up the picturesque Prince Street Campus was trustee Azariah Boody’s dandelion-strewn cow pasture. In 1853 he donated eight acres of land to the University and later sold some seventeen more to make up the original parcel — a spacious and scenic property for a growing school. With a \$25,000 legislative appropriation for its construction,



Rochester's first academic building was completed in 1861. On November 23, the stately sandstone structure was dedicated and with gratitude named Anderson Hall.

In time more buildings followed. In 1877 a library, Sibley Hall, made possible by the gift of Hiram Sibley — a founder of Western Union

— was completed. A hands-on donor who personally hired contractors and made daily visits to the construction site, Sibley gave the building on condition that the library must be open to all Rochester citizens, whether or not they had a University affiliation. The building was the city's first "fireproof structure," but overheating didn't seem to be

a problem there. One student from the Class of 1877 later gave a chilling account of the heating mechanism: "I found it necessary to wear such heavy underwear and suits of clothing that I needed no overcoat outdoors, except in the severest weather."

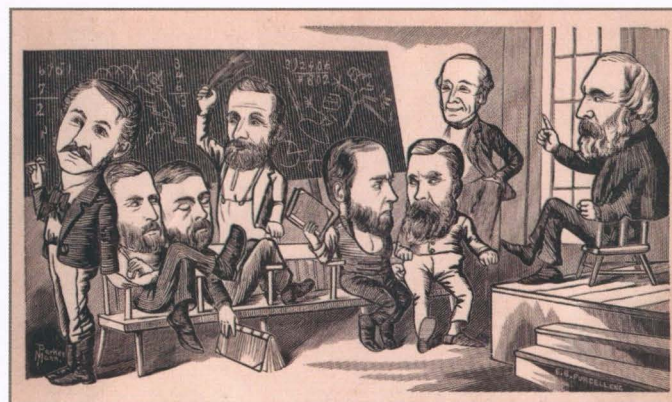
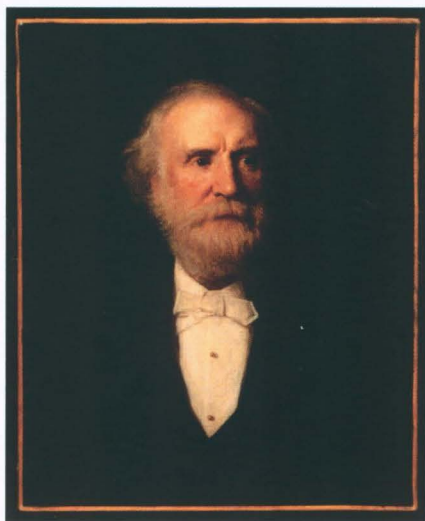
Despite continued financial worries and the setback of the Civil War, which had taken away many students and faculty (some never to return), the young college continued to

BELOW LEFT:

MARTIN B. ANDERSON

A man of commanding presence and spellbinding oratory, Rochester's first president saw the University through most of its first four decades.

1882 portrait by Eastman Johnson.



ABOVE RIGHT:

HANDS-ON DISCIPLINARIAN

President Anderson (right) keeps order among an unruly faculty in a satiric drawing from the 1877 *Interpres*. The miscreants are William Morey (Latin), Otis Robinson (mathematics), Joseph Gilmore (English), Isaac Quinby (mathematics), Albert Mixer (modern languages), Samuel Lattimore (chemistry), and Asahel Kendrick (Greek).

progress, in consonance with its motto, *Meliora*, which urged the pursuit of "better things." The curriculum expanded, with broadened course offerings in modern languages, mathematics, and the natural sciences, and, as well, hygiene, political science, and the history of art (at the time considered a novelty in collegiate circles). By 1879, the library had grown to nineteen thousand volumes. A new faculty, among

them stalwarts with names like Morey, Lattimore, and Burton, had taken the place of the original eight.

Adding flavor to undergraduate life, the student yearbook, *Interpres Universitatis*, was introduced in 1858, and in 1873

the student-run *University Record* (now the *Campus Times*) appeared. The Coquette Boat Club was launched at the beginning of the 1860s, followed, informally (Anderson didn't approve of organized "muscular sports"), by baseball in the 1870s and football in the 1880s. It was noted, gratefully, that inter-class baseball games diminished the rowdy fights between rival classes that had plagued University disciplinarians for years. Unlike sports,



## THE 'WELL-REGULATED, SYSTEMATIC' MÊLÉE'

In the 1880s, class rivalries were taken seriously, frequently erupting into impromptu "gum-shoe" fights involving the hurling of rubber overshoes as semi-lethal missiles. These and similarly exhilarating mêlées often were

subdued by President Anderson, who rushed about wielding his walking stick. This may have been the inspiration for the "well-regulated, systematic" Cane Rush by which the eighties classes sought to channel, or perhaps enhance, sibling competition. Ac-

cording to an account in the 1890 *Interpres*, the contest began "at the discharge of a pistol," whereupon opposing lines of freshmen and sophomores rushed at a cane gripped by two of their respective classmates. Victory was declared by the class that in the end found itself in sole possession of the stick (or its surviving "bits and pieces").

The report doesn't specify the time of year, but one may hope it was relatively warm, "for at the close, shirts and trousers were scattered over the ground promiscuously." The event was proudly recorded as "giving complete satisfaction to the audience."



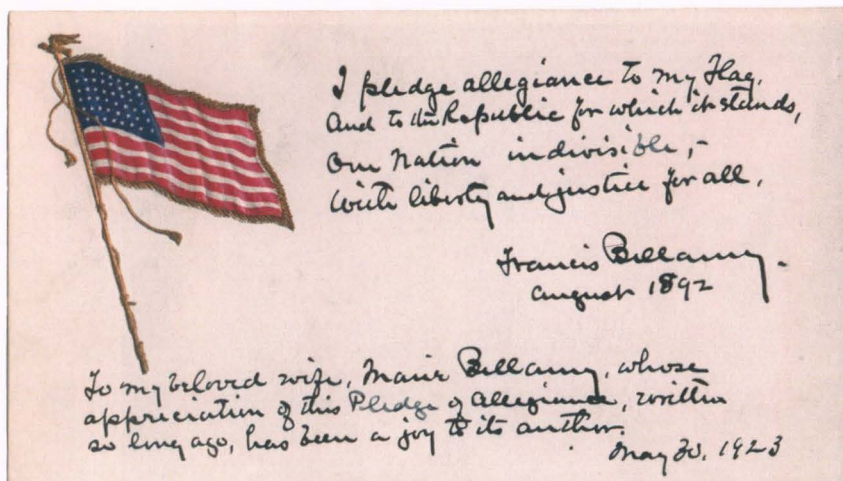
CANE RUSH, 1888  
From the 1890 *Interpres*.

fraternities were present at the University's creation: Thirteen Alpha Delta Phi initiates had transferred from Madison and in 1851 met for the first time as a corporate body in the janitor's quarters in the converted U.S. Hotel. Delta Psi, Delta Kappa Epsilon, Psi Upsilon, and Delta Upsilon followed within a few years.

Madison transfers were also responsible for another early Rochester society: In 1853, even before the first freshman class graduated, transfer students from the Classes of '51 and '52 met to organize an alumni association, one of the earliest in the country.

By 1878, Anderson's twenty-fifth year in the presidency, an accounting showed that the ranks of those early alumni had grown to include 746 men — among them 181 ministers, 119 lawyers, 19 physicians, 90 teachers and professors, 155 businessmen, and 2 professional scientists. Notable among those who would achieve prominence were Rear Admiral William Harkness, head of the national Naval Observatory; General Elwell Otis, military governor of the Philippines; William Stoddard, private secretary to President Lincoln; George Selden, credited as the inventor of the "horseless carriage"; college presidents Galusha Anderson (Chicago), James Taylor (Vassar), and Merrill Gates and George Olds (Amherst); U.S. Congressman J. Sloan Fassett; pediatrician





FRANCIS BELLAMY,

CLASS OF 1876

Rochester's most quoted alumnus wrote the Pledge of Allegiance for a nationwide celebration of Columbus's first landing in the Americas.

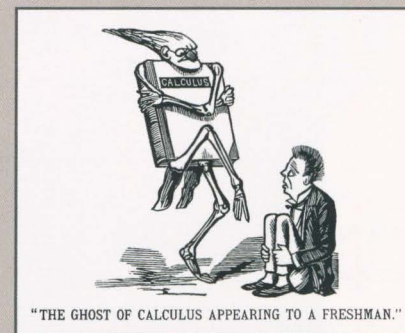


Luther Holt, celebrated as the Dr. Spock of his day; and Francis Bellamy, author of the Pledge of Allegiance.

In 1888, aging and in ill health, Martin B. Anderson announced his intention of retiring. Notwithstanding the development of substantial new facilities and sturdy academic offerings (together with a lustrous alumni roster), Anderson expressed some disappointment that his tenure had not accomplished all he had hoped for on his arrival thirty-five years earlier. But at his retirement he took with him a quiet satisfaction — that his vision and the foundation he established at Rochester would be the springboard for what would one day become a great university. In his words: “Our university is new. It is untrammelled by precedents. It holds itself ready to adopt every improvement which the activity of the future shall unfold.”

## BURYING CALCULUS

It was tradition for early sophomore classes to ceremonially burn, bury, drown, or otherwise exterminate “calculus” at the end of the required, and generally detested, course. In observance of the ritual, sophomore students processed to the secret site of annihilation (it was part of the challenge to keep time and place concealed from rival freshmen). There, dressed in mock mourning and with elaborate ceremony, the executioners submitted the “bones” of calculus (i.e., textbooks) to their ultimate doom. The Class of 1886 records that its members journeyed by train to Niagara Falls, where they placed their *bête noir* on its Goat Island funeral pyre to the accompaniment of orations delivered, with “lavish superfluity,” in Greek, Latin, Italian, German, French, and English.



From the 1877 *Interpres*.





B E S I D E   T H E   G E N E S E E



# F R E S H                      I D E A S

UPON ANDERSON'S RETIREMENT IN 1888, A NEW PRESIDENT TOOK over: David Jayne Hill, a man who brought fresh ideas but who did not remain to see them all carried through. Perhaps, as Professor John R. Slater wrote of him, Rochester's second president was "really more interested in public affairs and international relations than in trying to bail a small Baptist boat with a leaky dipper."

FACING PAGE:

BASEBALL TEAM, 1891

The University colors of blue and gray, deemed, for unclear reasons, as "unsuitable" for Rochester, were replaced two years later with Dandelion Yellow.

The "Yellowjacket" moniker didn't follow until the 1920s.

Described as a "dynamic, articulate, and charming young man," the thirty-eight-year-old Hill came to Rochester from Bucknell University, where he had been a popular and successful president. His Rochester administration, however, got off to an awkward start when his wife became ill traveling in Europe, preventing their return for his inauguration. In his stead, Professor William Morey read the inaugural address at the 1889 alumni dinner. The incident earned the new president the student epithet "a green Hill, far away." Odd a beginning as that may seem, and relatively short as his tenure was, Hill did implement some welcome changes in curriculum and student life at Rochester, and he also gave the faculty a more active role in academic policymaking than they had enjoyed under Anderson. Perhaps most important, Hill lightened the Baptist restraints that prevailed at the University, believing it would better position the school for wider support from the Rochester community.



DAVID JAYNE HILL

His presidency loosened Baptist ties, brought a surge of school spirit, and encouraged graduate studies.



During his eight-year administration, effort was made to fortify the University's relationship with the city and to reach out to more people. Women were allowed audit classes (although not to matriculate). In 1891 the University graduated its first African-American, Charles A. Thompson, who later became a pastor and physician in Washington, D.C. He was shortly followed by Rochester's first Asian graduate: Sajiro Tateish, Class of 1895, who returned to his native Tokyo to found an international trade firm.

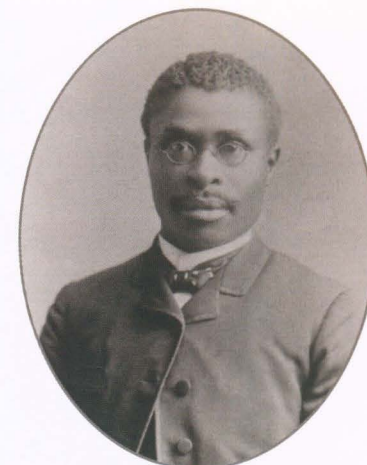
Although enrollment was growing steadily (and there were a handful of students from distant cities on the roster), about half of the students were Rochester locals, and the remainder came from small upstate New York towns. Tuition at the time was about \$75, which students could pay after they graduated (certainly this opened the college door for more students with limited means). Hill was more tolerant of athletics on campus than the no-nonsense Anderson. The varsity football team made its debut (less than gloriously as it turned out — it lost its first contest 106–0 against an obviously better-prepared Cornell). Student behavior improved. Hill's physical stature was slight compared to Anderson's commanding and patriarchal presence, but his greater finesse made him better able to control student pranks, irreverence, and brawling.

RIGHT:

CHARLES A. THOMPSON

CLASS OF 1891

Believed to have been the University's first African-American graduate, he later became a pastor and physician in Washington, D.C.



BELOW:

MANDOLIN CLUB, 1895

Other student organizations springing up in the nineties included the YMCA, an opera club, and a strong fraternity network with its own lawn tennis and whist clubs.



B E S I D E   T H E   G E N E S E E



There were changes on the academic side as well. In 1890 Professor Charles W. Dodge arrived carrying his own microscope (it was the University's introduction to such a modern contraption) to establish the Department of Biology. An "extension program" (for the Rochester working community) offered credit and noncredit learning in literature, art, and science. The library was kept open longer to accommodate more learners. Honors study for the more capable students was broadened. And, in an advance toward true university status, master's studies were encouraged and the first

two Ph.D. candidates applied for admission. (These last were about twenty-five years premature; they were told they were welcome to use the facilities and the informal help of the professors, but "the University at present cannot conduct courses for or confer the Ph.D.")

Many school songs made their debut, including, from the pen of Thomas T. Swinburne '92, "The Genesee," which eventually became Rochester's beloved alma mater. The Greek-letter societies built their first Rochester homes in the nineties, Dandelion Yellow became the official school color, and class

yells were all the rage. (The Class of 1890's was *Zoo-zoo-zi-se-yi-yi-ninety*. Its colors were straw and cardinal.) Clearly, by the end of Hill's term there was a surge of school spirit, pride in Rochester's infant athletic teams, and a measurable increase in enrollment. Under his brief leadership, the young University had birthed new branches and its base had remained firm. But it wouldn't be until the exhilarating years of the next president's administration that its amazing flowering would begin.

## 'OH, THE DANDELION YELLOW...'

According to legend, Rochester's first campus on Prince Street was a former cow pasture seeded generously with a hardy crop of dandelions. In the early days, each student would pluck a blossom to wear as a boutonniere welcoming the return of fair weather. It is rumored that after the River Campus was completed in 1930, a sentimental graduate made it his purpose to preserve the tradition by transferring a copious supply of puff balls to the University's new home beside the Genesee. The glorious weed is not only the University of Rochester's time-honored emblem, but in 1893, "Dandelion Yellow" became the school color. The shade



was actually taken from the color of a cigar-box lining (one of the trustees owned a tobacco factory), but loyal alumni insisted the name commemorate their favorite flower.

Since that time, dandelions (and the precisely defined dye, "cadmium yellow medium") have cropped up just about everywhere at the University, including the color of early twentieth-century football jerseys. Hence, by extrapolation, the term "Yellowjackets," serving as a reminder to all, perhaps, that any school that boldly claims a weed as its emblem and an insect as its mascot surely can't be all bad.

DANDELION SCULPTURE BY WILLIAM EHRLICH





B E S I D E   T H E   G E N E S E E



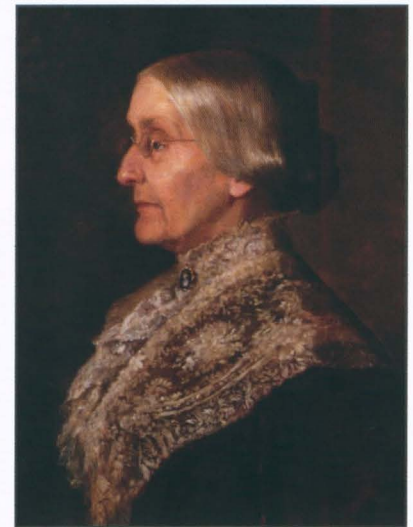
# G L O R Y ,    H A L L E L U J A H !

**A**FTER HILL LEFT ROCHESTER IN 1896 TO PURSUE A GOVERNMENT position (he later became U.S. ambassador to Germany), the University went without a president for four years. Despite the lack of a permanent leader, enrollment continued to grow. More than two hundred students were registered for study when Rush Rhees — yet another Baptist minister — arrived on the Prince Street Campus in July of 1900.

FACING PAGE:  
WOMEN'S CLASS OF 1903  
Julia Seligman, the first woman  
to register as a Rochester student in  
September 1900, is seated  
second from the left.

He faced a number of challenges, most immediately the addition that fall of thirty-three “co-eds” to a mostly disapproving campus. “It is with fear and trembling that we approach this subject,” *The Campus* had fumed in 1893. “It smacks of gum, bristles with hair-pins, and is shrouded in crinoline. Moreover, treat it as we may, it is sure to bring us trouble.”

Notwithstanding continued objection from students, alumni, and even some faculty, there was considerable support for women's higher education in Rochester. A newspaper appeal had generated over five hundred petition-signers. Some oblique encouragement came from President Hill, who had overseen the admission of women to Bucknell during his tenure there. At a party hosted by suffragist Susan B. Anthony, Hill allowed — in reference to his wife's recent delivery of twins, a boy and a girl — that if the Creator could risk placing the two sexes in such close companionship in the womb, then they might also “with safety walk on the same campus and pursue the same curriculum together.”



SUSAN B. ANTHONY

She sparked the campaign for the admission of women and, famously, pledged her life insurance to assure its success. Portrait, University of Rochester collection; photograph, City of Rochester.



As a small beginning, between 1891 and 1893 women were permitted to audit classes, and several enrolled in “special courses.” Helen Wilkinson, one such unmatriculated student, attended classes for two years before illness forced her withdrawal. After that, the University admitted no more female “special students.” Even Professor Forbes’s appeals on behalf of his own daughter were turned down. Matters of turf-preservation to one side, the issue was largely money. The financially strapped college could ill afford the envisioned expansion. Its scope at the time has been described by Rhees biographer John R. Slater as encompassing “seventeen teachers, four buildings, twenty-five acres, a tall iron fence, and a small [less than \$1 million] endowment.” “Give us money, gentlemen, and we will take care of your daughters,” Hill pleaded to the alumni in 1892.

Finally, on June 14, 1898, the board of trustees relented and voted in favor of coeducation, on the condition that supporters of the move come up with the \$100,000 deemed essential to fund it. “Glory, Hallelujah!” Anthony exulted. “This is better news to me than victory over Spain. It is a peace-victory, achieved only by the death of prejudice and precedents.”

One of Anthony’s partners in the women’s



HILL AND HIS TWINS

He used their prenatal experience as an oblique argument for coeducation.

Drawing from 1882 *Interpres*.

education movement, Helen B. Montgomery, took the lead in the fundraising campaign. She assembled a group of Rochester women — embodying a cross-section of religious faiths — and organized an old-fashioned door-to-door canvass throughout the city. The daunting sum they were seeking would in those times have purchased gracious new homes for half a hundred families.

