

## Giving with Purpose

Today, ninety-two years after his death, George Eastman still remains in the top five largest philanthropists in the US. During his life, he donated about seventy-five percent of his wealth (\$2 billion today.) Unlike his contemporaries, including Henry Ford and John D. Rockefeller, Eastman preferred to personally select his beneficiaries and guided the management of his donations.

One of the places Eastman focused his donations was education. Despite cutting his own formal education short, he valued the importance of education and donated about \$100 million over his lifetime to over thirty educational institutions worldwide. Eastman's total donations illustrate both a strategic investor's interest in helping create a qualified workforce and a forward-thinking man concerned with bettering people's lives.

This museum was established in 1947 to honor the legacy of George Eastman and his remarkable impact on the world. Today, visitors are interested not only in his achievements, but about Eastman as a person who, shown through a balanced historical lens, was both enormously impactful, though also imperfect.

In the coming years, six unrestored rooms of the mansion will be renovated to house a new exhibition on Eastman, featuring the times in which he lived, his influence, and what influenced him throughout his life. The candid and forthright presentation, sourced from historical records, gives visitors the opportunity to understand Eastman in ways that are relevant to their own history.

To help achieve the goal of demystifying George Eastman, the museum is gathering community input to help shape the exhibition's themes and presentation. Over the coming year, this George Eastman Story Lab space will be used to ask for visitor feedback.

This first informal installation presents a general outline of the exhibition's subjects, information on one of its primary themes—philanthropy—and glimpses of how that theme weaves through Eastman's story. Your input will help develop the final exhibition.

Please review this display, scan this QR code on your smartphone, and respond to a brief survey, or take an instruction card to access the survey after you leave today.

Thank you for your participation.

Unless otherwise noted objects and images are from the museum's collection and all images are digital reproductions of original works by unidentified makers.

### Influencers

Eastman's desire to direct his philanthropic gifts led him to research institutions to ensure sound investment and proper administration of his donations. Intelligent and charismatic individuals often earned his trust and eventually his financial support when they approached him about philanthropic causes.

**Frank W. Lowmyer**  
Kodak chemical engineer and MIT graduate Frank Lowmyer convinced George Eastman with MIT president Richard Meade in 1912 that Eastman's support of the industrial revolution of MIT's annual reports. Eastman subsequently donated over \$11 million to MIT throughout his life as "Mr. Smith," ultimately becoming responsible for what is still the school's campus and international renown.

**Booker T. Washington**  
Educated at the Hampton Institute, Booker T. Washington became the primary leader in the African American community between 1890 and 1915. He founded Tuskegee Institute (1881) and published several books, including his biography *Up from Slavery* (1901). This biography helped establish a conceptual educational philanthropy to historically Black colleges and universities (HBCUs).

**Benjamin "Boss" Rhodes**  
The University of Rochester became one of Eastman's largest beneficiaries thanks to his friendship with its first president, Bush Rhodes. Eastman's philanthropy produced the university's Eastman School of Music and Eastman Theatricals, a Medical Center, Strong Memorial Hospital, and more campus. Eastman's contributions also allowed the university to weather the Great Depression without reducing faculty staff or salaries. This support made the University of Rochester the region's second largest employer and a global research institution.

**Josephine Dickman**  
Eastman was close friends with the manager of the Kodak factory in England, George Dickman, and his wife, Josephine. Eastman continued to socialize with Josephine after the outbreak of WWI. They shared common interests in music and philanthropy, and her influence encouraged Eastman to break his restriction of giving to women's colleges. In 1913, he donated \$5,000 (now about \$166,000) to one of her charitable causes, the Cambridge School of Landscape Architecture, Horticulture and Gardening for Women in Massachusetts.

### Focus on Education

A man of the Industrial Revolution, George Eastman believed one's success in life is in the twentieth century relied on engineering and technical skills. He focused much of his educational philanthropy on institutions emphasizing scientific and technological instruction. A community focused man, he began these efforts locally with the Mechanics Institute (now, the Rochester Institute of Technology) and the University of Rochester before expanding to institutions such as the Massachusetts Institute of Technology (MIT), and the Hampton Institute (Hampton University).

Eastman's philanthropy, however, came with certain conditions. He made most donations anonymously (except those to historically Black colleges and universities) and tracked the use of his funds. He also ended future contributions if he perceived financial mismanagement by the institution.

### Philanthropic Uprising

George Eastman inherited the value of philanthropy and education from his parents, who were highly educated. His mother, Maria Kibbourn (1794), volunteered much of her time to community institutions including the Mechanics Institute (now, the Rochester Institute of Technology) and would provide housing for a small fee for community members in need. His father, George W. Eastman (bottom right), operated a college in Rochester until his death in 1822, which set George Eastman on a course to drop out of school at age fourteen to help support the family. This negatively affected his view of higher education until the late 1890s. At that time, his photography business grew, and he established relationships with trained colleagues and friends. His view of the value of higher education evolved, and he began giving college-educated engineers and scientists for the company.

### Exhibition Themes

The future exhibition will be a balanced and transparent guide through George Eastman's life. The major themes that will be presented include:

- Uplifting (1854-1860)
  - Family
  - Rochester during Eastman's time
- Work (1860-1922)
  - Pre-Kodak
  - Establishing, building, and expanding Kodak
- Mansion (1902-1905)
  - Construction and development
  - Mansion life—operations, staff, and guests
- Review of personal and professional correspondence (1860s-1922)
  - Philanthropy
  - Public Projects
  - Successes & Failures
- Broad legacy
  - Yesterday & Today
  - Local & Global
- George Eastman, the person

### Three ways to help . . .

- Complete the survey to help inform the future exhibition. Please scan this QR code on your smartphone, and respond to a brief survey.
- Access the contact and survey online. Scan this code or click a card to complete the survey and share the Story Lab experience with others after you leave today.
- Spread the word about this project. Share your experience with the Story Lab and information about this project on your social media channels. Tag @georgemuseum on Facebook, Instagram, TikTok, or Threads, and use the hashtag #GEStoryLab.

Despite strongly supporting education, Eastman's donations to women's colleges were rare and inconsistent. Records show that he occasionally made small gifts to women's schools at the request of friends but that he otherwise

Behind buildings donated to their own research and development departments, entrepreneurs sought the expertise of college professors and recent graduates to design new technologies. Thomas Swaney, professor of engineering MIT, designed Eastman's camera, creating MIT's tradition to use students

Including George W. Eastman, Cornell College valued the growing importance of technical work during the industrial and technological revolutions of 1780-1920. These technical fields were the primary reason why students continued to attend Cornell. This was done throughout the exhibition series such as this to provide context or additional facts to the visitor.

Eastman's early view of education as he began his professional career was narrow, seeing how college educated people of the time. Institutions of higher learning, especially colleges with a liberal arts curriculum, were considered to be exclusively for the elite. Many entrepreneurs, including Eastman, valued experience gained

