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*Creative  
Change*

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THE UNIVERSITY OF ROCHESTER





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# Creative Change

FOR THE UNIVERSITY OF ROCHESTER AND ITS COMMUNITY

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*A few words from the University's history  
May soon reveal a dynamic design.  
It is a history of creative change,  
Of promises fulfilled, of promises still unfulfilled,  
Awaiting wider vision, stronger will.*

THE CENTENNIAL ODE — JOHN R. SLATER







# Introduction

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*Creative Change is the story of the University of Rochester. It is the story of the thousands of men and women, some famous, others obscure and long forgotten, who have helped make the University's accomplishments finer, its service wider.*



Of diverse interests and backgrounds, these people have shared confidence in the inner spirit and courage of this university. For them it has been more than just an institution. It has been the sharing of an ideal of service with individuals whom they admired.

Each one who has taken part in this enterprise has felt his life the richer for doing so.

Twenty-nine years ago many thousands of these men and women transformed a small liberal arts college into a true university. Today their successors are striving to make this university one of the most brilliant institutions of our times.

You in this generation can join those who, since 1850, have sought the realization of their high ideals through the University.

This booklet is a report on this great undertaking. In photography, the medium of communication for which Rochester is famous, its pages present:

*The University as it stands today*, an accomplishment measurable in terms of creative human lives rather than buildings, charts or figures.

*The part the University plays* in the life of Rochester, the Genesee Country, and the nation.

*The University's present opportunity*, and its plans for education alert and resilient enough to meet the varied challenges of a troubled world.

The first objectives of these plans include the consolidation of the Men's and Women's Colleges on the University's River Campus; increases in faculty salaries; addition of outstanding teachers to the faculties; and scholarship, admissions, advising and job placement programs responsive to the needs of today's young men and women.

These plans, created after long study by faculty committees, the University administration and the Board of Trustees, will cost \$10,700,000. Of this sum, \$4,000,000 is needed for the consolidation of the colleges. The other objectives require \$6,700,000 in capital, or \$300,000 in annual income.

It is the purpose of this booklet to set before you the importance and urgency of these undertakings.



*For Rochester and Its University*

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CORNELIS W. DE KIEWIET  
*President of the University*



*"A university must grow and change, else it languishes and loses its place. This we see when we contemplate the three main activities which a university must support:*

*"The first is to pursue knowledge whithersoever it may lead and whatever its present usefulness may be.*

*"The second is to co-operate in the technological process . . . to bridge the gap between what is known and man's practical benefit.*

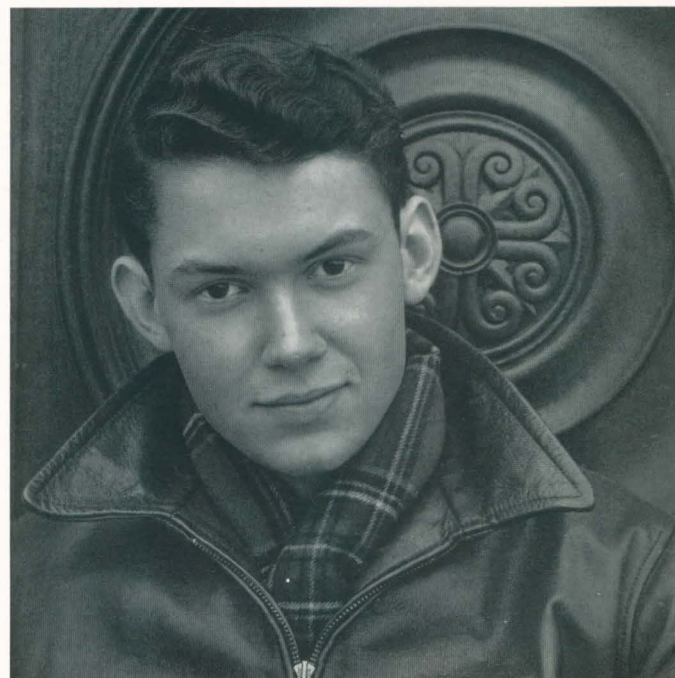
*"The third is the most important of all—the obligation to relate knowledge and technology to man's quest for dignity, peace and justice—all the qualities which make man a spiritual as well as a physical being."*

C. W. DE KIEWIET

Lives of responsibility, lives of courage and vision, difficult lives in a difficult time—this is what the older generation today asks of young men and women.

Midway, Anzio, Berlin, Pusan—these words signify an anguished world and a young generation which has never known tranquillity. And to such words we must add recognition of the pressures built up in a society changing more rapidly in a decade than in fifty years of our grandfathers' lives.

Men and women who can deal with the unexpected, whose purpose and ideals will not crumble under stress—of them this nation and this community have a need sharpened by crisis. It is



to develop such individuals, more than for any other reason, that our universities exist.

The skills which youth acquires through higher education are important, giving power and opportunity. But skills are not enough in themselves.

To skill must be added the capacity to exert leadership of staunchness and high purpose—whether in the tensions of day-to-day civil life or in distant battle.

To seek out young men and women who can develop into such leaders, and to prepare them for difficult times to come—this is the duty and the ambition of the University of Rochester. Through its development program the University seeks the means to do this work more effectively.

It is not too much to ask of the older generation that they help our universities to prepare young people for effective action in a shaken world.





*At left, towers of Rochester industry above the gorge of the Genesee River, north of the Upper Falls. At right, trees and homes of Rochester, photographed from Pinnacle Hill, with the downtown sky line in the distance.*

*THIS UNIVERSITY has a special quality among American universities—its close relationship with one of America's great cities. There are in this country universities which by their size and activity dominate the communities in which they are located. There are metropolitan centers which engulf the universities which they contain. The balance which seems to exist between the city of Rochester and its university is unique. Each has stature, great prestige and an active and varied life. Each is of a shape and proportion to live with the other in a happy relationship.*

C. W. DE KIEWIET

*In Rochester* it is likely that your neighbor lives in a compact frame house with tall elms near the sidewalk and carefully tended flower beds beside the porch.

He has a job which pays well for skill developed over the years. He's proud of his family, his friends, his church and his community. He enjoys the beauty of his city and thinks its cultural advantages have made his life richer.

He feels that Rochester has helped him give his children good educations and stable, sane outlooks on life.

These are the things he has in mind when he repeats George Eastman's phrase that "Rochester is the finest city in the country in which to live and bring up children."

Our neighbors and how they live—this is what we're talking about when we say that Rochester's standard of living is one of the highest in the nation, that no city of its size has so much to offer the average citizen. This is what we mean when we speak of our industries, our Community Chest and our other civic institutions.

And we are thinking about our children and our neighbors' children when we realize that Rochester can become a new kind of city for America—a national center of education, music, progressive business management, science, technology and the visual arts.

The new program of the University will help Rochester become that kind of city. It was developed to provide the trained minds and university services Rochester will need. It was developed to help Rochester stay in the first rank of American cities.

But this program cannot be carried out unless the University is given new resources, because expanded educational programs and inflated costs now account for every dollar of income.

Yet the pattern for the future is clear. By building a greater University we can build a better Rochester.



*For Rochester and Its University*

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# The University Today

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## *Describe the University of Rochester today?*

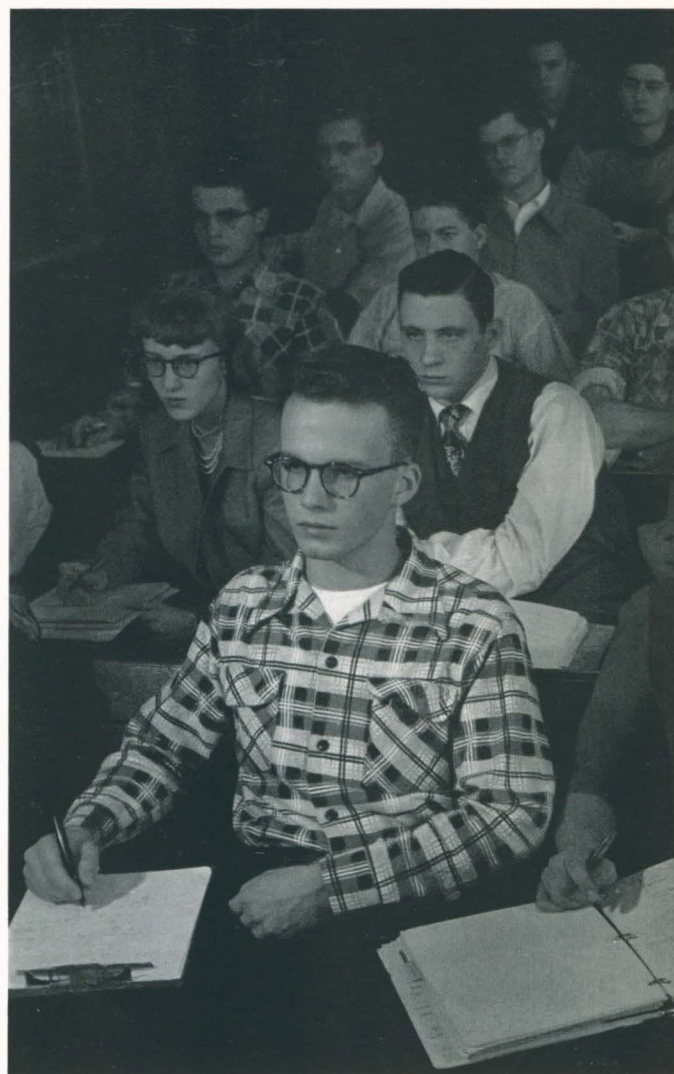
It is six major schools, 3,200 full-time students and 5,000 part-time, 425 full-time faculty members, and 2,200 non-teaching employees.