At the end of two years of knocking on doors, the women’s committee had raised \$40,000, well short of the required amount. After vigorous argument back and forth, in June of 1900 the trustees relented further: Women would be admitted at the beginning of that fall’s semester, providing the reduced sum of \$50,000 was secured “in good subscriptions” by the September 8 board meeting. The campaigners persisted valiantly but found themselves still short at the eleventh hour, the board having disallowed a last-minute \$2,000 pledge because of the uncertain state of the donor’s health. It was then that the root of the rally famously pledged her own life insurance for the cause of admitting women to the University of Rochester. Susan B. Anthony’s munificence (and more prosaically, her paid-up policy with the New York Life Insurance Company) sealed the deal and the women were voted in — unwelcome as they might be.





BASKETBALL TEAM, 1905

Some seventy years before the advent of women's varsity sports, they played local churches and private schools.

Such was the climate at Rochester when the University's third president was installed. In that cauldron — bubbling with defiance and outright hostility — is where the University's third president, Rush Rhees, found himself during his first months on campus. In his inaugural address on October 11, the new president made no mention of the new coeds. He did, however, declare that the progress of the University would depend upon the institution's growing with the times, in facility and curriculum. He also made an open commitment to the greater Rochester community, stating, "It is our ambition to serve you fully." Under Rhees's subsequent guidance, the University more or less celebrated its marriage to the city, and enjoyed a close, and gainful, relationship with Rochester's most affluent citizens.

Close as Rhees and his wife were to the moneyed and mighty in town, the president took a modest income from the University and did not own a car until 1921. The couple, Slater noted, "went to formal dinner parties in the trolley cars in evening clothes in all kinds of weather."

Student opinion on the new "Prexy" was mixed. Some viewed him as an affable president who took a genuine interest in students, both in and out of the classroom. There were others who were put off by the reserved manner he used to

mask his emotions and also, perhaps, an innate shyness. Notwithstanding the disparity of opinion among the students, there was no question that Rhees, and his gracious wife, had won the acceptance and admiration of the faculty, administration, local business leaders, and distinguished Rochester citizens.

However, one man stood out among others in the field of prominent Rochesterians. George Eastman was positioned at the intersection of the prospering industrial city and the expanding local college. And it was this relationship that Rush Rhees would come to nurture with great care and respect.



EARLY TWENTIETH-CENTURY POSTCARD  
Women on campus were no longer a novelty.





COSTUME PARTY, WOMEN'S CLASSES OF '05, '06, '07

Men and women took some of their courses together, but social life was strictly separate. If you wanted to have a man at your party, you dressed up like one.





OUTING TO BATAVIA, MEN'S CLASS OF '07

Students often hopped the train to a nearby town for class festivities. Why the men of '07 chose to celebrate this particular occasion with bananas remains a mystery.

G L O R Y ,   H A L L E L U J A H !





B E S I D E   T H E   G E N E S E E



# M R . E A S T M A N

**M**OST PEOPLE FAMILIAR WITH THE HISTORY OF THE UNIVERSITY of Rochester know that it was the industrialist George Eastman who was responsible for its stunning turn of fortune during the first quarter of the twentieth century. Rarely is Eastman's name mentioned at Rochester without the prefix "philanthropist." Yet it did not start out that way.

## FACING PAGE:

### A CLASS IN "VITAL ECONOMICS"

Nutrition and health were studied in the Eastman Laboratory, Rochester's first building for biology and physics. The structure, now in private hands, still stands on Prince Street.

Eastman was a self-educated bank clerk and moonlighting inventor who, while still in his twenties, quit his day job to found Eastman Kodak and thereby changed the face of photography. A life-long bachelor described as "thrifty, upright, and a good citizen," he began early to share his accumulating wealth, but only in ways that brought practical benefits to his business and his community. Higher education he did not consider practical. That the greatest beneficiary of his sharing was ultimately to be the University of Rochester can be credited to Eastman's growing friendship with Rush Rhees.



GEORGE EASTMAN, 1904

About this time he began his long and fruitful collaboration with Rush Rhees.





RUSH RHEES, 1900

He became Rochester's third president at age forty.

Some have said that his reserved manner, like Eastman's, covered an innate shyness.

The two men — one to become one of the early twentieth century's great academic executives and the other to become one of its great philanthropists — found much to respect in each other. Of a similarly reserved but courtly manner, they enjoyed common interests in music, public affairs, and municipal reform. And if they differed profoundly on (at first) education and (always) religion, it “made no difference,” writes Rhees biographer John R. Slater. “Both were good at avoiding delicate subjects.” Rhees respected Eastman's passion for privacy and aversion to pressure, and Eastman was open-handedly grateful. In a remarkably short time, the budding philanthropist developed a widened vision for matters of practical benevolence.

It was in 1902 that Rhees first approached Eastman for money. He did so with considerable trepidation. Soliciting funds was new to him and not something he did easily. He told the industrialist the University needed to add a physics and biology building to its campus. Eastman's response, “I am not interested in higher education,” was scarcely encouraging. He did, however, offer \$5,000. “I had hoped,” said Rhees in his modestly disarming way, “that you might feel like giving us the whole building.” “Well,” came the reply, “I'll think it over.”

Think it over he did, and eventually a check

for \$60,000 landed on the president's desk. It was because, Eastman said, “Dr. Rhees let me alone.”

In 1906 the laboratory building was completed and named in honor of its donor — although he was not happy about the designation. (Rhees pronounced him “incorrigibly modest.”)

Thirty years later, Ernest A. Pavioir '10, writing in the University alumni magazine, *Rochester Review*, offered his reflections on Eastman's first substantial gift to Rochester: “The red bricks there mark the beginning of Mr. Eastman's interest in higher education in Rochester, which later grew into a firm belief in its fundamental importance in the American scheme. As the years passed, these bricks multiplied into millions. And endowment accompanied them. They were bricks with mortar!”

Perhaps discerningly, Rhees did not call upon Eastman when he needed money to build Kendrick Hall, the University's first dormitory. Instead he solicited donations from alumni. It was, after all, students who had pressured the previous administrations for a residence hall on campus, but to no avail. The editors of the *Rochester Campus* back in December 1885 wrote: “Professor Mixer speaks to the sophomore class about the terrible and irremediable evils of the dormitory system. According to the wise



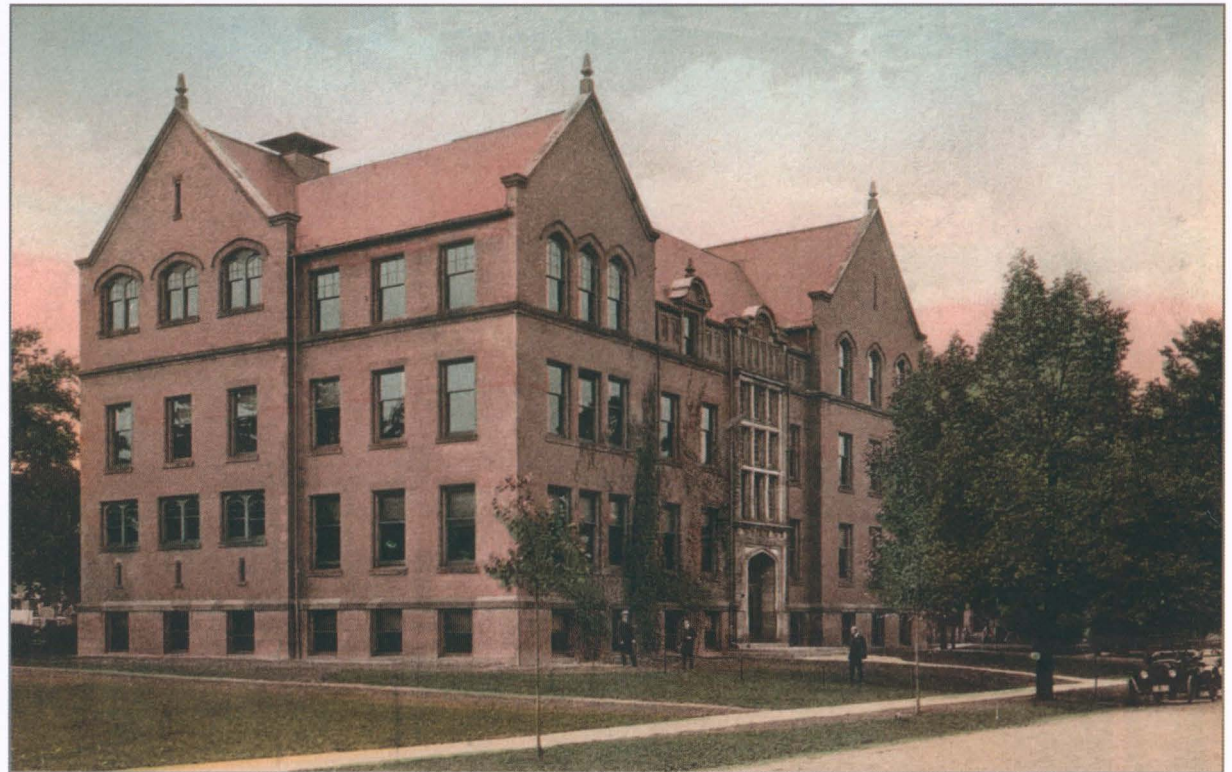
professor, if students knew anything at all about dormitories, not one of them would be in favor of having them at Rochester. The *Rochester Campus* puts out a call for student opinion on the subject.” As it turned out, Kendrick Hall was never fully constructed. The initial plan was to house two hundred men, but a sluggish influx of funds, another war, and talk of a “new men’s campus” thwarted completion. When a section was finally opened in 1913 to house twenty-four students, rooms rented for \$1.50 to \$2.25 a week.

Although Rhees let Eastman alone when it came to securing the dormitory, it was the once-reluctant Mr. Eastman who moved on his own initiative to make his next sizable gift.

Walter S. Hubbell, a Rochester alumnus and trustee and close friend of Eastman’s, sat down with him one day in 1912, looking decidedly glum. He had come with the news that Rhees was being recruited to the presidency of Amherst College, his alma mater. “What,” asked Eastman, “does Mr. Rhees want?” What Mr. Rhees wanted was a healthier endowment, and Eastman had a proposal for Hubbell. He had seen how the University was flourishing with Rhees in command, and he was willing to pay his part to retain him. “I will give \$500,000 to keep him here,” he said, “if you will raise the other half.”

Accordingly, a major fundraising campaign was announced. At its finish, Rhees informed Eastman that more than \$1 million had been raised. “I received a check in the next mail for \$500,000,” the president later reported. “I had

never seen such a check.” With Eastman’s prompt payment came the characteristically direct words, “I like to get such things off my mind.”



EASTMAN LABORATORY

This old postcard view shows the philanthropist’s first gift to the struggling school. Rhees loved to quote what Eastman announced at the time: “This is the last I shall do for the University.”





B E S I D E   T H E   G E N E S E E



# M O R E T O D O

**W**HEN WALTER HUBBELL AND GEORGE EASTMAN HAD COLLABORATED to keep Rush Rhees at Rochester, it was because of their conviction that the president had more yet to do in shaping its future.

One area of unfinished business of considerable concern to Rhees if not necessarily to the other two was a formal definition of the separate place of women within the University. Even after the school began admitting them as regular students in 1900, Rochester had not indisputably gone “coeducational.” Although men and women attended some classes together, out-of-class life was kept strictly apart.

The program of a 1906 performance by the men’s drama club demonstrates the extent of the extracurricular split: Despite the availability of female thespians on the campus, characters with names like “Mrs. Brooks,” “Helen,” and “Amy” were still being unblushingly portrayed by students named Raymond, Roger, and Charles. (A star in many of the drama club productions during this period, both as writer and performer, was the multi-talented George Abbott ’11, who in a sixty-year career was to write, direct, and/or produce an extraordinary string of Broadway hits, among them *Pal Joey*, *The Pajama Game*, and *Damn Yankees*.)

FACING PAGE:

COMPANY A

STUDENTS’ ARMY TRAINING CORPS,  
1918.

During World War I the University took on the air of an army camp, with most of the male students enrolled in the S.A.T.C. and housed in military barracks hastily erected on campus.





WOMEN'S CLASS DAY, 1912

An important element of the end-of-the-year celebration was the reading of the class will, which was then ritually burned.  
Note the water bottle at the reader's feet, perhaps as a safety precaution.

B E S I D E   T H E   G E N E S E E



At Rhees's urging, a parallel arrangement in men's and women's education was made formal in 1912, when the trustees created a coordinate College for Women within the University. Shortly thereafter, construction began on two buildings for the women's college, discreetly across the street from the main campus, where women would have separate classrooms, an auditorium, and physical education facilities.

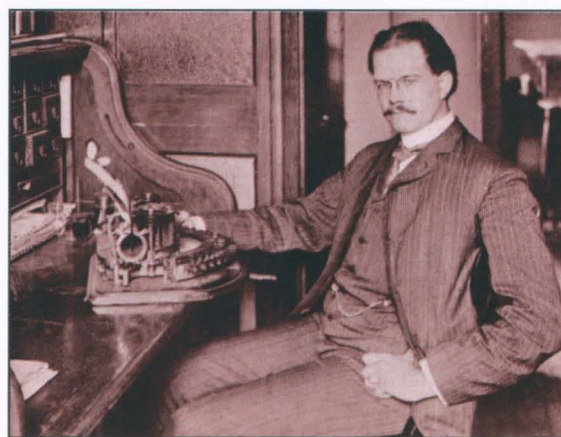
While these buildings were going up, another new structure, the Memorial Art Gallery, opened. The flurry of construction prompted an alumnus to complain that if it didn't stop, there soon wouldn't be room even to install a hitching post. The gift of Emily Sibley Watson — daughter of Hiram Sibley, the Western Union founder who had provided for the University's first library — the gallery memorialized her architect son, James G. Averell. Modeled after an Italian Renaissance temple, the "jewel box" structure was intended, she stipulated, "as a means alike of pleasure and of education for all the citizens of Rochester." Although the gallery was to be owned and operated by the University, its support was to be the

BELOW:

#### MEMORIAL ART GALLERY, 1913

Architect's rendering of the original "jewel box" structure.

Now many times expanded, the gallery stretches across the old campus to encompass the adjoining Cutler Union Building.



JOHN R. SLATER, 1904

The revered English professor was managing editor of the *Chicago World Today* before joining the Rochester faculty.

responsibility of the aforementioned citizenry. From its opening on October 8, 1913 (attended, rousing, by the University football team in full uniform), the Memorial Art Gallery's mission was fundamentally educational, and it has

maintained an educational focus over the years.

Beyond the notable changes in the structural configuration of the University during Rhees's first fifteen years in office were significant additions to the faculty (and some small-

scale updating too — like the addition of drinking fountains, a public telephone, and an electric clock in Anderson Hall to replace the one that had to be wound up weekly).

Among the most memorable of the new professors was John Rothwell Slater, a Harvard-trained newspaper editor from Chicago who was recruited to teach in the English department. Revered (by no means too strong a word in this context) as a great teacher and a master of cadenced prose, he was the author of *Freshman Rhetoric*, for twenty years one of the best-selling college textbooks in the country. During his long tenure Slater assumed a variety of roles — among them that of University bellman as



performer on the Hopeman Chime in the library tower, composer of a number of traditional Rochester songs, biographer of President Rhees, and writer (in truth, poet) of numerous inscriptions chiseled into assorted campus landmarks, among them the inspiring words on the façade of Rush Rhees Library.

In 1910 Elizabeth Denio was named Rochester's first female professor. An art history scholar trained in the United States and Germany (she had a Ph.D. from Heidelberg), Denio had taught at the University for years in an unofficial capacity, her salary contributed by local art lovers. After having established the place of art in the undergraduate curriculum and gaining the respect of students and administrators, she was at last welcomed as a full-fledged faculty member.

Also introduced during the first half of the Rhees tenure were engineering courses. Although Anderson had earlier turned down a proffered gift to establish an engineering school, Rhees, no less a humanist than Anderson, had no such compunctions about the value of technical studies. To house his student engineers, he persuaded steel magnate Andrew Carnegie to donate \$100,000 toward construction of what would be called the Carnegie Mechanical Laboratory.

Meanwhile, a progressive reorganization in



the undergraduate curriculum resulted in a decrease in the number of hours required for graduation, from 188 to 180. ("Harder work in fewer hours," grumped a columnist in *The Campus*.) By 1913 the faculty was nearly triple what it was when Rhees came on board, enrollment was steady, course offerings were more varied than they'd ever been, and there was a general excitement about scholarship and academic advancement. Building construction resumed in 1917, when a much-anticipated athletic field, for football, baseball, track, and about 1,800 fans, became part of the landscape. Upon completion, the University's \$100,000 athletic field on nearby Culver Road was declared one of the best equipped in the country.

It was during this period that an instructor bearing a new-minted Harvard Ph.D. began a long and distinguished tenure as another of Rochester's great teachers: Dexter Perkins. When the young historian arrived on campus in 1915, he almost immediately introduced a breath of scholarly romance when he courted and married undergraduate Wilma Lord '18, the future editor of the classic *Fannie Farmer Cookbook*. (To spare Lord the embarrassment of attending classes as a married student, the dean allowed her to qualify for her degree before her coursework was completed.) Perkins would



become an internationally known authority on American diplomatic history, the prolific author of almost a score of books, and president both of the American Historical Society and the Salzburg Seminar of American Studies in Austria (of which he was a founder). Despite numerous attractive offers, he remained at Rochester until his retirement in 1954. He was easily the most popular professor of his time, cherished as much for his boundless wit and good humor as he was respected for his uncommon achievements.

Perkins's early marriage to Wilma Lord in 1918 had been prompted by his imminent departure for soldierly duties in World War I, a conflict that was greatly to affect campus life. All told, close to nine hundred men and women with a University of Rochester affiliation were enrolled in military service during this period. Eleven of them lost their lives in the

BELOW:

WILMA LORD AND DEXTER PERKINS

The courtship between the young history instructor and the brilliant undergraduate brought a breath of romance to a war-time campus.



FACING PAGE:

ELIZABETH DENIO

Rochester's first woman faculty member, she taught unofficially for years before she was recognized with a full professorship in 1910.

effort. The effects of the war could be seen in many pockets of campus activity and spirit. Fraternity participation dwindled, student clubs suffered, athletic teams got by as best they could with fewer participants, and *The Campus* suspended publication for the fall term of 1918.

If this weren't enough, an influenza outbreak in October 1918 canceled classes for almost a month.

Despite the interruption of the war, graduates of this period went on to high accomplishment. Two, Kenneth Brown and Clarence Stoughton, became college presidents. A handful stayed on at the University to teach or manage. Some entered government service. One, Kenneth Keating, would be elected to the U.S. Senate and end his career

as ambassador successively to India and Israel. Innumerable others went on to distinguish themselves in higher education, business, law, medicine, and the arts.

M O R E T O D O





EASTMAN THEATRE OPENING, SEPTEMBER 1922

The first film, *The Prisoner of Zenda*, was accompanied by the theater's own symphony orchestra.

When Rhees heard that his University would be operating a motion picture palace, the idea, he said, "nearly gave me apoplexy."