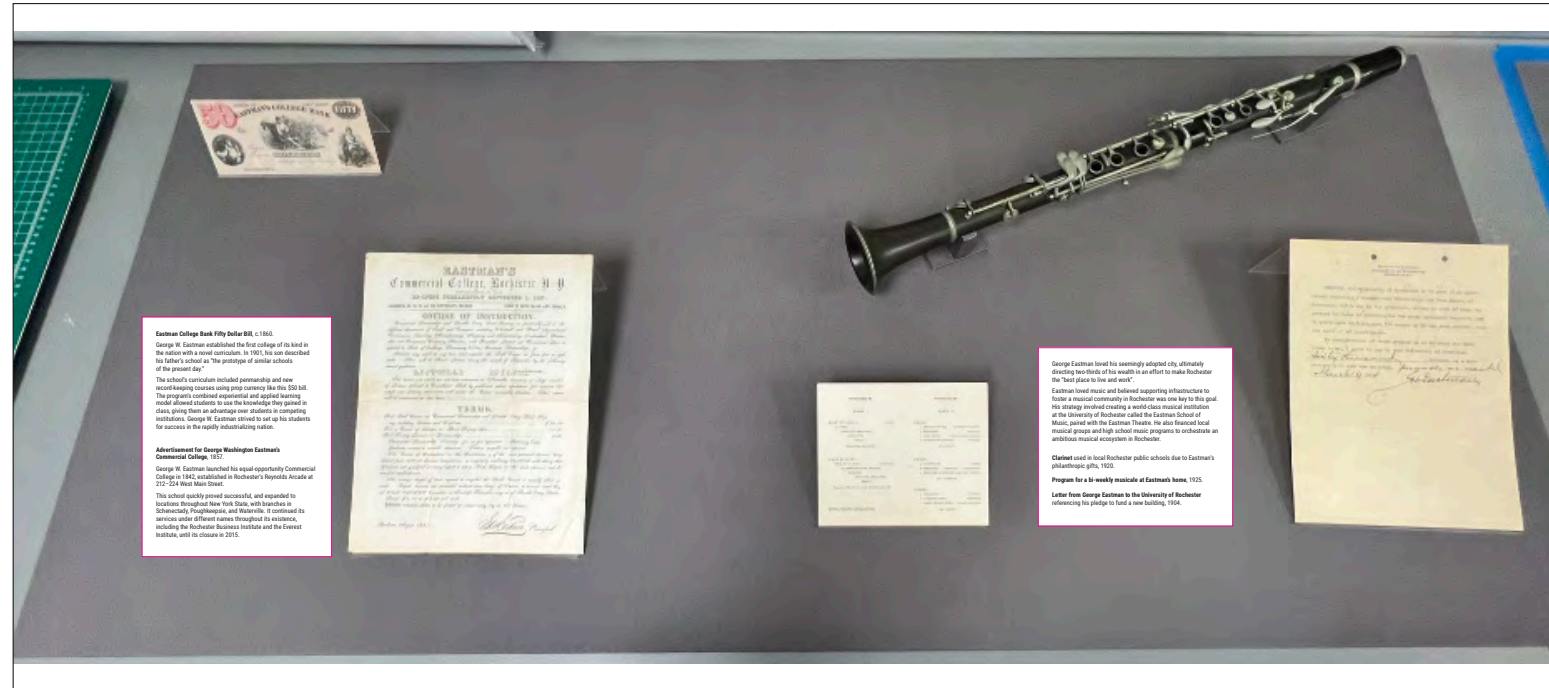
CASE 2—Side View

CASE 1

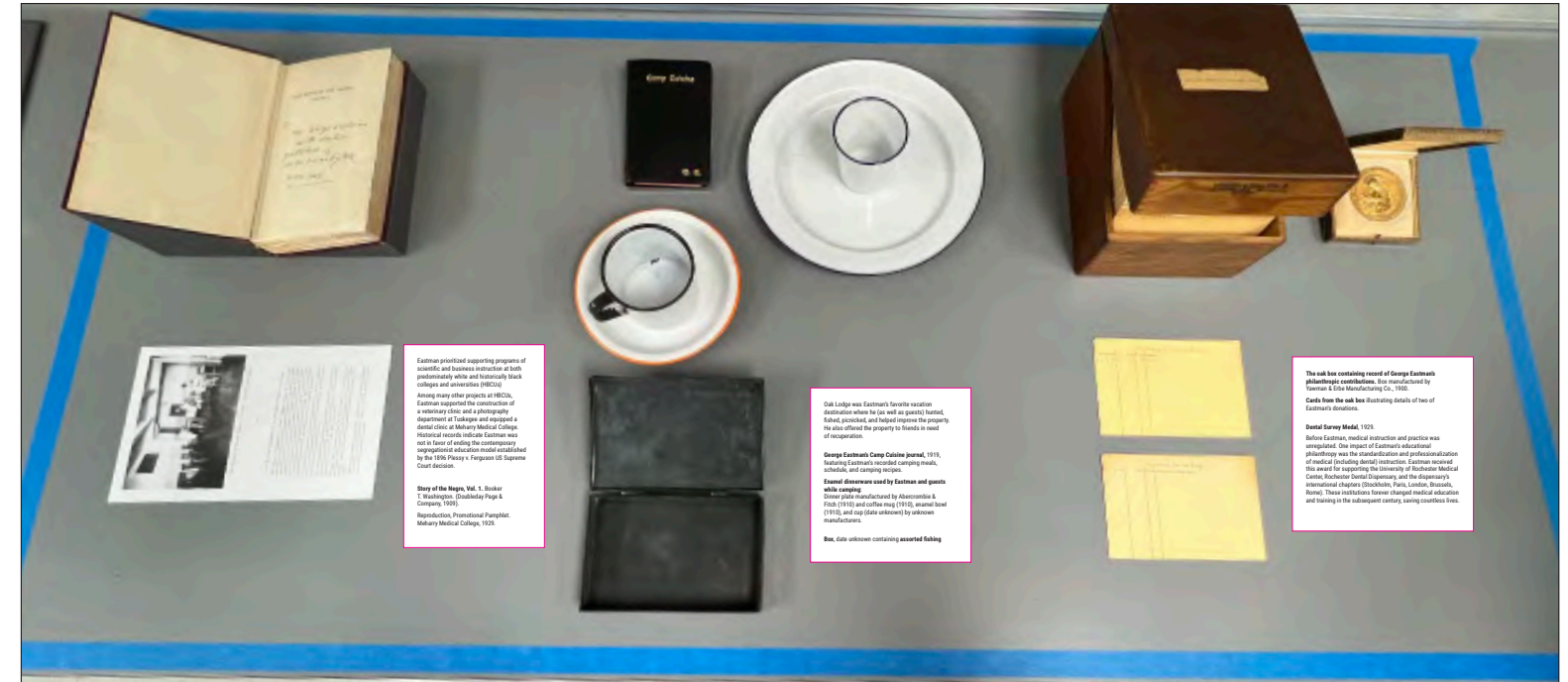
Wall 1



# Story Lab Layout Sketch for Reference – Case Contents



CASE 1



CASE 2

## 1. Introduction to the Story Lab

This museum was established in 1947 to honor the legacy of George Eastman and his remarkable impact on the world.

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In the coming years, six unrestored rooms of the mansion will be renovated to house a new exhibition on Eastman, featuring the times in which he lived, his influence, and what influenced him throughout his life. The candid and forthright presentation, sourced from historical records, will give visitors the opportunity to understand Eastman in ways that are relevant to their own history.

To help achieve the goal of demystifying George Eastman, the museum is gathering community input to help shape the exhibition's themes and presentation. Over the coming year, this *George Eastman Story Lab* space will be used to ask for visitor feedback.

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## 2. Planned Future Exhibition Themes

### Future Exhibition Themes

The future exhibition will be a balanced and transparent guide through George Eastman's life. The major themes that will be presented include:

- **Upbringing (1854–1868)**
  - Family
  - Rochester
- **Work (1868–1932)**
  - Pre-Kodak
  - Establishing, building, and expanding Kodak
- **The Mansion (1902–1905)**
  - Construction and development
  - Mansion life—operations, staff, and guests
- **Review of personal and professional correspondence (1860s–1932)**
- **Community Enrichment (1890s–1932)**
  - Philanthropy
  - Public projects
  - Successes and failures
- **Broad legacy**
  - Yesterday and today
  - Local and global
- **George Eastman, the person**
  - Personality
  - Views
  - Private life
  - Motivations
- **Evolution of consumer photographic technology (1880s–today)**

### 3. Content Introduction

## Giving With Purpose

Today, ninety-two years after his death, George Eastman still remains in the top five largest philanthropists in the US. During his life, he donated about seventy-five percent of his wealth (\$3.25 billion today). Unlike his contemporaries, including Henry Ford and John D. Rockefeller, Eastman preferred to personally select his beneficiaries and guide the management of his donations.

One of the places Eastman focused his donations was education. Despite cutting his own formal education short, he valued the importance of education and donated about \$100 million over his lifetime to over thirty educational institutions worldwide. Eastman's total donations illustrate both a strategic investor's interest in helping create a qualified workforce and a practical man concerned with bettering people's lives.