It is 55 major buildings, including one of the nation's most extensive medical centers, a famous and magnificent theater, dozens of modern laboratories, a 240,000,000-volt cyclotron, the city's art gallery, and a library of nearly 600,000 volumes.

Measured in another way, the University is an annual budget of more than 13 million dollars, including the sums used for medical service and research. This is triple the budget of 1940.

It is an institution which will not substitute size for quality, although it has grown in 25 years from a liberal arts college into a large university.

It is an independent, non-denominational institution, serving a community and a nation of many faiths. It is convinced that independent colleges and universities recognizing the profound necessity of faith are essential to the future of America.



These are the externals and the generalizations. The reality lies deeper.

*The essence of the institution is men and women. It is the individual student and his teacher.*

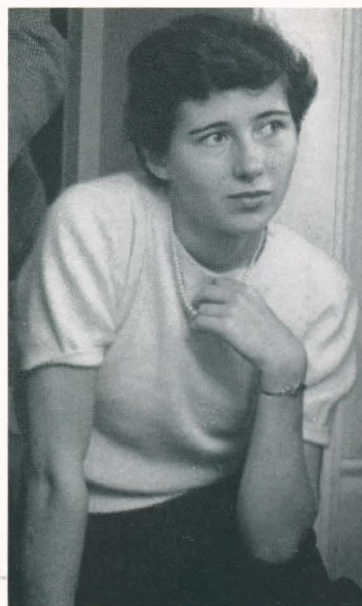
In the next pages, moving here and there throughout the institution, you will meet a few of the many men and women who transform its educational program into action.





ENGLISH SEMINAR at the home of  
Assistant Professor Ruth Adams.

Traditionally the University  
has placed emphasis on  
instruction in small groups and  
on individual guidance of  
student by teacher. The student  
in the small photos is Miss  
Frances Young of the  
Class of 1953.





## The Process of Learning

To think clearly, to live with moral purpose, to absorb some of the skills and stored-up knowledge of other minds and other ages—these are the major gifts of a university education.

Sharpened and seasoned by competition, stimulated by contact with leading scholars, matured by a need to hold one's own as an individual, a student's mind gains poise, depth and balance.

This is how the university educates.





## *The University Today*

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DR. J. EDWARD  
HOFFMEISTER  
*Dean of the College of  
Arts and Science, and  
Professor of Geology*

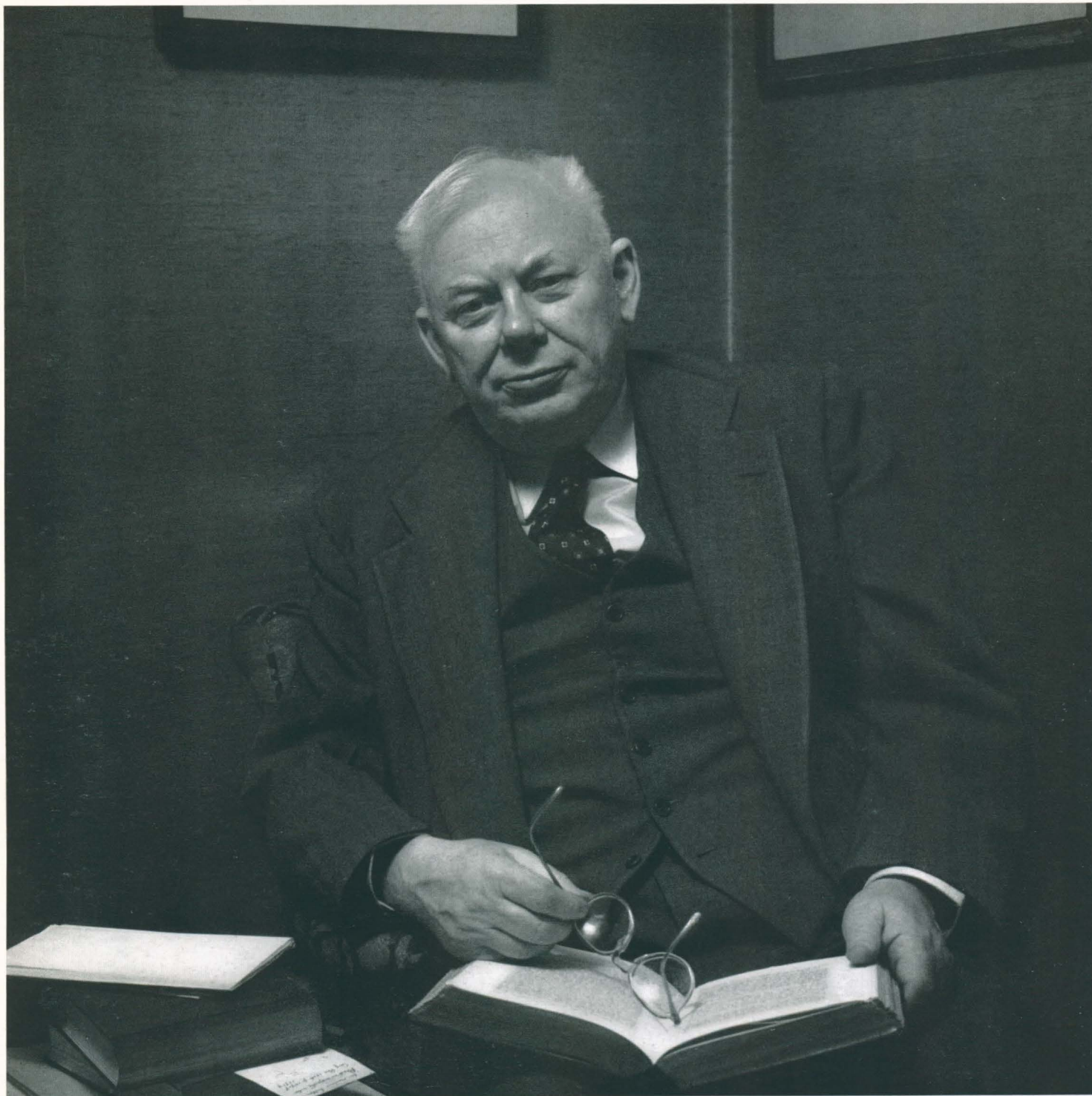
From the earliest days of the University, the Genesee Valley and its gorges have been the outdoor classroom of students of geology.





ENGINEERING • RICHARD F. EISENBERG, *Assistant Professor of Mechanical Engineering*, at right.  
One of every four undergraduate men majors in engineering, keystone of modern industry.

