

# *The Power of*

# Professorships

With its original goal for endowed professorships already met, *The Meliora Challenge* sets a new target: establishing 100 such positions for Rochester faculty by 2016.

*By Scott Hauser*

THE MELIORA CHALLENGE HAS MARKED A milestone moment: the \$1.2 billion comprehensive campaign this spring reached its goal of establishing 80 endowed professorships.

With two years to go, the target has been increased to 100 endowed positions by the time the Campaign is scheduled to end in June 2016.

“This is a milestone achievement to be celebrated,” President Joel Seligman said. “It is safe to say that just as great cathedrals are built brick by brick, great universities are built professorship by professorship.

“The work of our faculty is among the most enduring aspects of our University, and our alumni and friends who support their work by endowing professorships deserve our recognition and thanks.”


A key component of the Campaign’s \$350 million goal for faculty support, endowed professorships are part of a long-standing tradition to celebrate faculty while also recognizing the intergenerational power of donor support for the University.

Endowed positions also help retain and attract talented faculty members who are leaders in their fields, schools, and the local community, as well as provide critical funds to support research.

Generous support from alumni, faculty, and friends of the University has driven the early success of the endowed professorship initiative, prompting the new target.

Reaching the new goal would nearly double the number of endowed professorships at the University, which counted a total of 107 such faculty positions when the Campaign first got under way in 2005.

Ceremonies to recognize inaugural appointees and the supporters of each new position began in 2006. So far, nearly four dozen events have been held, with more celebrations planned well into the future.

Here’s a roster of Rochester’s latest endowed professorships—those established between July 1, 2005, and June 30, 2014. 





Dennis Kessler



Lawrence Rothenberg



Ronald Schmidt



Stephen Hammes



Francis Gigliotti



Michael Tanenhaus



Jannick Rolland



Susan McDaniel

**Edward J. and Agnes V. Ackley Executive Professorship in Entrepreneurship**

**Dennis Kessler**, a faculty member at the Simon School. The professorship was established by Edward '53, '64S (MS) and Agnes Van Branteghem Ackley '54.

**Lindsey Distinguished Professorship for Pediatric Research**

**Francis Gigliotti** '83M (Flw), chief of the Division of Pediatric Diseases at Golisano Children's Hospital. The position was endowed by microbiologist Porter Anderson Jr., who named it after one of the first children to receive the *Haemophilus influenzae* type B vaccine that Anderson codeveloped.

**Doris Johns Cherry Professorship**

The professorship was established with an estate gift from Doris Johns Cherry '43. An appointee is to be determined.

**Corrigan-Minehan Professorship in Political Science**

**Lawrence Rothenberg**, professor of political science. The professorship was part of a gift from E. Gerald Corrigan and University Trustee Cathy Jones Minehan '68.

**Beverly Petterson Bishop M '46 and Charles W. Bishop PhD '46 Endowed Professorship in Brain and Cognitive Sciences**

**Michael Tanenhaus**, professor of brain and cognitive sciences and of linguistics. The professorship was named for the late Charles '46M (PhD) and the late Beverly Petterson Bishop '46 (MA).

**Lionel McKenzie Professorship**

Named for the founder of Rochester's graduate program in economics, the professorship was established with a gift from the late Fred Jensen '42. An appointee is to be determined.

**Janice M. and Joseph T. Willett Professorship**

**Ronald Schmidt**, who developed and chaired the Simon School's Executive Development (MBA) Program at Erasmus University in the Netherlands. The professorship was established by University Trustee Janice Willett '78S (MBA) and Joseph Willett '75S (MBA).

**Dr. Arcangelo J. Madonia '38 and Annette Madonia Professorship**

The position was established by the late Arcangelo and late Annette Madonia. An appointee is to be determined.

**Frederick Douglass Professorship**

Established with a gift from the late Fred Jensen '42, the professorship recognizes the Rochester-based abolitionist and activist. An appointee is to be determined.

**Brian J. Thompson Professorship in Optical Engineering**

**Jannick Rolland**, professor of optics. Named in honor of Thompson, provost emeritus and former director of the Institute

of Optics, the professorship was endowed by University Trustee John Bruning.

**Richard S. Eisenberg Professorship in Chemistry**

The position was named in recognition of Eisenberg, the Tracy H. Harris Professor of Chemistry. An appointee is to be determined.

**Kenneth G. Burton, MD Annual Visiting Professor in Pediatric Orthopaedics**

The position was established by Richard Burton '64M (Res) in memory of his father. An appointee is to be determined.

**Louis S. Wolk Distinguished Professorship in Medicine**

**Stephen Hammes**, professor of endocrinology. Named in recognition of the Louis S. and Molly B. Wolk Foundation, the professorship honors Wolk, a prominent Rochester real estate entrepreneur and civic philanthropist.

**Louis and Dorothy Lange Professorship in Chemistry**

University Trustee Louis Lange '70 established the professorship in memory of his parents, Louis and Dorothy. An appointee is to be determined.

**Joseph W. Goodman Professorship in Optics**

The position was established by Goodman, an engineer and physicist at Stanford University. An appointee is to be determined.

**Founders' Distinguished Professorship of Pediatric Allergy**

The professorship was established by Eric Dreyfuss, clinical assistant professor at Golisano Children's Hospital. An appointee is to be determined.

**Marilyn and Michael Rosen Endowed Professorship**

The position was established with a gift from University Trustee Michael Rosen '82, '83S (MBA) and Marilyn Rosen. An appointee is to be determined.

**Graduate Dean of Academic Affairs**

The position was established by an anonymous donor. An appointee is to be determined.

**Rajesh Wadhawan Professorship**

The position was established by the Wadhawan family. An appointee is to be determined.

**Dr. Laurie Sands Distinguished Professorship of Families and Health**

**Susan McDaniel**, professor of psychiatry. Endowed by the Sands Family Foundation, the professorship was named in honor of the late Laurie Anne Sands '76M (MD).

**Fields Endowed Professorship**

The professorship was established by Richard Fields on behalf of the Fields Family Foundation. An appointee is to be determined.

**William H. Eilinger  
Chair of Pediatrics**

**Nina Schor**, pediatrician-in-chief at Golisano Children's Hospital. The position was established with a gift from Eilinger's estate.

**Joseph F. Cunningham  
Professorship**

**Robert Westbrook**, professor of history. The professorship was established by Joseph Cunningham '67 (MA).

**Susanna and Evans Y. Lam  
Professorship**

**Joanna Wu**, professor of accounting at the Simon School. The professorship was established by University Trustee Evans Lam '83, '84 (MBA) and Susanna Lam.

**William and Sheila Konar  
Endowed Professorship**

**Anton Porsteinsson** '93M (Res), director of the Alzheimer's Disease Care, Research, and Education Program. The position was established by Bill and Sheila Konar.

**James N. Doyle, Sr. Professorship  
in Entrepreneurship**

**Ronald Goettler**, associate professor of business administration at the Simon School. The professorship was established by James Doyle Jr. in honor of his father's career at the Simon School.

**Michael and Diane Jones  
Professorship**

**Toni Whited**, professor at the Simon School. The professorship was established by University Trustee Michael Jones '76 and Diane Jones.

**Haggerty-Friedman  
Professorship in Developmental/  
Behavioral Pediatric Research**

The position was established by two Rochester faculty members: the late Stanford Friedman '57M (MD), who helped launched the field of behavioral pediatrics, and Robert Haggerty, who was chair of pediatrics during Friedman's tenure at the Medical Center. An appointee is to be determined.

**Alan F. Hilfiker Distinguished  
Professorship in English**

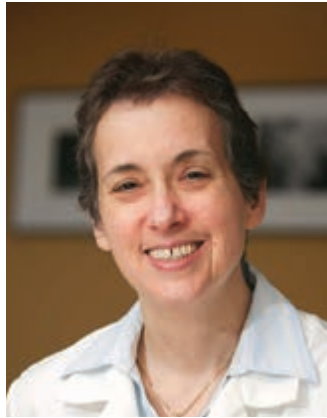
**Kenneth Gross**, professor of English. The professorship was established by University Trustee Alan Hilfiker '60.

**Lori and Alan S. Zekelman  
Professorship of Business  
Administration**

**Robert Novy-Marx**, professor of finance at the Simon School. The professorship was established by Alan '87 (MS) and Lori Talsky-Zekelman.

**Richard T. Bell Endowed  
Professorship**

**Yuhchayou Chen**, chair of the Department of Radiation Oncology and a physician at the Wilmot Cancer Institute. The position was established by Bell, who was a patient of Chen's.



Nina Schor



Robert Westbrook



Joanna Wu



Anton Porsteinsson



Ronald Goettler



Toni Whited



Kenneth Gross



Robert Novy-Marx



Yuhchayou Chen



Jamal Rossi



Michael Eaton



Mark Bils



Thomas Slaughter



Richard Looney



John (Jack) Werren



David Bushinsky



Charles Thornton



Patricia Sime



Richard Kreipe



Webster Pilcher

**Joan and Martin Messinger Dean of the Eastman School of Music**

**Jamal Rossi**, dean and professor of woodwinds at the Eastman School. The deanship was endowed by University Trustee Martin Messinger '49 and the late Joan Messinger.

**Philip and Marilyn Wehrheim Professorship**

The position was established by Philip and Marilyn Wehrheim '61, '82 (MS). An appointee is to be determined.

**Denham S. Ward, MD, PhD Professorship**

**Michael Eaton**, professor of anesthesiology. The professorship was established by several donors to recognize Ward, professor emeritus of anesthesiology.