## 4. Section 1 – Main Text

### Philanthropic Upbringing

George Eastman inherited the value of philanthropy and education from his parents, who were highly educated. His mother, Maria Kilbourn, ran a boarding house in Rochester and volunteered much of her time to community institutions including the Mechanics Institute (now, the Rochester Institute of Technology). His father, George Washington Eastman, operated a college in Rochester until his death in 1862, which set George Eastman on a course to drop out of school at age fourteen to help support the family. This negatively affected his view of higher education until the late 1890s. At that time, his photography business grew, and he established relationships with trusted colleagues and friends. His view of the value of higher education evolved, and he began hiring college-educated engineers and scientists for the company.



**Maria Kilbourn Eastman and George Washington Eastman, 1927.**  
The original paintings are on display in this room.

Inset: **George Eastman at three years old, 1857.**  
Ambrotype.

# 5. Section 1 – Magnified Content



Commercial colleges, like George W. Eastman's, reflect the growing importance of clerical work during the Industrial and Technological Revolutions (c.1760–1939). These schools helped facilitate the community members who wanted to shift from their rural upbringings to an urban occupation. This was done through education in commerce, economy, and trade.

Throughout the exhibition notes such as this will provide context or additional facts to the visitor.



Eastman's early view of elite education as he began his professional career was common among non-college educated people of the time. Institutions of higher learning—typically religious with a liberal arts curriculum—were considered to be exclusively for the elite. Many entrepreneurs, including Eastman, valued experience gained from apprenticeships and on-the-job experience.



# 6. Section 1 – Case Content

## Eastman College Bank Fifty Dollar Bill, c.1860.

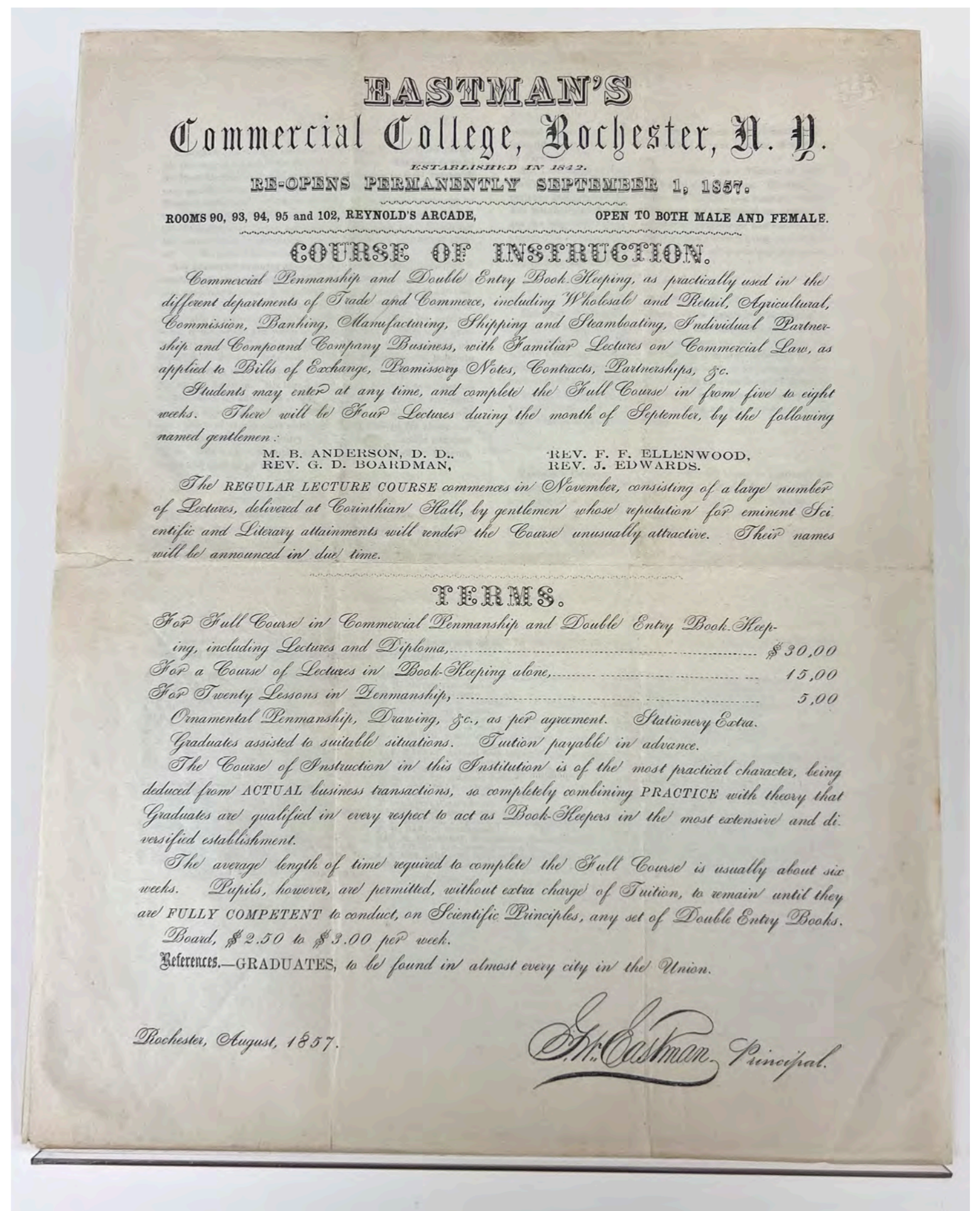
George W. Eastman established the first college of its kind in the nation with a novel curriculum. In 1901, his son described his father's school as "the prototype of similar schools of the present day."

The school's curriculum included penmanship and new record-keeping courses, and used prop currency like this \$50 bill. The program's combined experiential and applied learning model allowed students to use the knowledge they gained in class, giving them an advantage over students in competing institutions. George W. Eastman strived to set up his students for success in the rapidly industrializing nation.

## Advertisement for George Washington Eastman's Commercial College, 1857.

George W. Eastman launched his equal-opportunity Commercial College in 1842, established in Rochester's Reynolds Arcade at 16 East Main Street.

This school quickly proved successful, and expanded to locations throughout New York State, with branches in Schenectady, Poughkeepsie, and Waterville. It continued its services under different names throughout its existence, including the Rochester Business Institute and the Everest Institute, until its closure in 2015.



# 7. Section 2 – Main Text

## Focus on Education

A man of the Industrial Revolution, George Eastman believed one's success in life in the twentieth century relied on engineering and technical skills. He focused much of his educational philanthropy on institutions emphasizing scientific and technological instruction. A community-focused man, he began these efforts locally with the Mechanics Institute (now, the Rochester Institute of Technology) and the University of Rochester before expanding to institutions such as the Massachusetts Institute of Technology (MIT), the Tuskegee Institute (now, Tuskegee University), and the Hampton Institute (now, Hampton University).

Eastman's philanthropy, however, came with certain conditions. He made most donations anonymously (except those to historically Black colleges and universities) and tracked the use of his funds. He also ended future contributions if he perceived financial mismanagement by the institution.



**Eastman Building at the Rochester Institute of Technology downtown campus**, which was in use from 1900–1973 at the corner of South Plymouth Avenue and West Broad Street. Gelatin silver print.

**Construction of the Rush Rhee Library at the University of Rochester River Campus**, 1929. Gelatin silver print.

# 8. Section 2 – Magnified Content



Before businesses invested in their own research and development departments, entrepreneurs sought the expertise of college professors and recent graduates to design new technologies. Thomas Edison's promotion of employing MIT engineers sparked Eastman's interest in employing MIT graduates for his own business.

