

# THE UNIVERSITY OF ROCHESTER

PAST AND  
PRESENT







*"On the Campus at Old Rochester"*

# THE UNIVERSITY OF ROCHESTER

ITS HONORED PAST AND  
EXPANDING PRESENT



PUBLISHED BY  
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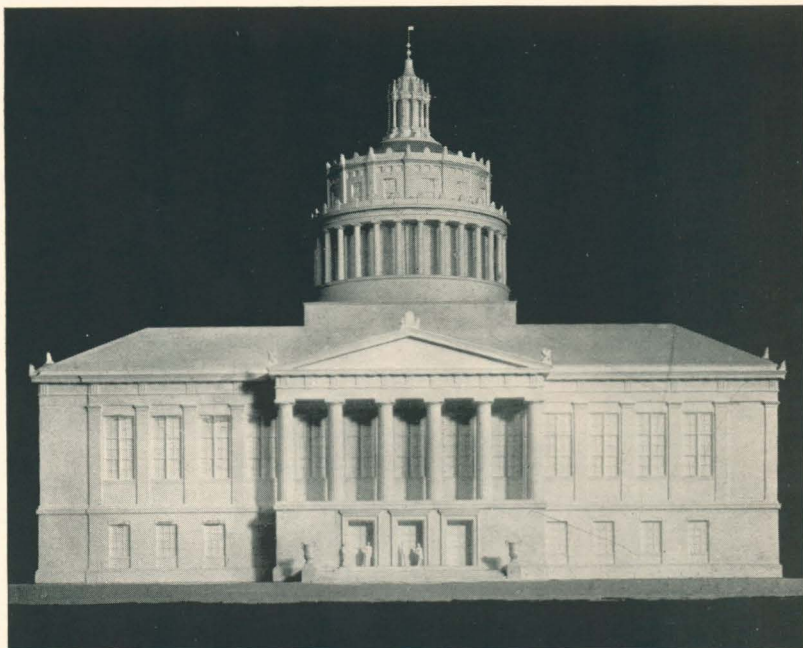
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## *F*oreword

Impressive masonry and stately architecture do not of themselves make a great college. Neither do successful athletic teams, nor even financial riches. An accurate and well-rounded judgment of any educational institution must be based on a number of contributing elements—its historical background and traditions, its educational ideals, the personnel of its faculty, its physical equipment, its endowment, the character of its student life.

It is the purpose of this publication to present as complete a picture of the University of Rochester, based on these specifications, as proves consistent with brevity. It is dedicated to our alumni and many friends. And we trust it may tell a particularly interesting story to all those prospective students who are coming more and more to realize that the selection of a college is a truly serious consideration.

DIRECTOR OF PUBLICATIONS



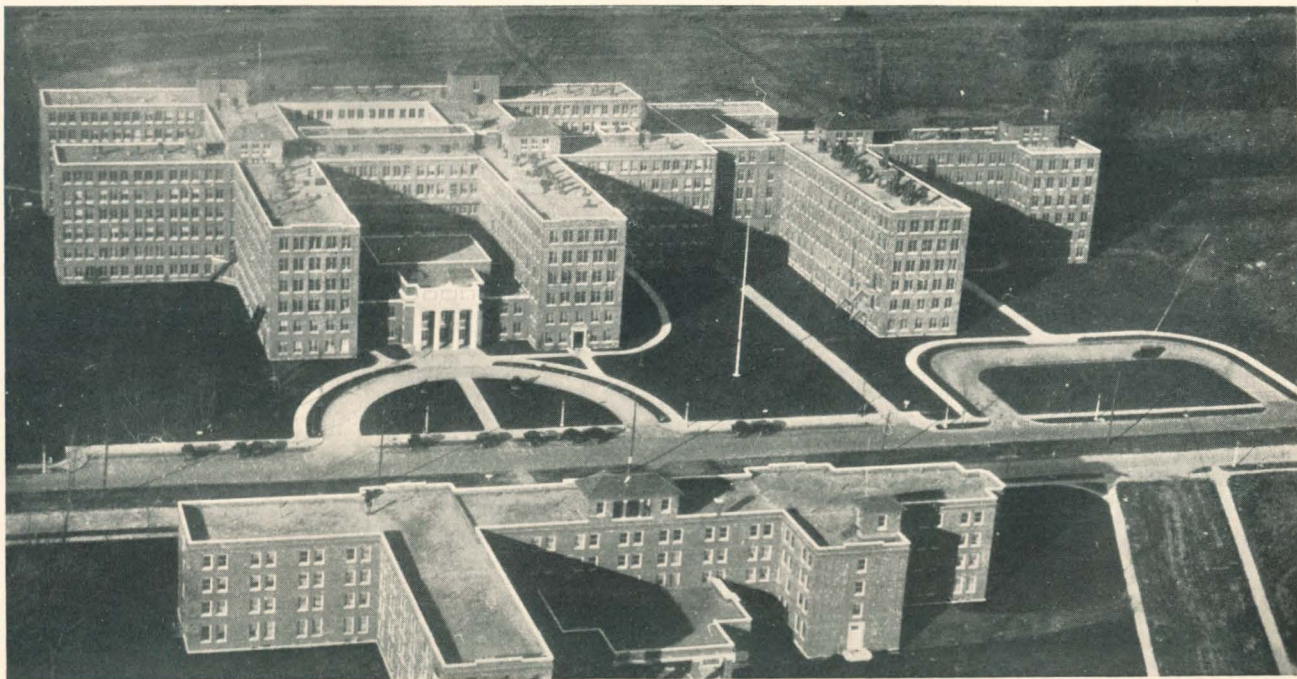
*Plaster Model of University Library on New College Campus*