**Hazel Fyfe Professorship in Economics**

**Mark Bils**, professor of economics. The professorship was named for the late Hazel Fyfe '46.

**Arthur R. Miller Professorship of History**

**Thomas Slaughter**, professor of history. The professorship was established by noted legal scholar and analyst Arthur Miller '56, '08 (Honorary).

**Saunders Family Distinguished Professorship in Neuromuscular Research**

**Charles Thornton** '91M (Flw), professor of neurology. The professorship was established as part of a gift from Rochester businessman E. Philip Saunders and his family.

**E. Philip and Carole Saunders Professorship in Neuromuscular Research**

The position was established by E. Philip and Carole Saunders. An appointee is to be determined.

**Dr. Stephen I. Rosenfeld and Elise A. Rosenfeld Distinguished Professorship in Allergy and Clinical Immunology**

**Richard Looney**, professor of medicine, allergy, and immunology and rheumatology. The position was established by Stephen '59, '63M (MD) and Elise Rosenfeld '60W.

**C. Jane Davis and C. Robert Davis Distinguished Professorship in Pulmonary Medicine**

**Patricia Sime**, professor of medicine. The position was established to recognize Paul Levy, the Charles A. Dewey Professor of Medicine, by the late physician Jane Davis for her and in memory of her late brother, Bob Davis.

**Gordon Fyfe Professorship in Economics**

The professorship was named for the late Gordon Fyfe '46. An appointee is to be determined.

**Nathaniel and Helen Wisch Professorship in Biology**

**John (Jack) Werren**, professor of biology. The professorship was established by University Trustee Nathaniel (Nat) Wisch '55 and Helen Wisch.

**Dr. Elizabeth R. McAnarney Professorship in Pediatrics Funded by Roger and Carolyn Friedlander**

**Richard Kreipe**, professor of pediatrics. The position was endowed by University Trustee Roger Friedlander '56 and Carolyn Friedlander '68 PNP in recognition of Elizabeth McAnarney, a former pediatrician-in-chief at Golisano Children's Hospital.

**John J. Kuiper Distinguished Professorship**

**David Bushinsky**, chief of nephrology at the Medical Center. The position was established by retired nephrologist John Kuiper '65M (Res).

**Ernest and Thelma Del Monte Distinguished Professorship in Neuromedicine**

**Webster Pilcher** '83M (MD/PhD), '89M (Res), professor of neurology. The position was established by the late Rochester businessman and University Trustee Ernest Del Monte and the late Thelma Del Monte.

**Dominick J. Argento Professorship**

The professorship was established by Pulitzer Prize-winning composer Dominick Argento '58E (PhD). An appointee is to be determined.

**Julius, Helen, and Robert Fine Professorship**

The position was established at the suggestion of Paul Fine '49, '61M (MD), '66M (Res) by his nephew, Robert Fine, in his and his parents' names. An appointee is to be determined.

**Paul L. Yudkofsky Professorship in Pediatrics**

The professorship was established by Beverly Yudkofsky in memory of her late husband, Paul. An appointee is to be determined.

**Dr. C. McCollister Evarts Professorship in Orthopaedics**

The position was established by Mac Evarts '57M (MD), '64M (Res), a former Medical Center CEO. An appointee is to be determined.

**Distinguished Professorship in the University of Rochester Medical Center**

The position was established by an anonymous donor. An appointee is to be determined.

**Professorship in Biomedical Engineering**

The professorship was established by an anonymous donor. An appointee is to be determined.

**Georgia and Thomas Gosnell Distinguished Professorship in Palliative Care**

**Timothy Quill** '76M (MD), '79M (Res), '81M (Flw), director of the University's Palliative Care Program. The position was established by Georgia Gosnell and her late husband, Thomas.

**Georgia and Thomas Gosnell Professorship in Quality and Safety**

**Robert Panzer** '80M (Res), '82M (Flw), chief quality officer for the Medical Center and Strong Memorial Hospital. The position was established by Georgia Gosnell and her late husband, Thomas.

**Dr. James C. Wyant Professorship in Optics**

**Govind Agrawal**, professor of optics and physics. The professorship was established by University Trustee James Wyant '69 (PhD), who also established the M. Parker Givens Professorship in Optics.

**Shohei Koide Professorship in Biochemistry and Biophysics**

**Jeffrey Hayes**, professor and chair of the Department of Biochemistry and Biophysics. The position was established through patent revenues generated from technology developed by Koide, who was a faculty member in the Department of Biochemistry and Biophysics from 1995 to 2002.

**Richard and Margaret Burton Distinguished Professorship in Orthopaedics**

**Edward Schwarz**, professor of orthopaedics. The position was established by Richard '64M (Res) and Margaret Burton.

**Jay S. and Jeanne P. Benet Professor of Finance**

**Ron Kaniel**, professor of finance at the Simon School. The position was established by Jay '76S (MBA) and Jeanne Benet.

**Charles E. and Dale L. Phelps Professorship in Public Health and Policy**

**Theodore (Ted) Brown**, professor of history. The position was established by University Professor Charles Phelps, provost emeritus, and Dale Phelps, professor and former chief of the Medical Center's neonatology division.

**Adeline Lutz Distinguished Professorship in Ophthalmology**

**Steven Ching** '74M (MD), '81M (Res), professor of ophthalmology. The late Adeline (Lynn) and late Walter (Jack) Lutz established the professorship.

**Dexter Perkins Professorship in History**

**Joan Shelley Rubin**, professor of history. Named in honor of the late Dexter Perkins, a prominent American diplomatic historian, the position was established with lead gifts from Robert Kirkwood '56 (PhD), Francis Grebe '54, and other donors.



Timothy Quill



Robert Panzer



Govind Agrawal



Jeffrey Hayes



Edward Schwarz



Ron Kaniel



Theodore (Ted) Brown



Steven Ching



Joan Shelley Rubin



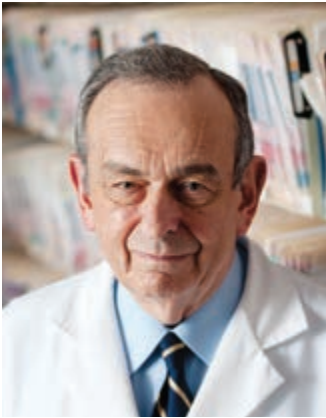
Walter Pegoli Jr.



Stephen Kates



James Aquavella



Arthur Moss



Gary Morrow



Ruth Lawrence



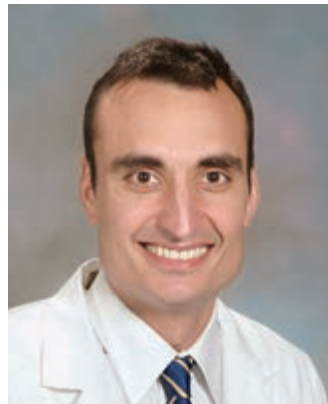
Jonathan Mink



Riccardo Betti



David Primo



Ray Dorsey



Sally Norton

**Joseph M. Loboizzo II Professorship**

**Walter Pegoli Jr.**, director of pediatric trauma at Golisano Children's Hospital. The position was established by Loboizzo.

**Professorship in Orthopaedics**

The professorship was established by an anonymous donor. The appointee is to be determined.

**Professorship in Political Science**

The professorship was established by an anonymous donor. The appointee is to be determined.

**Ramon and Judith Ricker Saxophone Professorship, and Ramon and Judith Ricker Jazz Saxophone Professorship**

The positions were established by Ramon (Ray) Ricker '73E (DMA), the former director of the Institute for Music Leadership, and Judith Ricker '76E, '81E (MM), '91S (MBA). Appointees are to be determined.

**Hansjörg Wyss Professorship**

**Stephen Kates** '89M (Res), professor of orthopaedics. The position was endowed by Swiss entrepreneur and philanthropist Hansjörg Wyss.

**Catherine E. Aquavella Distinguished Professorship in Ophthalmology**

**James Aquavella**, professor of ophthalmology. Aquavella established the position in memory of his late wife and holds it as an honorary position.

**Bradford C. Berk, MD, PhD Distinguished Professorship**

**Arthur Moss** '62M (Res), professor of medicine and cardiology. Established by Bradford Berk '81M (MD/PhD), the CEO of UR Medicine and the Medical Center.

**Robert C. and Rosalyn H. Griggs Professorship in the Experimental Therapeutics of Neurological Disease**

The position was established by Robert Griggs, a former chair of the Department of Neurology. An appointee is to be determined.

**Robert L. McCrory Professorship**

**Riccardo Betti**, professor of mechanical engineering and of physics and astronomy. Endowed by an anonymous donor, the professorship honors McCrory, the director of the Laboratory for Laser Energetics for three decades.

**Benefactor Distinguished Professorship**

**Gary Morrow**, professor of surgery. The position was established by an anonymous donor. An appointee is to be determined.

**James D. Thompson Chief Advancement Officer (Endowed by Larry and Cindy Bloch)**

Established by University Trustee Larry Bloch '75 and Cindy Bloch, the position recognizes Thompson, the University's former chief advancement officer. An appointee is to be determined.

**Ani and Mark Gabrellian Professorship**

**David Primo**, professor of political science. The professorship was established by University Trustee Ani Nazerian Gabrellian '84 and Mark Gabrellian '79.

**James V. Aquavella, M.D. Professorship in Ophthalmology**

The fund was established by Aquavella, professor of ophthalmology. An appointee is to be determined.

**Northumberland Trust Professorship in Pediatrics**

**Ruth Lawrence**, professor of pediatrics. The position was established by an anonymous donor.

**David M. Levy Professorship in Neurology**

**Ray Dorsey**, professor of neurology. The position was established with an estate gift from Levy.

**Wilmot Distinguished Professorship in Cancer Genomics**

The position was established by the Wilmot family and the James P. Wilmot Foundation. An appointee is to be determined.