# 9. Section 2 – Case Content

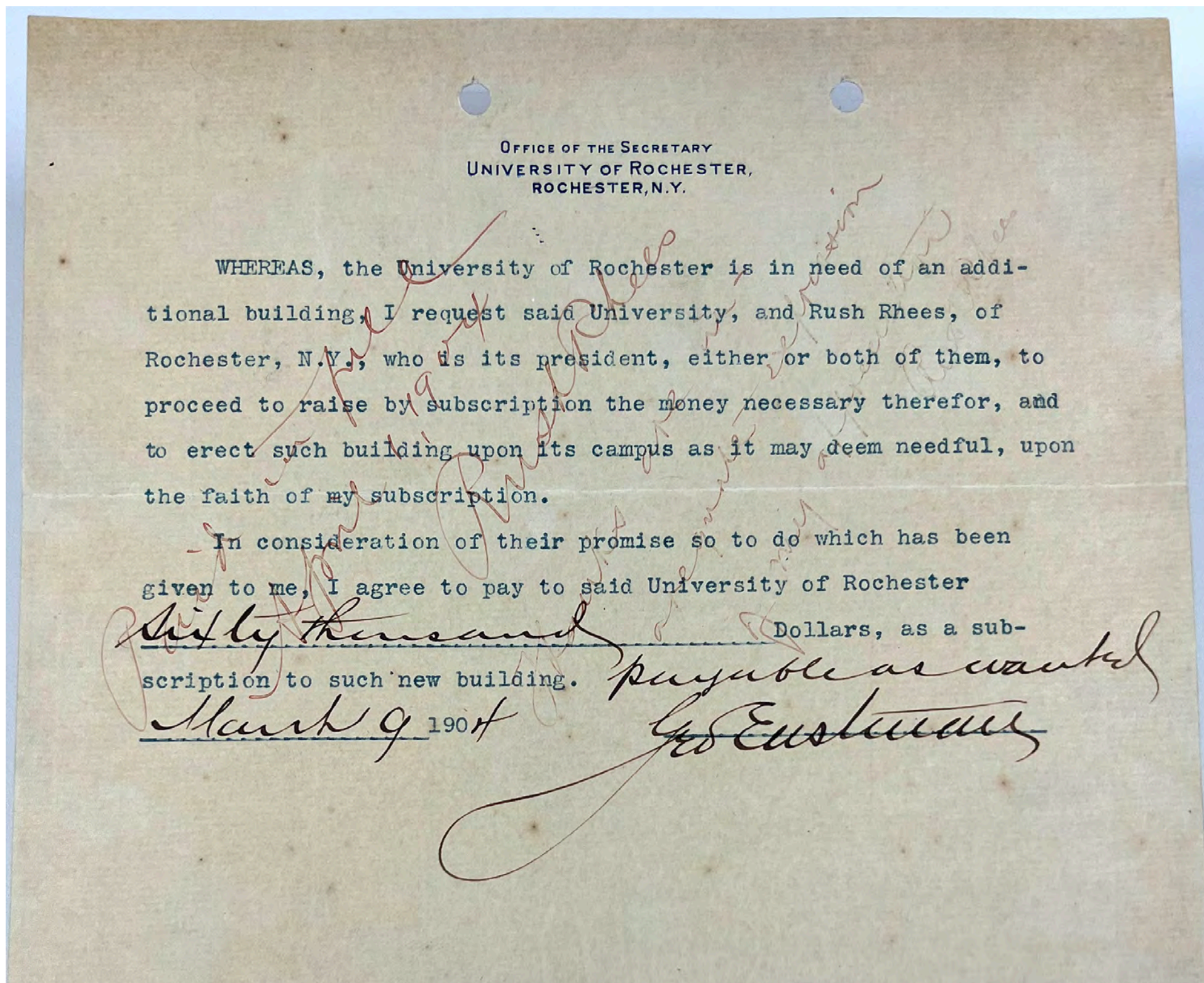
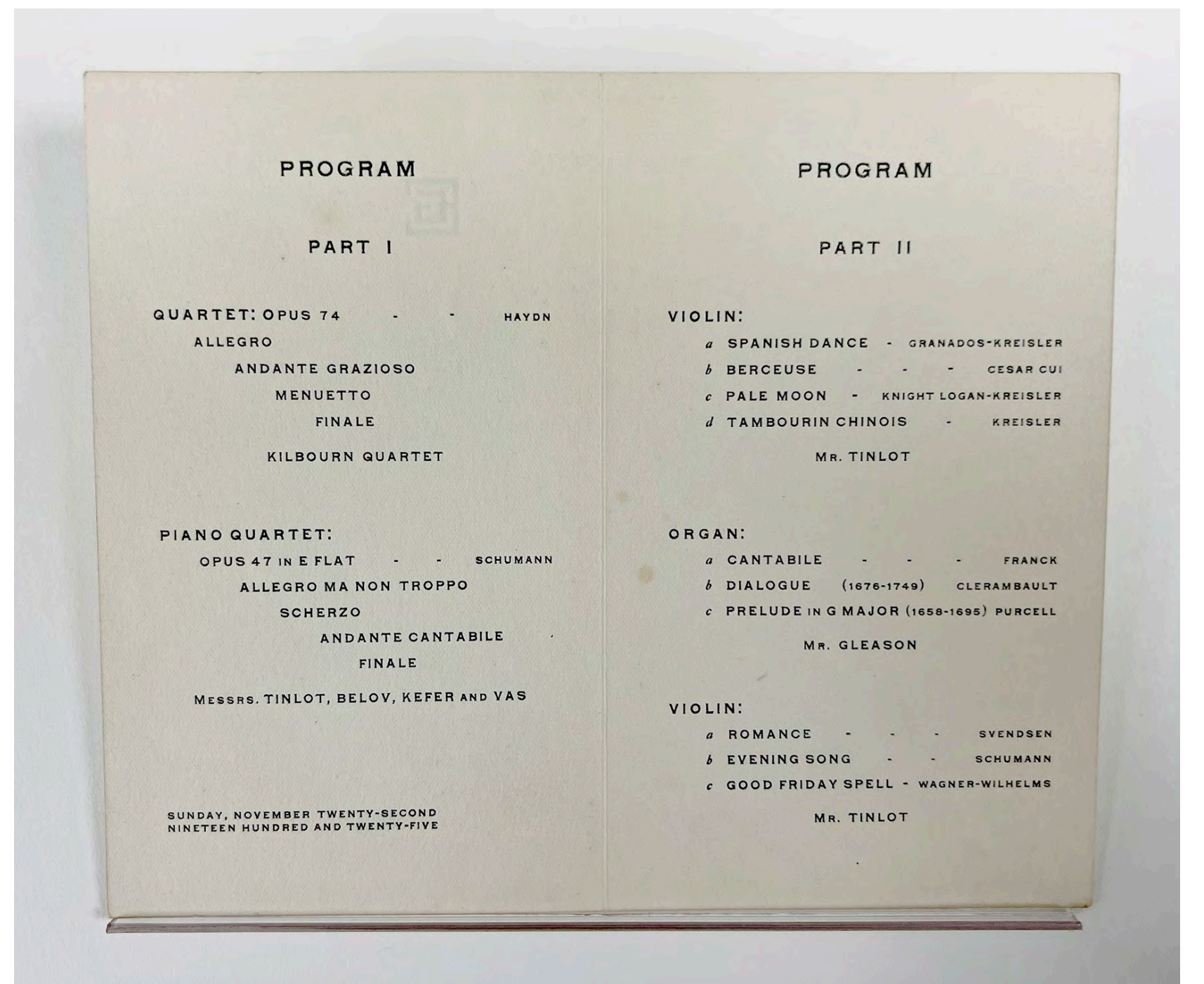
George Eastman loved his adopted city. In a 1924 letter to Eastman Kodak's advertising agent in New York City Frank Seaman, Eastman stated "[...] I want to help make Rochester for the thousands of people I have gathered here the best place on the face of the earth to live in and bring up their families." Ultimately, he directed two-thirds of his public gifts to help achieve that aim.

Eastman loved music and believed supporting infrastructure to foster a musical community in Rochester was one key to this goal of making Rochester the best place to live and work. His strategy involved creating a world-class musical institution at the University of Rochester called the Eastman School of Music, paired with the Eastman Theatre. He also financed local musical groups and high school music programs to orchestrate an ambitious musical ecosystem in Rochester.