# T H E   G R E A T   M U S I C   P R O J E C T

**M**USIC, GEORGE EASTMAN USED TO SAY, IS THE ONLY OVERINDULGENCE that does not lead to a Monday morning hangover.

A man of many contradictions, this self-described “musical moron” was also a musical addict: “absolutely alcoholic about it,” in the words of a friend. As routinely as others might take wine or water with their meals, Eastman took music — live. This included, famously, the daily breakfast recitals performed by his personal organist on what was likely the most elaborate pipe organ ever installed in a private home.

When in 1918 Eastman proposed that the University should have a school of music, he was indulging his own passion by offering to share it with “the town I am interested in above all others.” It can be surmised that President Rhees was not entirely prepared for the proposal but not greatly surprised either. His answer was a simple request that the school should be adequately endowed and that its standards should be “of collegiate quality.” In all, Eastman spent over \$17 million, an astonishing sum in those days, to accomplish the dream he called “the great music project.”

As an initial step, he bought a local conservatory, the financially strapped D.K.G. Institute of Musical Art, and, with its director, Alf Klingenberg, as part of the package, handed it to the University in exchange for one dollar. Six months later, the New York State Board of Regents amended Rochester’s charter, declaring it qualified to add professional schools to the core collegiate program. The college founded at Rochester in 1850 was no longer a “university” in name only.



Work could now begin on providing suitable quarters for the new school, and location became the issue. Despite the old institute's close proximity to the Prince Street Campus, it was decided that Rochester's "great musical center" should be located precisely as the term indicated — in the city's *center*. The complex, to include facilities for a preparatory department in addition to professional instruction, would also encompass a palatial music hall "for the enrichment of community life." It would be built, Eastman decided, on Main Street in downtown Rochester.

During the planning process, some twenty-five hundred blueprint drafts were drawn up covering the smallest details of construction — details that would become the work of twenty-seven local firms. The project eventually employed more than five hundred area workmen, and Eastman himself became their foremost foreman to please. He visited the site almost daily and paid close attention to design, dimension, and detail over the two years of construction. "No detail was too obscure or too

BELOW:

#### GEORGE EASTMAN'S HUNTING TROPHIES

For a number of years they were displayed in the school's second-floor corridor. He liked to give guided tours to the Preparatory School children.



FACING PAGE:

#### EASTMAN ORGAN CLUB, CIRCA 1922

On stage at the school's richly appointed Kilbourn Hall, Joseph Bonnet, head of the organ department, is seated at center. Faculty member Harold Gleason, George Eastman's personal organist (he played for him daily at breakfast), is standing to the right behind Bonnet.

trifling to escape his attention," writes Eastman biographer Elizabeth Brayer, noting that "each office wastebasket was scientifically positioned so the user would not have to get up from his desk to hit the target."

The plaster on the walls was scarcely dry, and some major construction was yet to be completed, when the Eastman School of Music welcomed its first 104 students on September 19, 1921. Years later, Belle Sernoffsky Gitelman, Eastman Class of 1923, recalled those early days: "I remember the variety of sounds — first, building sounds — hammers —

drills — rivets. Next, wood fragrances — new lumber — resin — sawing — measuring — window panes with labels stuck firmly to the glass.

"And then all the musical sounds that emanated from the freshly painted and varnished studios — scales played in all types of rhythms and speed. Vocalizing. A snatch of an aria. Through the corridors — a variety of Homburg hats — a suit cut in a foreign style — fur collars that one saw only on European men."

Those unfamiliar Homburgs were being





T H E   G R E A T   M U S I C   P R O J E C T





sported by Director Klingenberg's new faculty, many of whom he was importing from Europe in accordance with the prevailing fashion in music education. The exotic new breed included the German-trained pianist Max Landow, who had been a pupil of Liszt; Norwegian composer Christian Sinding (Eastman and Klingenberg had tried, and failed, to secure the great Sibelius himself); and the Scottish pianist Frederick Lamond, who had played as a youthful prodigy for Tchaikovsky.

Other exotic figures, in this instance larger than life, were soon appearing next door, on the silver screen in the school's Eastman Theatre, which the philanthropist had planned as a lavishly appointed concert hall cum motion picture theater. "The most beautiful and costliest picture palace in the world is about to be dedicated," *The New York Herald* declared at the theater's opening in September of 1922. Built in the Italian Renaissance style, the theater-school complex featured (and still does) the longest marquee in the world — a full 367 feet. With an exterior of Indiana limestone and an interior boasting imported marble, stately columns, and stunning murals, it was, *Time* magazine once sniffed, "somewhat grandiose for a town of Rochester's size." The movie-house function, which Eastman had hoped would help subsidize the theater's symphony orchestra,



proved to be a financial disappointment (and a target of criticism from some ministers, who claimed its Sunday evening schedule competed with church services), and motion picture screenings eventually ceased.

Changes were occurring at the school, also. Under Klingenberg's direction, instruction had remained pretty much as at the former institute. But Eastman and Rhees were looking for something more — and more indigenously American — and by 1923 Klingenberg was gone.

Enter Howard Hanson, from Wahoo, Nebraska (pop. 3,800), right there in the middle of the country. A prodigy who had composed his first piece of music at age three ("a short and sad work in three-quarter time," he recalled), Hanson was still six weeks shy of his twenty-eighth birthday when he arrived as the school's new director. "It took a lot of nerve to appoint a young sprout like me," he admitted later. But, he said, George Eastman had only one reservation about him: the trademark Hanson goatee, an import from his years in Italy as the first American composer to win the coveted Prix de Rome. Eastman had feared the beard might be "hiding a weak chin." It wasn't. "The Eastman School in those days was no place for a man with one of those," Hanson recalled.

There was never any question who was in

#### HOWARD HANSON

Shown at the beginning of his forty-year tenure at Eastman, he is credited with having made Rochester a boom town for American music.



FACING PAGE:

#### EASTMAN THEATRE INTERIOR

The Viennese chandelier, gold-paneled ceiling, and vibrant murals contribute to the theater's elegance. There are 585 light bulbs in the chandelier, which in the early days was raised and lowered to signal the beginning and end of a performance.

charge from then on. "When you're a pioneer, you have to take the bull by the horns," the new director used to say. "I'd make up my mind and I'd do it." He made it his early business to refashion his school into a new, American,

model. While he agreed that performance was an important aim for music students, Hanson also believed music education should be balanced and broad. Technique and performance were accordingly emphasized, but proficiency in original composition, music theory, and scholarly research was also made part of the whole. Further, he exhorted his students to sample the academic and artistic offerings of the entire University, following the dictum of Rush Rhees that "educated musicians should be much more than expert musical technicians."

The new school was encouraging American musicians in other ways also. Barely a year after he unpacked his baton at Rochester, composer-conductor Hanson initiated the American Composers' Concerts that evolved into the weeklong Festival of American Music, annually showcasing the country's homegrown talent. The festivals, which continued through 1971, ultimately gave over two hundred compositions their debut. Before long, Howard Hanson had made Rochester a boom town for American music. And, clearly, he was himself well launched as this country's most influential music educator over the forty years he was to remain at the helm of Mr. Eastman's "great music project."





B E S I D E      T H E      G E N E S E E



# A M O D E L M E D I C A L S C H O O L

I N 1910 ABRAHAM FLEXNER, A MAN WHO WAS TO PLAY A DECISIVE ROLE in the history of the University of Rochester, issued a blistering report on the way America's doctors were being trained. The current system, he concluded, produced inadequately prepared graduates who received most of their education apprentice-style from busy practicing physicians with little time for scientific instruction or research. Flexner proposed revolutionizing the system. Medical education was to be put in the hands of university-based schools staffed with a full-time faculty — “a scientific elite” — who would devote themselves to teaching and investigation. Backed by Rockefeller money (Flexner was head of Rockefeller's General Education Board), he began working to close the worst offenders among the existing medical schools, reorganize others, and create a handful of new institutions, one to be in New York State.

Based on its geographical placement, reputation, and prudent leadership under Rush Rhees (“solid to the core,” Flexner decreed), the University of Rochester caught the attention of the General Education Board. So did the City of Rochester, with its flourishing Eastman Kodak Company and that busy shop's benevolent boss — an obvious potential partner in what Flexner, early in 1920, was about to propose. Others had suggested that Rochester might have a

FACING PAGE:

PROFESSOR CORNER'S

ANATOMY CLASS

The first faculty member appointed to the new school (in 1922, three years before it opened), George W. Corner was responsible for breakthrough science that helped pave the way for the development of oral contraceptives.



medical school, but Rhees had remained firm that the University was “not interested” in undertakings “without resources sufficient to make that work unquestionably of the first class.” This time, however, the possibility of philanthropic collaboration between Rockefeller and Eastman made “first class” suddenly seem doable.

Rhees, characteristically, declined to approach Eastman personally but gave Flexner permission to do so. A meeting was accordingly arranged. Over breakfast and extending through lunch at the Eastman mansion, Flexner and his host talked over the possibilities. And that evening, Eastman had Rhees join them for dinner to continue the discussion. By the time it was concluded, George Eastman had committed \$4 million to the project, and the General Education Board had agreed to another \$5 million. Eastman then solicited an additional \$1 million from the daughters of his first business partner, Colonel Henry Alvah Strong, to be applied to construction of an affiliated teaching

hospital dedicated to the memory of their parents.



FOUNDING FATHERS RUSH RHEES,  
ABRAHAM FLEXNER, GEORGE EASTMAN,  
AND GEORGE WHIPPLE, 1926

Eastman complained good-humoredly that Flexner, who persuaded him to pledge millions to the school, was a “highwayman” who “cleaned me out of a thundering lot of my hard-earned savings.”

Before the school and hospital could be built, a dean had to be recruited. The choice narrowed to George Hoyt Whipple. The forty-two-year-old director of the Hooper Foundation at the University of California, he was a distinguished pathologist whose investigations into the use of liver in combatting blood deficiencies would bring him a Nobel Prize in 1934. Described as “reserved, a great character, influential with both col-

leagues and students,” Whipple was deeply involved in his experimental work and reluctant to take on the additional challenge of inventing a medical school. It took a face-to-face visit with that master persuader, Rush Rhees, to change his mind. (It is an indication of Whipple’s reluctance, and Rhees’s conviction that he had the right man, that it was the president and not the candidate who made the cross-country train trip to effect the meeting.)

By September of 1921, the new dean was installed in a Prince Street laboratory, resolutely





MAIN ENTRANCE TO THE MEDICAL SCHOOL-HOSPITAL COMPLEX, 1926

One of the very first to combine all facilities under one roof, the massive building covered one and one-half acres.

Greatly increased in acreage since then, the complex is still essentially under one roof although with proliferating outposts.

continuing his research while planning for the school. Among the early orders of business was selection of a site. An architectural survey revealed that the current campus was too cramped to accommodate both a first-rate medical center and an evolving college of arts

and sciences. Ongoing discussions leading up to November 1921 advanced the opinion that a new men's campus might be constructed on the grounds of the Oak Hill Country Club — eighty-two acres of hilly ground bordered by the east bank of the Genesee River. Just south of

that property, across an unpaved Elmwood Avenue, were nearly a hundred acres of relatively flat land, a most attractive site for the proposed medical center complex. It was decided the men's college would move to the river-edge site, and the medical complex would be constructed



conveniently across the way on the Elmwood Avenue parcel.

Just a year later, on Thanksgiving Day of 1922, faculty and staff moved into their first building: a simple two-story structure to house research activities. Meanwhile, Whipple was recruiting a top-shelf faculty — Flexner's prescribed

“scientific elite” — who in the years to come were to do their school proud. Among them, George W. Corner would be responsible for breakthrough science on the menstrual cycle that, among other practical applications, eventually paved the way for the development of oral contraceptives. Another, Walter Bloor, was a pioneer in the study of fats in human nutrition. Wallace O. Fenn, at thirty-one the youngest department head, was to do pathbreaking work in the physiology of respiration and muscle functions.

“The fascination about the place,” Fenn wrote in 1925, “consists of getting in with a bunch of young men, most of us like myself



FACULTY WITH  
HOSPITAL DEPARTMENT HEADS, 1926

In the first row, Dean Whipple is fourth from the left and fellow Nobel Prize-winner Vincent du Vigneaud (Ph.D., 1927) fourth from the right.

Helen Wood, first director of nursing, is second from the left behind.

with our reputations still to make, and trying to build up a new first-class school.” Earlier that year the journal *Science* had carried an announcement of this first-class school's opening that fall. Among its selling points: close interaction between clinical and research

opportunities, small classes, and “equality of men and women.”

The University of Rochester School of Medicine and Dentistry was the first major new medical school since the Johns Hopkins school had opened forty years before. It was also one of the first anywhere to integrate its school

and hos-pital under one roof — a plan that was to afford considerable savings over the cost of constructing and maintaining independent facilities. (Rochester and Vanderbilt University had apparently come up with the idea simultaneously, but Vanderbilt, perhaps because of a speedier building schedule, got there first.) Whipple had early made it clear that the medical buildings should be functional, modest, and fiscally responsible. George Eastman, though he had invested considerable resources in the elaborate architecture and décor of the Eastman Theatre (and of his own home), agreed that a hospital was by nature utilitarian, and that money would best be spent on “brains not





NURSING CLASS, 1925

Unusual in its university affiliation, which was still a new idea at the time, the School of Nursing adhered to old-fashioned discipline. Students had to be in their rooms by ten at night, with lights out at ten-thirty. Smoking was "absolutely forbidden."

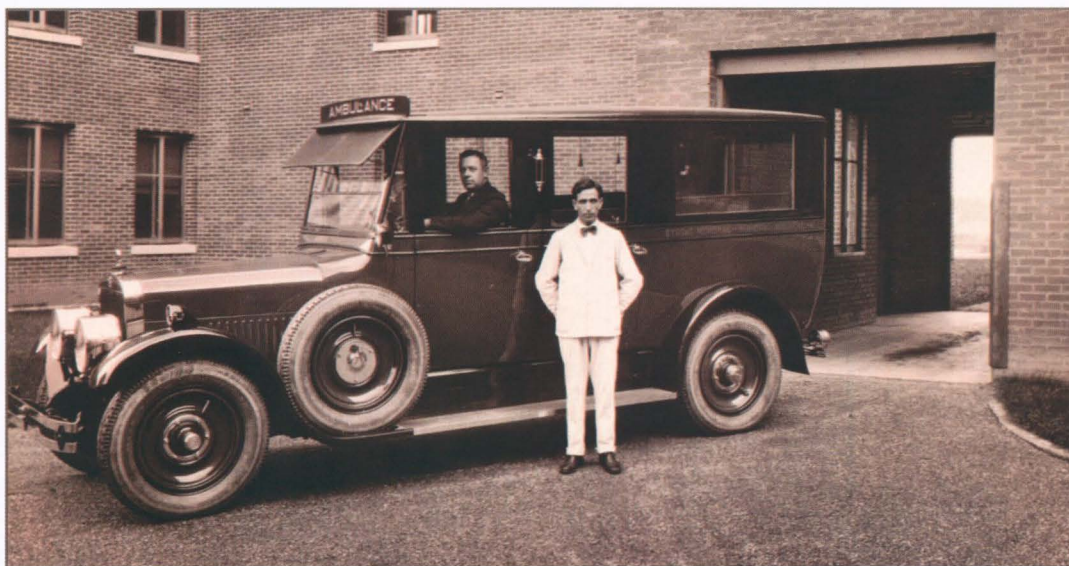


bricks.” Detractors referred to the resulting massive structure as “penitentiary style” architecture. But it worked.

The first twenty-two medical students entering in September 1925 were somewhat taken aback by the as-yet unpainted walls and exposed pipes of the Spartan interior, reported one of their number, Jacob Goldstein. But their “subdued apprehension” was dispelled by their welcome from the youthful faculty, most of them scarcely older than the students themselves. “In this unique setting of a family-sized school,” wrote Goldstein, “a close association between students and teachers was possible, and was fostered from the first days.”

Simultaneously, what was originally called a Nurses’ Training School was opened — this at a time when nursing schools attached to universities were a rarity. The Rochester concept was to raise the status of nursing to that of an academic profession, and students accordingly were offered the option of a five-year program that granted a Bachelor of Science degree.

Tradition, however, was strictly observed in other ways: Undergraduate nurses were required to wear plain gray uniforms, their puritanical hemlines to rise no more than nine inches above their black oxford shoes.



THE HOSPITAL’S FIRST AMBULANCE

This Cunningham was a home-grown product — made in Rochester by a now-defunct luxury automobile manufacturer.

Helen Wood, the school’s first director, also oversaw nursing practice at Strong Memorial Hospital. The opening of that medical-center unit took place without fanfare, simply with a

methodical unlatching of the front door on January 4, 1926, by its administrator. The hospital’s first inpatient was admitted the next day. (He had presented himself at the opening, but, alarmed at the waiting phalanx of doctors

and nurses, had retreated to think about it overnight.) Three days later, the first surgery was performed. And on January 14, Professor Karl Wilson delivered the hospital’s first baby.

Hugh Smith ’07, editor of the *Rochester Alumni Review*, was able to give a highly favorable report on the new hospital when he became one

of its early surgical patients. “What impressed me most,” he wrote, “was the enthusiastic spirit of all those associated with it.” This spirit was echoed fifty years later by Professor Corner when he looked back on the prophetically rosy dawn of the University of Rochester Medical Center: “In this atmosphere of youth and novelty and high ambition we all set our hands to the same task. We were not pedagogues and pupils; we were older and younger students of medical science.”



STRONG MEMORIAL HOSPITAL  
WAITING ROOM, 1926

It was the only area permitted to stray from  
the bare-bones décor of the rest of the  
Medical Center complex.





PART II: ROCHESTER,





# THE UNIVERSITY







B E S I D E   T H E   G E N E S E E



# B E S I D E     T H E     G E N E S E E

FACING PAGE:  
RUSH RHEES TURNING  
THE FIRST SPADEFUL OF DIRT FOR THE  
RIVER CAMPUS, 1927  
Second from the right is George Todd,  
whose dream it was that the new campus  
be built on the Oak Hill property. The  
spade has been used at all ceremonial  
groundbreakings in the years since.

I N 1925, THE YEAR OF ROCHESTER'S DIAMOND JUBILEE, A NUMBER OF significant events came together. The University's model medical school opened. Howard Hanson, whose forty-year directorship would change the course of music education in America, was newly arrived at the fledgling Eastman School of Music. The seventy-five-year old "heart and soul" of the University — now designated the College of Arts and Science — had just completed a remarkable community fundraising effort that would secure it both new endowment and a new campus. And, to underline its progression to true "university" status, at its June Commencement the University of Rochester awarded its first earned Ph.D. degree.

The doctoral program had been slow in coming. Although Rochester had prepared students for the master's degree as early as the 1890s, it wasn't until 1924 that President Rhees convened a committee for establishing a structure for doctoral programs and also moved to initiate a Committee on Graduate Studies to oversee their administration. The following year the first Ph.D., in biochemistry, went to Warren Myron Sperry, who stayed around to teach for a number of years. Vincent duVigneaud, in 1927 the second to earn a Rochester doctorate, went on to win the 1955 Nobel Prize in chemistry for his discovery of a pair of hormones that help in childbirth and keep a check on vital organs.

PREVIOUS PAGE:  
WOMEN'S CREW, EARLY 1990S  
Some sixty years after the move to the  
River Campus, students rediscovered  
the waterway along its western edge.  
Enthusiasts describe it as a  
"superb rowing river."