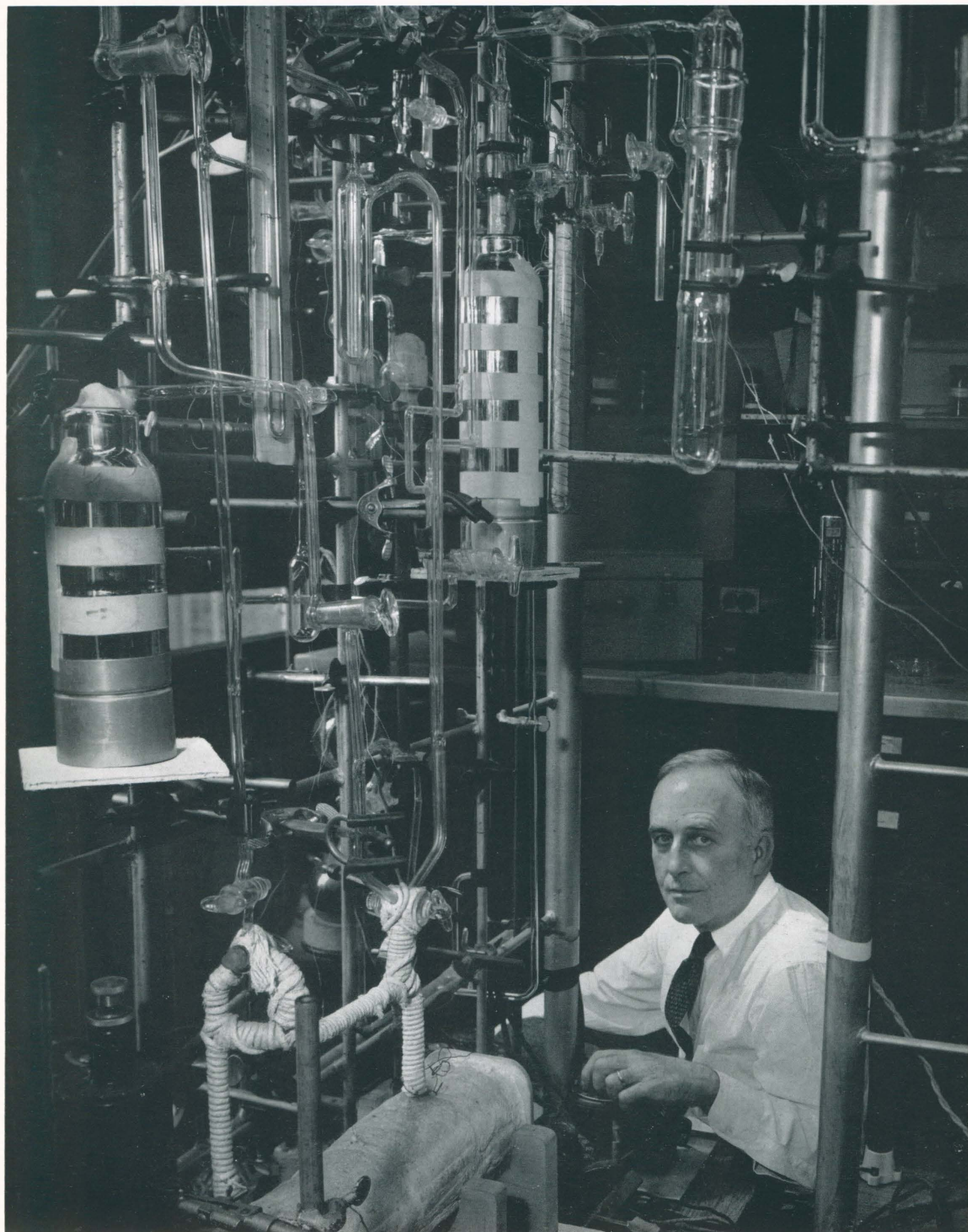




DR. DEXTER PERKINS  
*Watson Professor and  
Chairman of the Department  
of History*

Dr. Perkins, noted for his studies of American diplomacy, heads a department which for generations has combined scholarship and teaching ability. Its excellence symbolizes the University's concern for the humanities and social sciences.





DR. W. ALBERT NOYES, JR.  
*Chairman of the Department  
of Chemistry, and Dean  
of the Graduate School*

The increasing importance of chemistry to the city of Rochester is paralleled by the growth and accomplishments of the chemistry department.



NAVAL SCIENCE  
Midshipmen of Naval  
Reserve Officers  
Training Corps train  
with fighting equipment  
in Harkness Hall,  
named for Admiral  
William Harkness, famed  
astronomer, of the  
Class of 1858.





## *The University Today*

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DR. ROBERT E. MARSHAK  
*Harris Professor and  
Chairman of the  
Department of Physics*

Since before World War II, the physics department has been contributing notably to the advance of nuclear physics.

The large cyclotron shown in the photograph is one of five such machines in the nation.





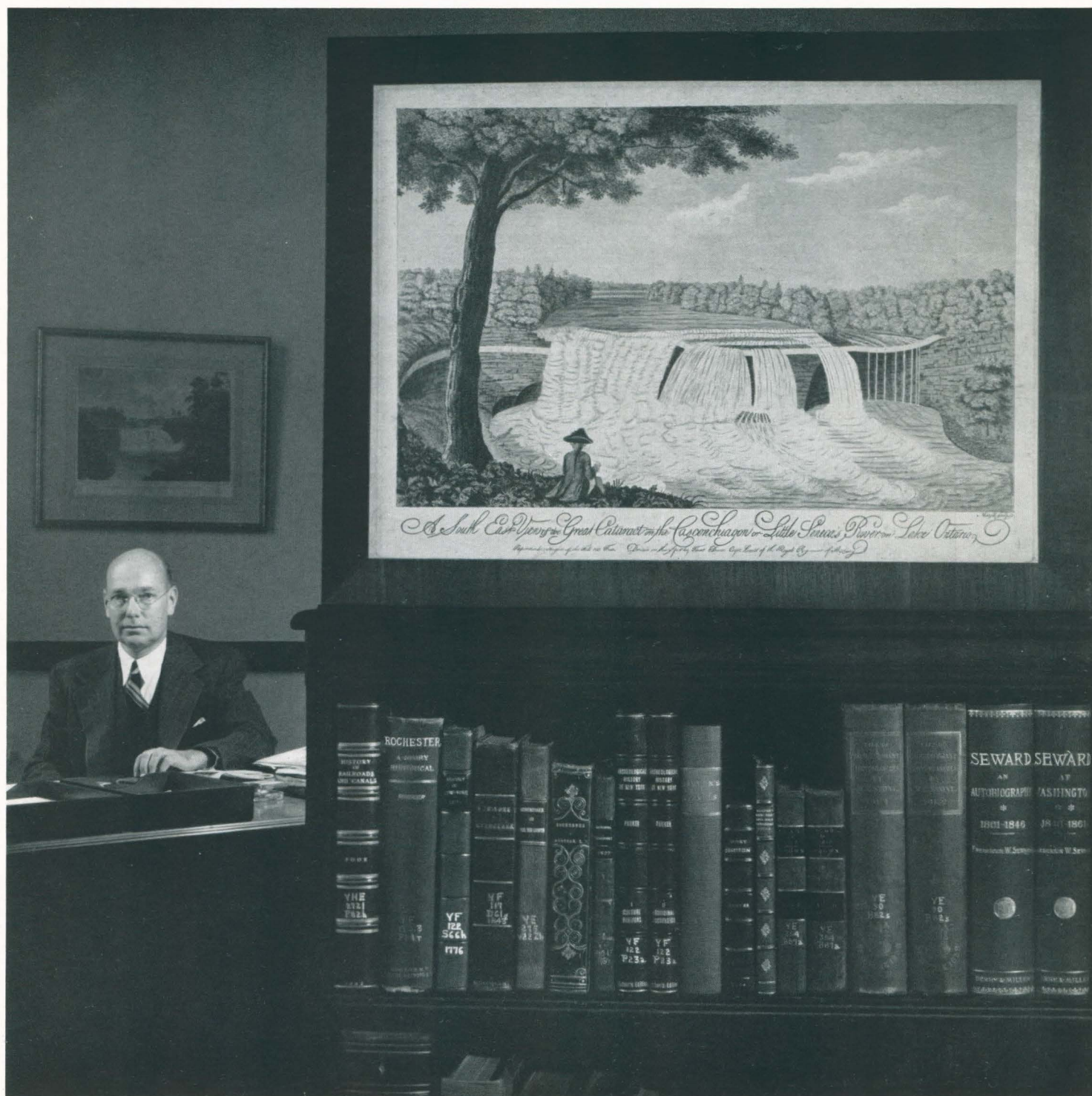
DR. CARL D. HERSEY  
*Professor of Fine Arts and  
Chairman of the Department  
of Art and Archaeology*

Masterpieces of Memorial  
Art Gallery like the  
El Greco "St. Hyacinth,"  
shown here, give force  
and realism to the teaching  
of fine arts.



JOHN R. RUSSELL  
*Librarian of the University*

Free for public use,  
the University's library  
collections range from  
local history, examples  
shown at right, to  
extensive scientific and  
medical libraries, and  
from medieval manuscripts  
in the Sibley Music  
Library to 100,000 items  
from the personal papers of  
William H. Seward.





## Institute of Optics

DR. BRIAN O'BRIEN,  
*Director of the Institute  
of Optics, and*  
CARL L. BAUSCH,  
*Vice President of  
Bausch & Lomb  
Optical Company*

Aided by Rochester  
industry, the Institute  
has become the nation's  
center for training and  
research in the  
science of optics.