*D*ominant Architectural Feature at head of main Quadrangle, built of specially selected Harvard brick, with gray limestone portico and trim—stack tower at rear, rising to height of 178 feet above quadrangle level, will house Hopeman Memorial Chimes—has initial capacity of 676,000 volumes, with plans for future development providing an ultimate capacity of 2,016,000 volumes.

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*Aerial View of Medical School Plant—Strong Memorial Hospital and Municipal Hospital Facing  
Crittenden Boulevard, with Nurses' Dormitory in the Foreground*



## *A Day of Expanding*



HIS is a day of great accomplishment and still greater promise for the University of Rochester. Recent recipient of several millions of dollars for an expansive building program, backed by corresponding millions for endowment, it has, cast aside its collegiate swaddling clothes and become a university in fact, as well as in name. Its Eastman School of Music, recently enlarged, is probably unsurpassed, in equipment and resources at least, by any institution of its kind in the world. Its richly endowed School of Medicine and Dentistry, in operation since the fall of 1925, is already making a place for itself among the great medical schools of America. And now it is building on an unusual campus site of 87 rolling acres, flanking the banks of the Genesee River, a beautifully planned College for Men, which, with the rededication of the present campus to the College for Women, will place the older departments on an equal plane with its great new schools.

In this connection it should be explained that for nearly the first 70 years of its life the University of Rochester, though nominally possessing a university charter, was in reality a relatively small liberal arts college. To the high standards maintained in that little college from the beginning, however, supplemented by inspired leadership, may be attributed the wonderful developments of later years. And in the face of these developments the administration still believes in the small college as the basic unit of higher education, because of the possibility of more intimate association between instructor and student. Despite the inevitable growth of the University as a whole, it purposes to keep the registration in the college itself within definitely restricted bounds.

## *The Old College*

Although bearing the name of the city which has harbored it, the University is not, and never has been, a city college in any sense of the term, but an independently endowed institution. It was established in 1850, having its inception in a movement among the Baptists of the state, which led several professors and a number of students of what was then Madison University, at Hamilton, N. Y., to transfer to the more populous community of Rochester and there organize a new institution in an humble building previously known as the United States Hotel. That century-old structure is still standing and was recently memorialized by the alumni with a bronze tablet, permanently marking it as the birthplace of the University.

That this movement attracted more than local attention at the time is indicated by the interesting, though wholly fanciful, version given it by Ralph Waldo Emerson. In one of his contemporary writings



*Ivy-Clad Anderson Hall, First Building on Old Campus,  
with Reynolds Chemistry Laboratory and Carnegie  
Mechanical Engineering Building in Background*



### **Fabled Tradition**

he relates that a landlord in Rochester, possessing a hostelry which he thought would bring in more revenue as a university, put in a few books, sent for a coach-load of professors and "by the time green peas were ripe" had graduated a class of students. Needless to say, the origin of the institution was no such haphazard promotion venture. In the actual traditions the landlord figures only as an accessory.

The new institution gave instruction during the first year to seventy-one men, with a faculty of eight professors and instructors, and graduated its first class of ten men in July, 1851. It was termed "The Collegiate Department of the University of Rochester," and that was destined to remain the sole department for many years to come. Its provisional charter, granted to the petitioners by the Board of Regents in 1850, was made absolute on January 10, 1861, during which year it completed its first new building and moved out to its present campus of twenty-four elm-shaded acres, then a meadow about one mile from the heart of the city. While thus denominational in origin, like so many colleges of that early day, it has long since become entirely non-sectarian in its organization, administration and control.

### **Three Presidents**

The University has been singularly fortunate in its executives. Following the early chancellorship of Ira Harris, came Martin Brewer Anderson, the first president, who served from 1853 to 1889 and was a giant among the educators of his day. Though handicapped by restricted resources, he won for the budding institution a wholesome respect in educational circles which it has never relinquished. His successor, David Jayne Hill, coming from the presidency of Bucknell University, maintained the high standards established by Dr. Anderson but left in 1896 to achieve international prominence in various positions of state, including the ambassadorship to Germany and other important European commissions.

After an interregnum of four years, ably filled in turn by Professors Samuel A. Lattimore and Henry F. Burton as acting-presidents, Rush Rhees was called from a professor's chair at The Newton Theological Institution to assume the presidency, which position he has filled with distinction since 1900. President Rhees proved to be that rare but happy combination of educational leader and business executive. A man of far-seeing vision, his coming ushered in not only a new century but a new era for the University of Rochester.