"COLLEGE SING" OCTOBER 1926

Theodore Fitch '22 leads the first rendition of the season. Life on the old campus was pleasantly collegiate in the 1920s.

Rochester took pride in the accomplishments of its early advanced-degree recipients, and its reputation for providing outstanding preparation in graduate studies would soon grow.

Pride in the newly bestowed graduate and professional divisions notwithstanding, throughout the 1920s Rhees continued to espouse the evolution and refinement of the University's core programs in the arts and sciences. Early in the

decade, while discussions were under way about building a medical center, he and others were also considering the future of the College and the possibilities for expanding its facilities and resources.





#### MAY DANCE

Women welcomed spring on their own portion of the Prince Street Campus, across University Avenue from the main buildings.





#### MEN'S JUNIOR PROM, 1920

It was held in the Alumni Gymnasium on the site where Cutler Union now stands. When the old gym was demolished to make way for the women's student union, its name was transferred to the athletic facilities on the new campus.

Undergraduate enrollment had grown steadily after the First World War to the point where overcrowding threatened the Prince Street Campus, and for the first time restrictions on enrollment became a necessity. The school was obviously becoming more attractive to prospective students, helped along by new academic scholarships and curricular changes. There were more majors to choose from, with English, history and government, mechanical engineering, and economics among the most popular. The majority of seniors planned to teach (40 percent) or go into business (19

percent), and a small but growing contingent were looking toward graduate study.

Honor societies and Greek membership became a significant part of campus life in the 1920s, accompanied by a renaissance of intercollegiate athletics. The Rag Pickers jazz ensemble entertained their fellow students, and a women's intramural baseball league was forming. Undergraduate life was pleasantly collegiate.

The notion that overpopulated classrooms might deny a Rochester education to deserving students was alarming to alumni and the local

citizenry alike — particularly to those who wished to see their sons and daughters educated close to home. Dreams of a new campus were in the air. Rhees, for one, always in favor of "coordinate," as opposed "co-" education, could see wonderful possibilities in a new campus for his men students, leaving room for the women's college to expand on Prince Street.

The purchase of the Oak Hill Country Club property on the great bend of the Genesee River was a venture proposed by George W. Todd, a Rochester businessman who soon converted Rhees and Eastman to his vision of a



## CLASS WARFARE

A direct descendant of the rumbustious Cane Rush of the nineteenth century was the similarly riotous Flag Rush of the twentieth. Another of Rochester's long-running traditions, the messy encounter survived until 1964, at which point prudence declared that enough undergraduate limbs had been bent, broken, or otherwise impaired to warrant its discontinuance.

In this event the prize was a very small flag securely nailed to the top of a well-greased pole defended by a dense circle of blood-thirsty sophomores. If, as almost always happened, the attacking freshmen failed to capture the flag, they were required to wear their beanies until the end of the semester and — after they moved to the generously tunneled River Campus — prohibited from traveling cross-campus above ground.

Recalls a member of the Class of 1961 (which distinguished itself by managing to capture the prize), "The event involved a lot of pushing and shoving, clawing and climbing, rotten eggs, water bombs, rotten tomatoes, and sacks full of horse manure." It was, he understated, "a pretty sloppy business."

Another account records that "solid projectiles were forbidden, but nice soft materials were fair game." The "soft materials," however, appear to have carried their own hazards. "Pig manure," we are told, "does tend to ferment at room temperature," and when the top blows off the container, it is followed by "very unpleasant olfactory repercussions."



FLAG RUSH, SEPTEMBER 28, 1926



campus set among its rolling hills. After spirited debate, other backers — some of them plumping for a college perched on the bluffs of Lake Ontario, others for a downtown “cultural district” — eventually came on board. In November 1921 the trustees resolved to purchase a new site for the country club (for \$360,000) in exchange for its river-edge property. Rochester would prepare to move into its third (and final) college home, at long last — just as the poetic Swinburne had prophesied: “beside the Genesee.”

In 1923 Joseph Alling '76, president of the associated alumni, announced that “a group of friendly Rochester citizens has challenged the University to look beyond the morrow and the next few years and to plan for the college of fifty or a hundred years from now.” In an action reminiscent of the Baptist founding fathers of the 1840s and coeducation's founding mothers of the 1890s, business leaders rallied the community in an extraordinary public fundraising event on behalf of its University.

A whirlwind citywide campaign, launched with the catchy if somewhat optimistic slogan “Ten Millions In Ten Days,” reaped more than ten thousand local subscribers, among them

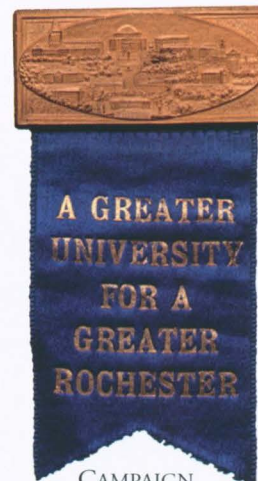


“TEN MILLIONS IN TEN DAYS”

Promoting the city-wide campaign, this billboard proposed a rather fanciful vision of the new campus. In fact, plans went through forty-seven drafts before University officials were satisfied they had the right one.

“newsboys, house maids, school children, American Legion posts, labor unions, fraternal and other organizations.” More than 70 percent of the alumni, along with faculty and students, also contributed. The success of the campaign, supplemented by gifts from George Eastman and the General Education Board, prompted University historian Arthur May to observe, “It

is doubtful whether any community in the United States has ever equaled the 1924 Rochester fundraising drive for the advancement of higher education.”



CAMPAIGN

LAPEL PIN,

1924

It may have served as identification for the door-to-door canvassers.

Building funds assured, architects were summoned and later a general contractor retained for construction of the new campus — one of the very few of its era to be designed as a coordinated unit. After much discussion and study, it was determined that the buildings would be fashioned in a gracious brick-and-limestone Greek Revival style. Although there have been variations on the Greek Revival, and occasional striking deviations, the brick-and-limestone motif would be retained in subsequent construction through the years.

The blueprints — forty-seven drafts were presented before University officials were satisfied — proposed a quadrangle arrangement, with an impressive nineteen-story library at its head. Four academic buildings, two on each side of the library, faced one another and seemed to signify its extended arms. In time, over his



vigorous objections, the towering library would bear the name of the venerated president who had overseen the birth of the “Greater University of Rochester.” But it was only after George Eastman’s death that the grand quadrangle was named in honor of the other major player in the events of the preceding three decades. “I am not interested in memorials,” the philanthropist had said, flatly rejecting any notion that the institution he had so generously nurtured should be rechristened “Eastman University.”

What would be named for whom was in the future, however, on Saturday, May 21, 1927, when the president took spade in hand and hollowed out a token bit of earth that would be the beginning of the new campus. The ceremonial then shifted to the prosaic as a steam shovel rumbled in and gave the enthusiastic crowd of patrons a showy exhibition of dirt digging. In the three years of construction that would ensue, it was estimated by one eyewitness that the quantity of earth moved to receive the new buildings “would have filled a string of Mack trucks from Rochester to Omaha, Nebraska.” Among the eleven original structures were two dormitories, an auditorium, a student union (complete with a tailor shop among other amenities), and athletic facilities

so well equipped that they were to be the envy of other colleges for years to come. A plot to the northwest of the academic quadrangle was reserved for a handful of fraternity houses whose somewhat less formal architecture complemented that of the main campus.



RUSH RHEES LIBRARY UNDER CONSTRUCTION,  
DECEMBER 1928

Rolling Oak Hill became a flattop when its summit was shaved to receive the academic quadrangle. The library was the last of its five buildings to be enclosed.

As construction work went on, plans for the new physics building were adjusted to accommodate housing for the University’s newest academic division, an Institute of Applied Optics (the “Applied” was later dropped). The institute, which opened in 1929, had been proposed by Bausch & Lomb and Eastman Kodak officials as appropriate for a city at the

center of the optical industry in America. The idea was received with enthusiasm by Rhees, who assured Kodak’s head that “the opportunity to cooperate in an undertaking to do the best thing the world offers is thrillingly attractive.” It was the nation’s first educational program devoted exclusively to optics and was to become a world leader in basic optical research and theory.

Early on, the *Rochester Alumni Review* had solicited suggestions for naming the new home of the College for Men. Among the nominees were “Riverside Oaks,” “University Heights,” and “Anderson Hill,” and, perhaps in contemplation of a coed-free domain, “Emancipation Hill.” But “River Campus” was favored and endorsed by the trustees’ executive committee in June 1930, and the following fall, Friday, October 10, 1930, to be precise, the River Campus was formally unveiled.

It is estimated that some five thousand people took part in the elaborate three-day celebration. On Saturday afternoon the new football field was dedicated during a game against Wesleyan, with the Rochester marching band demonstrating some rah-rah-RAH-chester spirit by forming the letters “R” and “W” on the gridiron. Then students, alumni, parents, and friends stood with pride, and — giving new meaning to the words — together sang “The Genesee.”





B E S I D E   T H E   G E N E S E E



# R E A F F I R M I N G     T H E     C O L L E G E

**A**S THE UNIVERSITY ENTERED THE 1930s, THE GREAT DEPRESSION darkened the euphoria of the previous decade. Women's hemlines dropped to the ankle, and so did spirits. Student focus ran the gamut from worrying about financing tuition to answering appeals for increased participation in sports ("More of us fellows ought to come out for football; we have a good team, but it has no reserve strength"), to moaning about dining hall food and the price of it (a whopping twelve cents for a corned beef sandwich).

Income from endowment fell, inflicting budget restrictions and raising the possibility of cuts in faculty salaries. The Faculty Club on the new River Campus ran into financial difficulties because so many of its members were brown-bagging their lunches. Rush Rhees — whom most had wistfully hoped might go on forever — at age seventy submitted his resignation. When the trustees wouldn't hear of it, "Prexy" agreed to stay on for a while, but it was clear he was ready to depart.

And then, suddenly and shockingly, word came on March 14, 1932, that George Eastman was dead. Hopelessly ill, enduring daily pain and depression, he had — as precisely and methodically as he did everything else — taken his own life. His final thoughts put to paper read: "My work is done. Why wait?" Grief pervaded the city.

FACING PAGE:

GRADUATES PROCESSING  
ON THE EASTMAN QUADRANGLE,  
CIRCA 1950

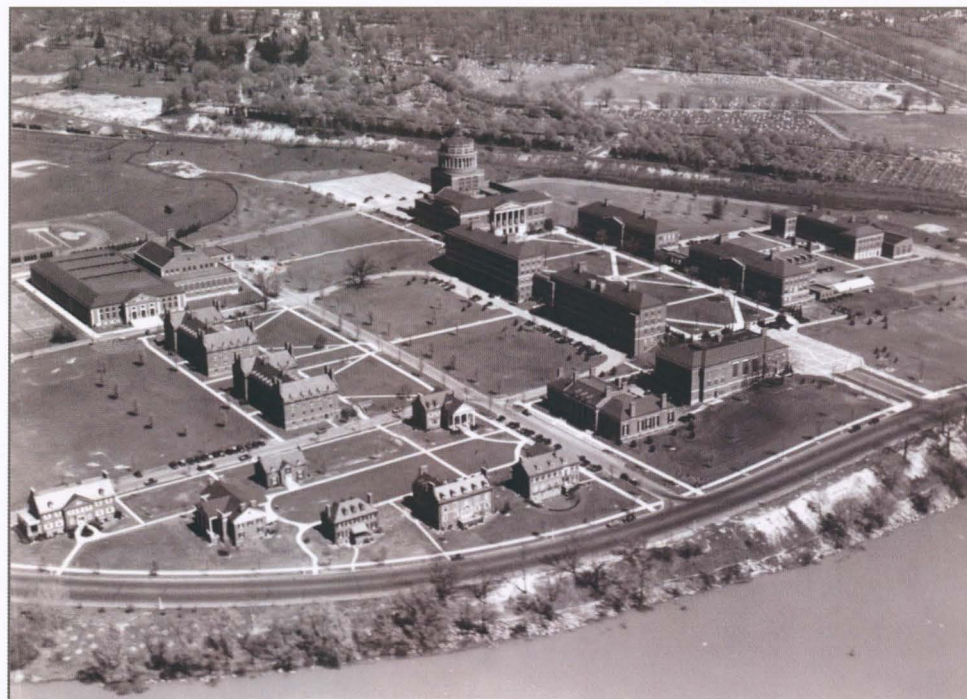
The great elms, little more than saplings twenty years before, would endure until the 1970s, when they were replaced by the present, blight-resistant oaks.



On April 4 the University community was startled again when the provisions of Eastman's will were made public. Although it had been generally understood that his earlier great gifts had concluded his self-imposed obligations to the University, a codicil signed on the day of his death proved otherwise. Aside from a few personal bequests, he had left everything to the University of Rochester. Once again, Rochester was overwhelmed by his gifts, which added some \$17 million to his previous beneficence. (In all, he gave more than \$50 million.) He had, wrote his friend Ernest Paviour '10, "entrusted it to an institution in which he had unbounded confidence, headed by a man who had demonstrated sound leadership."

Calling it "a priceless honor," Rhees declared that "our task henceforth is to justify in the fullest measure possible those gifts and that confidence." Details of settling the estate prolonged for a while longer the need for him to stay on as president. Then on June 10, 1933,

Rhees re-submitted his resignation, and that time the board, reluctantly, accepted it. The trustees embarked on an eighteen-month search for a successor. Desirous of preserving the



institution's historically collegiate nature, they were looking for a man "interested in education rather than training." Youth, energy, and "an attractive personality" would be pluses.

Alan Valentine, the man they found, had the right credentials. Underlining the break from the Baptists, he was a layman, the product of a Quaker background (raised, as he put it, on

"desiccated puritanism"). A Rhodes Scholar with Oxford grooming, he came to Rochester from Yale, where he was head of Pierson College and a professor in the history, arts, and letters department. Further, as a handsome six-footer who moved with the precision and polish of a proven athlete (he was an Olympic gold medalist, in rugby), he possessed the requisite charisma and, at age thirty-three, youth. Students christened him "Al Val."

At his inauguration on November 15, 1935, in a ceremony distinguished by its elaborate academic pageantry, Valentine affirmed his belief in the centrality of the liberal arts and declared that his administration would focus on the

continued advance of the College.

The early years of the new president's administration were highlighted by the hiring of a number of academic luminaries, notably in the natural sciences. Among them was physical chemist W. Albert Noyes, Jr., a scientist-statesman who became a world leader in the field of photochemistry and served as head of



major national and international scientific organizations.

Nuclear physicist Robert Marshak came on board in 1939, at age twenty-two having just earned his Ph.D. for determining the nuclear process by which stars generate heat. During the 1950s he was to steer the physics department into international prominence, a process begun by his predecessor as department chair, Lee DuBridge. A luminary in his own right, DuBridge had within two weeks of his arrival in 1934 proposed that Rochester build one of the world's first cyclotrons, completed two years later. On leave during World War II, DuBridge directed the MIT Radiation Laboratory, which gave the country radar.

Over on the humanities side, a gifted Shakespearean authority, Kathrine Koller, joined the College faculty. In short order she became head of the English department, the first woman to chair a major department at Rochester — then more than now considered a significant scholarly honor.

An academic environment that nourished the research interests of its scholars was deemed essential to retaining a headline faculty, which in turn would attract exceptional undergraduate students. In order to maintain the integrity of that structure, first-rate graduate programs would be a vital bridge and a priority of the

University during this period. A “ten-year plan,” prepared with input from the faculty, endorsed the establishment of far-reaching graduate studies — at the College of Arts and Science and the professional music and medical divisions as well. In 1928 Charles Hoeing had been appointed dean of graduate studies, and in 1930 seven departments were accepting doctoral students. By 1942 a formal Division of Graduate Studies had advanced to the status of “the Graduate School.” (Eventually, however, governance of graduate education was returned to individual divisions.)

FACING PAGE:

RIVER CAMPUS, 1931

Note the truncated library building at the head of the quadrangle. It was left incomplete until the 1970s, when its eastern half was finally added. It had been cut from the original plans to save costs.

RIGHT:

ALAN VALENTINE AT HOME

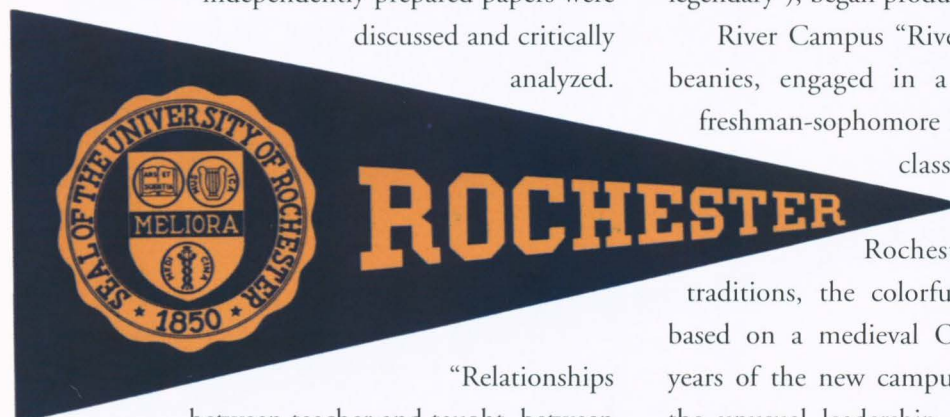
AT GEORGE EASTMAN HOUSE, 1935

Now the site of a world-famous museum of photography, the mansion was left to the University as the president's house. Deeming it too palatial for that purpose, the University donated it to the museum in 1949.





While graduate studies were moving forward, an enriched honors program for academically ambitious undergraduates was put in place. Honors students enjoyed small weekly seminars, often at the professor's home, at which independently prepared papers were discussed and critically analyzed.



"Relationships between teacher and taught, between older learner and younger learner, became notably closer," historian Arthur May records.

As the Depression deepened, it was a concern of faculty and administration that more than half of the undergraduates were day students, who when classes were over, *Time* magazine noted, "left the campus like factory hands at the end of the day shift." An ambitious recruitment program was introduced to attract outstanding out-of-town scholars. Empty dormitory rooms filled.

Although Valentine had declared that any school allowing big-time athletics to affect its policies had "sold its birthright," he encouraged

a lively, scholarship-free, varsity program. Football, under Dud De Groot (who went on to coach the Washington Redskins), and basketball, under Lou Alexander (whom tradition decrees should be forever prefixed "the legendary"), began producing powerhouse teams.

River Campus "River Rats" wore freshman beanies, engaged in a ferociously contested freshman-sophomore Flag Rush to determine class supremacy, and in

1934 founded one of Rochester's longest-running traditions, the colorful Boar's Head Dinner based on a medieval Oxford feast. The early years of the new campus were marked also by the unusual leadership qualities of those who studied there: Joseph C. Wilson (of whom more later), who founded Xerox; Gerald Zornow, head of Eastman Kodak; Donald Gaudion, CEO of Sybron Corporation; Robert Babcock, Rochester's first Rhodes Scholar; and long-serving Congressman Samuel Stratton.