**Frederick A. Horner, M.D. Endowed Professorship in Pediatric Neurology**

**Jonathan Mink**, professor of neurology. Established by Marjorie Horner in memory of her husband, Frederick Horner '47M (MD), who joined the pediatric neurology faculty in 1968.

**Michael C. Jensen Professorship**

The fund was established by Martin Laccoff '71S (MBA) in honor of former Simon School professor Michael Jensen. An appointee is to be determined.

**Northumberland Trust Professorship in Neuroscience**

The position was established by an anonymous donor. An appointee is to be determined.

**Carol Anne Brink Professorship**

The position was established in honor of Brink, associate professor emerita of clinical nursing. An appointee is to be determined.

**Independence Chair in Nursing and Palliative Care**

**Sally Norton**, associate professor of nursing. The professorship was established by the Independence Foundation.

For more about The Meliora Challenge, visit <http://campaign.rochester.edu>.

# A DYNAMIC *Attitude*

Nine months into his first year as president, Cornelis de Kiewiet convinced the Board of Trustees to merge the colleges for men and women on the River Campus. And by the time he retired a decade later, he had helped change public thinking about supporting higher education: rather than charity, it was a social and economic necessity.

*By Janice Bullard Pieterse*

**I**N 1950, AS TRUSTEES LOOKED FOR A SUCCESSOR TO ALAN Valentine to lead Rochester into its second century, the University had weathered a series of enormous stresses. As a true university it was relatively young. In the three decades since the founding of the esteemed schools of music and medicine—as well as the stately River Campus—University finances, enrollment, and faculty had been buffeted by inflation, the Great Depression, and World War II.

In a sense, the University now faced its first opportunity to plan

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*This essay is adapted from Our Work Is But Begun: A History of the University of Rochester, 1850–2005 (University of Rochester Press, 2014). Reprinted with permission. All rights reserved.*

and define itself—in an era of significant American social change. And it would prepare for unprecedented growth in higher education nationally. College and university enrollments swelled more than 200 percent from 1949 to 1969, much of that growth coming with changing demographics and increased availability of financial aid. Meanwhile, state and federal investment in academic research swelled, particularly when the 1957 Soviet launch of Sputnik heightened concerns about U.S. defense.

At Rochester, projects sponsored by outside agencies became a critical component of ever-growing operations, providing 23 percent of the University's \$26 million budget by 1959. The presidential search committee collected reports from deans and officers as it assessed Rochester's leadership needs. Among the more



**CHANGING PLACES:**  
“A university is never fully mature. It must grow and change, else it languishes and loses its place,” de Kiewiet said when he was named University president.



serious issues presented: succession plans—or lack of—at the Eastman School of Music and the Medical Center. Both had risen meteorically to premier world ranks, the Eastman School under the groundbreaking guidance of director Howard Hanson, approaching his 30th anniversary; and the medical school under founding dean George Whipple, who, in his 70s, showed little obvious intent to retire. “It is an unsound condition when so much of a school’s success depends upon the presence of a single individual,” provost Donald Gilbert told the committee.

Also, the institution had an “uneven” character to it, treasurer Raymond Thompson observed. While Valentine had set out to place the College of Arts and Science on the same plane of quality as the schools of music and medicine, that had fallen short. Some programs, especially in scientific fields, were heavily funded, leaving little to invest in others. History professor Dexter Perkins “should not have to ‘pass the hat’ for his graduate history fellowship program,” Thompson said. Faculty salaries remained low—lower than prewar levels when adjusted for inflation, estimated at 70 percent from 1939 to 1949.

Both the River Campus and the Prince Street Campus needed significant capital investments, especially for the women’s library and gymnasium. In addition, the University would need to examine its expectations of a president. Provost Gilbert told the search committee: “In the modern university the functions of this office have become too manifold to be exercised effectively by a single individual.” The president was expected to be the institution’s academic leader, community leader, involved in national activities, and carry principal responsibility for the growth of University financial resources. An enlarged administrative structure was required, Gilbert said.

**B**Y AUGUST 1950, SEARCH COMMITTEE members had discussed nearly 150 individuals, looked closely at 70, and interviewed a handful. Trustees Charles Wilcox and Raymond Ball drove to Ithaca to talk with Cornelis de Kiewiet, then acting president at Cornell University. Wilcox recalled immediate, strong enthusiasm: Ball wanted to extend an offer that day.

At Cornell, where he had stepped in as president after the sudden resignation of Ezra Day, de Kiewiet was credited with turning around serious budget problems. Accounts of him described uncommon gusto and a great scholarly and executive mind. If anything, de Kiewiet could run too hard and fast with an idea, a Cornell administrator cautioned the Rochester trustees. De Kiewiet was not always diplomatic, and he was not popular with the Cornell faculty. Wilcox remembered hearing, “He was a Dutchman and . . . the trustees would have to ride herd on him carefully.”

De Kiewiet, a native of the Netherlands, spent most of his early life in South Africa, where his father worked as a railroad construction supervisor. The continent held an important place in de Kiewiet’s intellectual passions throughout his life and factored

into a notable push for international awareness during his administrative career. De Kiewiet earned his bachelor’s and master’s degrees at the University of Witwatersrand in Johannesburg and a PhD in history from the University of London. He accepted an assistant professorship in history at the University of Iowa in 1929, the year he published his first of many eminent studies, *British Colonial Policy and the South African Republics, 1848–1872*.

De Kiewiet joined the Cornell faculty as a professor of modern history in 1941 and promptly earned leadership roles. During the war years he oversaw language-training programs for the military. He became dean of Cornell’s College of Arts and Sciences in 1945 and provost in 1948. He was in line for the presidency of Cornell when Wilcox and Ball visited.

De Kiewiet shared their eagerness. “The first time that I saw the U of R and its people, I liked the whole spirit and tempo so much that I knew that was the place that I wanted to be,” he recalled. When the Rochester search committee learned the Cornell board would convene October 20, 1950, to name a president, it took the unprecedented step of making an offer before Rochester’s full board could convene for final approval on November 4. “Your committee . . . trusts that the Board of Trustees will recognize the urgency of action that arose,” chair Albert Kaiser explained in a report.

Installed as president the following June, de Kiewiet spoke of the need for ongoing growth in a university. “A university is never fully mature,” he said. “It must grow and change, else it languishes and loses its place.” This conviction, he said, applied to the three main activities a university supports: to pursue knowledge wherever it may lead; to cooperate in the technological process that advances business and industry; and, most important, to relate both knowledge and technology “to man’s quest for dignity, peace, justice, the good of life—all the qualities and aspirations which make man a spiritual as well as a physical being.” As the 1951–52 academic year opened, de Kiewiet announced the creation of the University’s first office of development,

headed by former provost Gilbert. It was the first in roughly a dozen major new administrative posts, and it would support efforts on many fronts.

De Kiewiet shared candid thoughts in retirement that shed light on his decisions through the transformative period. He participated in an oral-history interview with a University public relations officer in 1971. In the early 1980s, he submitted a poignant draft of an essay for a planned, but never published, University of Rochester Library Bulletin on presidential recollections.

Reflecting on his early impressions of the University, de Kiewiet described an “absence of any sense of wholeness, from which the University suffered grievously.” The women’s Prince Street Campus was five miles away from the men’s campus. The administration operated from a residential block there. The Eastman School was downtown in a neighborhood suffering some decay. The medical



**“The first time that I saw the U of R and its people, I liked the whole spirit and tempo so much that I knew that was the place that I wanted to be.”**



**CLASS OF 1958:** Sally Ann Goddard (left to right), Cherry Thomson Socciarelli, June Fundin Hardt, Todne Lohndal Wellmann, Mary Lind Bryan, and Chrystal Murray were among the first women to study on the River Campus after the merger in 1955.

school, though near the River Campus, also seemed disconnected. “The closest that I feel entitled to come was that each constitution was conceived and considered in its own right,” de Kiewiet remembered. He worked throughout his 10-year term to form a cohesive University “silhouette.” De Kiewiet immediately questioned the logic of a separate women’s campus, which, with some buildings nearing 100 years old, would need \$4 million in updates. Faculty and students wasted time, the president believed, traveling between the campuses for various courses or facility use. Further, the arrangement implied inequality for women. De Kiewiet sounded out his idea—transferring women to the River Campus—with board chair M. Herbert Eisenhart.

**T**HIS NOTION, THOUGH SOMETIMES RAISED IN PRIOR YEARS, had never been considered seriously. There were strong traditions and attitudes. The venerated Rush Rhees, president when benefactor George Eastman led contributions toward development of the River Campus, believed in coordinate education for men and women. Rhees also had wanted to preserve the University’s first campus, opened in 1861. Alumni and alumnae held strong sentiments for their respective colleges, and there was considerable opposition to coeducation among River Campus men who believed the presence of women would cause a drop in academic quality.

De Kiewiet recalled, 30 years later, the powerful impact of his private talk with Eisenhart in the chair’s home. “Mr. Eisenhart was a man of great politeness and attention. He heard me patiently for two full hours. Then he arose to put a glass of whisky in my hand. Then he said with real kindness: ‘I am happy to have listened to you, and I would like to give you some advice. Outside this room,

never mention again the idea of bringing the men’s and women’s college together.’ I finished my drink speechlessly, and felt like a marathon runner who falls over at the beginning of the race. On my way home, I remembered what I had said, and the enormity of what had been said. I recalled standing on the verandah of the administration building, and seeing nothing around me. My resolution was like a physical sensation. I would go on and talk, or would go away.”