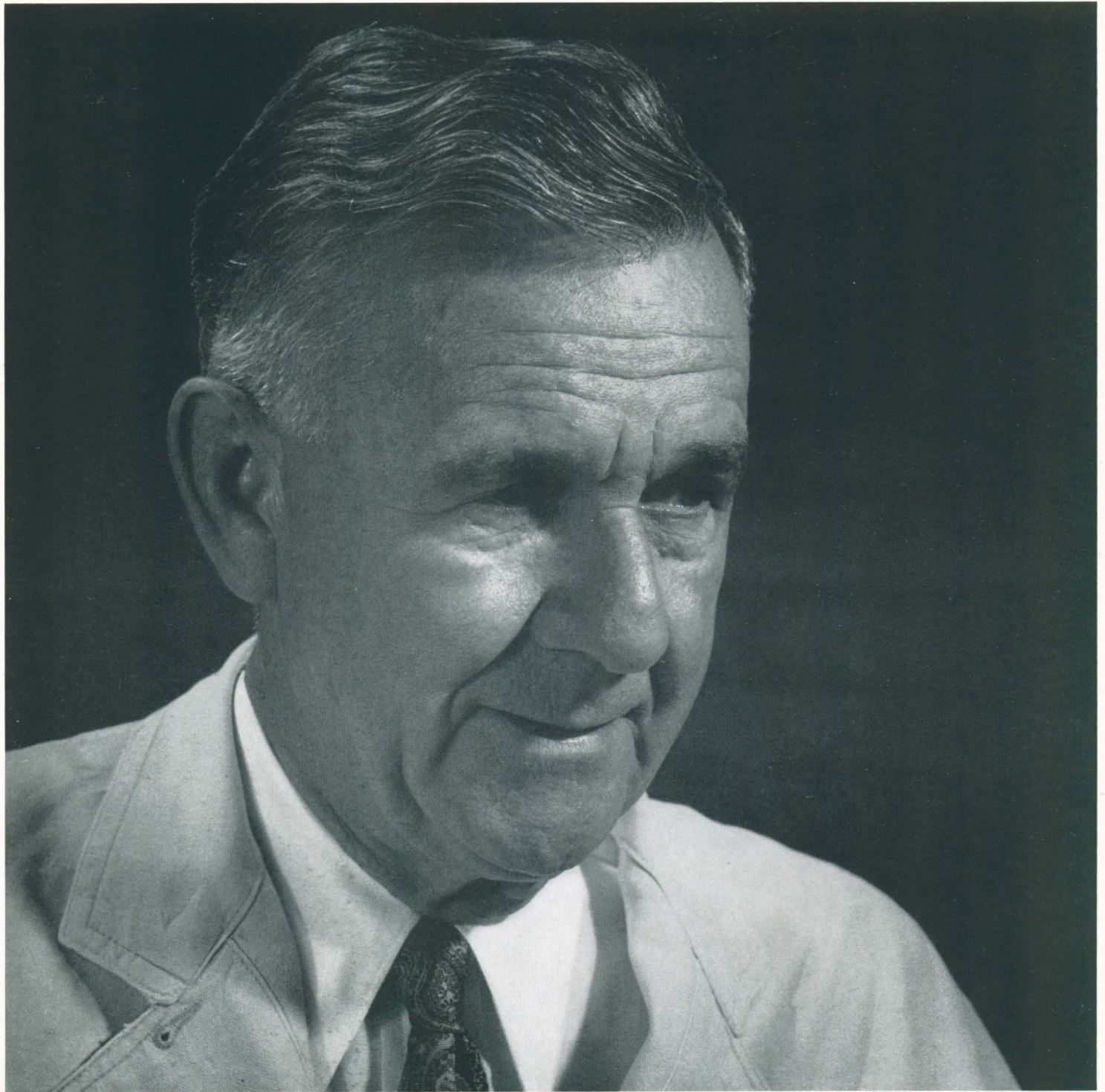




TEACHER EDUCATION

In the schools  
of Rochester, the  
University's students  
in teacher education  
learn by doing.





DR. GEORGE H. WHIPPLE  
*Dean of the School of  
Medicine and Dentistry  
from 1921 to 1953,  
Professor of Pathology,  
Co-winner of Nobel Prize  
in Medicine in 1934*



## The School of Medicine and Dentistry The Medical Center

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Only doors which are always open separate the School of Medicine and Dentistry from its teaching hospital. The patient is but a few feet from the classroom.

This arrangement, in which the school pioneered, symbolizes its insistence that, despite the advances of modern medicine, the patient is still the center about which the physician's life turns.

In barely a quarter of a century the medical school with its various divisions has become one of the great centers of American medicine. In it the University's tradition of excellence has found full reflection.

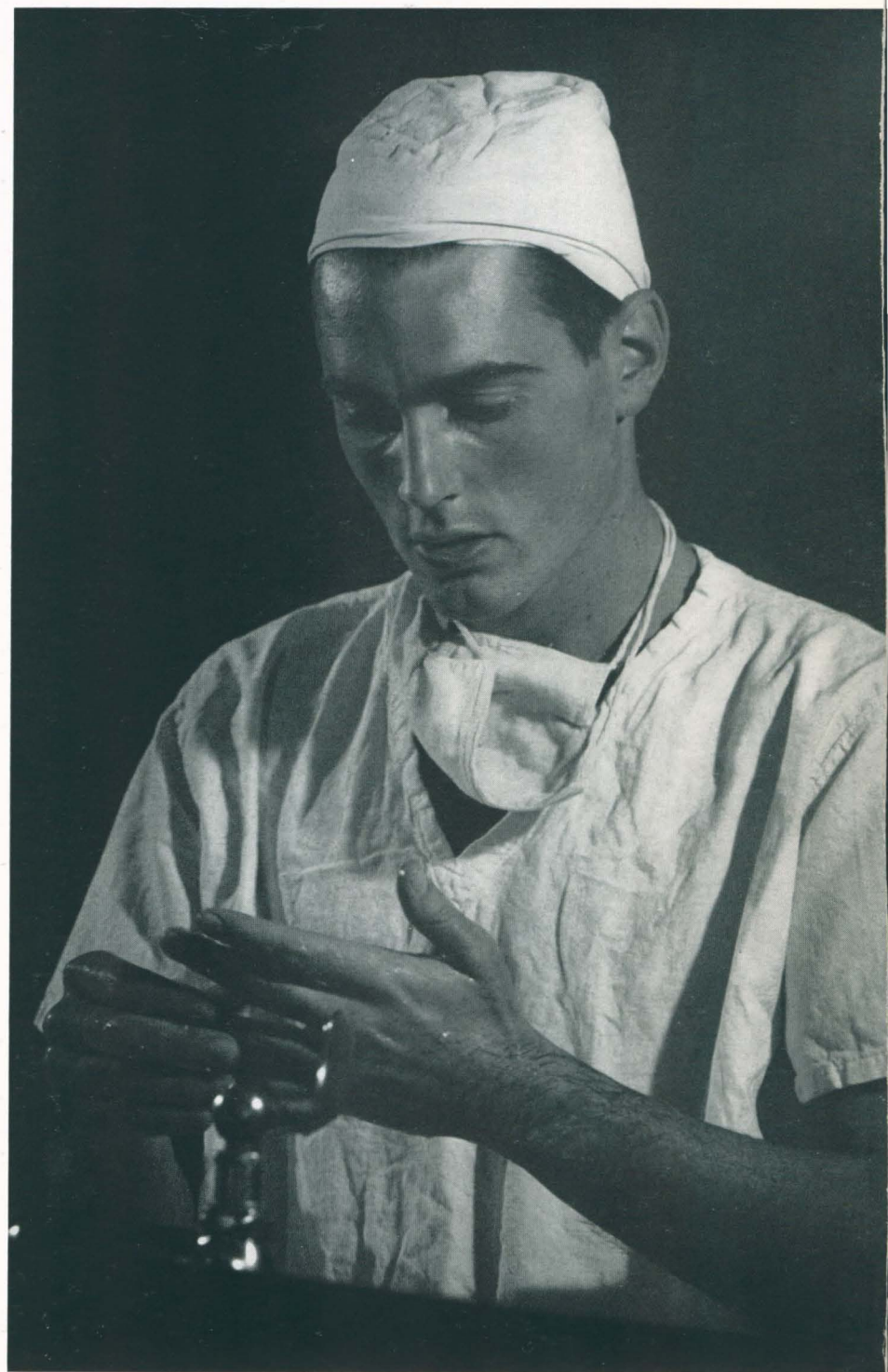
Graduates and former staff members are serving the sick throughout the United States.

They are teaching in every leading medical school; so much so that the school is known as one of the chief educators of medical teachers and administrators.

And in the brick buildings of the Medical Center is carried on research which benefits the whole world.

But despite its honors and scientific achievements, the school never loses sight of its central purpose—to train physicians to tend the sick. This is the simple formula for its success.