Meanwhile, the women left behind on Prince Street were experiencing both the advantages and disadvantages of their new isolation. Most of the library collections and all of the advanced science courses had moved to the new campus, entailing inconveniences in keeping up with both. On the other hand, Rochester's "Princesses" had newly refurbished

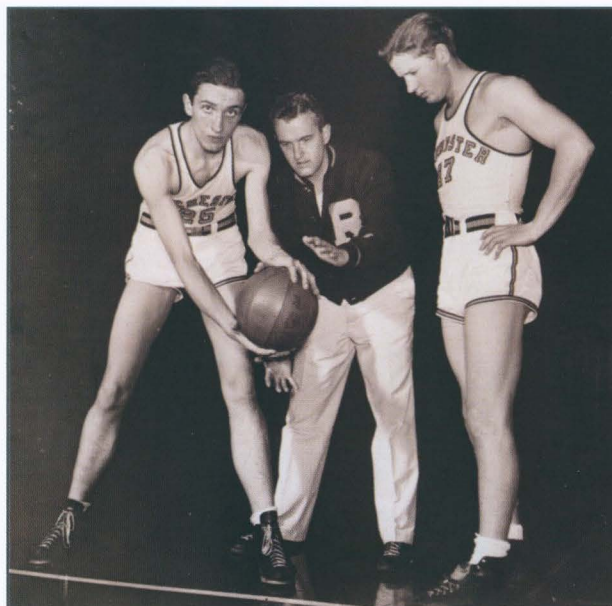
academic buildings, a gracious new dormitory, and — the first in the country built exclusively for women — a new student union named for James G. Cutler, inventor of the office mail chute. A University trustee who left a substantial bequest for women's education, Cutler had been on the losing side in the debate over the architectural style proposed for the River Campus — he backed Collegiate Gothic over the favored Greek Revival. It has been suggested that Cutler Union's soaring Gothic tower is its donor's posthumous last word.

No longer the outsiders on a male-dominated campus, the women were, as *Rochester Review* summed it up, "free to develop their own traditions, leadership, and esprit de corps." Nurtured by this environment, the women's college, too, produced its outstanding graduates. One of them was feminist (of course) Susan B. Anthony II, named for her revered great aunt. Anthony II was a journalist and author who covered presidents, pioneered the first feminist radio series (in 1946), and served as a representative to the United Nations Status of Women Commission. (Another Anthony collateral descendant, Eastman School graduate Doriot Anthony Dwyer, became the first woman to hold a first-chair position in a major symphony orchestra — Boston's.)



Among other standouts were Harriet Van Horne, an outspoken prizewinner among New York City journalists who earned a place on Richard Nixon's famous "enemies list"; Peggy Whedon, who traveled around the world conferring with heads of state as the founding producer of ABC's *Issues and Answers*; and, among business leaders, Virginia Dwyer, senior vice president for finance at AT&T at a time when it was just about the biggest corporation in the country (she once spoke, rather casually, about the first time she handled a billion-dollar check).

Susan B. would have been proud of "her girls."



LOU ALEXANDER,

LEGENDARY BASKETBALL COACH

Although Valentine believed that any school allowing big-time athletics to affect its policies had "sold its birthright," Rochester's varsity teams flourished under his presidency. Alexander's 1938-39 squad won every game but one, which it lost to Michigan by a solitary basket.

## OH, WHAT A BOAR!

Legend has it that back in sixteenth-century Oxford, a student strolling in the woods was set upon by a wild boar. The stroller retaliated by stuffing his copy of Aristotle down the creature's throat, which promptly choked to death on the "dry stuff," allowing our hero to escape. In gratitude, fellow students carried the beast back to the university, where they replaced Aristotle with an apple and enjoyed roast boar for dinner.

Rochester students adopted the tradition in 1934, initiating what has become one of the University's longest-running and most beloved annual events.



Modeled on English court dinners of the sixteenth and seventeenth centuries, the feast begins with a trumpet call and procession of students, faculty, and administrators, clad, not always equally becomingly, in more or less authentic period costume. For nearly forty years the Boar's Head Dinner was an exclusively male event until the University's Women's Caucus, in a letter to the *Campus Times*, expressed its discontent over conspicuous gender discrimination, primarily because the only women students in attendance were the servers. Before long the feast was made coed, and so it remains.

R E A F F I R M I N G   T H E   C O L L E G E





B E S I D E   T H E   G E N E S E E



# A W A R - T I M E U N I V E R S I T Y

**T**HE 1940S ADDED A SPLASH OF HOLLYWOOD GLAMOUR WITH THE ADVENT of superstar Ingrid Bergman in company with her husband, Petter Lindstrom, who had begun studies at the medical school. (The film star, unhappily, didn't take to Kodak City and eventually left.) Anne Morrow Lindbergh and Winston Churchill (the latter by way of a trans-Atlantic radio hookup) meanwhile added their own glamour to University Commencements; the men's glee club sang its way to a national championship; and a University scientist, Hendrik Dam, shared the 1943 Nobel Prize in Medicine.

But for all the excitement, the decade was clouded by another world quarrel that quickly enveloped the country. For the third time in the University's history, young men were called to war, and student life at Rochester was profoundly changed. After the bombing of Pearl Harbor on December 7, 1941, donating blood, selling war bonds, and dealing with rationing became part of the college day. With classmates leaving daily for military service, the remaining students tended victory gardens, collected scrap-metal, and, when not studying, replaced departed GIs on factory production lines.

FACING PAGE:

D-DAY, JUNE 6, 1944

V-12 students pause for prayer. Some fifteen hundred sailors and Marines had been assigned to the University during the war years. President Valentine (left) and a local minister are on the Todd Union balcony.





War shaped the research programs at the Medical Center and involved many of the departments in the College as well. A large cadre of researchers (eventually 350 of them) took part in the ultra-secret Manhattan Project, which designated Rochester as the national center for investigating the health hazards of atomic research. The Institute of Optics functioned as a government research lab devising ways for troops to operate in the dark of night in enemy terrain. Many other University scientists were

called away to join research projects elsewhere. There was a shortage of nurses and doctors for clinical care in the hospital, and bulletin boards warned, "Be kind to nurses. We can always get plenty of patients." Volunteers recruited from the ranks of alumni filled in for orderlies and other aides who had gone to war. John Wright '92 ran the hospital elevator.

The most noticeable absence of all was among the River Campus student body. Enrollment slid from 660 in 1940 to 220 in 1943, and left some questioning whether the men's college could survive. Then on April 29 of that year, the bells in Rush Rhees Library tower boomed a triumphant "Anchors Aweigh," followed by a heartfelt "Praise God from Whom All Blessings Flow." The University had been given the go-ahead on a Navy V-12 unit to train junior officers. Some fifteen hundred "V-12ers" would be assigned to Rochester over the next three years, billeted on a campus suddenly transformed as "The Good Ship Rochester," where floors were "decks," stairs "companionways," and off-campus liberty "shore leave." The dean likened the arrival of the first eight hundred trainees to "the eruption of a volcano," involving "prompt and drastic adjustments in all directions." "There was an intensity to those years that's hard to rekindle now or even understand," recalled one of those student-

LEFT:

#### KEEPING COMPANY, 1943

Relations between V-12ers and the independent women on Prince Street, initially frosty, soon warmed up. When a flu epidemic kept the sailors confined to campus, Prince Streeters volunteered to cheer them up.



#### AUTO MECHANICS, 1942

With most of the men gone to war, women found themselves gaining unexpected skills. Through a variety of "war minors," arts students learned basic principles of auto repair, mapmaking, mechanical drafting, and production management.



sailors who eventually finished his degree as a civilian.

In the spring of 1945, as the war in Europe was coming to a close, the Navy saluted Rochester with a hearty “Well done” and the announcement of its selection as a training center for the Naval Reserve Officers Training Corps. As the last of the V-12 students transferred to the new ROTC unit, they shared the campus with returning veterans suited up in their new “civvies.”

In all, the University of Rochester community sent 2,549 men and women to World War II, and seventy-two had lost their lives in service to the country. The University greeted the returnees with joy, and mourned those who had been lost.

After the war, there was — of course — relief. The hardships of the early to mid-1940s were eased late in the decade, and widespread contentment continued into the next. The United States was enjoying its place as the strongest nation in the world, and higher education gathered momentum as well, fueled by the G.I. Bill that covered college expenses for veterans.

#### WAR SERVICE FLAG, 1943

Charles Dalton, alumni secretary, and Dean J. Edward Hoffmeister display the new flag, March 27, 1943. By war's end, the University had sent 2,549 men and women into military service, seventy-two of whom lost their lives.



Enrollment jumped at Rochester, a fact conspicuously illustrated by the Neel family — six siblings and two spouses between the ages of 17 and 25 — who were undergraduates together in 1948. The 1948–49 academic year enjoyed a boom in admissions with 4,252 full-time students enrolled in the University's academic divisions — an all-time high. Veterans, many of

them with wives and children, brought a new maturity to undergraduate life, and new expertise as well. Former military radio operators founded the campus radio station, WRUR, which made its debut with a series of programs on “Atomic Energy and the United Nations.”

Industry-sponsored research became part of University operations, as did research sponsored by independent foundations as well as by government agencies. Not only was there growth in the science and technology subsets of higher education, but in the humanities and social sciences as well.

After two years of construction, a giant cyclotron, or atom smasher, was unveiled in 1949, reportedly the second most powerful of its kind in existence. Under the leadership of Professor

Robert Marshak, the world's premier conference on high energy physics, the Rochester Conference, made its debut the following year and annually thereafter attracted as many as eight Nobel laureates to succeeding sessions at the River Campus. (It now rotates among different sites, but wherever it is held, it is still known as “the Rochester Conference.”)





YELLOWJACKETS  
DEFEAT RIVAL, 1943

Football coach  
Dud DeGroot and  
his 1943 squad wear  
"Colgate" grin after  
defeating their  
upstate rival.

Under DeGroot, the  
war years produced  
powerhouse football  
teams. The 1942  
Yellowjackets scored  
232 points against  
eight for their  
opponents.





In that same short span of years, the University had been named the institutional administrator of the Association of American Universities, the elite group of research institutions to which it had been elected in 1941; had provided presidents to Purdue University and the California Institute of Technology and medical school deans to Harvard and the University of California; and had lent President Valentine to the Marshall Plan as chief of its mission to the Netherlands.

It was at the height of this postwar growth in institutional stature that Valentine submitted his resignation. He had served fourteen years as Rochester's president and believed, he said, that he had nothing more to contribute to academe. The move took all but a few trustees by surprise, leading to speculation that personality clashes were at its root. Whatever the case, in later summing up qualities useful in a university president, he suggested that the individual should be endowed with "a thick skin and a sense of humor (but not too good)."

Valentine stayed on for Rochester's Centennial Commencement in June of 1950 while the search went on for a successor. A relatively quick canvass turned up an imposing candidate less than a hundred miles away, Cornell University's Cornelis W. de Kiewiet. A native of the Netherlands, de Kiewiet was a historian educated in London and South Africa. He was acting president of Cornell and in line for its permanent presidency when the search committee found him and, recognizing a good fit, swiftly made a preemptive offer. On October 20, 1950, he accepted the invitation to become the fifth president in Rochester's hundred-year history.

LEFT:

FOOTBALL PROGRAM, 1941

Rochester's most intense rivalry was interrupted in 1947 when Valentine, disturbed by "hoodlumism" at the Hobart games, suspended the series. His successor recalled the prolonged succeeding controversy as "an intimate companion, haunting my office."

Rochester-Hobart relations were resumed only after a nine-year gap.



ABOVE:

BACK TO THE BOOKS, WITH A DIFFERENCE

As postwar enrollment soared, returning veterans brought new dimensions to undergraduate life. Many of them were housed with their wives and children in temporary wooden shacks erected on campus as military barracks during the war.





B E S I D E   T H E   G E N E S E E



## R E U N I O N

CORNELIS DE KIEWIET, THE MAY HISTORY RECORDS, “PROCEEDED ON the fundamental principal that it was the duty of leadership to lead.” An uncommonly energetic man who “rushed from campus to campus with a maroon muffler flung over his suit jacket as his only concession to the weather,” he presided over a frequently stormy period of conspicuous accomplishment.

Undoubtedly the operative word for the de Kiewiet presidency was integration, and from his earliest days he sought ways to encourage closer collaboration among the University’s various and, in some cases, virtually autonomous divisions. “A university is more than the sum of its schools and colleges held together by a common allegiance to its heating plant,” he more than once reminded them.

Arguably the most significant achievement, and de Kiewiet’s first order of business, was the merging in 1955 of the men’s and women’s colleges on the River Campus. Many factors went into the resolution to remove the College for Women from Prince Street, among them the obvious saving in costs. (Maintaining separate campuses, de Kiewiet declared, was “a luxury we can no longer afford.”) But the decision was also, and largely, based on the growth and success of graduate studies. Logistically, it was simply more sensible to have everyone at one location if the University’s strong graduate program were to remain a vital bridge between undergraduates and faculty.

FACING PAGE:

CORNELIS W. DE KIEWIET, 1952

Looming over a model of the River Campus, he holds the proposed men’s dining hall that would permit male and female students to continue their tradition of segregated meals.

Photograph by Ansel Adams.



Sensible or not, achieving consensus on the proposed union was not easy. Although there was strong support, there was even more vociferous dissent. Two trustees resigned, and a third on first learning of the notion told the new president, "I don't ever want to hear you mention it again." There was resistance also among administrators, students (mostly from the men's campus), alumni (ditto), and many faculty. But if the opposition was stubborn, so was the president, and he eventually won the support of faculty and trustees in joining together what the revered Dr. Rhees had twenty-five years earlier cast asunder.

Once more steam shovels rumbled in, this time onto the site of the sixteenth hole of the old golf course, to construct a six-story residence for the former Prince Streeters. Their male siblings also got new residence halls (these to accommodate growing enrollment, accompanied by a rapid transition from a semi-commuter campus to one that was almost wholly residential). And, the proprieties of segregation still being observed in some quarters, a new "men's dining hall" was added to the campus landscape.

In the summer of 1955 the massive bronze statue of Martin Brewer Anderson, riding majestically from Prince Street in a flatbed truck, arrived at its new college home beside the Genesee. It was followed a few weeks later by the first 540 River Campus women.



MOVING TO THE NEW CAMPUS, 1955

After its trip across town from Prince Street, the massive bronze statue of Martin B. Anderson is here passing the nearly completed women's dormitory on its way to a new vantage point on the lower quadrangle.

Uneasiness over the change had been expressed by students in both colleges. The *Campus* had fretted that "educational standards would be lowered because of the distractions of coed life" and worried about the "rule of the

skirt." The Prince Street *Tower Times* expressed more pragmatic concerns about the paucity of "those facilities with 'Women' on the door," noting that most such specified either "Men" or "Faculty," "which is apparently considered a third sex." These and similar reservations notwithstanding, men students did welcome their new coeducational partners, academic standards remained high, and facilities were made amply equal opportunity. The concern over the "rule of the skirt," on the other hand, turned out to be somewhat more justified. When the votes were counted, it developed that women students had copped the top offices in the newly merged student government, *Campus Times*, and WRUR radio station.

With the advent of the 1960s, integration continued with the construction of twin high-rise towers to house juniors and seniors, with men and women occupying the same building, although discreetly on separate floors. It was an arrangement that had not been tested before at Rochester and was little known elsewhere. An adjoining center for mixed dining completed the coeducational arrangement that served as a springboard for future integration of student living quarters.



While the River Campus was developing precipitously, most of the Prince Street buildings were let go piecemeal and at budget prices. The Memorial Art Gallery, however, remained to grow and prosper, eventually extending across the campus to meet and encompass the whole of Cutler Union.

Other changes accompanied the building boom. Basic research expanded. International studies and conferences proliferated. A computer center made its appearance in 1955 with a single, desk-sized computer and the next year began giving courses in programming.

Academic offerings, too, expanded. The number of degree programs increased, including a doctorate in musical arts, a new idea introduced to the world by Eastman Director Howard Hanson. Another addition was a Ph.D. program in radiation biology, also a worldwide first. In all, by 1962 twenty-nine departments were qualified to offer the Ph.D. Three new professional schools, created in 1958 from departments in the College, also made

their debut — in engineering, business administration, and education.

At the engineering school, which emphasized theory and fundamental scientific concepts, students could, and many did, opt for a five-year program that awarded a dual degree in liberal arts and engineering. Graduate study at the master's and doctoral levels began shortly thereafter. Rochester engineers, who had already given the world one of its first high-speed cameras, have since become well recognized for their leadership in such advanced areas as biomedical ultrasound and ultrafast electronic and optical processes, including the development of some of the world's fastest lasers.

The new School of Business Administration, recognizing a growing interest in graduate study, quickly moved to meet the needs of students wishing to pursue advanced degrees on both full-time and part-time schedules. In 1961 the M.B.A. program was announced, and eighty-three students enrolled.



HONORS SEMINAR, 1952

Introduced in 1941, the honors division brought together small groups of student learners, like these at the home of English professor Ruth Adams, many years before the formal union of the men's and women's colleges.

Photograph by Ansel Adams.



## Q CLUB AND K-SCOPE

From its inception, the Quilting Club had a way of keeping its audience in stitches. The annual production debuted in 1939 at the College for Men and for years presented musical comedies, written, directed, acted, danced, and sung by its members. Since “Q Club” was an all-male ensemble, female roles were assumed by versatile Rochester men, flamboyantly in drag.

For women over on Prince Street who needed more drama in their lives, there was Kaleidoscope, which made its first appearance in 1910. The all-female production — self-described in 1942 as “a mass of thrills, excitement, and fun” — was, like Q Club, an original student effort. Just as the men were tickled to sport pearls, pumps, and (smirk) petticoats for their productions, the Prince Street women made it clear they could perform equally well without their River Campus counterparts, even in roles like “Don Juan” or “A Caveman.” (Certainly some creative costuming was required for the latter.)

Perhaps the most notorious K-Scope was the 1939 production, *On the Brink*, a satire on the international situation brashly publicized by a telegram to Adolf Hitler asking him to hold off from war so as not to outdate its theme. The curtain fell for gender-exclusive Quilting Clubs and Kaleidoscopes when in the 1961–62 season they got their acts together and performed as one group — the Jesters.



QUILTING CLUB, 1950



In the succeeding years, the school has moved to a first-class national ranking through its introduction of scientific methods of research and an economics-based approach to problem-solving.

The education school — founded during a period of national educational reform — grew out of a department that had for some years been at the forefront of educational research, practice, and administration. As an independent division offering graduate work through the doctoral level, the school became (and has remained) a vital bridge between the University and educators in the field.

In these new schools, as throughout the University, faculty grew in depth and breadth to accommodate the many changes brought by the early years of Rochester's second century. A sampling of the scientists and scholars at work in this period:

Newly arrived at the College was chemist Marshall Gates, who would become the first to synthesize morphine in the laboratory — thereby paving the way for the development of other synthetic painkillers and ushering in a “golden era” of organic synthesis.

In the English department, William Gilman was engaged in editing what has been described as a “magisterial” edition of Emerson's journals and notebooks, since hailed as a high point in the history of modern textual scholarship. (It was Gilman, incidentally, who discovered the

previously unpublished account of Emerson's 1851 visit to the infant University of Rochester, which, the essayist claimed, was “extemporizing here like a picnic.”)

Across the way at the Medical Center, two young reformers, psychiatrists John Romano

and George Engel, were laying the foundations for a new field that would be known as psychosomatic medicine, the study of the influence of psychological forces on human biology and illness. The pair would also revolutionize medical education by developing a curriculum, much copied elsewhere, that emphasized the human approach to medicine.