**Clarinet** used in local Rochester public schools due to Eastman's philanthropic gifts, 1920.

**Program for a bi-weekly musicale at Eastman's home, 1925.**

**Pledge from George Eastman to the University of Rochester** that references funding to the Eastman Laboratory of Physics and Biology on Prince St., 1904.



# 10. Section 3

## Influencers

Eastman's desire to direct his philanthropic gifts led him to research institutions to ensure sound investment and proper administration of his donations. Intelligent and charismatic individuals often earned his trust and eventually his financial support when they approached him about philanthropic causes.



Frank W. Lovejoy, 1925.  
Gelatin silver print.

### Frank W. Lovejoy

Kodak chemical engineer and MIT graduate Frank Lovejoy connected George Eastman with MIT president Richard Maclaurin in 1912 at Eastman's request after he studied decades of MIT's annual reports. Eastman anonymously donated over \$11 million to MIT throughout his life as "Mr. Smith," ultimately becoming responsible for what is still the school's campus and international renown.



Alexander Leventon. Benjamin "Rush" Rhees, c.1927. Gelatin silver negative.

### Benjamin "Rush" Rhees

The University of Rochester became one of Eastman's largest beneficiaries thanks to his friendship with its third president, Rush Rhees. Eastman's philanthropy produced the university's Eastman School of Music and Eastman Theatre, a School of Medicine and Dentistry, Strong Memorial Hospital, and its River Campus. Eastman's contributions also allowed the university to weather the Great Depression without reducing faculty, staff, or salaries. This support made the University of Rochester the region's second-largest employer and a global research institution.



Christopher Ethelbert (C.E.) Cheyne. Booker T. Washington, 1903. Gelatin silver print. George Eastman Museum study collections.

### Booker T. Washington

Educated at the Hampton Institute, Booker Taliaferro Washington became a primary leader in the African American community between 1890 and 1915. He founded Tuskegee Institute (1881) and published several books, including his biography *Up from Slavery* (1901). This biography helped establish a consequential friendship that sparked Eastman's educational philanthropy to historically Black colleges and universities (HBCUs).



George Eastman. Josephine Dickman in Eastman's Conservatory, 1905. Negative, gelatin on nitrocellulose film.

### Josephine Dickman

Eastman was close friends with the manager of his Kodak factory in England, George Dickman, and his wife Josephine. Eastman continued to socialize with Josephine after Mr. Dickman's death in 1899. They shared common interests in music and philanthropy, and her influence encouraged Eastman to break his reservation of giving to women's colleges. In 1913, he donated \$5,000 (now about \$160,000) to one of her charitable causes: the Lowthorpe School of Landscape Architecture, Horticulture and Gardening for Women, in Massachusetts.

# 11. Section 3 –Magnified Content



Despite strongly supporting education, Eastman's donations to women's colleges were rare and inconsistent. Records show that he occasionally made small gifts to women's schools at the request of friends but that he otherwise refused to contribute to women's colleges as shown in this letter to a Wells College Trustee.

May 28, 1931.

Mrs. Cleveland E. Dodge,  
Grayston,  
Riverdale-on-Hudson, N.Y.

Dear Mrs. Dodge:

I regret to say that I cannot respond to your Wells College appeal which is entirely outside the scope of my activities.

Yours very truly,

A handwritten signature in ink, appearing to be "A. T. Eastman", written over the typed name.

# 12. Section 4 – Main Text

## Supporting Black Education

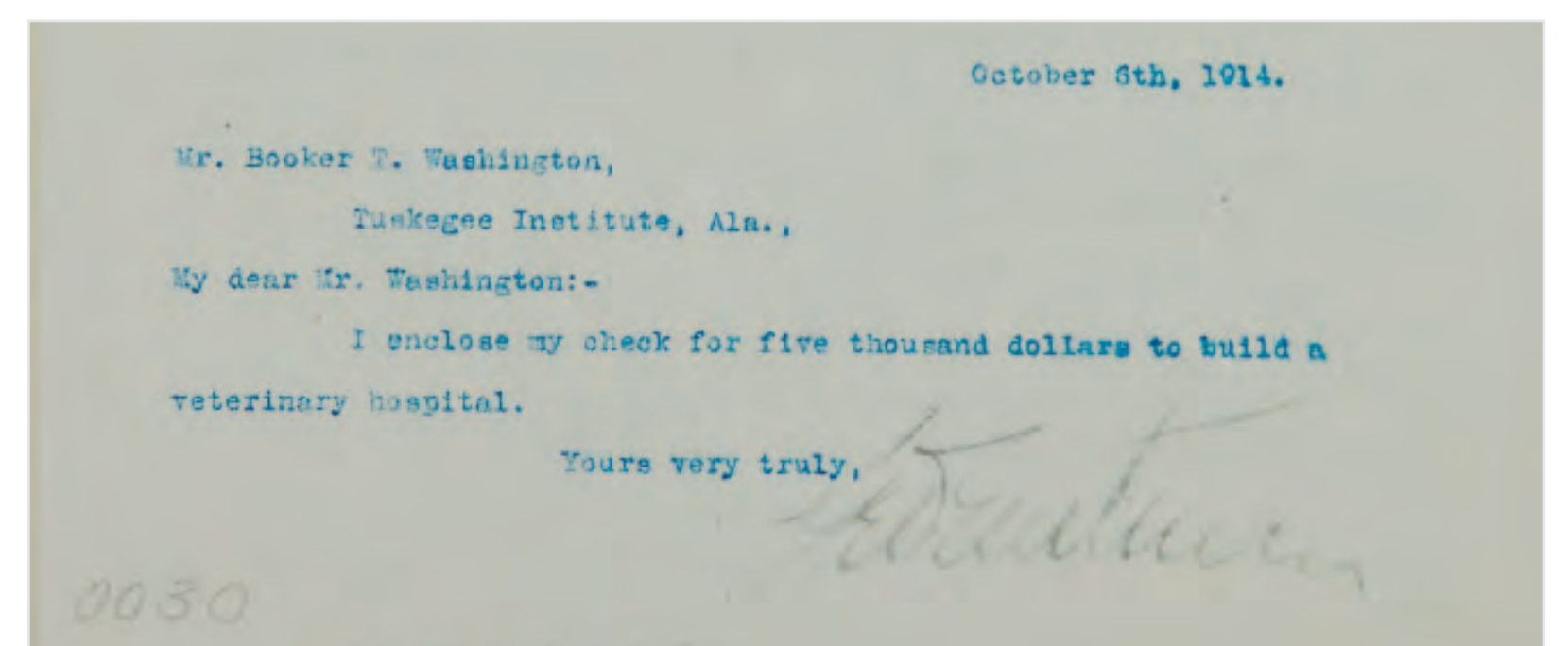
As a believer in the universal right to education, George Eastman began donating to historically Black colleges and universities (HBCUs) in 1902 after building a relationship with American educator, author, and lecturer, Booker T. Washington. Alongside Washington's alma mater, (Hampton Institute) and the school he founded (Tuskegee Institute), Eastman contributed to many other HBCUs, including Meharry Medical College in Tennessee and Howard University in the District of Columbia. By 1924, Eastman became one of the largest private donors to the education of Black Americans, with a \$9 million donation to Tuskegee and Hampton institutes (approximately \$160 million today). This, according to the institute's then-chairman of the Hampton-Tuskegee Clarence Kelsey, constituted "the single largest contribution [ever] to Negro education."



**Boys Trade School, Tuskegee Institute, 1919.** Negative, gelatin on nitrocellulose roll film.

**Robert C. Ogden Auditorium, Hampton Institute, 1928.** Negative, gelatin on nitrocellulose roll film.

**Letter from George Eastman to Booker T. Washington,**  
October 6, 1914.



# 13. Section 4 –Magnified Content



Eastman noted the charitable gulf between predominantly Black versus white colleges at the time, and believed education to be critical to equality for Black Americans.

However, following experts like Booker T. Washington, he also supported the segregationist model as a solution to provide this service—a view he relayed to Rev. James Rose in this 1924 letter.

Eastman preferred Washington's paradigm of economic equality over the more inclusive social equality paradigm of Black leaders like W.E.B. Du Bois.