*Medical Student Prepares to Assist at Operation*



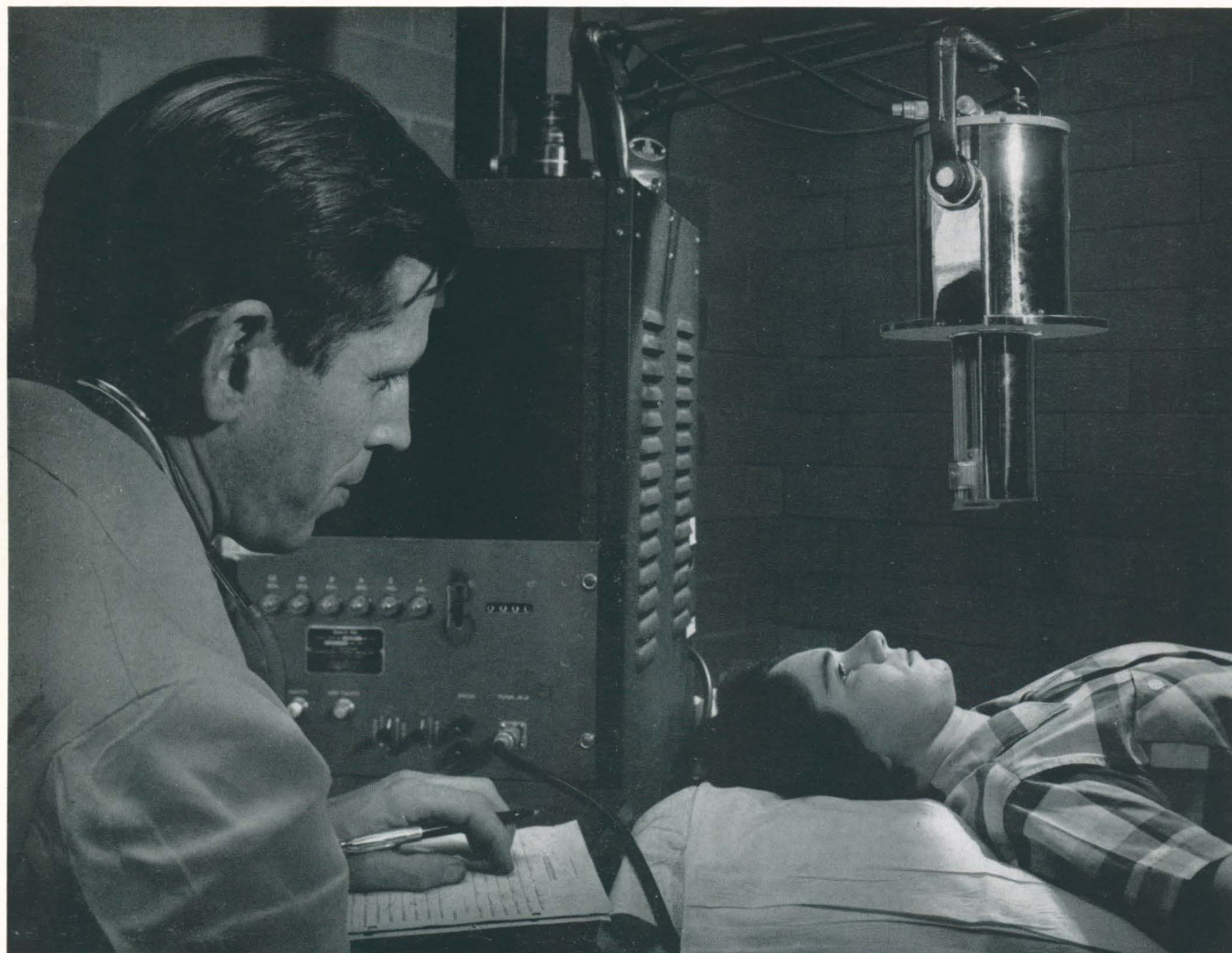


The University of Rochester Medical Center consists of the School of Medicine and Dentistry, the School of Nursing, Strong Memorial Hospital, Rochester Municipal Hospital, Rochester Health Bureau Laboratory, the Psychiatric Clinic, Atomic Energy Medical Research Project, and Edith Hartwell Clinic in LeRoy, N. Y.

Such facilities lay before each student the tremendous scope of modern medicine. And advances in medical knowledge are speeded

because of the great breadth of research in the Medical Center and related departments of the College of Arts and Science.

However, although the Medical Center is large and complex, the Medical School enrollment has been kept relatively small—in keeping with the school's belief that able physicians cannot be mass-produced and that there must be opportunity for each student to learn at the bedside.



DR. JOE W. HOWLAND  
*Professor of Radiation  
Biology and Chief  
of Division, Atomic  
Energy Project*

Since World War II, the School of Medicine and Dentistry has been a center of the government's atomic energy medical programs, including cancer research.



## School of Nursing

Enrollment in the School of Nursing averages 275, including many students taking 4½-year programs for nursing degrees.







Eastman School  
of Music

DR. HOWARD HANSON  
*Director*

George Eastman's interest in music, which resulted in the foundation of the Eastman School, has changed the history of American music. Its graduates include many of the nation's leading composers, performers and music educators.



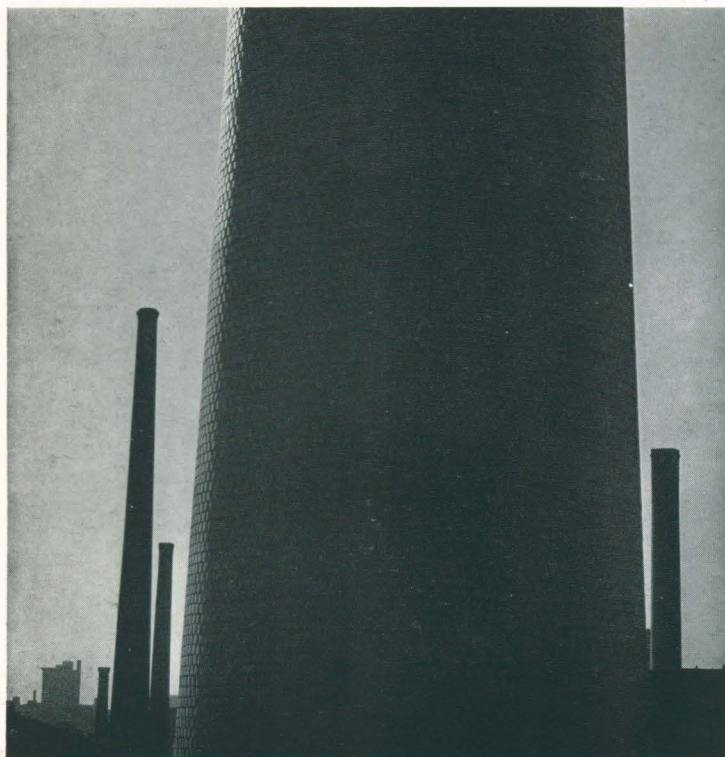


#### STUDENT CONCERT

*Eastman Theatre of  
the University*

Concert programs, ranging  
from solos to full  
orchestra, give experience  
in public performance.





*At left, giant chimneys of Rochester industry. At right, a familiar scene throughout the city—employees on their way to work.*

## The University Serves the Community

In medicine, music, art, adult education and technological research, the University of Rochester performs more direct services for its community than any comparable American university. These services are decisive in determining the tone and quality of the community's life.

But the University's greatest service to Rochester and the nation is the preparation of young people for leadership.

The University is not just the men and women who are its faculty and students. Rather, it is the total effect of its graduates and teachers upon society.

Thus you can't measure the work of the University until you think of lives stretching out for half a century after graduation—and the effect of those lives upon countless other men and women.

Only the outline of a meaningful story can be glimpsed in the statement that thirty of Rochester's fifty school principals are graduates of Rochester's university. The real story lies in the influence of those principals upon thousands of young people.

So it is with the fact that one Rochester physician in three holds a degree from the University, despite the comparative youth of the School of Medicine and Dentistry. One must think of the years of service these physicians are rendering to the sick.

Engineers, bankers, teachers, doctors, accountants, social workers, newspapermen, merchants, lawyers, governmental leaders, and the housewives who help shape the community—such are the individuals who have been educated by the University.

These men and women make up a large part of all college or university-trained persons in the community. In the past they have contributed much to the growth of Rochester, its industry and its other institutions. It is fair to assume that future graduates of the University will do as much or more.

In determining the quality of the men and women who will come out of its University, Rochester in large measure will be determining its own future.









## Medicine

DR. ROBERT J. BLOOR  
*Assistant Professor of  
Radiology, demonstrates  
million-volt x-ray  
therapy machine at  
Medical Center*

More than 15,500 persons  
are hospitalized each year  
at the Medical Center.  
Outpatient visits average  
more than 1,500 a week,  
80,000 a year.



## Music

*Concert in  
Kilbourn Hall of the  
Eastman School of Music*

The Eastman School is  
the foundation on which  
Rochester has built its  
reputation as a city of music.  
Each year a quarter-million  
people attend concerts  
in the University's  
Eastman Theatre and  
Kilbourn Hall.