In 1961, with much in place of what he had hoped to achieve (although he regretted that more had not been done “to bring the schools of music and medicine more intimately into the life of the institution”), Cornelis de Kiewiet announced his retirement. His presidency had spanned a dynamic decade in the history of the University. The men and women were together, the educational pace was faster, and the intellectual

challenge was sharper. It was time to move on.



WOMEN IN CHARGE, 1950s

Men students' concern over a “rule of the skirt”

may have been somewhat justified. After women arrived on the River Campus

they took over the top leadership posts in the student government,

*Campus Times*, and radio station WRUR.







# T O T H E F A R T H E S T S T A R

**O**N A FORTUNATE DAY IN 1959, THE BOARD OF TRUSTEES ELECTED AS its chairman Joseph C. Wilson '31, the brilliant, civic-minded young industrialist who transformed his small family business, the Haloid Company, into the powerhouse Xerox Corporation.

The new board chairman had similar aspirations for his University. "Right here in our midst," he said, are the makings "of one of the world's great institutions." It was an aim achievable, he believed, through the judicious application of inspiration, money, and the right kind of leadership.

The dynamic Mr. Wilson supplied the requisite inspiration, along with much of the "seed and risk" money. (His own gifts eventually approached George Eastman's earlier munificence, and he was adept at encouraging others to give accordingly.)

As to the right kind of leadership for the "valiant efforts" Wilson was proposing, the University was soon to find it in the person of its next president, W. Allen Wallis. Described as a man "stubbornly dedicated" to high standards of scholarship and teaching, Wallis was an internationally known economist and statistician who had served as special assistant to President Dwight D. Eisenhower. At the time he was called to Rochester he was dean of the graduate school of business at the University of Chicago.

FACING PAGE:

WALLIS AND WILSON

ON THE MOVE, 1964

Manning the bulldozer at groundbreaking ceremonies for a nuclear structure research laboratory are President Wallis (at the controls), trustee chairman Joseph C. Wilson '31 at right, and at left Rochester Gas & Electric CEO Robert Ginna and physics professor Harry Gove.



In his inaugural address on May 17, 1963, Wallis referred to the vision of a greater University of Rochester by noting that “growth means improvement in quality, not just in more easily measured things like numbers of students, faculty, or dollars.” “The University,” he concluded, “is truly on the course to its own farthest star. The job ahead of us, fortunately, is not to find that course but to adhere steadfastly to it.”

One of Wallis’s first orders of business was to initiate a faculty senate and, with its input, draft a long-range plan for the University’s aging and overcrowded facilities. Over a ten-year period beginning in 1968, the University renovated the Eastman School of Music, added more than 700,000 square feet to Medical Center facilities (including a whole new Strong Memorial Hospital), and added another half-million square feet of buildings to the River Campus landscape (among them the

Interfaith Chapel; the missing rear half of Rush Rhees Library, eliminated for cost-cutting purposes when the campus was built; and the crowning gem, Wilson Commons).

When at the turn of the twenty-first

century Robert L. Sproull pointed out that “Allen Wallis was the principal architect of the University of Rochester as we see it today,” Wallis’s successor was referring not simply to the bricks and mortar aspects of the Wallis

presidency. As Sproull noted, Wallis worked with “giants” like political scientist William Riker and economist Lionel McKenzie to build a highly productive faculty who were key leaders in developing their departments and their disciplines. Both were pioneers in their own right — Riker in ushering the ideas of game theory and social choice theory into mainstream political science and McKenzie as the architect of the general equilibrium theory that deals with price formation and the supply of goods and services in a competitive economy.

Among other luminaries added to the professorial rolls during this period were the Pulitzer Prize winning poet Anthony Hecht; economist Walter Oi, the man largely



PRACTICE TEACHING IN LOCAL SCHOOL CLASSROOM, 1964

Established as a separate academic unit in 1958, the education college was beginning its transformation from a primarily undergraduate division to a doctoral-granting professional school. In 1993 it would take the name Margaret Warner Graduate School of Education and Human Development.



responsible for ending the military draft; historian Christopher Lasch, whose book *The Culture of Narcissism* famously earned him an invitation to discuss the “national malaise” with President Jimmy Carter; and Norman O. Brown, professor of classics, whose *Life Against Death* became one of the most hotly discussed intellectual works of the early 1960s.

In 1964 William Meckling arrived to nurture the College of Business Administration from a small evening and undergraduate school to a graduate institution of national stature. By 1967 he had the school’s Executive Development Program up and running, reportedly the first university-sponsored program offering middle managers intensive instruction with minimum loss (just one day a week) of on-the-job time.

Another new dean on the scene was Loretta Ford. A pioneer in the nurse practitioner movement that expanded the role of nursing in health care, Ford was recruited in 1972 to lead the new School of Nursing created from the Medical Center’s old Department of Nursing. Emphasizing research and graduate education



ANOTHER NEW SCHOOL, 1972  
Emphasizing research and graduate education along with patient care, the School of Nursing was created from a department of the medical school.

It would soon accept its first Ph.D. candidates.

along with patient care, the new school would soon be accepting its first Ph.D. candidates.

Not all faculty appointments were smoothly effected, however, and arguably the most controversial was that of Eugene Genovese. A Marxist historian on the faculty at Rutgers University, Genovese had been loudly condemned by President Richard Nixon for his views on the Vietnam War. At the height of the cold war, he was a candidate for a faculty position at Rochester. In the ensuing brouhaha, the chairman of the history department submitted his resignation, and his faculty members took to boycotting any meet-

ings chaired by the president. (All of this, of course, detailed in an “Extra! Extra! Extra!” edition of the *Campus Times*.)

Wallis — who over his career served four Republican presidents, including Nixon — spent some time listening to all views and came down on the side of the appointment. He concluded that Genovese’s political beliefs had not interfered with his professional role at Rutgers, and his high academic credentials justified hiring him. Wallis held to that view, and it prevailed.





#### FRATERNITY BASH, EARLY 1960S

Greek life took a nosedive during the anti-establishment era that followed, when two of the fraternities and all of the sororities (all of these were local) folded.

After a revival in the 1980s, there are now fifteen fraternities and eight (national) sororities active on campus.





PROTESTORS VS. DOW CHEMICAL, 1967

The visit by Dow recruiters on campus touched off a demonstration by about one hundred undergraduates, graduate students, and a few faculty members objecting to the company's production of napalm. Subsequent disciplinary action led to a two-day student strike.

The appointment made it clear that faculty hiring was to be based on confirmed scholarship and the ability to teach effectively, not on the personal or political persuasions of administrators, faculty, or trustees. It was the combination of reason and firmness he displayed in the Genovese matter that was to stand Wallis — and the University — in good stead during what would prove to be a turbulent time in higher education.

If the operative word at Rochester during the 1950s was “integration,” it was “individuality” during the late 1960s and early 1970s. The period was dominated by moves to advance civil rights, freely speak one's mind, and find peace — for the world, the nation, and the individual soul. Rock music (the Grateful Dead packed the Palestra in 1970), symbolic fashion, hallucinogenic drugs, and group protest became convenient — but not universal — vehicles to

drive the individual where few had dared to go in previous decades.

Although civil disobedience at Rochester never escalated to the level of Kent State or Berkeley, the University campus was no exception to the protest movement. In fact, it would be no easy task to count the number of times the word “protest” appeared in the *Campus Times* during that period. As Ronnee Press Lipman '70 was to recall later: “Everyone



in our crowd would go to Todd for the mail, then play bridge, then go protest." There were organized demonstrations over tuition hikes, racism, poverty, lunch-counter discrimination in the South, and a University contract with the Center for Naval Analyses. And of course, the war in Vietnam moved students, and many faculty, to rally determinedly.

In March 1969 twenty-five members of the Black Students Union took over areas of the Frederick Douglass Building with demands for the hiring of fifteen black professors and the enrollment of more than one hundred black freshmen by September of that year. The sit-in (which included the locking, roping, and chaining of doors) ended peacefully when, according to the *Campus Times*, the University "agreed to the sentiments and aims" of the union members, who felt that their actions had been both "necessary" and "productive."

Newly vocal students were heard from in other ways also. This was the period when they began expressing themselves via underground graffiti in the tunnel under Eastman Quadrangle. ("Life is a category mistake"; "Is there life after birth? Only your guru knows for sure"; and, candidly,

"This is a good tunnel but not a great one.") Undergraduates took the initiative in designing some of their own courses: "Bulletin board" classes made their appearance, with students interested in starting a course posting a brief description and waiting for would-be takers

(and, hopefully, an instructor) to sign up. Approved courses, ranging from examinations of heavier-than-air flight to "human values" to the novels of Hermann Hesse, were added to the curriculum, often attracting huge waiting lists.

Among other innovations, the 1960s also saw the introduction of freshman preceptorials: small classes offering hands-on learning with some of the University's most distinguished professors (a *Rochester Review* article called them the institution's "superprofs"). The new courses were in line with the College's belief in the integration of undergraduate and graduate education under a single faculty. Professors of the "highest quality," Wallis noted, should ideally "devote about half their time to research, scholarship, and study, and divide their teaching about equally between graduate and undergraduate students."

Graduate education also advanced on many fronts, and by 1971 a national study of graduate programs announced that twelve Rochester programs had been included in the highest rank.

Space-age research took center stage with the establishment of an interdisciplinary Space Science Center, believed to be among the



WILLIAM E. SIMON, 1977

Then secretary of the Department of the Treasury, Simon signs an oversize dollar bill in the Eastman Quadrangle tunnel, traditional site of student graffiti. In 1986 the University's business school was renamed in honor of its longtime friend and benefactor.



first of its kind on the nation's campuses. Other new centers, such as the one for visual sciences and another for brain research, similarly brought together investigators from many disciplines at both the River Campus and the Medical Center. And on a newly purchased "South Campus" area, a Nuclear Structure Research Laboratory, containing one of the country's first two Tandem Van de Graaff accelerators, opened to appropriate fanfare. Work done on this machine was to lead to solving such mysteries as the age of the Shroud of Turin (shown to be mid-fourteenth century, give or take eighty years).

In the midst of this ferment, in 1968 a new provost arrived from Cornell University, where he had been academic vice president: Robert L. Sproull, a physicist with a national reputation both in his own discipline and in university governance. Hailed as "bright, courageous, and tough," the new second-in-command embarked on a close and productive collaboration with Wallis.

In a break from custom, Wallis was named University chancellor in 1970 (the first in that position since founding father Ira Harris held it a century before), and Sproull moved to the presidency. With some changes, principally the

passing of the baton as CEO from Chancellor Wallis to President Sproull in 1975, the dual leadership would continue until Wallis's retirement in 1978.

By that time the University's annual budget had risen to \$200 million from its 1962 level of \$33 million; the number of graduate students had doubled; the undergraduate student body had increased by 45 percent to 3,350; and the faculty had grown by 37 percent.

In spite of the growth in numbers, this "greater Rochester" remained then, as it does today, among the smallest of the nation's major research universities.

That the intimacy of scale was by intent is made clear by its place on a list of seven adjectives that Allen Wallis once used to describe what he called the University's aspirations. In order, they were "small," "coherent," "advanced," "diverse," "independent," "rooted," and "responsible."



LETTING IT ALL HANG OUT, CIRCA 1971

A quad fest brings out the free spirits among the crowd.





THE LASER LAB'S OMEGA SYSTEM, 1980

It was the world's most powerful system dedicated to developing laser fusion as a potential source of energy.

Its successor, twenty-five times more powerful, is a sixty-beam system unveiled in 1995

that equals the size of the Fauver football field.



# NEW CHALLENGES

WHEN ROBERT L. SPROULL WAS INAUGURATED AS THE UNIVERSITY'S seventh chief executive on February 1, 1975, there was, intentionally, only modest fanfare. As he said, "Tonight is only a step in a continuous transition. Chancellor Wallis is not leaving and I am not arriving." The dual administration that began five years before when Wallis and Sproull had been named chancellor and president, respectively, would in fact continue for another three years. However, in other ways a sense of change was in the air as the University faced new challenges unanticipated back in the expansive 1960s.

Money was one of the big worries. Joe Wilson had died, suddenly and too soon, in 1971. Spurred in large part by his inspiration and personal benevolence, both faculty and facilities had been greatly strengthened. But by the mid-1970s escalating inflation, uncertain government support, and a stock market collapse that nearly halved the market value of the endowment forecast a belt-tightening future.

Adding to the concern was a rapidly diminishing pool of prospective students. With the end of the postwar baby boom in sight, it was predicted that the number of high school graduates in New York State (Rochester's greatest source of undergraduates at the time) would decline by an alarming 40 percent.

RIGHT:

ROBERT L. SPROULL, 1983

The student unrest plaguing the preceding administration had subsided by the time Sproull took over as chief executive. He would, instead, face the challenges of bumpy finances and an imminent shortage of prospective students.







Further, there was some concern that the University's growing reputation as a national center for research, particularly in the natural sciences and technology, was overshadowing its appeal as an undergraduate institution.

Clearly, it was time once more to mobilize. And Sproull, who in the words of one admirer "sets incredibly high standards for himself and for others, loves hard work, and does not believe in failure," was the person to do it. Before his first year as chief was up, the University had launched its largest fundraising campaign to that point. A goal of \$102 million in five years was set — more than twice the ambitious target of the campaign conducted in the 1960s — and a committee of thirty-six business, professional, and civic leaders was convened to direct the canvass. By the campaign's overachieving end, \$108 million had been raised to assure for a few more years the continued evolution of a strengthened University.

This success was followed by a similarly energetic "Campaign for Admissions" de-

#### WILSON COMMONS SPACE FRAME

At its opening in 1976 its designer, I. M. Pei, described the building as "a marriage of light and nature" created by the six-story glass and steel frame that bisects the cube-shaped building.



signed to attract undergraduates from a wide variety of backgrounds and a broad range of interests. One of its components, a major scholarship program sponsored jointly by the University and the Urban League, offered scholarships to minority students nominated by League chapters nationwide.

Among the new attractions for visiting prospective students was the glass-framed Wilson Commons that opened in 1976. Designed by architect I. M. Pei, the new student union was named in honor of the families of Joseph C. Wilson, his father, Joseph R. Wilson '03, and brother, Richard U. Wilson '34 — University benefactors all. *The New York Times* declared it one of the ten best student unions in the country.

The dramatic six-story structure offered a delighted constituency just about everything a campus denizen could want, from a garden café (immediately dubbed “the Pit” for its location at the bottom of the space frame) to a hair stylist (rendered somewhat superfluous during the bushy-haired seventies) to the Common Market (purveyor of among other offerings the famous homemade Wilson Commons Fudge, nine tons of which was reputed to have been consumed during the building’s first four years alone).

Another welcome improvement was a multifaceted new sports complex providing a dramatic expansion of facilities for athletics and recreation. Among those to be found enjoying the

## CELEBRATING THE WEED AND THE INSECT

Like bookends flanking the start and finish of the academic year, the Yellowjacket and Dandelion holidays welcome students in the fall and offer a last fling before exams in the spring. Dandelion Day, which blossomed in the early 1950s, may have been inspired by nineteenth-century Field Days showing off athletic prowess in events like baseball throwing, sack races, and what was billed as the “hop, skip, and jump” (best record, 40 feet, 4 inches). Born at a time



when the school year began and ended about a month later than it does now, the close-of-classes holiday actually coincided with the blooming of the dandelions. In the early days, a muddy freshman-sophomore tug-of-war fought over a creek in Genesee Valley Park highlighted the day’s activities, which also included an NROTC parade, prize-giving, a barbecue, and a dance.

Today’s Dandelion Day, like its sister celebration, Yellowjacket Day (initiated in 1976), focuses on more contemporary entertainments: amusement park rides, festival food, and street performers. In any case, by tradition, a good time is had by all.

DANDELION DAY,  
1968



new facilities, *Rochester Review* reported, were the eighty-odd intramural basketball teams competing under such aspiring names as the Avant-Guards, the High Hoops, and the Ontological Commitments.

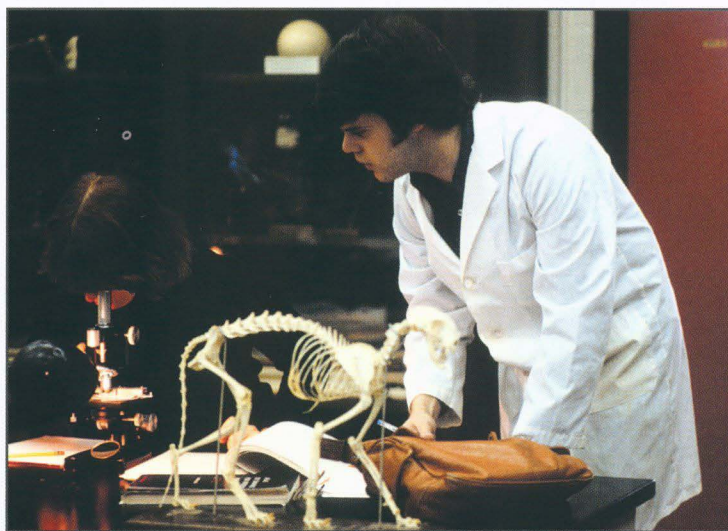
Undergraduate life, suffering to a degree under a “grind school” reputation brought about by cutthroat competition for admission to graduate school, eased in other ways also. Yellowjacket Day, introduced as an unbuttoned day of fun and games to mark the beginning of the school year, became an instant tradition. Like the spring-semester Dandelion Day, the festival was designed to “get people out of the library and over to the Commons area to have some fun.” It was all the more welcome, the *Campus Times* pointed out, because, unlike Dandelion Day, which came out of student funds, “it was paid for by the administration.”

Meanwhile, attention was being paid to the academic side as well, with expanded opportunities for undergraduates to take advantage of a research university setting. Among the advances was a significant broadening of the curriculum in biology through a new program involving close collaboration between College

BELOW:

#### BIOLOGICAL URGE

Conducted in collaboration with medical school faculty, an undergraduate program in biology and medicine responded to growing student interest in the health sciences. Introduced in 1980, it was pronounced “nearly unique in the nation.”



and medical school faculty — an outgrowth of the interdisciplinary “Rochester Plan” enriching preparation for careers in the health professions. Another new program, leading to a certificate in management studies, offered humanities majors the opportunity to learn the language of accounting and finance from faculty at the business school.

On the research side, a landmark launching took place in April 1976, when the building housing the \$46.6 million Laboratory for Laser

Energetics made its debut. The result of a unique partnership of the University, industry, and state and federal governments, LLE was at the time the only university-based project engaged in the attempt to develop laser fusion as a future source of cheap and abundant energy. Using the world’s most powerful laser system operating in a nonclassified project, Rochester’s laser lab went on to become a leading national center for research. In an unusual feature of the project, undergraduate as well as graduate students were invited to participate in its investigations.

Other new ventures during this period included several of importance to the surrounding Rochester community, among them the University of Rochester

Cancer Center. The multidisciplinary center was unparalleled in the west central New York area for its work in preventing, diagnosing, treating, and understanding cancer.

Meanwhile, the Eastman School of Music, which had regularly been enlivening the local musical landscape with such stars as the famed Cleveland Quartet, which joined the faculty in 1975, began regularly sending its performers overseas as well as on tour nationally. In 1981 the Eastman Philharmonia,





the school's crack student symphony, was invited to Germany as the resident orchestra of the Heidelberg summer festival. The Philharmonia's performance charmed concertgoers and critics alike and earned it regular invitations to return in succeeding years. Overseas gigs have followed for other student groups, notably the Eastman Wind Ensemble, which has regularly blown away Japanese audiences on its biennial tours. "They treated us like rock stars," reported one student musician after a heavy session of autograph signing.