That November, the president told the board’s executive committee he intended to study “the financial and academic justification” of maintaining separate colleges for men and women. The next month, he reported to the full board on the cost of improvements to the women’s campus—and the national trend toward coeducation. By January 30, 1952, de Kiewiet could report that after consultations with faculty, students, and Rochester graduates, he believed a college merger would have support.

Student opinions were mixed. “I feel it would lower our school’s standing,” Arthur Bernhang ’55 wrote to the *Campus*. “At present we do not lack social contacts with women, and if they were in our classes it would be distracting.” Bob Gordon ’52 raised a counterpoint: “[It is] necessary financially as the women’s campus is definitely falling behind and needs major improvements. Coeducation would be nice and I don’t feel it would have any bad effect on marks. We’d also get rid of the inter-campus transportation problem.”

On April 26, 1952, the Board of Trustees unanimously approved that the two colleges “be consolidated at the earliest possible moment.” A cost comparison had been compelling: the women’s college would need \$4 million in facility improvements and \$10 million to endow program expansion; estimated merger costs were \$8.6 million. Said board member James Gleason, a Rochester manufacturer, “Women are taking an increasingly important part in the industrial and professional life of the Nation. This move is in the spirit of the times.”

into a structure that will retain the elements of its present form but welded into a new shape that will be stronger, more active, more effective in the educational life of the community and nation.”

Rochester committees examined a range of matters in the years leading to the merger—admissions, accounting, curriculum, dining, student services, and preservation of meaningful artifacts from the historic Prince Street site. Most important, the merger would present an opportunity for the University to reexamine its role. “The merger gives us an opportunity to begin with a clean slate, to develop anything we desire and determine,” officials wrote in a grant application for self-study in October 1952.



**ICONIC MOVE:** Sylvia Weber Masucci '58 poses on one of the Sibley Hall sphinxes (right), Prince Street icons that, along with a statue of first president Martin Anderson (above), were moved to the River Campus as part of the merger.

“ROCHESTER ADOPTS ONE-COLLEGE PLAN,” the *New York Times* announced April 30. The news became bigger: That fall, the University kicked off a \$10.7 million capital campaign, with \$4 million planned for construction of women’s dorms; upgrades to the student union (Todd Union); and new buildings for the administration and University School, the community education division. The remaining \$6.7 million would support faculty recruits and salary increases, scholarships, and student services. Donations ultimately lagged by at least \$2 million—a symptom of Rochester’s ongoing struggle with perceptions of its wealth as the principal heir to industrialist Eastman. De Kiewiet preferred the term “integration” to “merger.” In his annual report for 1951–52, he explained, “Rochester is seeking an integration of many parts

**D**E KIEWIET ENVISIONED AN ENTIRELY DIFFERENT kind of institution. He referred to a new “center of gravity” for the University. Higher education already was forever changed—in part due to sheer growth in the number of students after the war; in part due to changes in research influenced by the Manhattan Project and other wartime endeavors. Referring to a popular concept then of Rochester as being on par with prominent undergraduate colleges such as Amherst, the president recalled, “I came with a different point of view as to where the most effective center of gravity of the American university system might be or should be, and that clearly was upwards a distinct notch in the direction of more professional education, more graduate education, more research, more of a relationship to the whole phenomenon so much stressed by the Manhattan Project of scientific and intellectual investigation and research.” He also wanted the University to benefit from a close relationship with the prestigious—but decidedly independent—schools of medicine and music.

Distinguished scholars were hired: Vera Michelles Dean in international studies; pioneering political scientist Richard Fenno, the Don Alonzo Watson Professor of History and Political Science; and economist Lionel McKenzie, the Marie C. Wilson and Joseph C. Wilson Professor of Economics. The University drew worldwide acclaim for physics professor Robert Marshak’s annual organization of the International Conference on High Energy Physics, commonly known as the “Rochester Conference.”

There would be difficulties. Some faculty complained of “second-class” treatment compared with research scholars. De Kiewiet’s efforts to exert stronger influence in music and medicine met resistance.



Hanson, according to Eastman School historian Vincent Lenti, criticized: “The new president’s policy . . . called for a strong centralization of authority in the university administration, the final authority resting with the president and filtering down to the deans through a series of vice-presidents, provosts, and other university officers. Coupled with this was his insistence that the central core of the university should be the College of Arts and Sciences. Under this policy the College of Arts and Sciences became, itself, the university, the rest of us being adjuncts of the main body. Fortunately for us, the Eastman School was located in downtown Rochester,



**ICONIC HOME:** Construction on a residence hall for women began in the early 1950s (above) in preparation for the move of the women's college to the River Campus.

four miles from the River Campus, and our physical separation kept us from being entirely drowned in the Genesee.”

De Kiewiet's style may have estranged some. Soon after arriving at Rochester, he sent letters to national medical educators requesting names of a potential dean to replace Whipple—before realizing Whipple had not yet decided to retire. On another occasion, de Kiewiet apologized to trustees for publicly announcing key administrative appointments before sharing the information with the board. In a letter to Whipple's successor, Donald Anderson, de Kiewiet seemed to explain his sense of urgency: “A president has three years for innovation, three years for consolidation, and three years for loss of reputation.” At least two deans resigned over differences with the president, and a Middle States accrediting committee raised a concern about lack of communication between the University administration and Medical Center leadership. “President de Kiewiet soon became a controversial figure at the University of Rochester,” longtime chemistry chair W. Albert Noyes Jr., the Charles Frederick Houghton Professor of Chemistry, wrote in a memoir. Noyes served as graduate studies dean and, temporarily, dean of the College. “But, I can honestly say that I have never

served under a university president with a better . . . understanding of the essentials of a good university.”

Noyes helped gain faculty support for de Kiewiet's second organizational feat: to create the professional schools of education, business, and engineering in 1958. The president saw these disciplines as anomalies in the College of Arts and Science that probably were not adequately supported in that liberal arts context. Demand was high for professional courses; part-time enrollment for employed adults in the community education division—known as University School—increased from 2,800 in 1954–55 to 4,300 in 1957–58.

A faculty committee examined options for two years before recommending the plan to develop the new schools. Rochester's industrial leaders had pressed for engineering expertise. More broadly, knowledge was expanding and subdividing in specialties, and the United States had become a world center for training, de Kiewiet told the board. “U. of R. Raises Its Sights,” an editorial headline in Rochester's *Democrat and Chronicle* declared after the University's announcement of its new divisions. “The reorganization, in time, will change the profile of the university, physically, as higher enrollments, more facilities dictate expansion,” the article said. “The inner change will be felt even more because it is indicative of the U. of R.'s resolution to meet the new, titanic challenges of higher education.”

John Graham Jr., vice president of the Cooper Union, was

## A History But Begun . . .

The history of the University is getting an update.

*Our Work Is But Begun: A History of the University of Rochester, 1850–2005*, by Janice Bullard Pieterse, a freelance writer in Rochester, is scheduled to be published this fall by the University of Rochester Press.

With a foreword by President Joel Seligman and an afterword by Paul Burgett '68E, '72E (PhD), University vice president and senior advisor to the president, the book takes the story of Rochester through the tenure of the University's ninth president, Thomas Jackson. The main narrative focuses on Rochester's leadership, direction, and goals, but the book is filled with sidebars, profiles, and anecdotes of academic and student life at Rochester over the past 160 years.

The new book takes its place among other historical accounts

of Rochester, including *A History of the University of Rochester, 1850–1962*, by the late Rochester professor Arthur May (Princeton University Press, 1977), *Beside the Genesee: A Pictorial History of the University of Rochester*, by Jan LaMartina Waxman '81N and edited by Margaret Bond '47 (Q Publishing, 2000), and *Transforming Ideas*, edited Robert Kraus '71 and University Professor Charles Phelps (University of Rochester Press, 2000), both published to coincide with the University's sesquicentennial celebration in 2000.

*Our Work Is But Begun* will be available to pre-order on the bookstore's website (<http://urochester.bncollege.com>) beginning in August. Updates on ordering the book will be posted on the bookstore's Facebook page at <http://www.facebook.com/URBookstore>. Questions about orders can be directed to (585) 275-4012.

recruited as dean of the College of Engineering. Previously he rose from instructor of civil engineering to dean of students at Carnegie Institute of Technology, later part of Carnegie Mellon University. By 1963, Rochester's engineering school faculty doubled to more than 30, and sponsored research grew from \$20,000 a year to \$375,000. Doctoral programs were begun in mechanical and electrical engineering—chemical engineering already had offered a PhD. In 1960, the engineering college, working with the Medical Center, added one of the first biomedical engineering degrees in the country.

John Brophy, a professor specializing in organizational theory and administration at Cornell, was appointed dean of the School of

demands which it was clear would be placed upon it." *Harper's Magazine* in 1959 identified the University among several whose distinction was greater than recognized, de Kiewiet told the board.

University historian Arthur May described the creation of the three professional schools as "the most significant development in the University complex since the opening of the Medical Center more than three decades before." The separate units would enhance training for local industries and be in a better position to attract growth capital, May said. A *Rochester Review* report marking the schools' 50th anniversary noted de Kiewiet wanted the units to have more autonomy to pursue their academic development and programs. Also, putting the divisions on a new professional and graduate level would better position them to attract faculty and students. "The moves also bolstered Rochester's position as a research university made up of academic units devoted to particular fields," the *Review* said.



**COMPUTER AGE:** The University established its first computer center with a single desk-sized machine in 1955. The center was upgraded a year later and again in 1961 to keep pace with changing technology.

Business Administration, later the Simon Business School. During Brophy's five-year tenure, full- and part-time MBA programs were established. Charles Plosser, a former dean of the school and the Fred H. Gowen Professor of Business Administration and the John M. Olin Professor in Government, credited Brophy with setting the foundation for one of the country's leading business schools.

