

Abbott, Lawrence Jacob (July 9, 1902–Dec. 8, 1985). Professor of Economics, 1953–68.

Lawrence Abbott was a fourth-generation writer. His great-grandfather, Jacob Abbott, wrote over two hundred books, including the very popular “Rollo” series of boy’s books; his grandfather, Lyman Abbott, an influential clergyman and progressivist reformer, was best known as the editor of *Outlook*; his father, Ernest Hamlin Abbott, also a clergyman, wrote several books and carried on the editorship of *Outlook*; his uncle, Lawrence Fraser Abbott, wrote books on Theodore Roosevelt and other subjects.

Lawrence Jacob Abbott (who never used his middle name) was born in Cornwall, N.Y., the third of five sons of Ernest Hamlin Abbott and May Louise Kleberg Abbott. His first career was in music. After graduating *cum laude* from Harvard in 1924, with honors in music, he worked for three years as an advertising copy writer for the Erickson Co. in New York City (1924–27). He wrote a few songs, being apparently most proud of “The ghost of John McCrae” (1928).

After opening a country inn which fell victim to the Depression, Abbott went to work in 1934 for the National Broadcasting Co. as a music writer and director of music research. He also managed the network’s Walter Damrosch music education broadcasts. During that period he wrote two successful books on music: *Approach to music* (1940), and *The listener’s book on harmony* (1941). In 1942 and 1943 he was a contributing music editor of *Time* magazine.

By his later account, his experience with the Depression had spurred his reading in the field of economics. In 1945 he earned a master’s degree from Columbia, followed by a PhD in economics in 1951.

Abbott began his teaching as a mathematics instructor at Hotchkiss School, 1943–47. While working for his PhD, he taught economics at Columbia, 1947–51, then joined the economics faculty at Mount Holyoke, 1951–53. He came to Union in 1953 as a replacement for JOSEPH ROTUNDO.

He published two books while at Union, *Quality and competition; an essay in economic theory* (1955; translated into German in 1959) and the widely-adopted textbook *Economics and the modern world* (1960; revised ed., 1967). He succeeded BENJAMIN WHITAKER as chairman of the economics department, 1962–66. Active in the AAUP, he served a three-year term (1965–68) on its national council.

Abbott married Ann Sands Tatham in 1932; they had two daughters and a son. After a divorce in 1966, he married Marie Bohrn Lambert, the former wife of Union biology professor Francis Lambert.

Following his retirement in 1968, Abbott moved to Coventry, Connecticut, and turned his attention to world federalism. He served on the board of directors of the World Association of World Federalists, 1975–85, edited the organization’s newsletter,

1981–85, and wrote a pamphlet, *World federalism: What? Why? How?* (1977; revised ed., 1982). He was also active in Common Cause and in the promotion of energy conservation.

Absence Rules. Professors at Union probably took attendance from the earliest years, but because absences had only a minor effect on the final grade (in contrast to the later policy which made attendance a separate requirement with its own sanctions for abuse), many students were casual about showing up for recitations. From the diary of Martin Burt, Class of 1838, we learn that he frequently missed recitations and that on several occasions the instructor failed to appear. It was also common for Burt, and no doubt for other students, to ask to be excused immediately after reciting.

At nineteenth-century Union College the common term for cutting a class was “bolt.” An individual could bolt, but the word was most often applied (probably in its sense of “a sudden movement toward or away from something”) to occasions on which most or all of the students in a class absented themselves.

Bolts might be purposeful—Burt records a bolt of all “except a few poor bootlicks” to attend a circus—or seemingly motiveless; the class might simply feel restless. The trustees tried to suppress the practice in 1848, but in most periods it was apparently understood that class bolts would be allowed if they were infrequent. In October 1885 the *Concordiensis* recorded that “’88 took a class bolt for the first time on the 20th.”

The faculty tolerated the practice for many decades, and sometimes also granted bolts. A professor might dismiss his class if a classroom was too cold, or cancel all his classes if he had to leave town; the faculty as a whole might grant the request of the student body for a bolt on special occasions. Jonathan Pearson, who thought bolts “worse for good order than almost any event in College,” commented in his diary for March 16, 1861, that “Some Professors never give ‘bolts’; others, contrary to law, have an excuse for granting them by the dozen.”