### **College for Women**

For the first fifty years of its existence the University had been operated as a college for men only. In 1900 through the efforts of a group of public spirited women in Rochester, prominent among whom was the great suffrage leader, Susan B. Anthony, the University was opened to women on the same terms and conditions as men. For the best interests of both men and women separate organizations were subsequently developed,





*Catharine Strong Hall and Anthony Memorial Hall—First Buildings of College for Women*

and in 1912 the trustees created within the University a College for Men and a College for Women. In 1914 two new buildings were completed for the women, making possible separate classes in all subjects but advanced electives. The present expansion program, to be outlined later, makes provision for two separate campuses, with more adequate physical accommodations for both colleges.

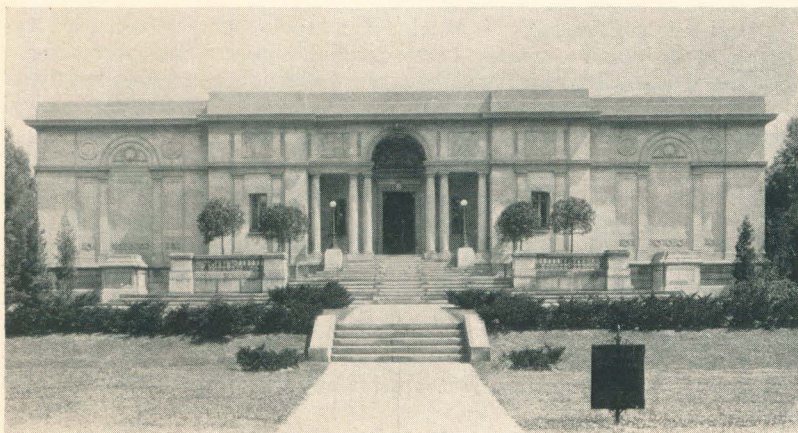
**Broader Policy** Another policy of the new president was of more general and far-reaching significance. He brought to the old college a more modern conception of the purposes of education. Though emphasizing just as strongly as his predecessors the value of a thorough cultural training as the ground-work for higher education, he felt that an institution owes an obligation to its community and to its time; that it should be equipped to serve in a manner more broadly in keeping with the advancing demands of society.

**Engineering Courses** Progress in this direction was unavoidably slow, but gifts from Andrew Carnegie and other friends in 1909 permitted the establishment of an approved course in mechanical engineering, the new building for which was opened in 1911. In addition to a practical and adequate engineering schedule, this course incorporates within its four years slightly more than a year of liberal arts work. A similar course was developed in chemical engineering, and a rather exceptional department, made possible by a generous bequest from the estate of Lewis P. Ross, was established in vital economics, having to do with the problems of nutrition and hygiene, and including also the work in physical education.



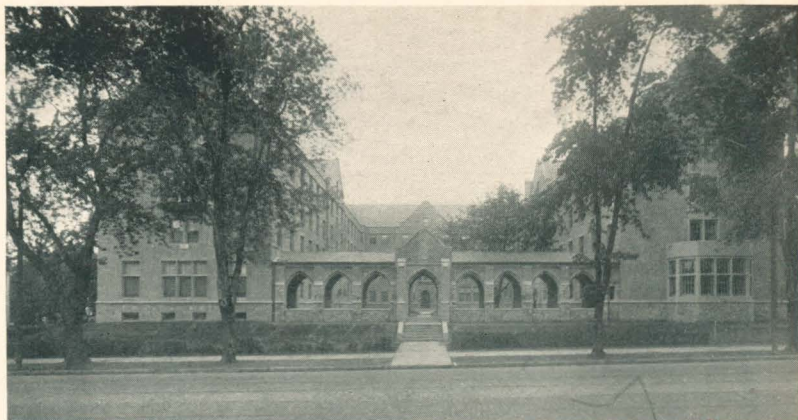
**New Optical Development** Other specialized courses in optometry and applied optics were introduced in 1926, within the department of physics. Two years later the way was opened for markedly facilitating the work in these courses, when Rochester's two interested industries, the Eastman Kodak Company and the Bausch & Lomb Optical Company, agreed to cooperate with the University in financing the project and in making available certain services by members of their scientific staffs. The work in applied optics appeals to those students who wish to prepare themselves for the application of optics in industry, a field of constantly increasing importance, while that in optometry accommodates those seeking licensure as optometrists under the new state law. It is planned to develop this rather unique undertaking ultimately into a distinctive Institute of Optics within the University. It will occupy the entire top floor of the John J. Bausch-Henry Lomb memorial physics building on the new campus and should further strengthen Rochester's position, already established industrially by those two great manufactories, as an optical center of the world.

**Extension Division** The University also extended the scope of its college in 1916 by the establishment of a Division of University Extension, which has been giving afternoon and evening courses of full college grade to an increasing number of men and women, otherwise unable to avail themselves of such opportunities. In 1921 this service was further extended by the institution of a Summer Session, which also offers many college courses for the benefit of teachers and others desirous of doing regular college work during the first half of the customary vacation period. The total registration in these two departments has already exceeded 2,500 students in a single year, many of them candidates for graduation, although one year of residence work is required before the granting of a degree.



*Memorial Art Gallery, Architectural Gem of Old Campus*





*Eastman School of Music Dormitory for Women*

of the world's greatest musicians and teachers. Students are coming from all parts of the country, an increasing number of whom register for the four-year university course leading to the degree of bachelor of music, for which a portion of the work is given in the College of Arts and Science.