William Fullagar, the Earl B. Taylor Professor of Education Emeritus, served as founding dean of what became the Warner School of Education. Under his leadership from its inception in 1958 until 1968, faculty increased more than fivefold, to 37. Enhanced graduate programs, including doctoral degrees, drew 141 full-time students and 482 part-time students in 1968. The president would report at the end of the 1958–59 year, the first of operations for the new schools: "It is not customary for an institution of higher education to create in one year three new, major educational units. Yet it seemed after mature and protracted reflection on the part of all concerned that the University in terms of the purposes it had set for itself in the anticipated dynamic period of the 1960s should complete the reorganization of its academic structure in one move and thus be as adequately prepared as possible for the

**A** NEW SPHERE OF DEMANDS BEGAN TO SURFACE. Students became more critical of University administration. Student newspapers of the 1950s show the beginning of familiar complaints about tuition, parking, and dining. Tuition more than doubled from 1951 to 1961, to \$1,275. As automobile use increased—it doubled in the Rochester metropolitan area from 1946 to 1956, to 200,000—the University revised its parking policies and imposed fines of \$40 or more for violations. When the University instituted a compulsory board plan in 1959, letters streamed to the *Campus-Times*, the newspaper formed after the merger of the men's and women's campuses. "Meals are obligatory now for the simple reason that if this were not the case, few would be foolish enough to pay for them," wrote A. Lapidus '60. "There are few people who, if faced with a choice between lime [Jell-O] and cottage cheese on lettuce with Russian dressing, and a good steak dinner for under a dollar in one of the restaurants which surround the campus, would not choose the latter. The fact is that the food bought by the University is bad and the preparation is worse."

Students became more active around deep social concerns, most evident when racial tensions grew in the South. At least 50 students picketed the downtown Rochester Woolworth's in March 1960 to protest the retail chain's policy of lunch-counter segregation in the South. "The act signals a revival of consciousness in a generation," stated a *Campus-Times* editorial. "Those students and few faculty members who silently and anonymously walked back and forth in front of Woolworth's for two hours last night in freezing cold, those people generated their own warmth." About the same time, student members of the NAACP demanded University pressure for removal of a clause in the charter of national fraternity Sigma Chi prohibiting membership of nonwhites.

By the end of the decade, it was time to look again at development. De Kiewiet drew up plans for the next phase of University growth—new dorms for men; a wing for physics, optics, and math; a science lecture hall and other academic buildings; and a chapel. The Medical Center, undergoing its own reorganization under the leadership of Anderson, was enhanced by an expanded library, new buildings for the Atomic Energy Project, animal studies, and hospital facilities. The College aimed for enrollment growth of 25



**NATIONAL PICTURE:** Taking a prominent national role, de Kiewiet was president of the Association of American Universities and the American Council of Learned Societies.

percent, to 2,500. With 4,100 employees—including nearly 500 full-time faculty members—the University ranked sixth largest among Rochester employers. “The nation’s need for educated manpower is rising sharply and will continue to rise,” de Kiewiet said. “The explosion of new knowledge in our time is unparalleled in world history. International crises on every hand require creative solutions to new and age-old problems.”

“A university must have and show a dynamic attitude to its own future,” de Kiewiet said.

**B**UT DE KIEWIET WAS BECOMING RESTLESS. HIS CORRESPONDENCE with board members showed frustration, especially on financial issues and control of the music and medical schools. He saw an ally in the newly elected chair, Joseph Wilson ’31, founder of Xerox Corp. Wilson would be a significant figure through the 1960s. In the summer of 1959, de Kiewiet raised privately with Wilson the prospect of moving the Eastman School to the River Campus. “I am aware that this sort of thinking may light fires from horizon to horizon,” de Kiewiet said. “I am aware also that it may turn out to be completely unrealistic, but I am also aware, and this is important, that the total financial picture of the Eastman School of Music is going to call for some very radical handling.” Evidently stunned, Wilson replied, “The idea . . . was so new to me that I will refrain from doing more now than to say that I will think about it thoroughly.”

Within months, de Kiewiet would write of worsening malaise. “The combination of a tug of war between the executive and finance committees and of the lack of any clarity of responsibility in the Board of Managers of the Eastman School of Music have

made me feel that my sense of unhappiness can only increase.” Six months later, on news that his daughter was terminally ill, de Kiewiet requested a leave of absence. He resigned in the summer of 1961.

Historian Richard Glotzer credited de Kiewiet with helping shape the research university as it is known today. “At Cornell and Rochester, de Kiewiet recognized the urgent need for change in post-war universities,” Glotzer wrote in an analysis published in *American History Journal*. “He understood that the jerry rigged arrangements hurriedly grafted onto pre-war university structures were ill-suited to sustain an ongoing explosion of knowledge and technology.”

De Kiewiet was a force on the state and national level. In New York, de Kiewiet led a council of private colleges and universities to consult with legislators forming the state university system. He served as president of the Association of American Universities and of the American Council of Learned Societies, where he defended universities under scrutiny during the McCarthy era and articulated the importance of funding higher education as its services grew. De Kiewiet also served a variety of national roles as the U.S. government and grant-making organizations looked for ways to understand developing nations and support their educational institutions, including South Africa.

The president sent farewells to several trustees. He wrote to Eisenhart: “There is, of course, sadness in leaving an institution where we both worked with a sense of purpose that lay beyond ourselves even though perhaps sometimes my own hand reached too far. It always takes time for perspectives that have been rudely broken to re-establish themselves but I take comfort in the conviction that this decade has been useful.”

He closed a letter to trustee Sol Linowitz, Wilson’s business partner: “All men must be measured finally by the direction and the distance of their gaze. I am content to be measured by this test.” <sup>®</sup>

# Treasures from the TOWER

The new director of special collections offers a tour of recent and notable highlights from the rare collections of the River Campus Libraries.

**W**HEN THE DOORS OF RUSH RHEES LIBRARY OPENED in 1930, the building featured a space on the main floor known as the “Treasure Room.” Housed in that small sanctuary were some of the University’s historically important documents, original manuscripts, rare books, and other materials.

In the nearly 85 years since then, the collection has grown to more than 100,000 volumes—ranging from a recently acquired vellum roll that dates from 1374 to a nearly 7,000-work collection of first-edition modern poetry and fiction—and more than 600 manuscript collections. Cared for in secured stack spaces on the second floor of Rush Rhees, the “treasures” are now overseen by the Department of Rare Books, Special Collections, and Preservation.

And while scholars from around the world continue to visit the department for their primary-source research in history, biography, and other projects, the stewardship focus of the library’s staff has expanded from preserving the material to finding ways to share the one-of-a-kind collections with a wider world.

Several projects in recent years have digitized collections from the 19th and 20th centuries—particularly aspects of Rochester’s strong collection of abolition, suffrage, and Civil War materials—and several more projects are under way.

Students around the world can now see Frederick Douglass’s handwritten “passes” for the Underground Railroad and view original letters of Abraham Lincoln as he proposed ways to end slavery shortly after the Civil War began.

Making sure that historically important materials are not only preserved, but also available for scholars and students has always been the key reason behind the special collections, says Jim Kuhn, the newly appointed Joseph N. Lambert and Harold B. Schleifer Director of Rare Books, Special Collections, and Preservation.

“Our rare and unique holdings are here for use by the campus and greater community,” says Kuhn. “Digitization expands our reach, but there is often no substitute for access to the original object in our reading rooms and classrooms.”

From his vantage point astride the analog world of historical artifacts and the digital world of technology, Kuhn offers a guided tour of a few selected treasures from Rochester’s collections. **R**



## Inventory of the Library at St. Victor of Marseille (1374)

### LATIN MANUSCRIPT ON VELLUM ROLL

A fascinating and ancient object in the collection is a library catalog, dated April 20, 1374, of the library at St. Victor of Marseille, a monastery founded by John Cassian in 415 CE. The manuscript on vellum is one of five known surviving inventories, is complete and properly notarized, and was written just four years after the death of Pope Urban V. Prior to his election, Urban V—born Guillaume de Grimoard—had been the abbot of the monastery, which had benefited considerably during Urban’s papal reign. The library at St. Victor consisted of approximately 700 volumes with, not unexpectedly, a strong emphasis on works of theology and Biblical commentary. The classics of the ancient and medieval worlds and a respectable collection of law books are also noted in the catalog. Reconstructing libraries on the basis of catalogs like this one has been attempted by librarians and scholars; manuscript digitization projects have made the work considerably easier in recent years. I hope that a student or class might take up the challenge for this important record.

*Descriptions by Jim Kuhn  
Photographs by Adam Fenster  
Introduction by Scott Hauser*



## Two 'Passes' for the Underground Railroad

FREDERICK DOUGLASS

The department has strong 19th-century manuscript collections related to the Civil War, and to the abolition and women's suffrage movements. Among our most compelling items are passes to Rochester safe houses on the Underground Railroad, each written by Frederick Douglass about persons who remain—for obvious reasons—unidentified on paper. Unidentified, yet poignantly close. By studying such original documents, students and scholars can better understand the transit north of escapees from slavery. "My Dear Sir" is Douglass's close friend Samuel Drummond Porter, who frequently concealed men and women in the barn on the property of his sisters. His own property on South Fitzhugh Street in Rochester was under near-constant surveillance. "My Dear Mrs. Post" is addressed to the Rochester suffrage and abolition activist Amy Post, a central figure in an ongoing digital humanities project to transcribe and digitize the papers of this family of 19th-century "revolutionaries."

Online: the Post papers: <http://postfamily.library.rochester.edu>;  
the Douglass collection: <http://www.lib.rochester.edu/douglass>.