By the early twentieth century the faculty had grown impatient with what the *Concordiensis* termed “promiscuous overbolting.” In 1908 they tightened the absence rule, reducing the limit on unexcused absences from three weeks per course per term, to one week, and setting up a committee to hear excuses. Still, when the engineering and the liberal arts students each bolted a class in 1912 in order to play a baseball game against each other, one of the abandoned instructors served as umpire.

CHARLES WALDRON, on the faculty from 1910, later recalled that students

would gather outside the [classroom] door just prior to the hour, yell in unison, ‘Bolt, bolt, bolt!’ and depart. I believe Dr. Berg [Professor ERNST BERG, who came to Union in

1913] had much to do with ending this practice, for he announced that he would not stay at a college where such childish customs were followed.

In January 1919, the faculty enacted strong penalties (including three months' probation) for "organized bolts" and unexcused absences immediately before and after recesses. Alarmed, the student body successfully petitioned for time to prepare a counterproposal, and in due course the rule became that students were allowed one week of unexcused absences or a total of two weeks of excused and unexcused absences combined, but any organized bolt or extension of a recess counted as a week of unexcused absences.

The word "cut" was current by 1911, but "bolt" was still used as late as 1941, usually for mass absences.

In 1931 the attendance rules changed; upperclass students on the Dean's List (averages of 80 or higher) could now take unlimited cuts; others were limited to cutting the equivalent of two weeks of a course per semester. Beginning in 1936/37, however, Dean's List students received no special treatment, and the instructor in each course made his own rules (Dean Garis explained that "absences should be a matter between the instructor and the student"). But five years later, noting that the Division of Humanities had been enforcing strict absence rules, while the Social Science Division had virtually none, Garis required all instructors to report absences to his office daily, and he assumed the responsibility for enforcement, whenever he "shall decide that there is a need for special action."

By 1944, students whose cuts exceeded the number of credit hours they were taking had to appear before the Committee on Standing of Students and could be expelled, though first offenses were rarely—if ever—punished so harshly. In 1958, the Faculty Council extended unlimited cuts to juniors and seniors in good standing, and in 1963 it abolished uniform attendance requirements. Since then, the only attendance rules have been those established by departments or individual instructors.

Academic Freedom and Civil Liberties. Academic freedom and civil liberties issues arise only in controversies during which it is nearly always clear to one party that the real issue is not academic freedom or civil liberties at all, but something else. The following then is a very heterogeneous survey of episodes in Union's history during which such issues were raised, or else are likely to be raised in the minds of modern readers.

Late twentieth-century ideas of academic freedom cannot be said to have existed even in embryo among mid-nineteenth-century American students and faculty. Though some chafed under the autocratic power of presidents, no one supposed that student or faculty rights were being violated, or that there was any extra-collegiate legal redress. TENURE did not yet exist.

ELIPHALET NOTT gathered to himself extraordinary power over both students and faculty but used it so quietly that his expulsions from either group rarely left a record. In 1854, JONATHAN PEARSON summed up the situation in his diary

The whole faculty with one exception (Prof. Gillespie) have been pupils under Dr. Nott, have grown up to manhood and some to grey hairs deferring to his authority and experience. Even if opposed to some of his ideas, they seldom manifest their opposition save by growling and scolding to themselves—farther they never go. Our government is without laws or rules. If we ever had any, they have been long since out of print and obsolete. The President's will is law on all points, for discipline, literary affairs and, until of late, in finances. No man says nay. Universal obedience is expected, especially in the corps of teachers. It is a despotism pure and perfect without any admixture. One might say that such a rule must be hard to be borne, but let such an one remember that a just and patriarchal despotism is by no means a bad government, and he will see why no greater evils flow from it in Un. Coll. and why so much good is elicited. It enables the Head to move without restrictions and with celerity, to act promptly, to deal summarily, to punish secretly, to warn and exhort with long suffering without exposure of a young man to the scorn and contempt of his teachers, who often know nothing of his faults.

Still, Pearson thought, Nott's powers were too broad:

the President should be a professor, with only certain well-defined powers added to his professorship, making him president also. For example in the department of instruction and literature of a college, no one man's will should be preeminent. Should the Prest. and Prof. of Moral Phil. dictate to me what text book I should use in Chem. or Botany or in Calculus or Mechanics? Should he direct me how to teach these studies, how much, and where to stop?