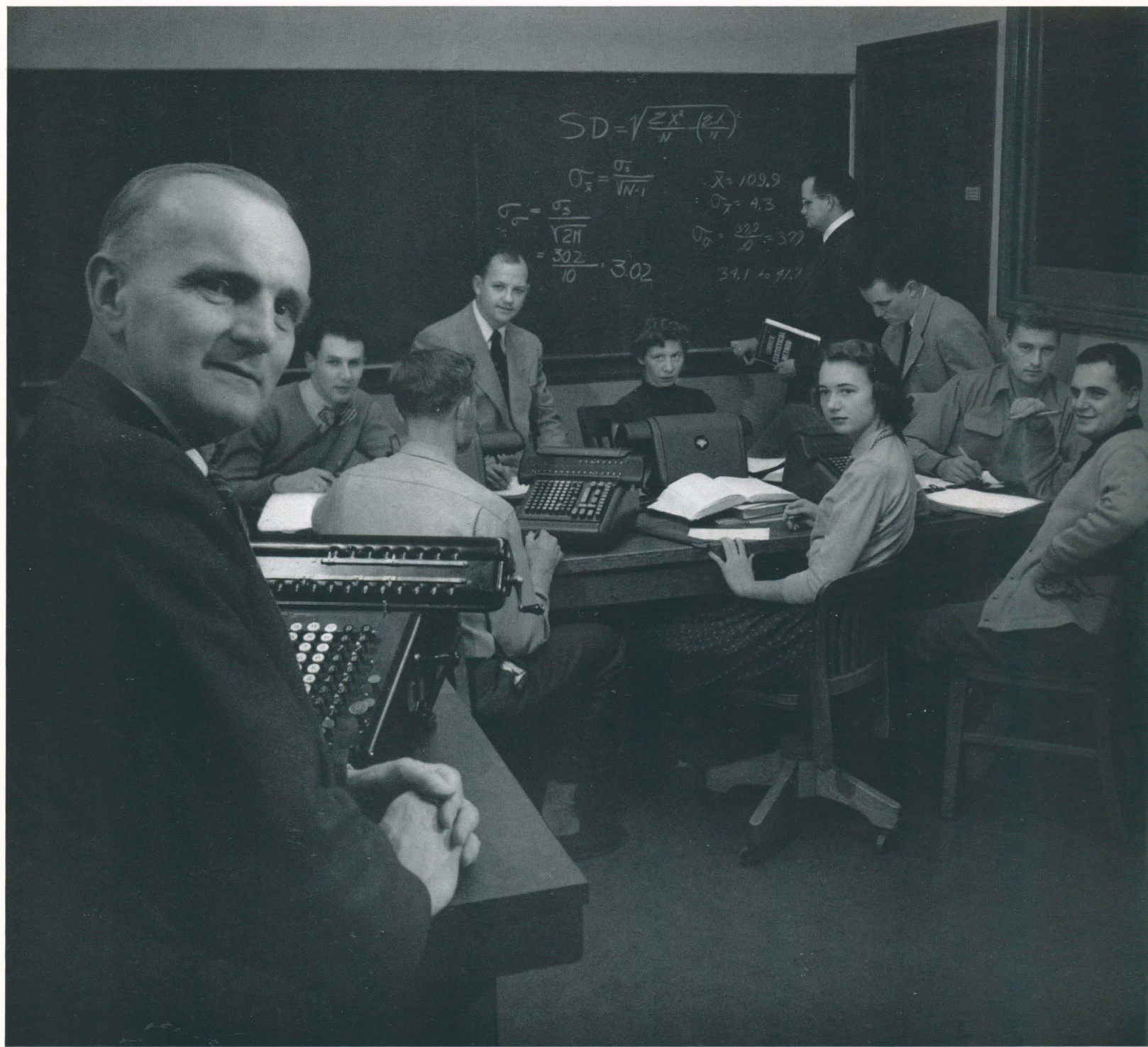




## Adult Education

HERBERT F. FITTON,  
*Assistant Dean of the  
University School of  
Liberal and Applied  
Studies, conducts  
class in accounting*

Since 1916 more than 40,000 individual Rochesterians have been enrolled in University extension courses. Hundreds of courses, ranging from personal finance to advanced physics, are offered by the University School. Enrollment is 2,000.





## *The University Serves the Community*



### *Art*

#### *Children's Class at Memorial Art Gallery*

An average of 100,000 persons are attracted to the Gallery each year by its special exhibits, permanent collections, films and lectures. Nearly 800 children and adults now are enrolled in the Gallery's art classes.





*At left, the old United States Hotel on Main Street West, where the University was founded in 1850. At right, the tower of Rush Rhees Library, focal point of the River Campus developed in the 1920's.*

## Plans for Development

From five professors and sixty students in an old hotel building to the present great university centered on the River Campus—this is the physical record of the growth and vitality of the University of Rochester.

Three times in its history great opportunities have faced this institution. The first was in 1850 when farsighted men set out to lay the foundation of a university of high quality.

The second was in the 1920's when, with the aid of George Eastman and thousands of others, the River Campus was built, the schools of medicine and music established, and the University's field of service tremendously broadened.

The third period of opportunity is today.

The growth and achievements of the past 25 years have made the University of Rochester a leader among American universities. It has made varied and impressive contributions to the community and to the nation.

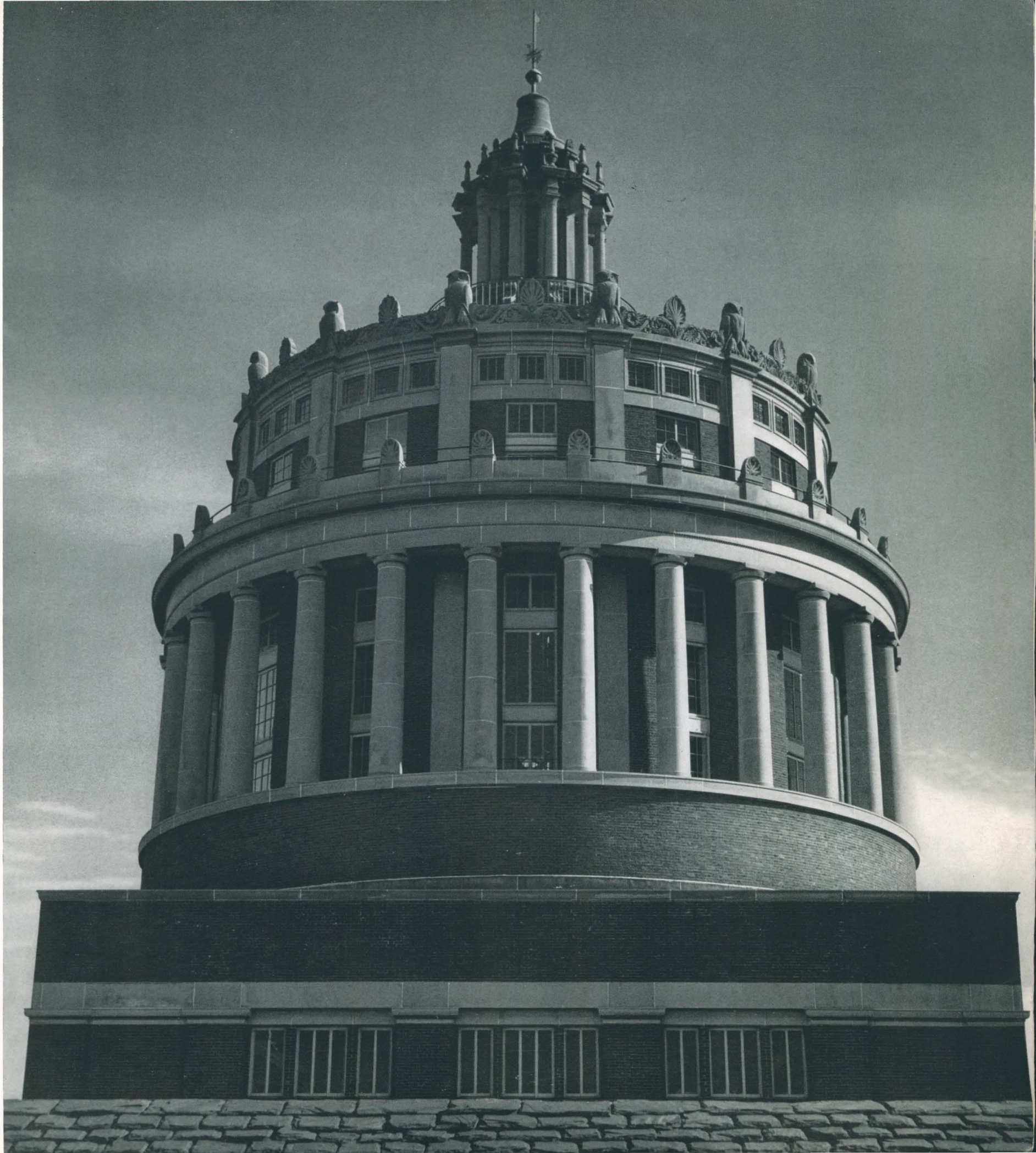
But now, with determined effort, it can become one of the most brilliant institutions of our time.

The University's faculty, trustees and administration see clearly the steps which must be taken. To accomplish them, new financial resources must be provided.

Consolidation of the undergraduate colleges, addition of outstanding teachers to the faculty, courses of study adjusted to a changed world, new buildings and equipment, enlargement of the student body without sacrifice of quality—these are major aims in the many-sided program for progress in the next ten years.

The University Development Fund seeks \$10,700,000 to finance the first stage of this program. Its three main objectives are described in the next pages. Over the next decade additional sums totalling 36 million dollars will be needed to carry out long-range plans of all divisions of the University, including the Medical Center and Memorial Art Gallery.









*At right, President de Kiewiet, using blocks and 1924 scale model of the River Campus in study of new construction plans for consolidation of the colleges.*

## *I. Consolidation of the Men's and Women's Colleges on the River Campus*

Consolidation of the Men's and Women's Colleges into a single coeducational undergraduate college is a reshaping of the University to educate more effectively.

This reorganization will benefit the entire University, but most directly the College of Arts and Science, the Graduate School and the University School of Liberal and Applied Studies.

The reasons are logical and compelling.

The consolidation will make possible an undergraduate program better prepared to cope with today's educational tasks.