The theatre has recently been leased for motion picture purposes, although still reserved for concerts on one day of each week during the musical season, and for other special purposes. A large philharmonic orchestra was developed at the outset, which gives an annual course of weekly afternoon concerts during the musical season and has also been well received in a metropolitan appearance. This orchestra has since developed into a civic enterprise of wider scope, greatly enhancing the cultural life of the community.

Other concerts are offered in the theatre during the season by some of the world's greatest artists, and the Metropolitan Opera Company appears on its stage for at least two performances each Spring, Rochester being one of the few cities outside of New York so favored by that world-famous galaxy of stars. The theatre is also utilized as an auditorium for the annual Commencement exercises of the University.

**Additional Buildings** In 1926 a dormitory group, beautifully designed in collegiate Gothic and accommodating 210 women students, was completed on land across the street from the buildings of the College for Women. And in 1927 an eleven-story addition to the school itself was erected, providing additional practice rooms, classrooms and recreational facilities, its practice rooms being as nearly sound-proof as engineering skill can make them.

The architectural and mural beauties of the entire plant, as well as its unusual completeness of equipment, have been warmly admired by thousands of visitors since its opening in 1922.



## *School of Medicine and Dentistry*

The next, and even greater, expansion movement was inaugurated in 1920, when George Eastman and the General Education Board, which dispenses Mr. Rockefeller's philanthropies for education, agreed to cooperate in establishing within the University a new school of medicine and dentistry of the highest order in equipment, staff and purpose. The General Education Board was largely influenced in selecting Rochester for this ambitious undertaking by its respect for the administration and for the standards maintained by the University from the beginning.

The initial gifts for this project were surprising in their magnitude. The General Education Board contributed \$5,000,000 and Mr. Eastman \$4,000,000, in addition to affiliation with the Rochester Dental Dispensary, an unusually complete institution which he had previously built and endowed at a cost of \$2,300,000. Mrs. Gertrude Strong Achilles and Mrs. Helen Strong Carter, daughters of the late Henry A. Strong of Rochester, also gave \$1,000,000 for a teaching hospital as a memorial to their father and mother. These great gifts have since been supplemented until, by accrued interest and refunding of securities, they now reach a total of \$15,091,672, exclusive of the Dental Dispensary, of which total \$4,634,755 have been expended on the site, buildings and equipment.

### **Faculty and Site**

Feeling that primarily by the character of the staff was the true strength of the new school to be determined, President Rhees gave his first concern to the selection of a dean, for which post he was fortunately able to obtain the man most highly recommended by leading medical authorities—a man of ability already established at the head of a large and important school. Corresponding success met the combined efforts of the new dean and the president in the engagement of outstanding men for the other faculty positions.

Another early problem was the selection of a site for the group of medical buildings. To have located them on the old college campus



*Clinical Facilities of School of Medicine—Strong Memorial Hospital and  
Municipal Hospital Adjoining at Extreme Right*

would have involved a crowded condition, with no room for future expansion, and the college itself was already becoming inadequate to meet the increased student demand. At the same time experience elsewhere dictated the wisdom of locating the School of Medicine in close proximity to the College of Arts and Science.

After much study of this complication a solution was presented whereby a tract of some 60 acres was acquired for the medical school, in the outskirts of the city and adjacent to the city's largest park. Diagonally across a boulevard from this property lay a beautiful tract of 87 hilly acres on the banks of the Genesee River, which had been occupied for a number of years by the Oak Hill Country Club. With fine public spirit, the members of that club agreed to relinquish their property to the University in exchange for a new club site elsewhere, the way thus being opened for the University to remove and rebuild an enlarged College of Arts and Science on the new site.

**Buildings** On the basis of that plan work was begun on the group of medical buildings, revenue from the initial gifts having accumulated sufficiently meanwhile to cover the cost of construction without encroachment upon the capital. Adopting the latest and most approved plan of construction, both the school and the teaching hospital were housed in one huge structure with open courts, six stories in height and measuring approximately 400 feet in either axis. Other buildings included the staff house, nurses' dormitory, research laboratory and power plant, which was designed to serve the new college as well.

With many of the faculty heads on the ground during construction, details of layout and equipment were worked out under the direct supervision of the men for whom they were designed. This unique advantage has resulted in a plant of exceptional completeness and convenience. The school admitted its first carefully selected class in September, 1925, at which time the School of Nursing was also opened, offering a five-year university course leading to the degree of bachelor of science in nursing, as well as a 28-month course in the customary training for nurses.

**Hospital Facilities** The teaching hospital, known as the Strong Memorial Hospital, was opened in January, 1926. It has 246 beds, in addition to a large out-patient department. The city co-operated in an unusual manner by building a new Municipal Hospital of similar character, adjoining the Strong Memorial Hospital and to be staffed and served by the School of Medicine. These two hospitals provide total clinical facilities of 455 beds. While the announced aim of the school is to train young men and women for the general practice of medicine, special emphasis is also laid on research, and several notable contributions to medical knowledge have already been made by members of the staff.