By 1860, Pearson was less inclined to make excuses: "No one who ever opposed Dr. N.'s opinion has ever been tolerated about Union College. Every will must bend to his, and any criticism of his measures has been a sure passport to the outer world." How literally this should be taken is questionable; Pearson was discussing Nott's protracted quarrel with Vice President HICKOK, who did not in fact leave the College until much later, on his retirement as president; others, such as Professor JOHN FOSTER, were known to disagree with Nott about discipline and to disregard his strictures on teaching.

In 1849 Nott did apparently push out Professor JOHN AUSTIN YATES, whose family had intrigued against the president, but that is the only instance in which there is evidence of Nott seriously abusing his power over the faculty. There may, however, have been others.

In 1865, with Vice-President Hickok standing in for the ailing Nott, the trustees passed resolutions strengthening the faculty's position vis-a-vis the president, but these—aimed primarily at hamstringing Hickok—were later withdrawn, and President ELIPHALET NOTT POTTER enjoyed powers similar to his grandfather's. In 1883 he persuaded the trustees to

summarily fire his most persistent faculty adversary, HARRISON WEBSTER, a popular member of the faculty for the preceding decade.

Nineteenth-century students were required by the College laws to submit their Commencement speeches for pre-censorship until at least 1871. Printing was cheap, however, and a few anonymous student satires (*The Warning* (circa 1833); *Truth* (1833); *Dunciad* (1835); *The Vision* (circa 1838); *The Hornet* (1838); *THE WIZARD* (1838); *FRYING PAN FOR POOR SINNERS* (1839); *THE SPY-GLASS* (1840); *THE INSINUATOR* (1840); and *THE LEECH* (1864)) included attacks on classmates and on the faculty scurrilous enough to raise eyebrows even now. Censorship and attempted censorship of the student newspaper are discussed s.v. *CONCORDIENSIS*.

The Twentieth Century. Most twentieth-century academic freedom and civil liberties issues have concerned outside speakers on the campus, the loyalty of faculty members, the content of teaching, and religious freedom.

As the FIRST WORLD WAR approached, questions were raised about the alleged pro-German sympathies of CHARLES STEINMETZ and FRANK COE BARNES. President CHARLES ALEXANDER RICHMOND was apparently satisfied, as he should have been, with both men's loyalty, but after the war he was quick to doubt the loyalty of teachers elsewhere. His reply to a questionnaire from the New York State Joint Legislative Committee Investigating Seditious Activities, though it does not address college teaching, suggests that Union in his time was no haven from the Red scare:

It seems to me the most important thing of all is to be sure the teachers [of adult foreigners] are absolutely loyal. They should be required to show a record of their standing and of their activities during the war. And the slightest evidence of lukewarmness should be counted against them.... They should also be carefully examined as to their economic views. No man holding radical principles or even harboring radical ideas should be entrusted with the education of our adult foreigners.

Under President FRANK PARKER DAY, Socialist party head and presidential candidate Norman Thomas spoke on campus in March 1932 as part of a lecture series sponsored by the League for Industrial Democracy. Trustee FRANK BAILEY communicated his displeasure to Day, but the *Union Alumni Monthly* applauded: "We approve highly of the president's willingness to let this organization enjoy the privilege of having our Old Chapel as a meeting place." Thomas returned the following month to speak on corruption in local government as part of the Joseph DAY LECTURES ON CIVIC ADMINISTRATION. (The appearances were not unavailing; in a straw poll that fall, fifteen faculty members favored the presidential candidacy of Herbert Hoover, while twelve voted for Thomas and eight for Franklin Roosevelt.)

During his brief term, Day's successor, Acting President EDWARD ELLERY, made a curious defense of a free student press. In a 1934 speech to an alumni meeting, he defended "the right of students to express themselves freely in their publications because only in this way [can] the faculty become acquainted with the modern student."

Norman Thomas returned to the campus three more times under President DIXON RYAN FOX, in 1935, 1936 and 1942. When New Deal economist Rexford Tugwell delivered the SPENCER LECTURES (on "The Progressive Tradition") in 1935, Bailey registered another strong complaint, but Fox, though no friend of the New Deal, was a firm defender of academic freedom.