It will open to women students educational resources and fields of study now closed to them or available only under difficulty. This is at a period when national needs are calling women into many careers previously barred to them, and when young people increasingly consider coeducation a normal pattern for education.

Obviously the University cannot hope to offer equal facilities on two campuses. The laboratories, the library and other equipment of the River Campus cannot be duplicated on the old campus.

The two-campus operation is expensive, duplication of programs and facilities now costing at least \$160,000 a year. And travel between the campuses has been an unnecessary strain for the faculty and staff.

Finally, four million dollars would be needed to modernize the Prince Street Campus for long-run use. Yet the neighborhood is not as attractive as it once was, and space is limited.

The Eastman School of Music will benefit from the consolidation by receiving Munro Hall as a dormitory for men—a long-needed facility. Cutler Union also will be available for use by the Eastman School. The Memorial Art Gallery and adjacent land will not be affected. The University School will concentrate its operations at the River Campus.

Building projects on the River Campus to carry out the consolidation include:

1. A Women Students' Center (A description of the Center will be found on the next pages): \$1,800,000.
  2. A University Administration Building: \$1,000,000.
  3. Enlargement of student dining and social facilities, and new faculty club: \$700,000.
  4. University School headquarters, utilities changes: \$500,000.
- Total of new funds required for the consolidation is \$4,000,000.



*Plans for Development*

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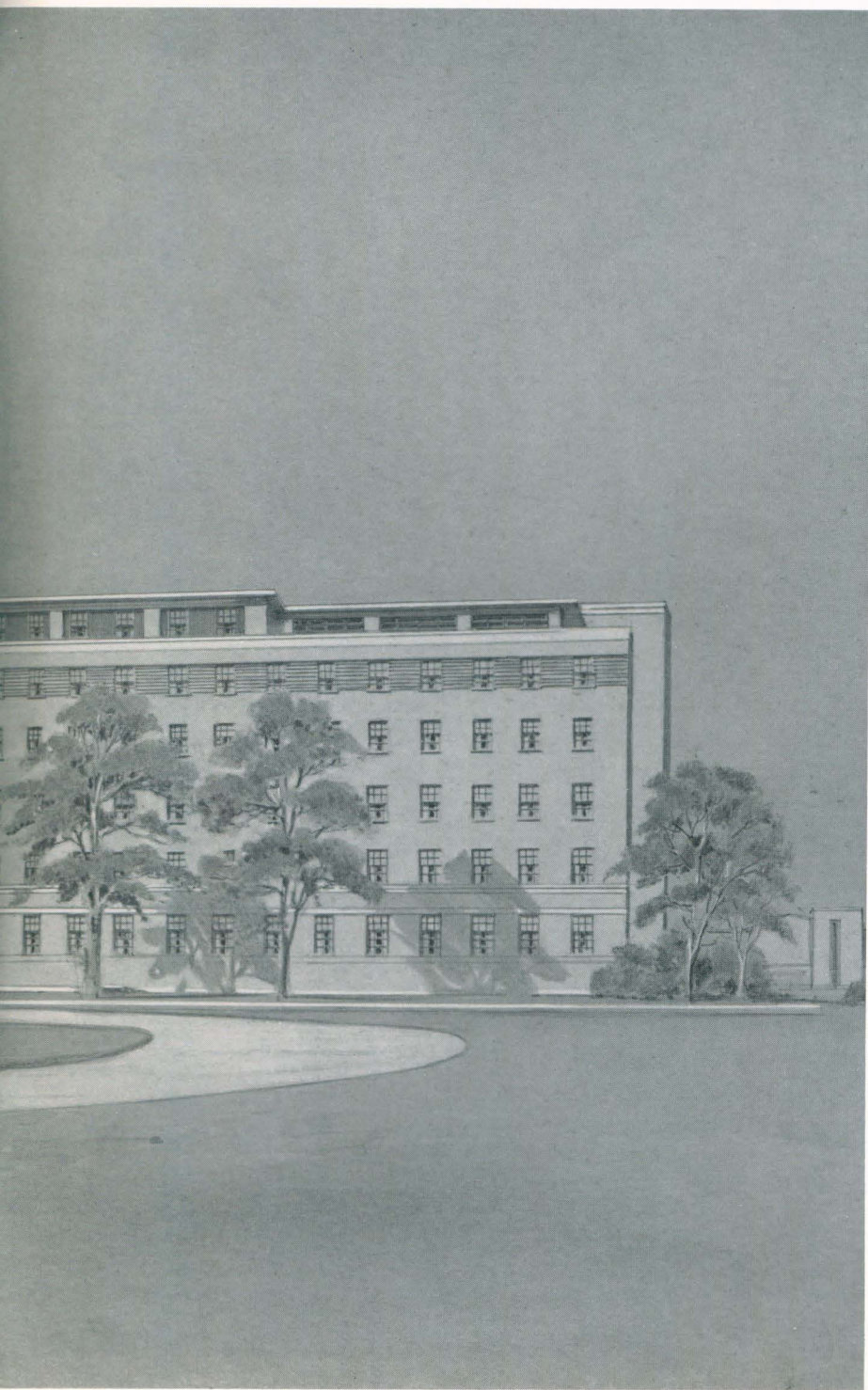


*Plans for Development*

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From the drafting boards of Eggers and Higgins of New York City and of Waasdorp and Northrup of Rochester have come plans for the Women Students' Center to be built on the River Campus.

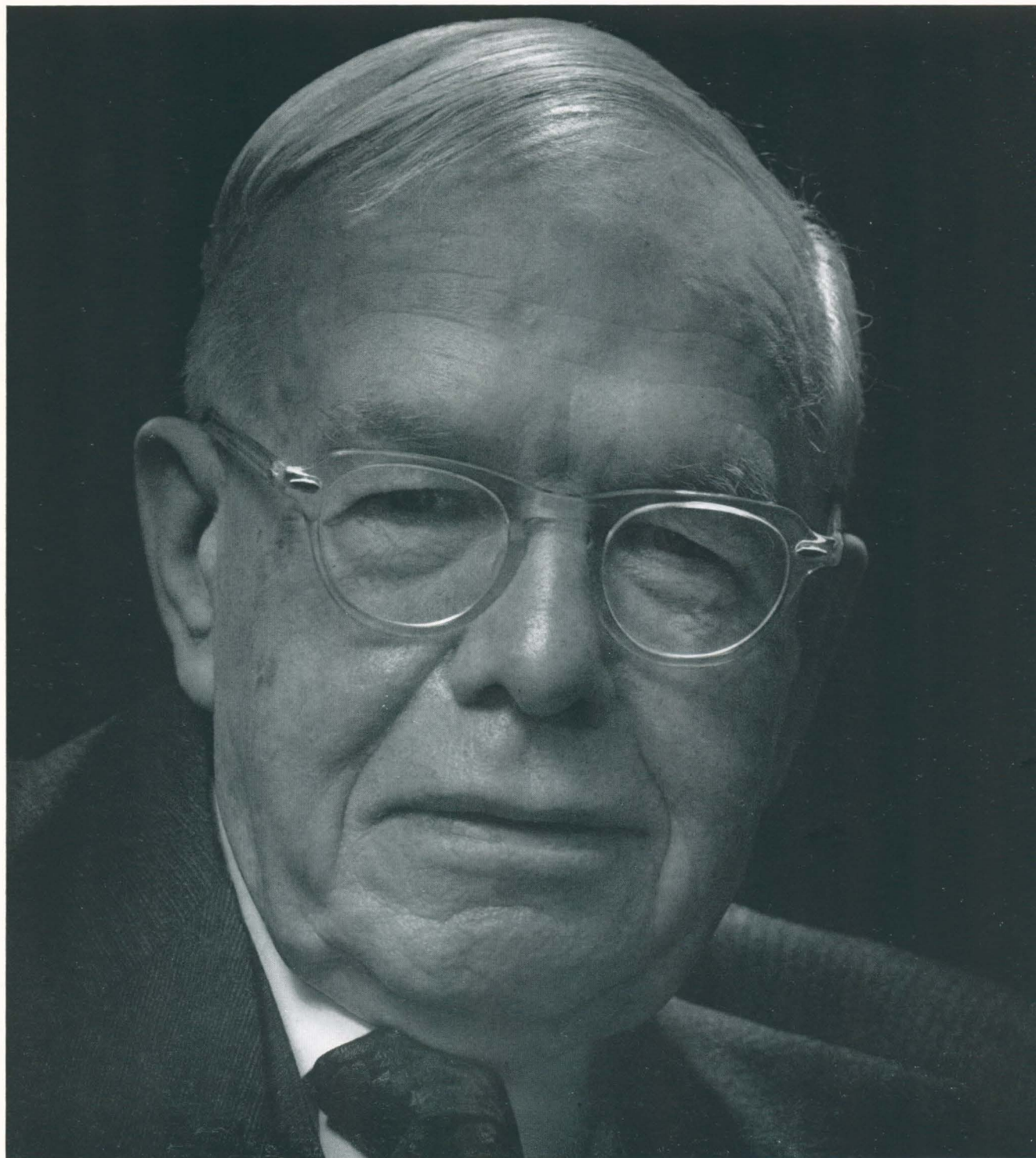
The site, readily accessible, yet apart from the busiest sections of the campus, will be the crest of the hill northeast of Rush Rhees Library. From the site there is a magnificent view of the Genesee River and the sky line of downtown Rochester.