December 18th, 1924,

Rev. James E. Rose,

Rochester, N. Y.,

My dear Mr. Rose:

Your letter of the 10th received and carefully read. I understand your theories but do not wholly agree with them. I recognize the moderation with which they are stated. There is nothing to be gained, as far as I can see, in discussing them because we agree upon the fundamental proposition that the negro must be educated on practical lines.

Tuskegee and Hampton are doing the outstanding work in this line and are encouraging a lot of imitators who will extend the work which is basic. There is plenty of room for such institutions as Howard for higher learning. The proportion of negroes who are fitted for this higher learning is very small, just as the proportion of white people is also small. I believe there are a lot of white boys who are being put through college who ought to be put to work and thus make room for those who are better fitted for a college education.

With best wishes, I am,

Yours very truly,

A handwritten signature in cursive script, appearing to read "Eastman", written in dark ink.



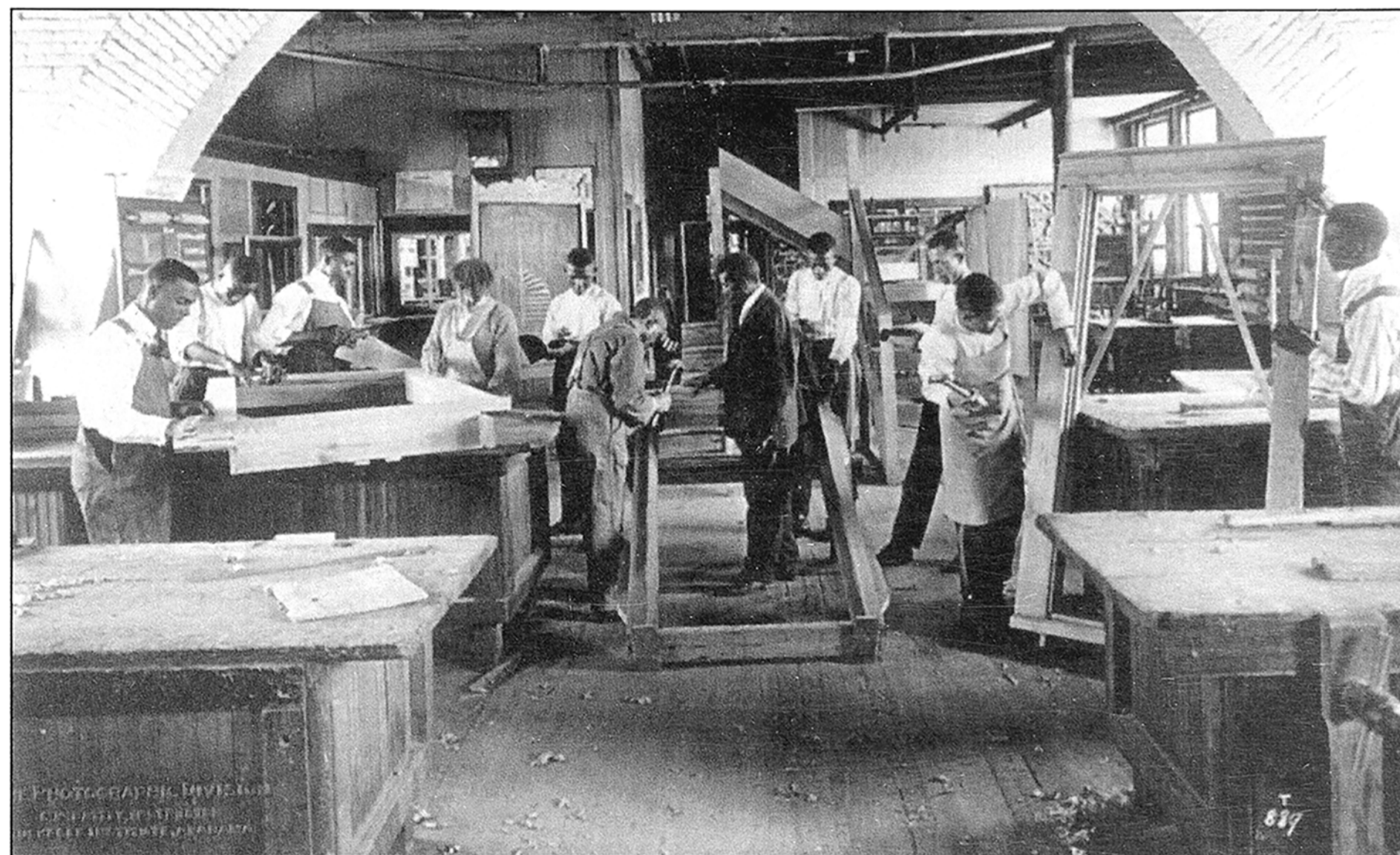
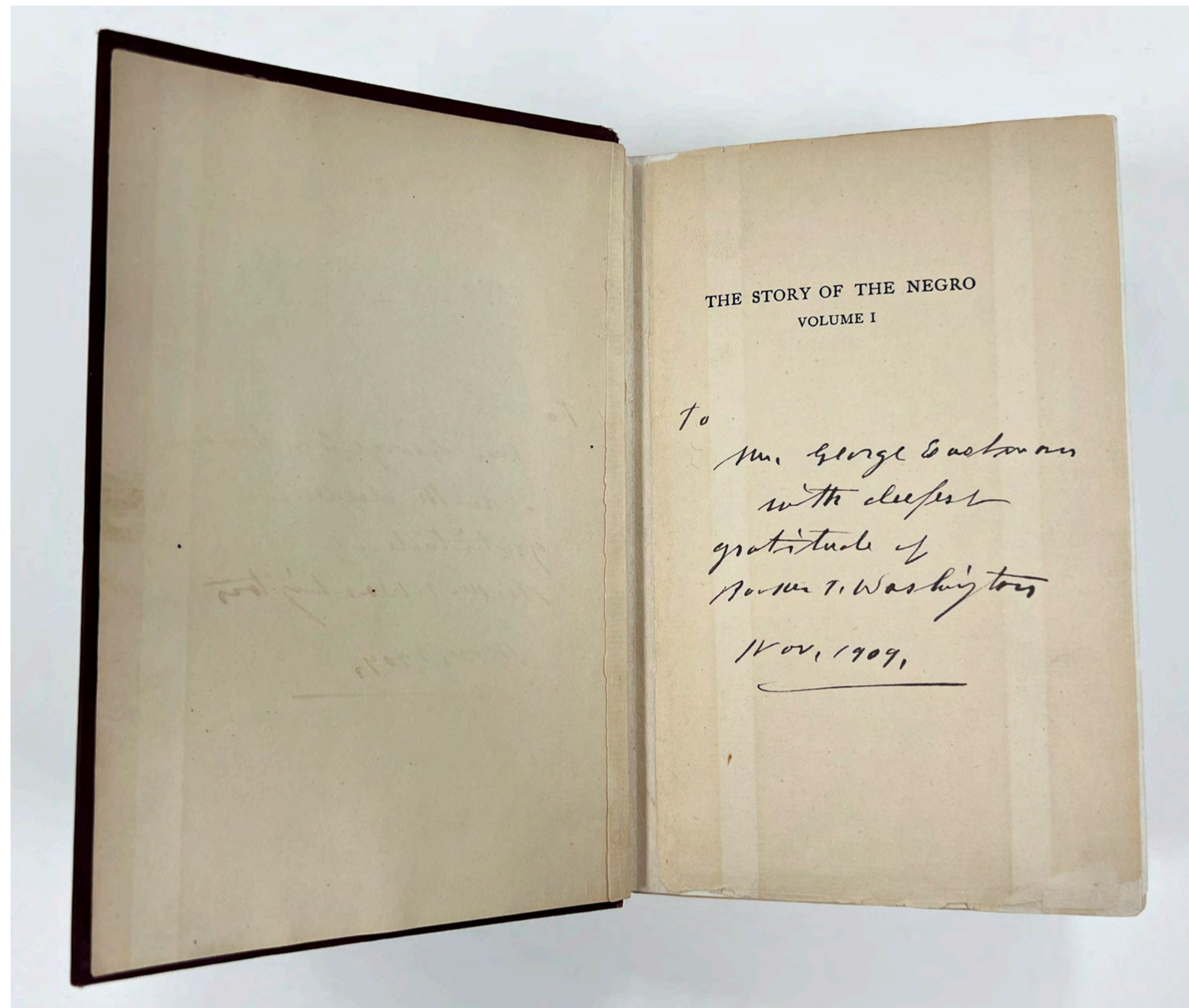
# 14. Section 4 –Case Content

As with predominantly white institutions of higher learning, Eastman directed his support of historically Black colleges and universities (HBCUs) to those specializing in scientific and business instruction.