## Greater University Development



*Architect's Rendering of Head of Quadrangle on New Campus of College for Men*

In the meantime attention had been given to the program calling for the rebuilding of the College of Arts and Science. It was finally decided to move only the College for Men to the new site, retaining the present campus and buildings, rich in tradition, and rededicating them to the purposes of the College for Women. The minimum sum required for the whole project was set at \$10,000,000, of which one-half was to be used for building operations and the remainder for the necessary additional endowment.

### **\$10,000,000 Campaign**

This appeared a stupendous undertaking, but it was made possible in the Fall of 1924, when a public campaign was launched which resulted in the raising of that great sum in a surprisingly brief space of time. This campaign attracted several spectacular gifts, chief of which were one of \$2,500,000 from George Eastman and another of \$1,750,000 from the General Education Board. Contributions of the alumni and alumnae also reached the unexpected total of approximately \$1,500,000.

### **Additional Gifts**

And the remarkable stream of benefactions did not cease there. As a direct aftermath of the public's generous response in the campaign, Mr. Eastman in December, 1924, announced another gift to the University of \$6,000,000, of which \$3,000,000 were allotted to the Eastman School of Music, \$1,500,000 to the School of Medicine and Dentistry and a like sum to the College for Women; and by the unique terms of gift this amount, as well as the



great sum given by him in the campaign, will be practically doubled at the expiration of a fifteen-year period. Several other noteworthy gifts have since been received, greatest of which was that of the late James G. Cutler, a former mayor of Rochester and for many years a trustee of the University, who bequeathed practically all of his estate of \$2,500,000 to the University with no restrictions as to its disposal.

With the financing problem so happily adjusted, the administration turned its attention to the questions of campus layout and architectural design, seeking to take most effective advantage of the wonderful possibilities confronting it. More than two years were consumed by the painstaking thoroughness with which these problems were attacked. Numerous other institutions were visited and advice sought from many sources. Expert counsel was insured by the engagement of Charles A. Platt, of New York, and Frederick Law Olmsted, of Boston, two of America's leading consultants on architectural and landscape treatment. These universally recognized authorities have worked in the closest cooperation throughout with the building committee and Gordon & Kaelber of Rochester, University architects.

### **Campus Plan**

No less than forty-seven tentative campus plans were drawn up and studied, before an ideal arrangement of buildings and landscaping was attained. This accepted plan provides for a central quadrangle to occupy the highest ridge of the campus, flanked by the principal classroom and laboratory buildings, with the library at its head as the dominant feature of the campus. This quadrangle is approached by a plaza on a slightly lower level, which in turn is to be flanked by the auditorium and the administration building. The students' union, dormitory group, gymnasium, field house and athletic fields are to occupy lower ground nearer the river, where a fraternity house court will also be grouped with the students' union and dormitories.

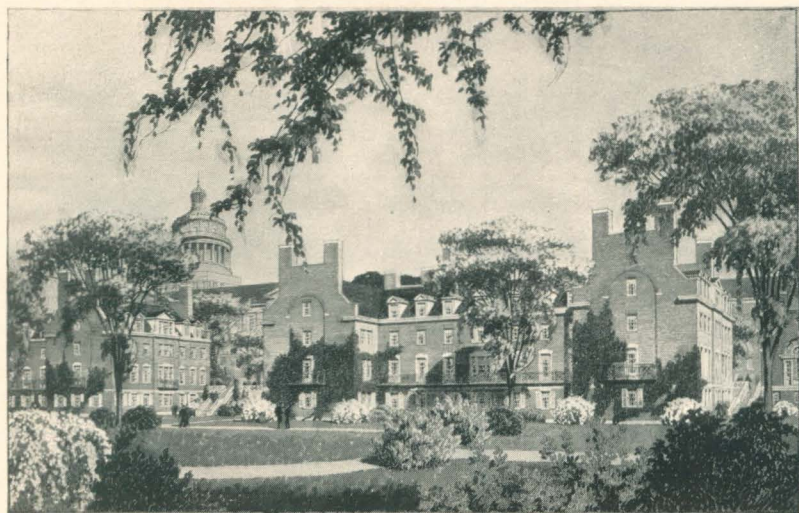
### **Colonial Architecture**

A similarly close study preceded the selection of the type of architecture. A Colonial style, known as the Greek Revival, was finally decided upon and will be consistently adhered to in the construction about the main quadrangle, with colonnades connecting the buildings on either side. The selection of this distinctly American type is counted particularly happy, inasmuch as many early and beautiful examples are to be found in Rochester and the Genesee Valley.

More architectural latitude will be allowed in the so-called domestic group of buildings, including the dormitories and students' union, in which the Georgian Colonial will be followed, featuring large chimney ends and dormer windows. All of the buildings are to be built of Harvard brick, specially selected for color, with gray limestone trim.