The architecture of the Women Students' Center will be contemporary, and its red brick and its balanced masses will harmonize with other buildings on the campus. The cross-shaped layout of the Center will make possible efficient and economical centralization of services, but the wings of the building will be operated as independent dormitories or "halls." Each living unit will be small enough to provide an intimate and homelike atmosphere.

Three of these halls will be built now. They will accommodate a total of 450 students. A fourth such hall will be constructed later. The Center also will contain a clinic and an infirmary.

Close to the dormitory structure, built into the side of the hill, will be the women's athletic building, the long-desired successor to the present inadequate facilities of Susan B. Anthony Hall on the Prince Street Campus.





DR. JOHN ROTHWELL SLATER  
*Gilmore Professor  
of English Emeritus,  
Member of the Faculty,  
1905-1942*





## II. *Faculty*

### New Professorships, Salary Increases

Teachers are the bone and fibre of a university. Their minds and characters are its greatest resource—its greatest endowment.

Even when it was small and struggling the University of Rochester had distinguished professors. Today the faculty includes many names which are world-famous.

But if the University is to make good its present opportunities, it must add outstanding men and women to its faculties, and it must assure adequate salaries for all of its teachers.

Professors of ability can strengthen and broaden departments, attract able students to Rochester, and enrich community life. The acquisition of mature and brilliant minds is a promise of success for the University and the city.

To attract and retain such men and women, however, the University must pay salaries in keeping with their abilities. Inflation

has treated the nation's college and university teachers most harshly of all professional groups. Professors' salaries have risen only about half as much as the cost of living since 1940.

The University of Rochester has been able to increase salaries considerably in the past decade, but now it must do better. Other leading universities have acquired the means to raise salaries, and institutions which do not keep pace may lose many of their finest teachers. Unless it can meet this salary competition, the University of Rochester will not be able to do the quality job which the future of the community requires.

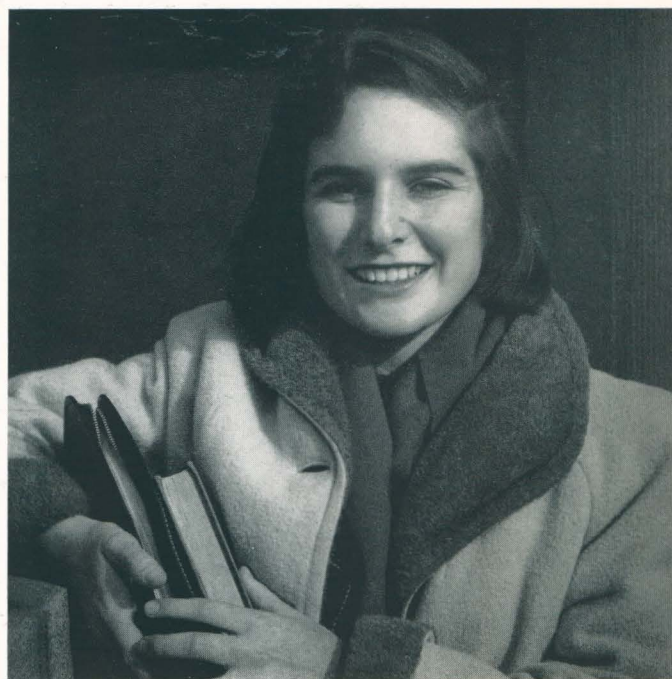
To add leading scholars to its faculties by establishing new professorships, and to start the needed adjustment of salaries, the University must have \$160,000 annually, or the equivalent in endowment, which is \$3,500,000.



*Students  
on the porch of  
Rush Rhees Library*







### *III. Students*

Rochester, among American cities, has an extraordinary need for leadership and skilled minds. It is a talent-importing community, because its needs are so great they cannot be supplied by the community itself.

The University serves as Rochester's chief agency for the training and importing of leadership personnel. It is in effect the community's great personnel office.

A young man or woman admitted to the University has passed through a long screening process which began at entry into school. As an institution of high reputation, the University of Rochester attracts outstanding young people, trains them and each year sends out many into the life of the community.

This task has been done well in the past. But the University is looking at Rochester's future and it foresees that it must do an even more effective job if the community is to prosper. To do so it has set up a unified program which includes the following:

1. Broader and more intensive coverage of secondary schools to enroll students of ability and promise.

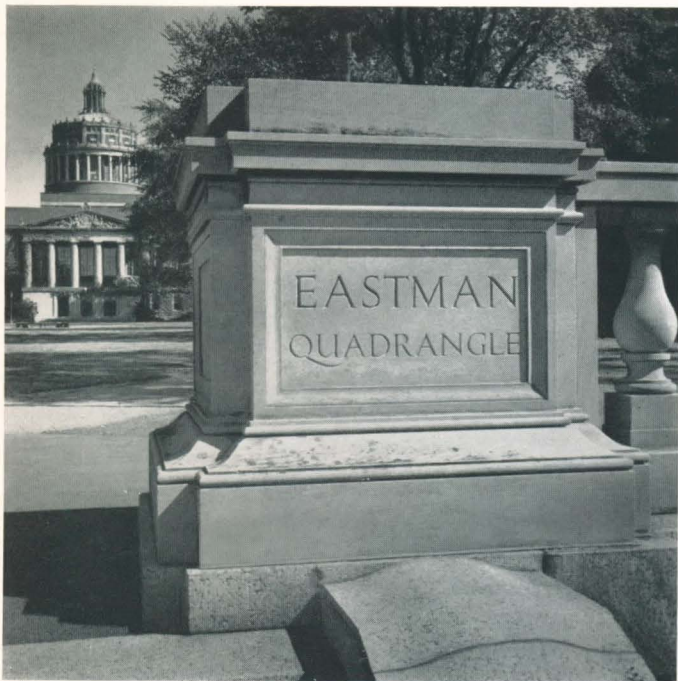
2. An expanded program to test students' abilities and to guide them to proper courses and careers. This program is designed to prevent needless waste of talent through failures, withdrawals or improper selection of fields of study.

3. Greater emphasis on employment aid for graduating students. Through co-operation with local business enterprises, students will have opportunities for realistic insight into various types of jobs and careers.

4. A national Rochester Scholars Program to bring to the University of Rochester additional numbers of the most promising young men and women of the community and the nation, regardless of financial resources.

To carry out these plans, the University must have \$140,000 of annual income, or its equivalent in capital, \$3,200,000.





*At left, memorial tablet at entrance of the Eastman Quadrangle. At right, the silhouette of the River Campus, photographed from across the Genesee.*

## On Creating Memorials

In the University, memories hold persistently and tenaciously to life.

Study a small stone bearing the legend "1861" which a graduating class long ago placed beneath an elm on the Prince Street Campus. The youths who put it there are many years dead, two falling in battle soon after graduation.

But their memories live in the University, and this stone makes you aware of them.

On the River Campus, with the Genesee curving slowly past and the bells of the Hopeman Chime tolling the hours, you especially feel this sense of timelessness.

Here President Rush Rhees built for the centuries. Here, more than in any other place, Rochester and its University preserve

the memories of outstanding citizens and graduates—of men and women whose lives were unusual achievements in civic life, in education, in business, in government and in other fields.

Names of buildings call back to life beloved professors, and men who saw as far in education as in the affairs of industry.

Here in the quadrangle bearing his name lives the memory of the self-effacing man whose hopes for the University "were as high as his gifts were great" and who gave his great fortune to youth and the future.

Nearby is a memorial to a beloved employer given by those who worked for him. And here on the River Campus work and study many who owe much to memorial professorships, fellowships and scholarships.

Memorials like these can be established by individuals and companies as their contributions toward the building of a greater University. Scholarships, professorships, fellowships and endowment of research or educational programs will be recorded on a tablet in Rush Rhees Library—or in the naming of divisions of the College of Arts and Science.

Other tablets with suitable inscriptions will identify memorials in the form of dormitories and other buildings, or rooms and sections of such buildings. And names of all contributors to the development of the University will be inscribed in a book to be exhibited permanently in the library.









## Our Frontier Is the Future

*It challenges us, not to make a wilderness fruitful, but to build a peaceful and productive world.*

*Not the axe and the plow, but the strengths of the mind and the spirit will win this new frontier.*

*Not surrounding campfires, but man-made suns warn of its dangers.*

*Yet dangers faced and responsibilities shouldered leave legacies of courage and determination, of seeing far and planning boldly.*

*Toward the new frontier move those to whom the pioneer spirit is more a challenge than a birthright.*

*In that line of march, this University and all who share its brave ideal have their places.*





*The Genesee Country—a view of the Genesee Valley north of Geneseo*



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DONALD W. GILBERT, Vice-President, University Development