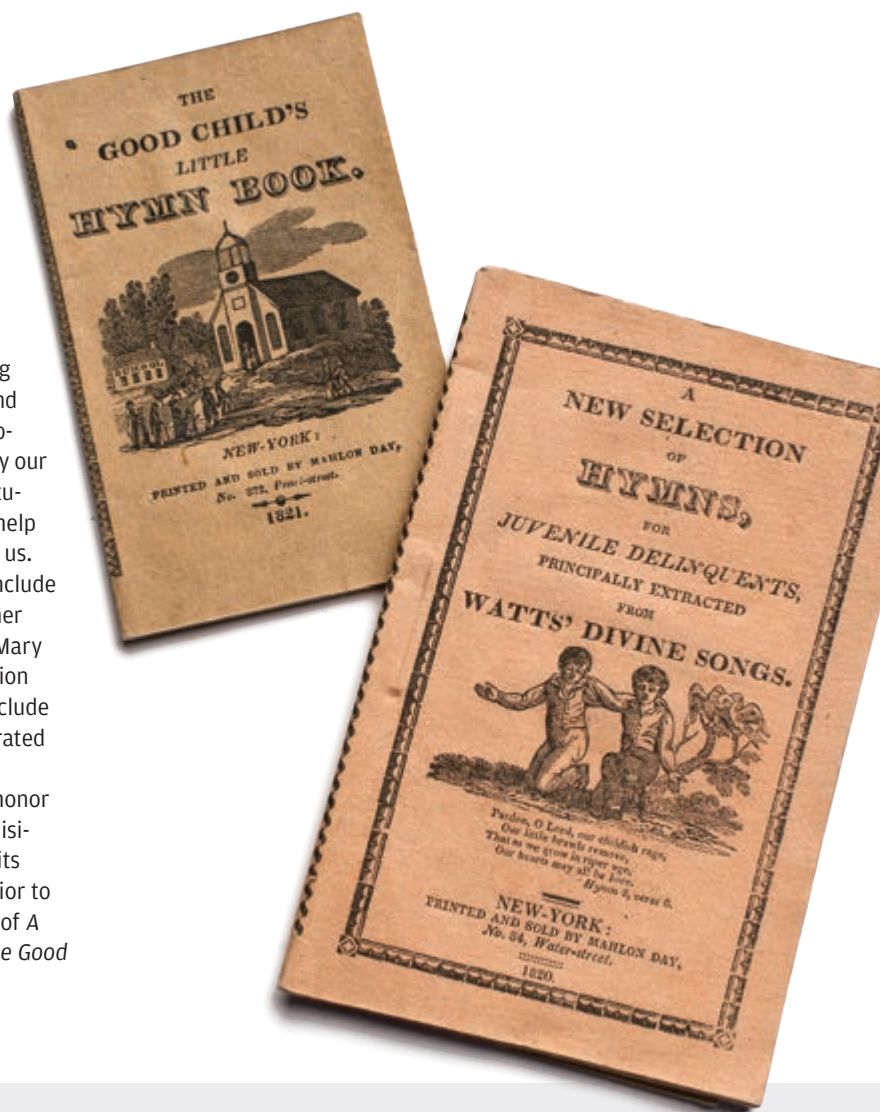


## A New Selection of Hymns for Juvenile Delinquents (1820) and The Good Child's Little Hymn Book (1821)

ISAAC WATTS (NEW YORK, NY: MAHLON DAY)

The libraries opened an exhibition this spring called *Acquiring Minds: Building Special Collections, 2009-14*. Conceived to provide a sense of the range of recent collecting activities in support of study, teaching, and advanced research, we paired up new acquisitions with items long held by the department. Sharing how we build on existing strengths we hoped might spark new and renewed interest in the many well-known and the perhaps not-so-well-known opportunities for research and teaching presented by our rare holdings. The exhibition also provides an important opportunity for public acknowledgement of the funds and donors that help strengthen the research collections now available here to all of us. Among items added to the collection in the past year on view include titles published by the early 19th-century New York City publisher Mahlon Day (1790-1854). Acquired through the support of the Mary Faulk Markiewicz Fund as an addition to the Markiewicz Collection of Children's Books, these charming small books for children include alphabets, hymns, and Bible stories and can be profusely illustrated with woodcuts, sometimes hand-colored.

The original collection was donated by Victor Markiewicz in honor of his late wife, Mary, with an endowment fund to support acquisitions, in 1983. In the decades since we have continued to build its strength in American and English children's books published prior to 1920. Two of my own favorite recent additions include this pair of *A New Selection of Hymns for Juvenile Delinquents* (1820) and *The Good Child's Little Hymn Book* (1821).



## Introducing the Lambert and Schleifer Director



**TREASURE KEEPER:** As the Joseph N. Lambert and Harold B. Schleifer Director of Rare Books, Special Collections, and Preservation, Jim Kuhn oversees Rochester's historic collections.

A former librarian at the Folger Shakespeare Library in Washington, D.C., Jim Kuhn was installed this spring as the Joseph N. Lambert and Harold B. Schleifer Director of Rare Books, Special Collections, and Preservation.

The position was named in recognition of a \$1 million commitment from Joseph Lambert '59 and his partner, Harold Schleifer. The position plays a key role in the University's efforts to preserve, digitize, and share historic collections.

As an undergraduate at Rochester, Lambert worked in Rush Rhees Library, locating and checking out books—and even tending the fires of the Welles-Brown Room. Schleifer, at 14 years old, shelved books at the New York Public Library. While Lambert went on to become an ophthalmologist, Schleifer pursued a master's degree in library science and eventually became the dean of the University Library at California State Polytechnic University, Pomona.

Kuhn, who earned master's degrees in library science and philosophy at Kent State University, oversaw cataloging, technical services, and collection information services at Folger, where he last served as the interim Eric Weinmann Librarian. He is a councilor-at-large for the American Library Association.

# Autograph Letter of Abraham Lincoln (1862)

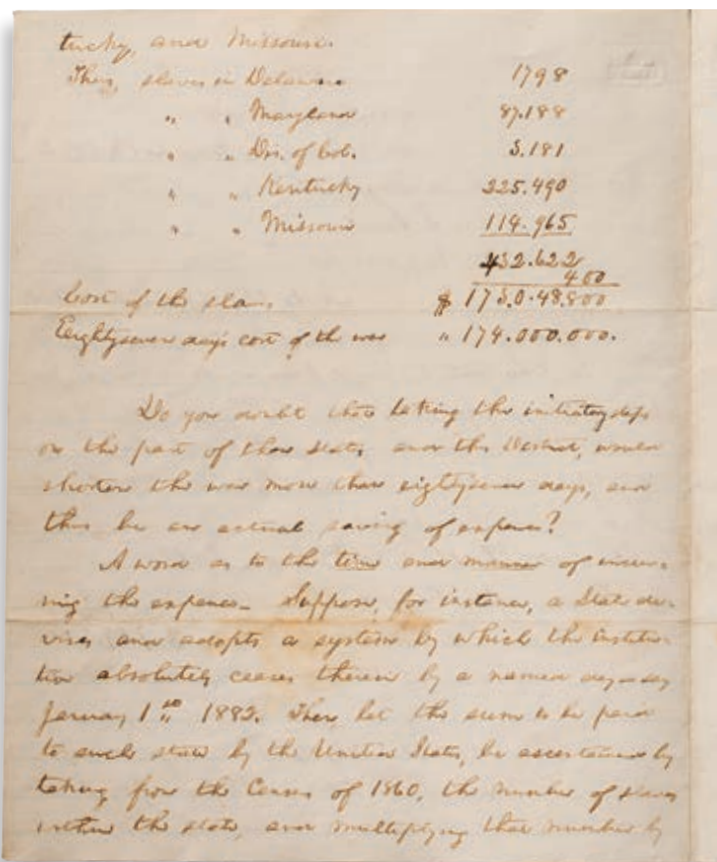
SIGNED TO JAMES A. MCDUGAL, U.S. SENATE

History is full of “what if” moments: in a March 6, 1862, message to Congress, President Abraham Lincoln advocated a scheme for gradual, compensated emancipation among slave-holding border states. The plan would be to buy the freedom of slaves directly, rather than paying the financial and human costs of war.

But opposition to the idea was fierce, and so Lincoln engaged directly with opponents via letters like this remarkable March 14, 1862, letter to “War Democrat” Senator James McDougal of California in which Lincoln points out that “[l]ess than one half-day’s cost of this war would pay for all the slaves in Delaware . . .” and that “. . . less than eighty seven days cost of this war would, at the same price, pay for all in Delaware, Maryland, District of Columbia, Kentucky, and Missouri.”

Although in the end such lobbying efforts by the White House failed, with no border state stepping forward to voluntarily give up slavery in return for such “pecuniary aid,” Lincoln’s annual message to Congress on December 1, 1862, renewed calls for both compensated emancipation and for colonization. A second “fair hand” copy of this letter exists in the collection of the Library of Congress. While there may be no way to be sure which of Lincoln’s three private secretaries created that copy, we do know that William Stoddard, Class of 1858, served Lincoln in that capacity from 1861 to 1864, and is believed to have copied out the first draft of the Emancipation Proclamation.

Online: Lincoln’s letters: <http://www.lib.rochester.edu/lincoln>.



# Campus Keepsakes

For the first 70 years or so of the University’s existence, the archives were often, quite literally, the “University’s attic.” But with the expansion of the University in the 1920s, and perhaps the celebration of the 75th anniversary in 1925, materials of special value and importance to the life of the University began to be formally collected for posterity.