### **Construction**

Ground was broken for the first building, that of chemistry, on May 21, 1927. Construction work on the other buildings about the main quadrangle was begun in 1928, and the schedule calls for completion of the contract in time to permit occu-



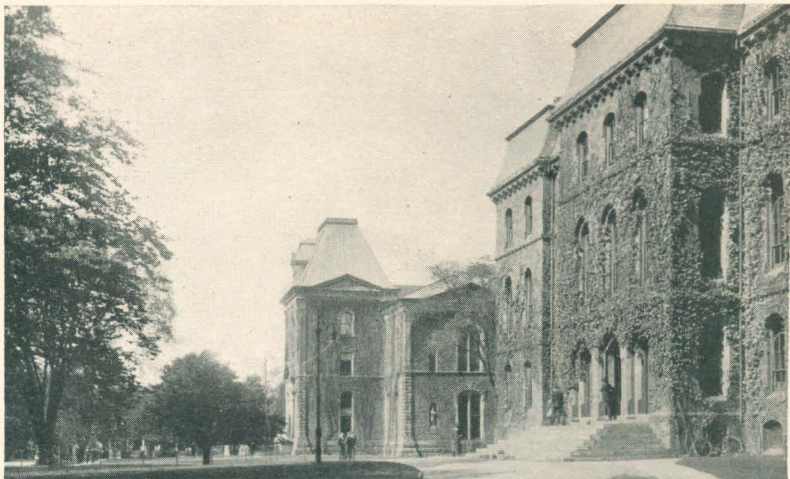
*Men's Dormitory Group on New College Campus*

pancy of the new college plant in September, 1930. The freshman class entering the University in the Fall of 1929, therefore, should spend its last three years on the new campus, while the freshman class of the following year will begin its course there.

Several of the new buildings are to bear the names of revered teachers on the early faculty, and other memorials will be in evidence to link the new campus with treasured traditions of the past. From the outset the University administration has been sensitive to the fact that, in building its college anew, it faces a rare opportunity to produce an outstanding and harmonious whole which, in beauty of line and plan, shall stand as a notable monument to this great enterprise for generations to come.

**Changes on Old Campus** Preliminary steps have also been taken toward readapting the old campus to the purposes of the College for Women, although this work cannot be completed until after the removal of the College for Men. A remodelling of Sibley Hall, the library building, has begun, which will greatly enhance its interior beauty and accommodations for future service as the women's library. More adequate heating and service tunnels have been installed, several new walks have been laid, and the obsolete driveways have been replaced by seeded turf, adding to the parklike attractions of the landscaping. The building program also calls for the immediate alteration and modernization of Anderson Hall, the main building of the old campus, and for the erection of a students' union in the near future, with a new dormitory unit as another possibility. A portion of the nearby Eastman School dormitory is now available for women of the college.





*View toward Prince Street Gate of Old Campus, with Sibley Hall in Center Background*

### **Unusual Endowment**

The substantial foundations underlying this Greater University development are indicated by a recapitulation of the University's financial resources. The total assets now amount to \$49,054,736, accredited as follows: College of Arts and Science, \$20,418,121; Eastman School of Music, \$13,201,860; School of Medicine and Dentistry, \$15,434,755. Of this huge total the gratifying amount of \$28,485,903 has been reserved for endowment, allocated as follows: College of Arts and Science, \$11,865,143; Eastman School of Music, \$5,820,760; School of Medicine and Dentistry, \$10,800,000.

The real possibilities of the institution lie in this unusual endowment, which ranks seventh in size among all the university endowments of America, according to recently published figures. A significant feature is the fact that it is concentrated on only three schools, whereas the endowments of the institutions outranking it in total must be distributed among many more schools providing for several times as many students.



## *Enrollment, Faculty and Curriculum*

From the standpoint of enrollment the University is not a large institution. Nor does it seek great enrollment figures in the future, although realizing that a considerable growth is inevitable in light of its materially increased facilities. Its current registration shows 994 students in the College of Arts and Science, including 515 in the College for Men and 479 in the College for Women; 332 degree students in the Eastman School of Music, and 108 students in the School of Medicine and Dentistry, or a total of 1,434 regular university students. Including the Extension Division, Summer Session and special music students, this grand total is increased to more than 5,200 students taking work in some department of the University.

**Restricted Admission** Admission to the University is governed by a carefully selective process, the entrance committee preferring quality to quantity. This policy has been made both possible and imperative by the large number of applicants, which has far exceeded the limited accommodations. For several years the number accepted in the freshman class of the college has been restricted to 135 men and 110 women, and definite limitations are also in effect in the other two schools.

As the new College for Men is being built to accommodate 700 students at the outset, and the facilities for women will be correspondingly increased, the restrictions in the college should be considerably raised after 1930. When the School of Medicine and Dentistry attains its full capacity, it also will admit more students than it has thus far, the ultimate goal being set at 50 medical and 25 dental students in each entering class.

**Faculty** Realizing that the basic strength of any educational institution is to be found in the personnel of its teaching staff, the University administration turned its first attention, after the Greater University development had been assured, to strengthening the faculty of the college. Rochester had always been blessed with a strong faculty. With the greater resources available, however, it became possible to stabilize it, by placing the salary scale on a more equitable basis, and to enlarge it to meet the needs of a larger day.

As the result of this movement the combined faculties of the University, which started with eight teachers, now number 217, classified as follows: College of Arts and Science, 109; Eastman School of Music, 53; School of Medicine and Dentistry, 55, exclusive of part-time members. With the inclusion of part-time members and those doing special work, the total becomes more than 300. A significant feature is the size of the college faculty. The ideal proportion of college students to faculty members has been variously placed at 15 to 1, or 10 to 1. At Rochester the proportion is now approximately 9.5 to 1.