Among many other projects at HBCUs, Eastman supported the construction of a veterinary clinic and a photography department at Tuskegee and equipped a dental clinic at Meharry Medical College. Historical records indicate Eastman was not in favor of ending the contemporary segregationist education model established by the 1896 Plessy v. Ferguson US Supreme Court decision.

**Story of the Negro, Vol. 1.** Booker T. Washington. (Doubleday Page & Company, 1909).

C.M. Battey. **Photograph of carpentry class at Tuskegee**, c. 1920. Courtesy of Tuskegee University.



# 15. Section 4 – Main Content

## Community Enrichment

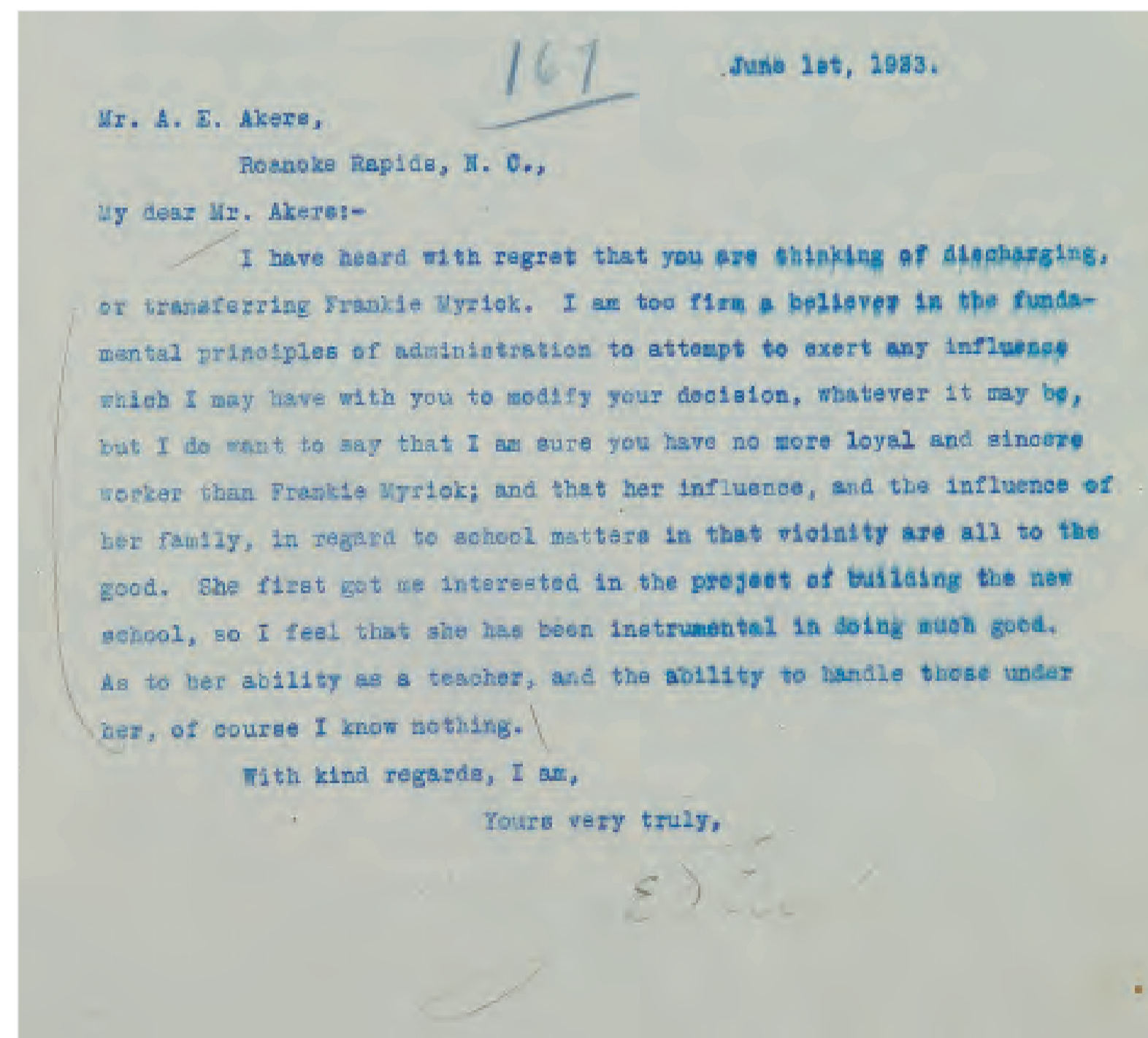
George Eastman purchased a hunting retreat near Enfield, North Carolina in 1898, which he ultimately grew to a 2,300-acre property by 1915. He was actively involved in the welfare of the twenty-five Black tenants living on the property, most of whom he contracted to maintain it.

Despite the regional norms of the era, he named one of the Black tenants (the Myricks) to manage the other families (rather than hire a white supervisor) and paid rates equal to that of white tenant farmers in the area.

Eastman also supported projects to benefit the tenant families, including upgrading a one-room schoolhouse run by a Myrick daughter, Frankie B. Myrick. Eastman contributed about \$8,000 and solicited support from his friends to add four additional rooms, a 300-book library, and modern ventilation system to the original schoolhouse. Employing teachers from the Tuskegee Institute, the school served about 200 local children. The Eastman school continued until 2009, and there are plans to reopen after renovations in the next few years.



George Eastman. **Myrick family at their home near Oak Lodge**, date unknown. Digital reproduction of a gelatin silver print. Henry (patriarch and estate manager pictured right), Frankie (third from right), Nathaniel (second from right)



**Letter from George Eastman to Mr. A. E. Akers, Halifax County, NC, Superintendent**, June 1, 1923. Digital reproduction. George Eastman Museum, gift of Eastman Kodak Company.

Eastman supported Frankie Myrick against attempts by Halifax County's school superintendent A.E. Akers to fire her.