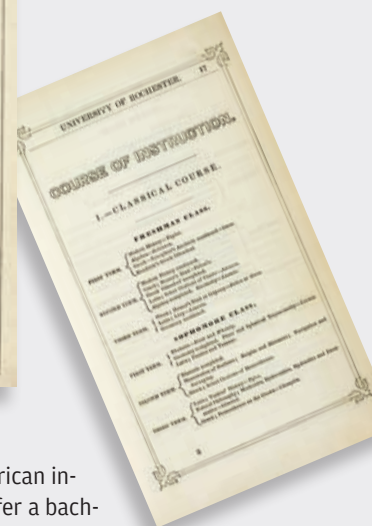
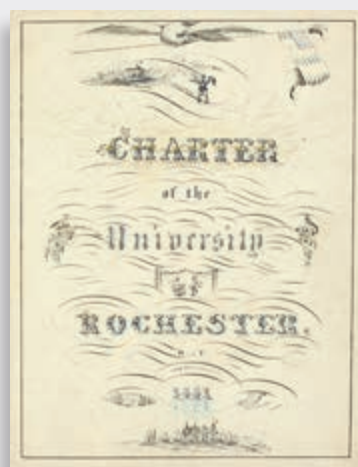
In addition to highlighting a few of those treasures for the 2014 history, *Our Work Is But Begun: A History of the University of Rochester, 1850-2005*, by Janice Bullard Pieterse (University of Rochester Press, 2014), Melissa Mead, the John M. and Barbara Keil University Archivist and Rochester Collections Librarian, is putting together an exhibition on University history, which will be on display in Rush Rhees Library this fall.

Here are her descriptions of a few favorites:

## University Charter

The original charter of the University was granted in 1851, providing for the “Establishment of an institution of the highest order for scientific and classical education.”

Consisting of 12 vellum leaves, plus one blank leaf at the end, the charter is signed by the chancellor of the University of the State of New York, and sealed with the Great Seal of the University of the State of New York. A key symbol of office, the charter is presented to each president at inauguration.



## Course of Instruction

Rochester was one of the first American institutions of higher education to offer a bachelor of science degree, a program of study that allowed students at the time to skip Latin and Greek. The idea was so new that an 1850 report to the trustees acknowledged that some would find it “a radical and dangerous innovation.”

For the first two years, students in both BA and BS tracks studied history, literature, mathematics, “natural philosophy” (science), and languages. During junior and senior years, all students continued courses in literature and philosophy, but candidates for the BA elected additional credits from three subject areas: mathematics and mechanics; natural sciences, including chemistry; and classical languages. Bachelor of science students could study French or German, and pursued studies in both of the scientific departments. (Continued on next page)

(Continued from previous page)

### The 'Anderson Bell'

The bronze bell summoned students to class at the United States Hotel until 1861, and in Anderson Hall until 1876. The bell ringer was usually the janitor—James Noble and his successor, Elijah Withall—who would take it out of a locked cupboard and ring it on the hour. With the addition of Sibley Hall, the handbell was replaced by one that was rung using a rope and could be heard in both buildings.



### Rush Rhees's Pocket Watch

A colleague from Rush Rhees's years at Newton Theological Institution (1892-1900) reminisced: "He seemed to me like a well-adjusted, well-oiled machine, working to the exact second without hurry or fuss. I was puffing up the hill one day. Rhees said, 'Plenty of time.' He then told me that after much experience he had calculated that if he was at the tree at the corner of Chase Street by the time the bell rang in Colby Hall tower, his usual pace would land him at his classroom desk in ample time to be composed when the buzzer rang. If the bell rang before he reached the tree, he must put on steam, and that he disliked to do. I took it that this was an application of his mathematical training to affairs of daily life. He was quick in thought, speech, and action, but I have no recollection of any sign of nervous haste or 'rush' in my five years' association with him."



### Metzdorf Pocket Knife and Keys

The fraternity and honorary society keys belonged to Robert Metzdorf '33, '39 (PhD), a prominent bibliographer and appraiser of rare books and manuscripts. Attached by a chain to his mother-of-pearl pocketknife, they include his Phi Beta Kappa key, and fobs of Delta Rho, the Troubadours, Pro Concordia, the Mendicants, and Delta Phi Alpha, and an alumni award from Theta Chi, presented to him in 1949.

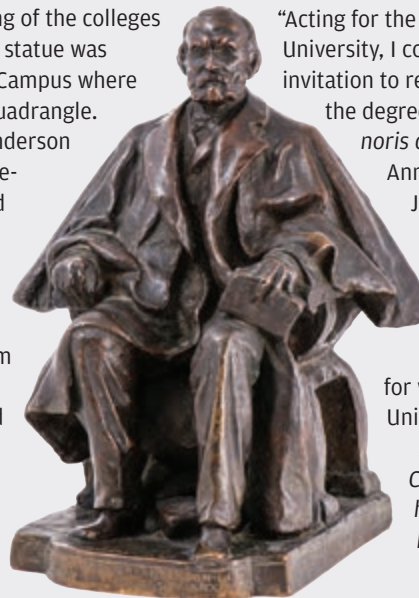
Metzdorf earned the first PhD in English from the University; his thesis was an examination—still consulted to this day—of the autograph collection given to the University by Charles Brown, Class of 1879, trustee, and eponymous donor, with Francis Welles, Class of 1875, of the Welles-Brown Room.



### 'Unused' Version of the Anderson Statue

The statue of a boldly striding Martin Brewer Anderson is a familiar and beloved sight, dating to 1905 when it was first placed in front of Anderson Hall on the Prince Street Campus; with the merging of the colleges for men and women, the statue was transferred to the River Campus where it stands in the Wilson Quadrangle.

But there's another Anderson statue, one which was created by one alumnus and given by another. Paul Winters Morris attended Rochester for two years from 1882 to 1884 and then again from 1884 to 1886 but did not finish his degree. Instead he went on to study sculpture with Augustus St. Gaudens and Daniel Chester French in New



York City, and then moved to Paris to continue his training. Morris died of pneumonia in 1916 in New York City.

According to a 1918 letter from Waldo Morse, Class of 1882, to President Rush Rhees, Morse's widow discovered the model for the statue in her husband's studio and showed it to French, "who pronounced the work to be a gem." The decision to portray Anderson seated may be a result of timing: Morris knew Anderson in the last decade of the president's life, when rheumatism had taken its toll and he walked with two canes.



### Churchill Telegram

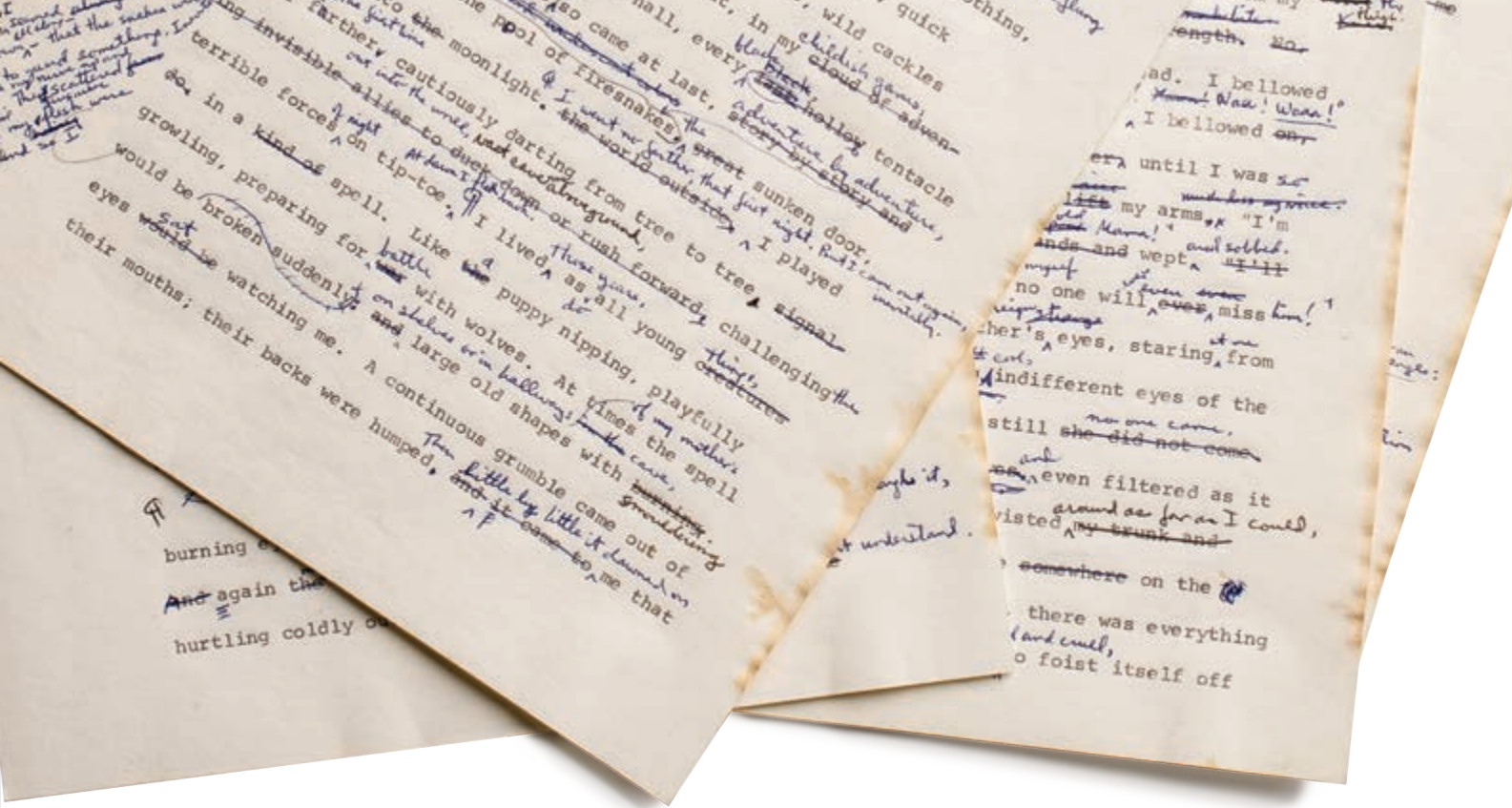
"Members of the Class of 1941 will probably remember their Commencement day for many years to come," reported that year's June-July *Rochester Review*. Graduates sitting in Eastman Theatre, along with millions of others, heard Winston Churchill give his first address to an American audience since taking the post of England's prime minister.