**University Survey** Coincident with its strengthening the faculty became sensitive regarding the character and method of its educational offerings. It was anxious to discover whether or not it was doing its real job as effectively as it might, and a committee was appointed to conduct a painstaking survey with a view of detecting any possible weaknesses and recommending the necessary remedies.

This survey, covering the faculty members themselves, the graduates, undergraduates and other institutions, consumed more than two years and resulted in several significant innovations in curriculum and practice. Concentration, looking to a greater mastery of a chosen field of study, is encouraged. An orientation course in natural science has been introduced in the freshman year. Greater attention is paid to the individual student, who is given more freedom and responsibility for self-direction. Students of exceptional ability are afforded more opportunity to work at their own pace, and the degree with distinction is introduced, as differentiated from the pass degree. In general, the new plan seeks to accomplish ends which are sought by the tutorial system at Harvard, or the preceptorial system at Princeton, and has attracted both wide and favorable attention.

**Degrees** In connection with the scope of the University of Rochester's educational offerings, it is interesting to note that the University was the first college in America, if not in the world, to project a course in science on an equality with the classical course. The present extent of its work is indicated by a summarization of the degrees now given. The College of Arts and Science offers the arts course, leading to the degree bachelor of arts, and science courses, leading to the degree bachelor of science in chemistry, chemical engineering, mechanical engineering, education, vital economics, physical education, optics and optometry. The university course in the Eastman School of Music leads to the degree bachelor of music, while certificate, preparatory and special courses are also given. The School of Medicine and Dentistry gives the customary medical and dental degrees and also offers opportunity for special research work, while the degree bachelor of science in nursing is obtainable through the School of Nursing.

**Graduate Studies** The University has also been offering an increasing amount of graduate work in recent years. In addition to the master's degree in arts, science and music, the degree doctor of philosophy has been conferred upon several candidates, majoring in those branches of science for which the laboratories, libraries and staff of the University provide adequate facilities. In view of the steadily increasing demands being made upon the University for such work, the new position, dean of graduate studies, has recently been created.



## *Student Life at Rochester*



*Entering Class Turns Out in Force for Preliminary Freshman Camp*

Student life at Rochester is varied, featured by as many interests as appear consistent with the primary purposes for which colleges exist. It is based on the theory that a one-sided man too often defeats his own purpose; that an all-around development is the most effective preparation for successful living. Extracurricular activities are valued, therefore, as a means to this end, as well as for their frequent guidance in helping students to discover and develop abilities which might never be revealed in the classroom. At the same time care is taken that they be not overemphasized; that they be used to supplement, rather than retard, the more serious educative processes.

### **Freshman Camp**

A unique feature of college life is experienced by the entering freshmen before they actually appear on the campus as students. A preliminary freshman camp for men is conducted at a well-equipped Y. M. C. A. Camp on Keuka Lake, one of the beautiful Finger Lakes of Central New York about 55 miles from Rochester, and one for women at the nearby Y. W. C. A. Camp on Lake Ontario. At those camps most of the freshmen assemble each September for three delightful days of carefully planned games, boating, swimming, songfests and informal meetings, at which they are briefly addressed by student leaders, faculty members and other college officials. They are taught the Rochester songs and cheers, as well as the various college traditions, and are given a rare opportunity to become intimately acquainted and amalgamated as a class before returning to the campus for a so-called freshman week, prior to the appearance of the other classes, which preliminary week was instituted at Rochester in 1921.

### **Athletics**

Athletics are encouraged at Rochester on a legitimate basis. In an era of many extravagances and questionable practices the University has maintained a wholesome sanity in this important phase of college life. It believes in pure amateurism in

intercollegiate athletics, in fact as well as name, a policy which is now recognized by educators generally as the sole justification for the perpetuation of what should be an entirely beneficial activity.

The University is a charter member of the New York State Intercollegiate Athletic Conference, in the organization of which it was a prime mover. Teams are maintained in the four major sports of football, basketball, baseball and track. Despite the one-year residence rule and a consequent available student body of less than 400 men, it has developed several football teams which, from time to time, have played very close games with Cornell, Syracuse and Colgate, have scored individual victories over Colgate, Wesleyan, Tufts and Vermont and have won a big majority of games with colleges in their own athletic class.

In basketball it probably has a more notable record over a period of years than any other small college in the country. It has produced at least two teams which have been adjudged eastern intercollegiate champions by metropolitan sports writers, and several others which have won a majority of their games against Intercollegiate League teams and other strong fives. In its long-time record appear triumphs, some of them frequent, over such larger opponents as Cornell, Pennsylvania, Columbia, Yale, Princeton, Dartmouth, Syracuse, Colgate, New York University, Amherst, Williams and Oberlin. Records in all branches of athletics should improve materially, when the larger student body and more complete athletic equipment of the new campus become available.

**Intramurals** Able physical education departments in both men's and women's colleges foster strong programs of intramural athletics, affording supervised recreation for a large proportion of the student body. League schedules are played in the various sports, both between the classes and the fraternities of the College for Men. Silver cups are awarded in each instance, and keen interest is aroused in the competition. Among the women's activities are basketball, baseball, hockey, tennis, swimming, hiking and interpretive dancing.