#### WILSON COMMONS IN WINTER

Its central location between the academic and residence quadrangles was intentional, bearing out the truth of the plaintive graffiti scrawled on the fence blocking its construction site: "The shortest distance between two points is where Wilson Commons is."

While all this and much more was going on, Sproull and his administration were continuing to deal with the financial problems resulting from rampant inflation and a roller-coaster stock market. Belt-tightening continued as a major theme of the period. Not, of course, all that easy to achieve: As Sproull once observed, "Everyone can point to places where money could be saved, but unfortunately one person wishes to cut

security to provide better snow removal and another wishes to cut snow removal to provide better security."

In spite of these and other pressures connected with keeping a complex institution afloat during interesting times, when Sproull announced his retirement in 1984, the University of Rochester was pronounced to be "a vessel that is sound, trim, and seaworthy" — in good shape for the next administration, which would also be privileged to enjoy interesting times.





B E S I D E   T H E   G E N E S E E  
100



# F O R E V E R   Y O U R S

**A**S THE NATION'S BABY BOOM TURNED TO BUST, ROCHESTER'S ABILITY to fill its classrooms with the best and brightest had by the 1980s become a serious concern. The University of course was not alone in this. Colleges and universities nationwide were competing vigorously for students. In addition, research universities were taking special heat from critics charging them with paying too little attention to their collegiate divisions. Rochester could, and did, claim comparative innocence in that regard. Nonetheless, as its top leadership changed in the mid-1980s, the University was deeply engaged in developing a richer mode of undergraduate life.

When Rochester's eighth president, Dennis O'Brien, arrived on the scene in July 1984, he was specifically charged with advancing Rochester as the home of an undergraduate experience that was the equal of its highly regarded graduate and professional programs. Blessed with "intelligence, insight, and good humor," O'Brien was a philosopher by scholarly bent (he was an authority on Hegel) and a writer apparently by psychic necessity (he wrote four books while he was at Rochester, fitting them in imperceptibly with his full presidential duties). He also was broadly experienced in educating college students, most recently as president of Bucknell University.



DENNIS O'BRIEN TEACHING A  
COURSE IN EXISTENTIAL PHILOSOPHY,  
PSI U HOUSE, 1986

Among the educational ventures introduced in the mid-eighties, residential courses like this were designed, quite literally, to hit home — that is, to take the class to where the participants live.

## FACING PAGE:

PAINTING THE TOWN RED:

WILSON DAY, 1992

Reflecting the life and spirit of

University benefactor Joseph C. Wilson  
'31, the annual observance introduces  
first-year students to community service.

Their aggregate day of service totals  
some 4,000 hours of  
student power.





His ten-year presidency at Rochester was to experience many of the challenges faced earlier by the Sproull administration, including bumpy finances. ("Great fortunes have vanished along with President Anderson's classical curriculum," O'Brien lamented.) But he picked up with zest the challenge, as he phrased it, of "redefining and revitalizing the heart and soul of this institution." By early 1986 the campus was bubbling with new ideas as faculty, students, and administrators sought ways of enhancing the reality, and perception, of a Rochester education.

At a convocation that spring, O'Brien good-humoredly partook of a slice of humble pie as he announced that one of those ideas — the possibility of changing the University's name to clarify its status as a private research institution — had bowed to vociferous brand-name loyalty. "Lots of people wrote and called and a few yelled to make sure that I understood how much they loved and supported 'the University of Rochester,'" he said. "What we need now is passion for the place, not just the name. This University by any name could have great days ahead. The University of Rochester can draw on its heritage, it can believe in its strengths, it can venture ahead."

To celebrate the announcement, exuberant students broke out with hundreds of lapel buttons fervently declaring

"ON TIME," THE ROCHESTER CONFERENCE, 1988

Named for the Rochester Conferences on high energy physics that brought the world to the campus a few decades earlier, the Rochester Conferences of the 1980s tackled such universal topics as "creation," "power," and "time."

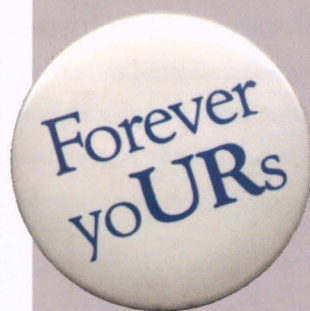


“Forever yoURs.” The sentiment became symbolic of a renewed “passion for the place” that was to be carefully nurtured over the coming years through the spirit of the other proposals O’Brien unveiled that day.

Since the first months of the new administration, a Committee on University Goals had been at work. At that April 1986 convocation, it had a number of ventures to announce.

Among the most venturesome, and enduring, was the notion of offering free tuition for a fifth year of undergraduate study. Called Take Five, the program permitted selected students to cross out of their own disciplines into new intellectual arenas. Biology majors could finally enjoy a seminar in Victorian Poetry, followed by a class in Elementary Romanian. “It gave me a way to find out what *else* there was,” declared optics student Jeff Bugenhagen ’87, one of the pioneer Take Fivers. The program, still flourishing in the 1999–2000 academic year, was unique at the time of its introduction and has since been adopted elsewhere.

In the same spirit, opportunities for original investigation throughout the four undergraduate years proliferated. By the early 1990s students working with senior faculty were asking, and finding answers to, what one admiring observer called “the damndest questions”: “What is the future for portfolio-management techniques in the banking business?” “If women symbolize power in the Hindu religion, why are they so oppressed in Hindu society?” “When athletes retire from competition, what are the stages of withdrawal they go through?” “Why does the male finch sing and the female doesn’t?”



“UNIVERSITY OF  
ROCHESTER”  
BUTTON, 1986  
A celebration  
of permanence.

## UR A REAL UR STUDENT WHEN YOU’VE ...

- Eaten a Garbage Plate at Nick Tahou’s.
- Smoked your cigar at Boar’s Head.
- Run along the Genesee.
- Become addicted to Sal’s birds.
- Trayed at 2 a.m. on trays smuggled from the dining center under your winter coat.
- Been lost in the tunnel system.
- Fallen asleep and drooled in the Welles-Brown Room.
- Played coed intramural water polo.
- Had an exam with four all-nighters already behind you.
- Had crew members on your hall.
- Given a primal scream on your last day of classes.
- Hung up on your mother.
- Talked to someone who knows who Rinky was.
- Bought a squirt gun on Yellowjacket Day.
- Gone to the Eastman Quad with the *intention* of studying.
- Experienced a Music Interest Floor recital.
- Attended a famed River Rats Rugby match.
- Pondered life while sitting in the hall.
- Had your dorm renovated.
- Had highly intelligent and qualified professors.
- Stayed on for senior week even though you’re an underclassman.
- Created everlasting friendships.
- Bought this poster.
- Graduated.

— From a 1985 poster created by the student group “UR Pride.”



Other new ventures included the establishment of University centers whose aim, in the words of O'Brien, "was to open the structures of the University across the schools, across the departments, across the levels of study, across the normal barriers between curricular and extracurricular."

Initiatives like the W. Allen Wallis Institute of Political Economy, which forged ties between economics and political science, fostered collaborations among departments. Attention to women's studies strengthened with the opening of a multidisciplinary center named, with perfect appropriateness, for the patron saint of Rochester women, Susan B. Anthony.

Also during these years O'Brien made a substantial effort to forge a closer alliance between the University and the City of Rochester, and he took action to advance minority relations and heal some old wounds with the city. During his administration, the number of minority applications increased, as did minority enrollment — a fulfillment due in part to his close association with the Urban League of Rochester. In keeping with this commitment, the Frederick Douglass Institute for African and African-American Studies made its debut as another interdisciplinary center sponsoring programs for undergraduate and graduate students.

BELOW:

#### NATIONAL CHAMPS, 1990

The men's basketball team took the Division III national championship with a 43-42 win over DePauw in the final seconds of the game.

Other Division III titleists during this period:  
women's soccer (1986 and 1987) and  
men's cross country (1991).



Change on other fronts proceeded. Early in his presidency O'Brien took a leading role in forming the University Athletic Association made up of nine national research universities that embraced similar academic standards and intellectual ideals. Energized, varsity athletics took off. The women's soccer team twice in a row captured the NCAA Division III championship, and a couple of years later men's basketball followed suit. Meanwhile, some determined oarsmen decided to take advantage of the river flowing by their campus and organized a crew club that in turn generated an

invitational regatta annually drawing the cream of the crews from the eastern states and Canada.

The river gained new visibility in other ways, too: Bausch & Lomb Riverside Park was created when Wilson Boulevard was closed off to through traffic and a pathway for bikers and hikers substituted.

The graduate and professional divisions enjoyed their advances during these years as well. Two of them were endowed and renamed: In 1986 the William E. Simon Graduate School of Business Administration was named for its friend and benefactor William Simon, former secretary of the treasury. In 1993 the Margaret Warner Graduate School of Education and Human Development was named for Margaret Warner Scandling, a 1944 University alumna, who with her husband, William Scandling, had been a generous donor to the school.

The Eastman School both expanded and consolidated its downtown campus when it moved its resident students from their Prince Street quarters to a high-rise living center adjacent to the school and moved the Sibley Music Library, which by then had grown to be the largest academic music library in the Western Hemisphere, into an elegant and spacious new home across the street.

Keeping pace with changes in patient care, a new six-story outpatient facility was going up at



the Medical Center. Among many important achievements reported during this period by the center's scientists were notable findings about Parkinson's disease, including the discovery of a drug widely used to slow its progression.

Meanwhile, on the River Campus, Professors Emil Wolf and Leonard Mandel (also among many others) were making headlines in professional journals for their discoveries. For these two, the headlines trumpeted their breakthrough work at the juncture where physics and optics meet — in unraveling some of the mysteries of the nature and behavior of light.

Inspired by this kind of pathbreaking research, a number of advanced government- and industry-sponsored technical centers sprang up, while the laser lab's Omega laser underwent another of its substantial upgrades.

And it was during this period that Cynthia Mellor-Crummey became the five-thousandth individual to earn a Rochester Ph.D. (Beginning with a single biochemistry degree

in 1925, Rochester now awarded doctoral degrees in more than forty fields of study.) A survey of foremost American universities found that Rochester's faculty members were unusually productive in the number of Ph.D.s earned

under their aegis, ranking well in the top third of the surveyed group.

The University of Rochester, by whatever moniker, was gaining substantially in visibility and appeal. This advance was especially

noticeable in undergraduate recruitment: Applications for admission doubled in just a few years. The student body gained in texture and quality as the University's self-selected applicant pool broadened. And *U.S. News & World Report* got into the act by according Rochester's undergraduate program its ultimate accolade in the minds of a ratings-happy public — a "top twenty-five" ranking for 1990. Further, giving to the

University was up: A \$375 million "Campaign for the '90s," led and generously supported by alumni, was enjoying success, and scholarships and endowed chairs were multiplying.

When Dennis O'Brien retired in 1994, there were indeed signs of renewed passion for the place.

The slogan "Forever yoURs" was taking hold.



ABOVE:

#### HOMESTYLE DISCO, 1992

Inspired perhaps by the extensive residence hall renovations taking place during these years, dorm décor blossomed. These two salvaged their ceiling platters from WRUR's discarded oldies — inadvertently, they discovered, rendering the visual ambience "way too loud" for effective at-home study.





THE SPIRIT OF *Meliora*

The centerpiece of the University seal, and indeed at the heart of the University itself, the word is emblazoned everywhere on the River Campus, from the flagpoles in the quadrangle forecourt to the doors of Rush Rhees Library.



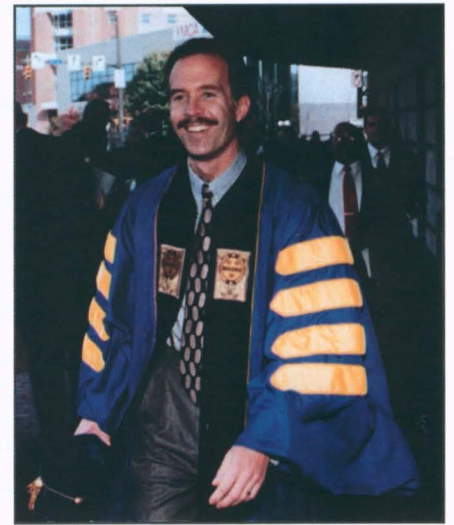


# M E L I O R A

“I ACCEPT THE OFFICE OF PRESIDENT OF THE UNIVERSITY OF ROCHESTER with honor, humility, and excitement,” Thomas H. Jackson began in his inaugural address on October 22, 1994. Although it was well agreed that Rochester’s ninth president had little to be humble about (at age 44 he had already been vice president and provost of the University of Virginia, a professor at Harvard, and, earlier, law clerk to Supreme Court Justice William H. Rehnquist), there was indeed much cause for excitement.

Now on the cusp of its Sesquicentennial year, Rochester had in notable ways arrived at a position of distinction in American higher education. “The University of Rochester exists, in a way, perched between two worlds, as a small university and a large college, and there reside, I believe, many of its special strengths,” Jackson observed at his inauguration.

In the spirit of *Meliora*, which for 150 years had thrust the institution ever forward, Jackson had come prepared to build on those special strengths. In particular, this meant continuing the work of his predecessors to enhance opportunity and experience for its undergraduate students in the arts, sciences, and engineering. With many of the right pieces already in place, the University was searching for a distinctive way of combining its special advantages into a coherent package that captured the unique flavor of a Rochester education.



THOMAS H. JACKSON, 1994  
He came prepared to build on the  
University’s special strengths.



Noting that “like all universities, we need to look with exceeding care at how we apply our resources,” the new president was soon at work with provost and faculty in a sweeping self-examination of the University’s central programs in the College, which now once again encompassed, in addition to Arts and Sciences, the School of Engineering and Applied Sciences.

The result of their study, the College’s 1995 Renaissance Plan, most notably proposed a reduction in the undergraduate population from a somewhat overgrown forty-five hundred to a more ideal thirty-six hundred. The aim (and subsequent realization) was to create an even more academically competitive student body and a more intimate academic and residential setting. (Graduate programs came in for some trimming and sharpening also, accompanied by an increase in competitive stipends for graduate students.)

At about the same time, the faculty introduced the College’s one-of-a-kind Rochester Curriculum designed to broaden students’ intellectual horizons while meshing with their individual interests. Required courses were out, replaced by a new concept that encouraged students to become deeply involved in each of the three areas of the liberal arts — the humanities; the social sciences; and the natural

# COLLABORATING IN THE COMMONS, 1997

Workshop courses foster learning  
by shared discovery.



sciences, mathematics, and engineering. The elegantly simple mechanism: A student selected a major in one of the three areas and chose a cluster of three related courses in each of the other two — thus finding an intellectual “home” in all three avenues of inquiry while still leaving plenty of elbowroom for electives. While it was not for those who like to have their lives tidily mapped out for them, the new curriculum turned out to be just the ticket for the intellectually adventurous.

Equally so were some of the other academic innovations, among them the inquiry-based Quest courses that introduced first- and second-year students to the ways in which faculty members discover and build knowledge. In these

small collaborative classes with senior faculty, beginning scholars worked extensively with original materials as they dug into such query-filled topics as “Medical Controversies,” “Honors Calculus,” and “Psychology of Human Sexuality.”

Combined with other Rochester innovations, — the Senior Scholars option that enabled fourth-year students to devote their senior year to a self-designed creative project; REMS, a baccalaureate-MD continuum program; and Take Five, the tuition-free fifth year for selected students — a distinctively “Rochester” educational experience was emerging.

Meanwhile, on-campus living was up for serious reconsideration also. With the extensive residence hall renovations of the past decade completed (and dorm rooms wired to the outside world via cable TV and the Web), attention turned to athletic facilities.

A major gift from entrepreneur and philanthropist Robert B. Goergen ’60, chairman of the board of trustees, sparked a campaign for wall-to-wall renovation of an aging sports complex that would restore it to the top-shelf position among the nation’s schools it had enjoyed at its opening in the 1930s. The gift was the latest of many that Goergen and his wife had made over the years in support of undergraduate

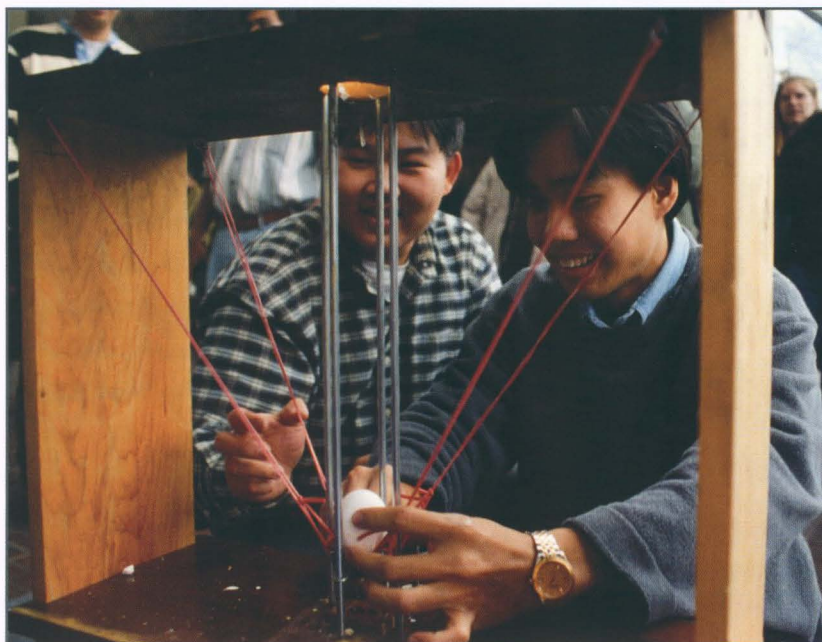


programs. In recognition of the depth and import of these contributions to the life of the University, the renewed sports and recreation facility would be renamed the Robert B. Goergen Athletic Center at its completion in late 2000.

No less than the College, other divisions also were being impelled forward with highly visible initiatives during the run-up to the twenty-first century. Among the vast array of changes at the Medical Center was the unveiling of Strong Health, an integrated health-care system for the greater Rochester area. In 1998 the Eastman Dental Center formally joined the University Medical Center, as George Eastman, the Dental Center founder, had planned, but not achieved, seventy years earlier. This was followed by the opening of the Aab Institute of Biomedical Sciences housed in a new building named for Nobel Prize-winner Arthur Kornberg, a 1941 graduate of the medical school. The institute, which would eventually employ nearly five hundred medical scientists, technicians, and support personnel, was the centerpiece of a ten-year, \$400 million plan to expand the Medical

#### EGG TOSS, 1995

Students scramble for supremacy in the annual Engineers Week competition. The object: successfully lofting your cargo to the finish line, preferably without getting any of it on your face.