The announcement of the degree, Churchill's first from an American university, was held as top secret up to the day of graduation, as the telegram from Frederick Hovde to Alan Valentine confirms.

Valentine's initial proposal to Churchill dates to January of 1941, and begins:

"Acting for the Board of Trustees of this University, I convey to you a very cordial invitation to receive from this University the degree of Doctor of Laws, *honoris causa*, in absentia, on the Annual Commencement Day, June 16, 1941, provided that you are willing at that time to accept that degree by a verbal response via short wave radio, arrangements for which will be made by this University."

An audio recording of Churchill's address can be heard here: <http://hdl.handle.net/1802/2139>.



## Original Typescript of *Grendel* with Author's Corrections (c. 1970)

**JOHN GARDNER**

Some 43 years after its initial publication in 1971, the retelling of the Beowulf legend from the point of view of its monster character in *Grendel* remains one of John Gardner's best-known and well-loved works. The department holds the collection of record of John Gardner among its 20th-century literary collections, including original typescripts, proof copies, first American and other editions and translations, correspondence, and reviews. Written, as novelist-

reviewer D. Keith Mano has noted, "in a poet's prose," *Grendel* in typescript with authorial corrections, provides a vivid glimpse into the artistic mind at work. Studying his changes shows Gardner's aesthetic and moral values. In the words of Phyllis Andrews, the curator of Modern Literature Collections, examining where the pages have been extensively marked up in blue and black ink, and in red pencil "does not fail to evoke awe from student viewers."

## Trial Printings of Texts for *The Holy Grail* (1870), 'Property,' and 'Lucretius' (1868)

**ALFRED LORD TENNYSON**

Rowland Collins chaired the English faculty from 1972 to 1981 and bequeathed his collection of Alfred Lord Tennyson books, manuscripts, letters, and other memorabilia to special collections. Exhibited in 1992, the collection continues to be added to through the Rowland L. Collins Book Fund. During the past six months we purchased an extraordinary "trial book" of unique proof sheets for "Property" and "Lucretius" (the first and last of the seven *Other Poems* published in 1869), and one of only two surviving second proof states for the Arthurian poem *The Holy Grail*.

Throughout his career, Tennyson fought for authorial control of both content and presentation, moving from publisher to publisher, and sharing authorial revisions with friends on what has been called a "return or burn" basis.

For that reason, authentic Tennyson proof sheets such as these (also known as "trial books") are quite rare, and were often forged in the 19th century. Beyond support for Tennyson scholarship, proof sheets provide teaching material related to the role of revision in the writing process, 19th-century printing and publishing history, cultural



transmission, and forgery. We hope this addition will also strengthen research potential for Arthurian scholars working in Robbins Library and beyond through the Robbins Library digital projects, including adding digital images to Tennyson texts available in the online Camelot Project.

Online: the Camelot Project: <http://library.rochester.edu/camelot>.

Ask the

# ARCHIVIST

Got a question about University history? Archivist Melissa Mead has more than 160 years of campus documents and other materials at her fingertips.



**FAQ:** Melissa Mead, the John M. and Barbara Keil University Archivist and Rochester Collections Librarian, helps faculty, staff, students, alumni, and visitors with questions about University history.

**U**NIVERSITY ARCHIVIST MELISSA MEAD IS OFTEN THE person people turn to when they have questions about the University and how it has evolved.

The John M. and Barbara Keil University Archivist and Rochester Collections Librarian oversees more than 160 years of materials relating to the University and how it has changed over time—items ranging from the founding charter to campus blueprints to presidential PowerPoint presentations.

### When did the University first enroll international students?

Two students in the Class of 1853 were born in Canada and Scotland. The first student from continental Europe was Simon Tuska (1856), and the first from Asia was Theodore Thanbyah (1871).

Born in Hungary, Tuska moved with his father to the United States in 1850, joining his older brothers in Rochester. The elder Tuska became rabbi at Temple B'rith Kodesh, which was founded in 1848. Simon was awarded one of the first scholarships offered by the University to city students.

Tuska is notable also as the University's first Jewish student and as our first student (or alumnus) to publish a book. His pamphlet, *A Stranger in the Synagogue* (1854), was written to answer questions he received from classmates, professors, and others about Judaism and its rites. At this time, it was customary for each senior to give a short speech at commencement; Tuska's 1856 oration was written and delivered in Greek. Entitled "Ο Κοσμοπολίτης," it hints that the subject concerns acting as a citizen of the world. The as-yet untranslated manuscript is in his alumni file.



Simon Tuska

To train for the rabbinate, Tuska went to Breslau, Germany (now

Wrocław, Poland), and is thought to be the first American to study abroad for that purpose. Tuska believed that Jews of his generation, raised in America, would expect their rabbis to preach in English; upon his return to the United States, he gave sermons in Rochester and New York, and then found a receptive congregation in Memphis, Tenn., where he served until his death in 1870 at the age of 35.

Theodore Thanbyah, Class of 1871, traveled from Burma to attend the University. Baptist missionaries, including the father of Willard Abbott, Class of 1858, worked in Bassein (now known as Patheingyi, Myanmar), where Thanbyah was born among the Karen minority. In the United States, Thanbyah first enrolled at Shurtleff College, a Baptist institution in Upper Alton, Ill., for some preparatory studies, and entered the University in September 1868, at the age of 26.



**Theodore Thanbyah**

After graduation, Thanbyah attended the Rochester Theological Seminary. In 1874, he returned to Burma to become a pastor, a municipal commissioner, a teacher, and president of the National Karen Association. Thanbyah was profiled in *Review* in 2012, and several offers have been received to provide English translations of his autobiography.

**Frederick Douglass and Susan B. Anthony are such prominent figures in University history: who were our first African-American and female graduates?**

Charles Augustus Thompson is believed to be the first African-American to graduate from the University, as a member of the Class of 1891. In a survey of seniors in the *Campus* (forerunner of the *Campus Times*), he was one of only three students (out of a class of 34) to wholly support his own education. After graduating, Thompson studied theology in Memphis and then served as principal of the Porter School there from 1892 to 1907. He continued to study—at the Howe Institute, at Howard Medical College, and at Central Chiropractic College—and to teach, and later preach, as pastor of the Fairmount Heights Presbyterian Church in Washington. He also was a chiropractic practitioner. Thompson died in Washington, D.C., in 1934.

On the registrar's lists for the class of 1885 was Henry Spencer. Enrolling as a freshman at age 26, Spencer attended for four years; for reasons as yet unclear, he was not granted a degree. Spencer is listed in the 1885 *Interpres* as "class poet" and

\* The comment appeared in an unsigned boxed editorial paragraph; the following week he signed it with his initials.



**Charles Augustus Thompson**

in a *Campus* report on the activities of senior week, Spencer offered one of the toasts during the class dinner at the Powers Hotel. The class prophecy predicted that "Spencer [would give] the strength of his life to the service of his race. As in college so in after life . . . conscientious, faithful, and successful." By 1888, Spencer was named a committeeman-at-large at the Republican City Convention; he would later work as a clerk in the New York Assembly Speaker's office in Albany for 31 years. He died in Rochester in 1935.

Our first female graduate was Ella Salome Wilcoxon, Class of 1901. Wilcoxon was in her mid-30s when she applied to be admitted as a senior, and according to faculty meeting minutes from September 17, 1900, a special faculty committee was formed to approve her request. Rather than examine a transcript (if she submitted one), the committee advised Wilcoxon "to present, in person, her application blank for advanced standing to the different members of the faculty and get their official endorsements."

By September 21, when the special committee met, it appears that the necessary endorsements had been obtained, and the committee gave its approval.


U.S. Census records report her living in Macedon, N.Y., with her parents and siblings and younger brother, Wilfred, who preceded his sister at the University, and graduated in 1899. After graduation, she continued her studies, attending Illinois Wesleyan University from 1903 to 1905. By 1920, she was seeking employment as a teacher, and a letter of reference in her alumna file describes her as appearing to be "a woman of force in character." The only photograph we have of Wilcoxon was probably made prior to 1900, as she appears younger than she would have been when she attended the University. She died in 1933.



**Henry Spencer**

**Is the origin of the Yellowjacket name connected to the presence of wasps at Oak Hill, or because our players wore yellow?**

"A Buffalo player on Saturday called the Varsity, 'Yellow Jackets,' not because of their equipment, but rather their sting." J. Howard Garnish '27 probably\* reported this in the November 5, 1926, *Campus*, and so the legend was born. The following week Garnish christened the team officially, writing, "Go to it, you Yellow Jackets! On to Rensselaer!" (We shut out Buffalo, 32-0, and trounced RPI 47-6.)

The 1926 date is significant: Oak Hill was transformed into the River Campus in 1930, and was not reported as harboring a large insect population. Yellow was chosen as a school color in 1893, and has its "roots" in the dandelions found on Azariah Boody's pasture land, which became the Prince Street Campus in 1861, and remains the home of the Memorial Art Gallery. 



**Ella Salome Wilcoxon**

*Do you have a question about University history? Email it to rochrev@rochester.edu. Please put "Ask the Archivist" in the subject line.*