**Non-Athletic Activities** Non-athletic activities receive their due share of attention along musical, dramatic, journalistic and social lines. The musical clubs are unusually strong because of expert tutelage and the material naturally attracted by the Eastman School of Music. In addition to a well-balanced glee club, they include a little symphony orchestra of Eastman School students, an unusual feature of college organizations. Particularly ambitious programs are prepared, and the annual schedules include trips which have extended as far west as Chicago and east into the metropolitan district. An effective University band is also maintained, drawing its material from both the Eastman School and the college, while a combined dramatic association of men and women presents a series of plays during the season.





*Victorious Football Squad, Season of 1928*

Weekly newspapers of better than average quality are published by both the men's and women's colleges, as are respective year books of the junior classes and student handbooks, while the Eastman School of Music has its own student publications. Many a member of the editorial staffs has graduated from the college weekly to a permanent position on one of the local newspapers. Other students have found themselves similarly in the work of the musical and dramatic organizations.

### **Student Aids**

Rochester has proved the salvation of many a student who has been bent on getting a college education but has found it necessary to earn it himself. To such students the city, because of its size and many industries, offers exceptional opportunities. One of the several practical functions of the well-organized University Y. M. C. A. is the maintenance of a student employment bureau, which alone places about 100 students in part-time jobs annually. An alumni committee co-operates in this important service, and an average of about 40 percent of the student body is either wholly or partially self-supporting. The University helps this situation by maintaining a student loan fund and an unusual number of scholarships, which are available to needy students meeting a reasonable scholastic requirement.

### **Fraternities**

Fraternity life is strong at Rochester but adjusted to the best interests of the University as a whole. The College for Men is particularly fortunate in its Greek letter orders, boasting several of the oldest and most favorably known. There are

eight at the present writing, which, in order of their establishment, are as follows: Alpha Delta Phi (1851), Delta Upsilon (1852), Delta Kappa Epsilon (1856), Psi Upsilon (1858), Theta Delta Chi (1867), Theta Chi (1920) and the two local fraternities, Sigma Delta Epsilon (1920) and Beta Delta Gamma (1926). The Rochester chapter of Phi Beta Kappa, honorary fraternity, was founded in 1887, and there are also a number of intergroup and professional fraternities. The enlarged student body on the new college campus will doubtless bring an increase in the number of national orders in the near future.

In accordance with an administrative policy there are no national sororities at Rochester, but there are seven local, Greek-letter groups which contribute to the full social life of the College for Women. Active class organizations, clubs for special purposes and monthly college suppers also provide varied social interests for the student body of women.

### **New Campus Prospects**

Student life in general will be enriched on the new campus for men in more ways than one. Dormitory facilities will be there provided in far more adequate measure than heretofore. Two dormitory units of the most approved type will give accommodation to 200 men at the outset, while the adjacent group of fraternity houses will house approximately 100 more. The new students' union has received painstaking consideration, calculated to make it as attractive and complete a center of student activities as possible, while the location on the campus of the complete athletic plant, including gymnasium, field house, playing and practice fields and tennis courts, will serve to make life there self-contained in practically every phase of student interest.

These conditions are greatly enhanced by the isolated position of the new campus with reference to the city proper. About two and one-half miles distant from the business center, it is insulated on all sides against present or future encroachment of the city. Past its front flows the widest reach of the Genesee River, affording ample facilities for boating and other aquatic sports, while directly across Elmwood Avenue to the south lies Genesee Valley Park of 637 acres, containing two public 18-hole golf courses. Despite this desired isolation, the new campus is easily reached by three trolley lines, two steam railroads and several streets or boulevards.

### **Rochester as a College Town**

The City of Rochester itself presents many distinct advantages as a college town. Not so large as to submerge the University, it is sufficiently metropolitan in atmosphere to furnish a broadening background, which is in itself educational. Famed for its parks and beautiful residential developments, it is also widely known for its exceptional civic spirit and cultural interests.

And from a more practical standpoint Rochester's unusual variety of national industries is of particular benefit. Classes in mechanical





*View on Old College Campus—a Veritable Park in Spring and Summer*

and chemical engineering are free to visit its outstanding factories, to observe at first hand the practical application of the principles they may be studying, and some of the industries in turn are expertly served from time to time by the scientific and engineering departments of the college. Classes in economics are frequently addressed by local banking and business specialists, and those classes may also visit the business houses to make an intimate study of departmental organization and different methods of business management.

Viewed from every angle, therefore, Rochester would appear an ideal community in which to spend four years of the formative period of life. Many a boy has come from the surrounding country, or some distant point, to obtain a college education, later to find a place for himself in the city and become one of its leading citizens.



## *Conclusion*

It would seem scarcely appropriate to conclude this story of the University of Rochester without again acknowledging its great indebtedness to its many benefactors, whose loyal generosity has made possible all of the developments here recorded and those contemplated. The University appreciates to the full the wonderful opportunity which

confronts it. And it recognizes in that opportunity a grave responsibility as well, to its friends, to its community and to the host of future students destined to enter its gates in quest of the best possible training for manhood and womanhood. Its administration, its faculty and its alumni have dedicated themselves to the task of realizing that opportunity and meeting that obligation in fullest possible measure.



*Statue of Martin Brewer Anderson—Rochester's  
First President*