Center's research programs in the basic sciences. The medical and nursing schools took a new look at the relationships between academic instruction and clinical care. The medical school introduced a "Double Helix" curriculum linking basic science and clinical medicine in innovative ways. The School of Nursing also revised its focus, centering its undergraduate programs on

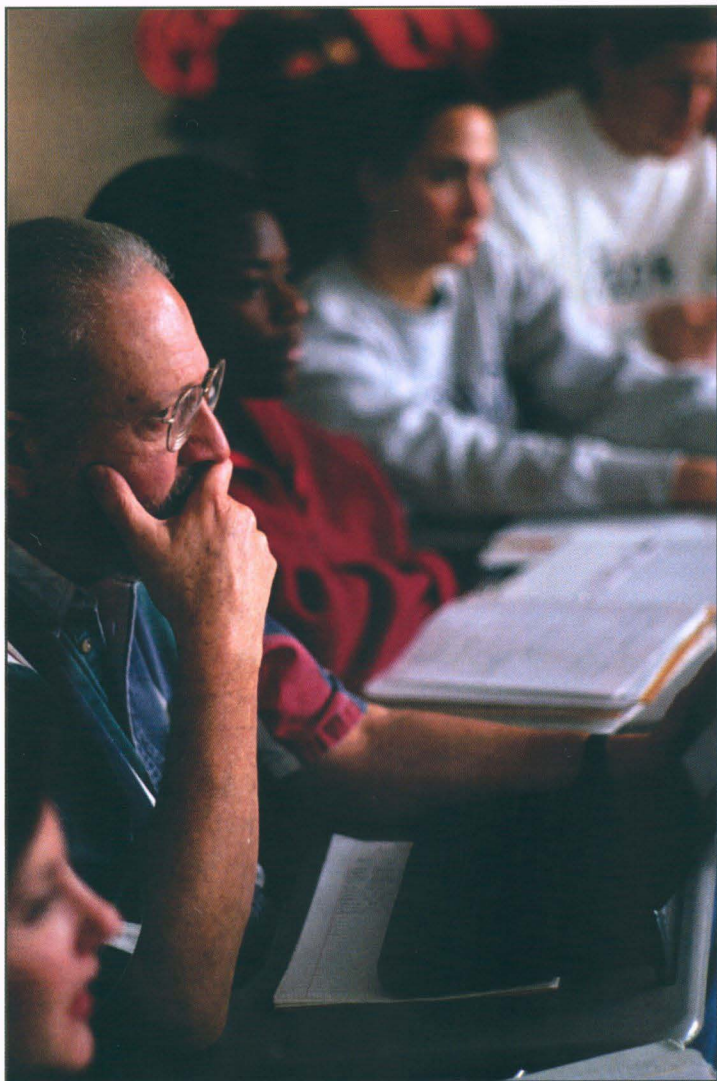
adult learners and practicing nurses and, among other changes, offering increased exposure to practice settings.

Meanwhile, the Eastman School had invented a new mode of music education to bring its own curriculum more in tune with the contemporary music world. Called the Eastman Initiatives, the new curriculum integrated a series of programs designed to produce entrepreneurial graduates equipped to relate to — and create — new audiences and new music. These efforts, much watched by other conservatories, took student musicians out into the local community, performing, and learning, in unconventional venues.

At the Warner School, reinvigorated through the new endowment received in the early 1990s, the faculty was engaged in exploring how best to "educate the educators," using collaborations with practicing teachers to inform theoretical research, and vice versa.

As the twentieth century came to a close, the Simon School was meeting the future head-on through its own curricular revisions that included new emphasis in an area scarcely thought of not too many years before — electronic enterprise. Another development of





note at the business school was the globalizing of its perspective, and its student body, in keeping with the internationalization of the business world. Over the years Simon had run degree programs in a number of countries overseas, and by 1998 a good 45 percent of its full-time M.B.A. students were from outside the United States.

Overall by this point, international students made up one fifth of the University's student population, adding to an increasingly multifaceted academic community. The growing diversity provided a bubbling intellectual yeastiness and, inevitably, opportunities for some internal tensions. Following a student demonstration of concern about ethnic diversity in 1999, the University renewed its commitment to achieving a truly "inclusive community."

The interconnectedness of this academic community was becoming increasingly apparent — dramatically illustrated, to cite just

one instance, by a new Center for Future Health. In this broadly collaborative enterprise, a group of Rochester physicians and engineers embarked on developing "gee-whiz" technology for twenty-first-century medicine by drawing on the expertise of other University researchers

representing a broad spectrum of disciplines. Among their cadre of collaborators: investigators in such disparate fields as computer science, neurology, electrical and computer engineering, chemistry, psychiatry, dermatology, and community health and preventive medicine.

LEFT:

QUEST COURSE  
WITH PSYCHOLOGY  
PROFESSOR

DALE MCADAM, 1997

In these small, inquiry-filled courses, beginning scholars work with senior faculty to learn how they uncover and build new knowledge.

What had been happening at Rochester did not go unnoticed in the rest of the world. Applications for undergraduate admission were up. By the end of the 1999–2000 application season, the River Campus admissions office had received over ten thousand applications for the 950 places in the new freshman class, with SAT scores up by more than 100 points over five years previously.

On the rankings front (a not infallible guide to intrinsic worth, but an indication nonetheless of public perception), *U.S. News & World Report* had given the Eastman School a number one ranking, along with "top twenty-five" marks for



a gratifying number of graduate and professional programs residing in the College, Medical Center, and Simon School. The University overall ranked in the top thirty-five among premier research institutions. In a more sophisticated ranking, a study of 233 leading research and doctoral institutions showed Rochester, Chicago, Harvard, Princeton, and Yale as the only universities consistently in the top-ten listings in terms of the percent of their undergraduates who go on to earn a doctorate in the humanities, a doctorate in the sciences and engineering, and in both categories combined.

On a personal level, a cursory sampling of end-of-the-century honors conferred on the University community shows these: pediatricians David H. Smith and Porter Anderson

The University of Rochester's first 150 years, from the humblest of beginnings to the distinguished place it holds today, were informed by exhilarating pursuit of the goal of *Meliora*. To what further distinction that pursuit will lead in future years can only be imagined. But that this goal will be pursued — with vigor, with purpose, and with zest — can with confidence be predicted.

are chosen for the top-drawer Lasker Clinical Research Award for their development of a vaccine that protects infants from deadly meningitis. English professor and MacArthur award-winner Joanna Scott is singled out for the similarly prestigious Lannan Literary Award (and, further, short-listed for Pulitzer and PEN/Faulkner awards for three of her six works of fiction). Physics student Govind Krishnaswami is tapped by the American Physical Society as the nation's top undergraduate university researcher. And, among distinguished alumni, Eastman graduate George Walker is chosen as the first living

African-American to win the Pulitzer Prize for music, and College graduate Steven Chu is named a Nobel laureate for his work in super-cooling the atom.

ABOVE:  
"WE MADE IT!"  
Commencement, 1998.

BELOW:  
RAH-RAH-RAH-CHESTER!  
Homecoming 1999 gave  
evidence of a new exuberance  
afoot on campus.







RIVER CAMPUS TODAY

B E S I D E   T H E   G E N E S E E



## A F T E R W O R D

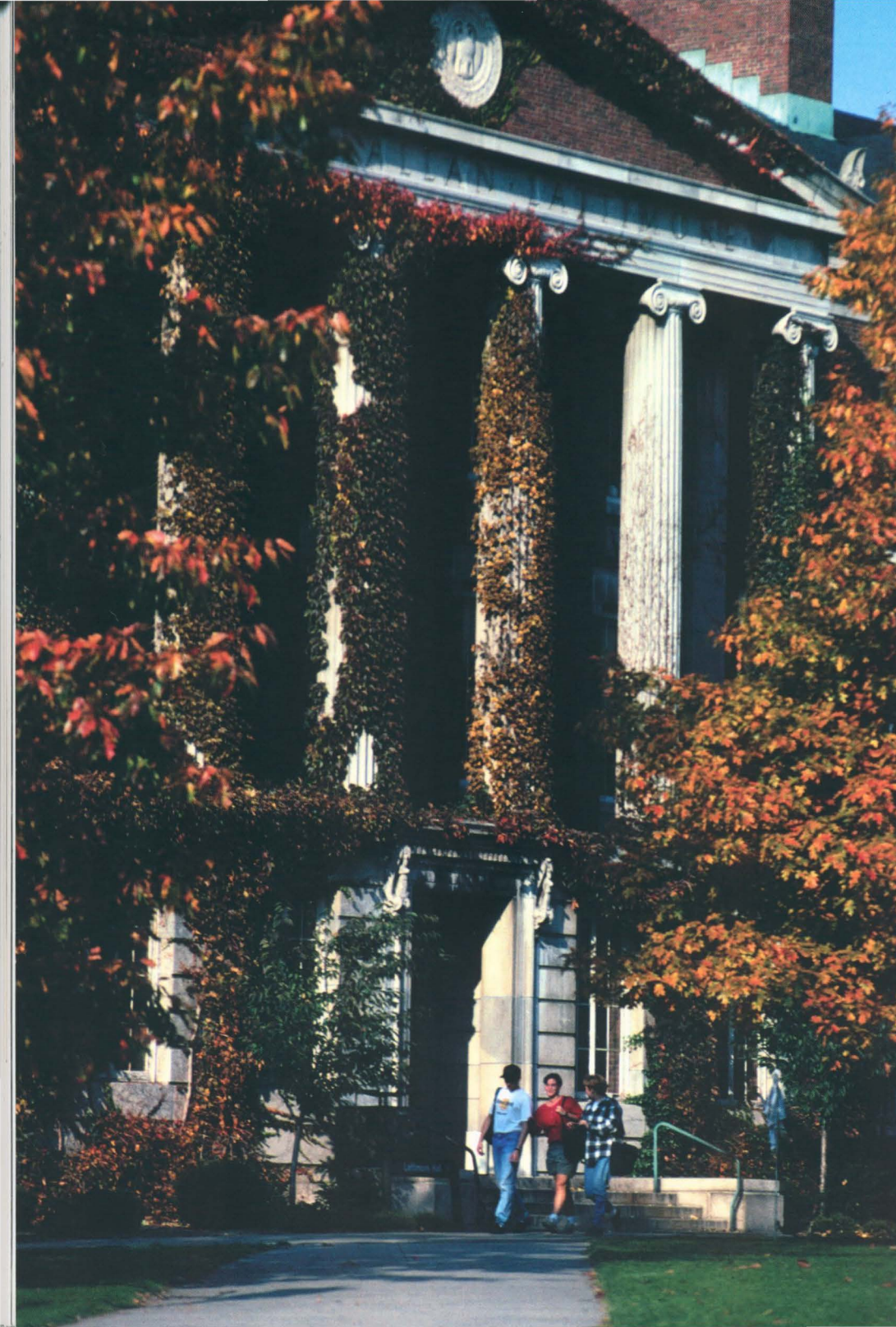
**H**APPILY, THE STORY OF THE UNIVERSITY OF ROCHESTER IS ONE without conclusion.

In 2050, one of my successors will record her or his comments (on computer? Electronic thought-probe?) about the festive celebration of two hundred years of our University's history. And then on to the 250th anniversary year. . . .

The decades and century ahead of us may be mostly unimaginable, but I am convinced that some very familiar themes will continue to resonate strongly at our University. As this history shows, we were and are a collegiate home for undergraduates and graduate students, and, at the same time, a distinguished research university that has made its deep impression upon the world — not only through the faculty, but also through the thousands of accomplished alumni around the globe.

Our University's next step, as I see it, is to weave even more tightly the distinctive threads of our history: the special nature of the enterprise inherent in our personal scale, and the legacy of groundbreaking research and intellectual thought within focused areas. These dual attributes resound within the core programs in arts, sciences, and engineering of the College, and I believe they also characterize the professional and graduate studies in music, medicine, nursing, business, and education. Size and intellectual prowess will continue to define us.





LATTIMORE HALL, 1991

A succession of visionaries and supporters has been critical to our success. From the founding fathers in Rochester, to the many outstanding faculty who have helped to cast the intellectual character of the place, to such friends and alumni as George Eastman and Joseph Wilson (and myriad others who helped us in perhaps less dramatic, but no less important, ways), all have contributed to the shape of the University we know today. Similar individuals will appear in the future and play integral parts in our story in years to come.

A historical recounting of this sort is ultimately a history of people, more than of an institution. If the collective creativity, intellect, and passion of the first 150 years are mirrored in the next, I have great hopes for the story that will be told at our 200th, 250th, and 300th anniversaries — *Meliora* made manifest.

THOMAS H. JACKSON  
*President*





SEASONAL LAMP POST, 1988



# T I M E L I N E

1850

University of Rochester founded;  
opens in the former United States Hotel  
still standing on West Main Street.

1853

Martin Brewer Anderson becomes first  
president; serves for thirty-five years.

1861

University moves to Anderson Hall  
on Prince Street Campus.

1877

Sibley Hall, the library, becomes the  
second building on the campus.

1888

David Jayne Hill chosen  
as second president.

1897

Graduate work begins with the  
awarding of earned master's degrees.

1900

Rush Rhees becomes third president;  
serves for thirty-five years.

1900

Women admitted to the University.



FROM THE BEGINNING

Treasures from the University archives held in Rush Rhees library.

1913

Memorial Art Gallery opens.

1921

Eastman School of Music opens.

1922

Eastman Theatre opens.

1925

School of Medicine and Dentistry opens.

1925

First Ph.D. awarded (in biochemistry).

1926

Strong Memorial Hospital opens.

1927

Ground broken for the River Campus.

1929

The Institute of Optics opens.

1930

River Campus opens for the College for  
Men; Prince Street Campus refurbished  
for the College for Women.

1935

Alan Valentine becomes fourth president.



1950

University celebrates its Centennial.

1951

Cornelis W. de Kiewiet  
becomes fifth president.

1952

Trustees vote to merge the  
undergraduate colleges.

1955

Women come to the River Campus.

1958

Three new colleges created:  
Engineering, Business Administration,  
Education.

1962

W. Allen Wallis becomes sixth president.

1970

Laboratory for Laser Energetics established.

1972

School of Nursing created from  
Department of Nursing.

1975

Robert L. Sproull becomes seventh  
president and chief executive.



VIEW FROM LIBRARY BALCONY,

1999

1984

Dennis O'Brien  
becomes eighth president.

1986

Graduate School of Management  
renamed the  
William E. Simon  
Graduate School  
of Business Administration.

1990

University awards five-thousandth Ph.D.

1993

Graduate School of Education  
renamed the  
Margaret Warner  
Graduate School of  
Education and Human Development.

1994

Thomas H. Jackson  
becomes ninth president.

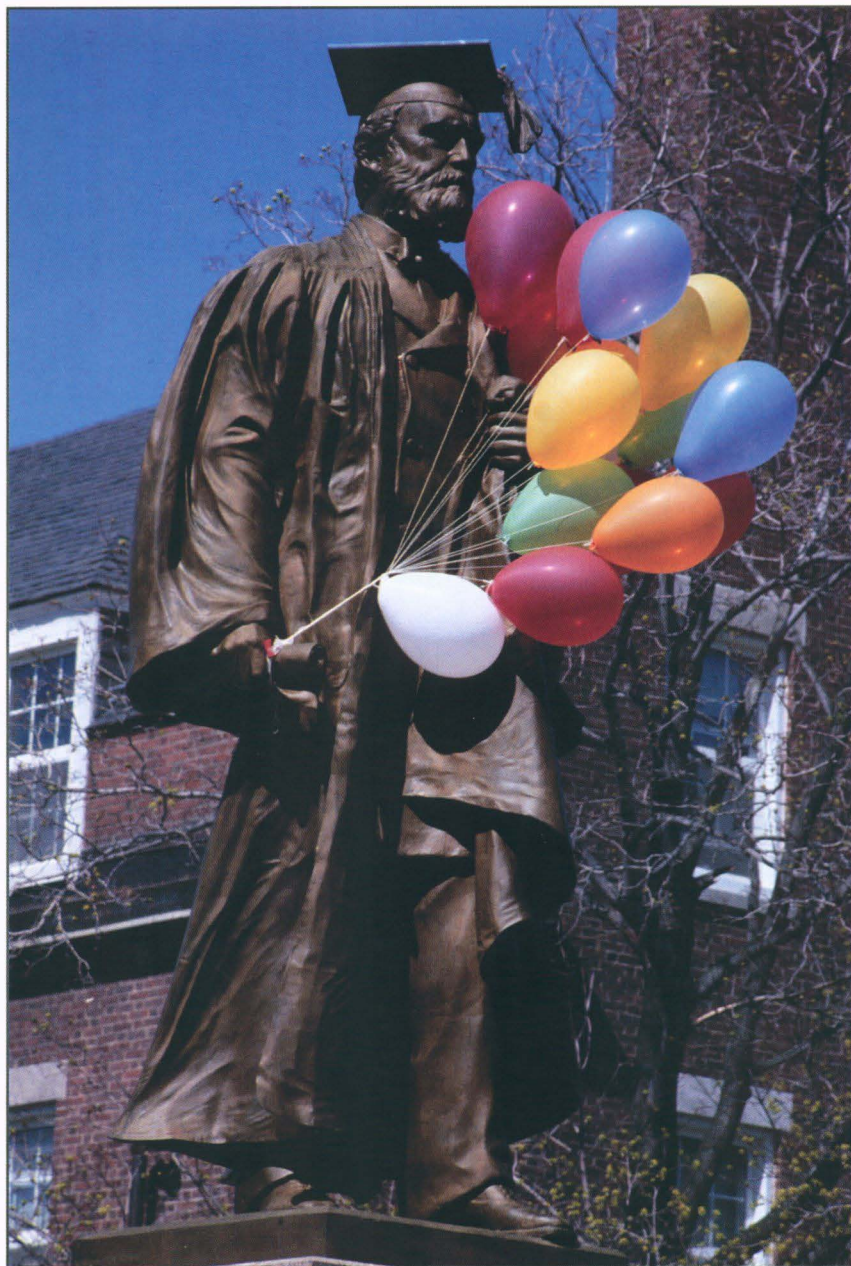
1998

Eastman Dental Center  
becomes part of the  
University's Medical Center.

2000

University celebrates  
its Sesquicentennial.





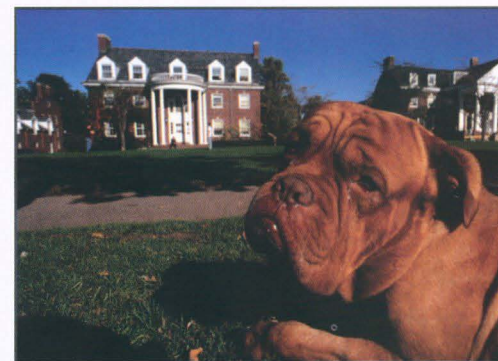
ABOVE:

SIBLEY STATUE, 1997

One of four surviving marble figures from the façade of the old Sibley library, it is now installed on the Rush Rhees Library lawn.

LEFT:

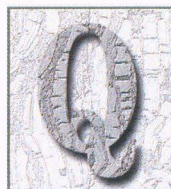
FESTIVE ANDERSON, 1988



A BROTHER'S BEST FRIEND, 1998

The fraternity quadrangle is in the background.





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FRONT ENDPAPER:

MEN'S JUNIOR PROM, 1920

Life on the old campus was pleasantly collegiate.

But overcrowding was becoming a problem.

It wasn't long before officials began  
thinking about a new campus.

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BACK ENDPAPER:

WOMEN STUDYING IN SIBLEY LIBRARY,

EARLY 1930S

The library, along with other Prince  
Street buildings, was refurbished for their use  
when the men moved to the new campus.