# 16. Section 4 – Case Content

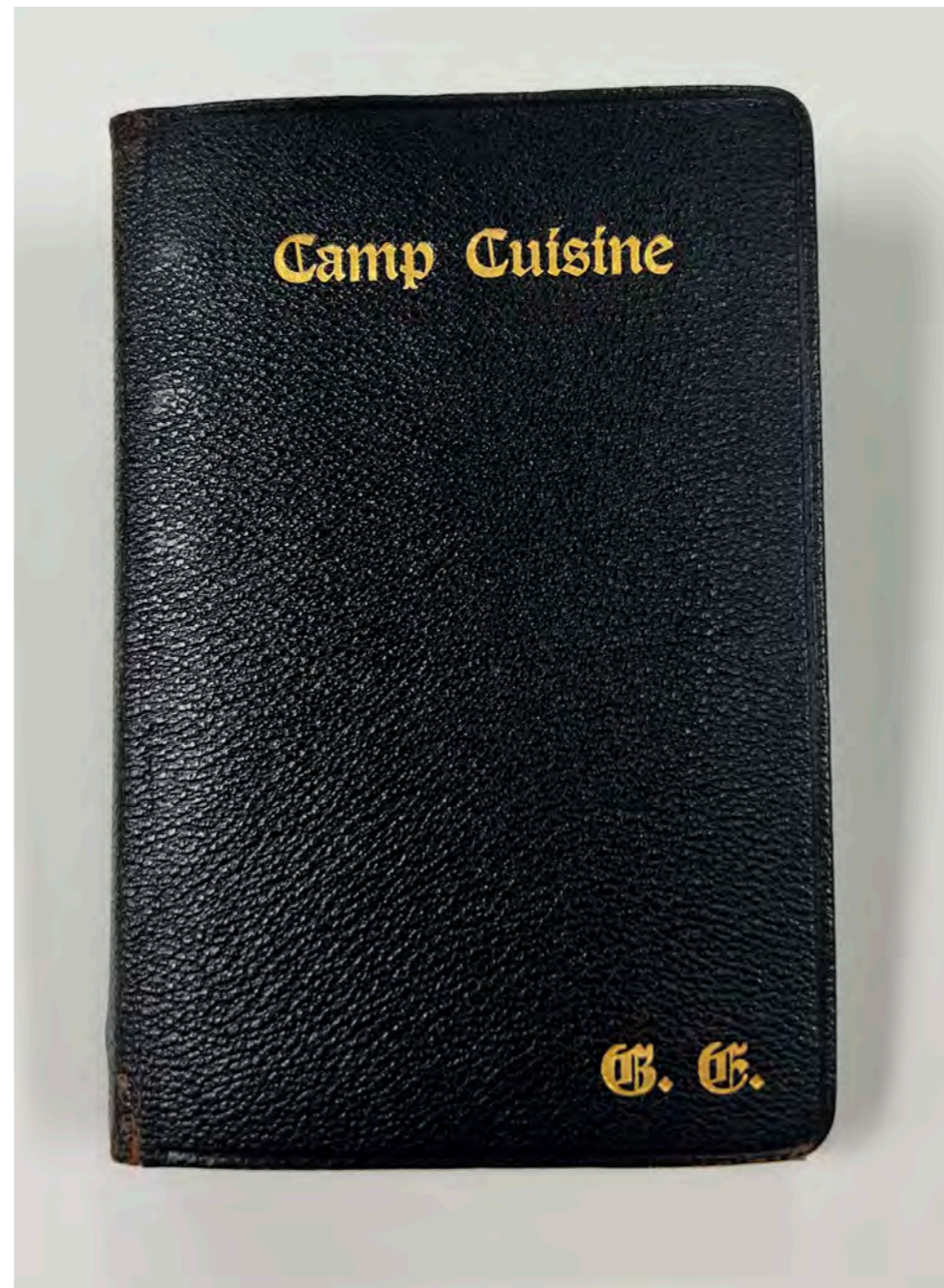
Oak Lodge was Eastman's favorite vacation destination where he (as well as guests) hunted, fished, picnicked, and helped improve the property. He also offered the property to friends in need of recuperation.

**George Eastman's Camp Cuisine journal, 1919**, featuring Eastman's recorded camping meals, schedule, and camping recipes.

**Enamel dinnerware used by Eastman and guests while camping:**

Dinner plate manufactured by Abercrombie & Fitch (1910) and coffee mug (1910), enamel bowl (1910), and cup (date unknown) by unknown manufacturers.

**Box, date unknown containing assorted fishing hooks and flies, 1915.**



# 17. Section 5 – Main Content

## Wealth into Action

Alice K. (Whitney) Hutchinson, George Eastman’s lifelong executive assistant, diligently recorded every donation to the hundreds of organizations and individuals who benefited from his generosity. She filed the cards alphabetically in this small oak box manufactured by the company that also designed the boxes in which Kodak shipped its products. Using a unique system, Alice filed cards according to the recipient’s name at the time of donation, grouping individuals under “I” and schools under “S.”

Below is a list of Eastman’s gifts to educational institutions throughout his lifetime. The variations of contribution amounts and scope of institutions offers insight into Eastman’s philanthropic philosophy. The donation sums stated are the dollar amounts gifted at the time.

|  |   |  |
|--|---|--|
| 1890–1917: \$2,011.95 Industrial School (location unknown)   | 1909–1910: \$8,500, Alfred University (Alfred, NY) [liberal arts college]   | 1924: \$5,000, Syracuse University (Syracuse, NY) [liberal arts college]   |
| 1891–1932: \$581,000 to Mechanics Institute (Rochester, NY)  | 1909–1929: \$37,000, Intermountain Institute (now, the Idaho Industrial Institute) (Weiser, ID)                       | 1924–1930: \$450, Mooseheart School (now, the Mooseheart Child & School, Mooseheart, IL) [school for children whose caretakers are unable to care for them properly] |
| 1900–1921: \$1,010, Vassar College (Poughkeepsie, NY)  | 1909–1930: \$40,543, Berry School (Rome, GA) [coeducational liberal arts college]                                     | 1924–1931: \$800, Harvard University’s Peabody Museum (Cambridge, MA)  |
| 1902–1917: \$5,110 to Wells College, including tuition for niece Ellen Dryden (Aurora, NY)   | 1912: \$4.15, Bridgman Memorial School (Shanghai, China)  | 1925–1931: \$350,000, Brookings Graduate School of Economics and Government (now, Brookings Institution) (Washington, DC)  |
| 1902–1924: \$1,430,300 and approx \$2 million in Kodak stock, Tuskegee Normal & Industrial Institute (now, Tuskegee University) (Tuskegee, AL)   | 1912–1931: \$11,300,217 and 5,000 shares of Kodak common stock, Massachusetts Institute of Technology (Cambridge, MA) | 1926: \$25, Piney Woods School (Piney Woods, MS) [Black American boarding school]  |
| 1903: \$5, Diocesan E. Seminary (now, Colgate Rochester Crozer Divinity School) (Rochester, NY)  | 1913: \$5,000, Lowthorpe School (Groton, MA)  | 1927: \$10, Olivet College (now, University of Olivet) (Olivet, MI) [coeducational religious institution]  |
| 1903–1914: \$532.95, Joseph Keasbey Brick Agricultural, Industrial & Normal School (Whitakers, NC)   | 1915: \$1,000, Wellesley College (Wellesley, MA)  | 1927: \$150,000, Cornell University (Ithaca, NY)   |
| 1906: \$5,000, Amherst College (Amherst, MA) [ethnically integrated liberal arts college]  | 1915–1924: \$100,000, Stevens Institute of Technology (Hoboken, NJ)   | 1927–1932: \$18,000, State University of Iowa (Iowa City, IA)  |
| 1906–1908: \$3,000, Chicago University [liberal arts college]  | 1920: \$5,000, University of Buffalo (Buffalo, NY) [liberal arts college]   | 1929: \$500, Clark School for the Deaf (Northampton, MA)   |
| 1907–1924: \$1,032,000 and approx. \$2 million in Kodak stock, Hampton Normal School & Agricultural Institute (Hampton University) (Hampton, VA) | 1921: Doshisha University lecture series (Kyoto, Japan) [religious institution]                                       | 1929: \$50,000 Waterville Central School (Waterville, NY) [high school]  |
| 1908: \$10, Athletic Field Association of Rochester West High School (now, Joseph C. Wilson High School) (Rochester NY)                          | 1921–1931: \$6,582.13, the Eastman School at Oak Lodge (Enfield, NC)  | 1929–1930: \$300,000, Oxford University (Oxford, England)  |
|  | 1923: \$5,000, Howard University Medical School (Washington, DC)  | 1930–1931: \$200,000, Meharry Medical School (now, Meharry Medical College) (Nashville, TN)  |
|  | 1923–1930: \$4,000, Harvard Business School (Boston, MA)  |  |

# 18. Section 5 – Case Content

**The oak box containing record of George Eastman's philanthropic contributions.**

Box manufactured by Yawman & Erbe Manufacturing Co., 1900.

**Cards from the oak box** illustrating details of two of Eastman's donations.

**Dental Survey Medal, 1929.**

Before Eastman, medical instruction and practice was unregulated. One impact of Eastman's educational philanthropy was the standardization and professionalization of medical (including dental) instruction. Eastman received this award for supporting the University of Rochester Medical Center, Rochester Dental Dispensary, and the dispensary's international chapters (Stockholm, Paris, London, Brussels, Rome). These institutions forever changed medical education and training in the subsequent century, saving countless lives.



Note: Cards from the oak box are not pictured here.