In 1935 the *Brooklyn Eagle*, alarmed that Yale proposed to teach courses in communism and fascism, surveyed college presidents on the subject. Fox responded that college students have long studied these systems, among others, and that "no graduate could be considered qualified in history, political economy or social philosophy without having studied them both." The real danger, he thought, was not that teachers would attempt to convert students to these systems, but that they would "hold them up to ridicule, as if no civilized, well-intentioned man could consider them practicable and beneficial in the respective European countries that have set them up."

Fox was put to the test in 1937, when German-American Bund leader Fritz Kuhn, a well-known Nazi agitator, was denied a place in which to deliver a scheduled address in Schenectady. The International Relations Club, with Fox's permission, agreed to sponsor the speech, which was delivered in Old Chapel to a full house restricted to students, faculty, and six uniformed police guards. Fox replied publicly to protests ("We could not honor our own convictions very highly if we refused to test them from time to time by contrary opinion or doctrines.... This is what should distinguish the American college or university from the present academic institutions of Germany, Italy and Russia,") but he tried to balance Kuhn's appearance by inviting Rabbi Stephen Wise to address a later IRC meeting.

In 1935 New York State passed the Ives law, requiring loyalty oaths from all teachers in the state, and the Union faculty took the oath that fall. Early the next year, five Union professors, EARL CUMMINS, ERNEST DALE, Patterson French, MORTON STEWART and PETER WOLD, representing the AAUP, testified before a legislative hearing in support of repealing the law. President Fox issued a statement supporting repeal, for which he was criticized by the state American Legion Commander. (The law remains on the books and newly-hired faculty members are still required to sign an oath supporting the federal and state constitutions.) Also in the mid-thirties, Fox wrote an editorial in *New*

York History entitled "The New Red Scare," about the increase in attacks on high school history and social science textbooks.

Fox spoke eloquently at the 1940 Commencement in support of academic freedom, but acknowledged, "In war, to my mind, the whole situation is changed... [though] personally I would not care to persecute dissent even in war time." Expecting a recurrence of the witch hunts that had occurred during the First World War, he persuaded the trustees to authorize a faculty committee to review any proposed dismissals from the faculty and to "investigate and consider problems of academic freedom." The committee, composed of VLADIMIR ROJANSKY, WILLIAM BENNETT, AUGUSTUS FOX, BURGESS JOHNSON, HAROLD LARRABEE, Gordon Silber and MORTIMER SAYRE, apparently never found a reason to meet.

To Fox's successor, CARTER DAVIDSON, a man with equivocal views on such issues, unfortunately fell the far more harrowing task of defending academic freedom during the McCarthy years. But the first problem he faced publicly in this realm did not concern radicalism. When the English Department assigned all students in Freshman English to read *The Merchant of Venice* during 1948/49, Jackson Davis, faculty advisor to the Mountebanks, volunteered to produce the play. Apprehensive about the decision, Davidson asked Davis to meet with Rabbi J. Leonard Azneer; that meeting led to others with the Jewish Community Council, which urged cancellation of the production. Davidson assured council members that the production would be canceled, but the Mountebanks, an autonomous student organization, decided to go ahead, and the play was performed amidst strong community protests, with much embarrassment to the president.

In 1950 the Student Council voted (24-4) to request that the administration attempt, "in the interest of free speech," to bring Herbert J. Phillips, an avowed Communist who had been fired by the University of Washington, to the campus as a speaker. The Council knew that Davidson and Frank Bailey opposed such an invitation; for Davidson, Bailey's opposition alone would have been a strong reason to refuse permission, but, as the controversy ran its course, he added several others. The invitation would be a "suicidal act" from the standpoint of public relations, he said, and a "slap in the face" to the University of Washington; moreover, "since a federal jury has decided that the Communists are traitors to the American and democratic system, there is nothing to be gained and a great deal to be lost by allowing the college to sponsor Mr. Phillips," and finally: "One does not invite an avowed thief into one's home and present him with the combination to the wall safe; neither can we afford to invite an avowed Communist to our campuses to dynamite the foundations of our freedoms."

Phillips was never invited to Union, but that controversy had scarcely died when Owen Lattimore, a scholar whom Senator McCarthy had baselessly labeled "the top Soviet espionage agent in the United States," addressed the Economics Club in October 1950. Lattimore also addressed the Schenectady Freedom Forum, which until then had held its programs in Memorial Chapel. The Forum executive board had already decided to move the Lattimore speech to the larger auditorium at Mont Pleasant High School when Davidson informed it that influential citizens had threatened to punish the College if it hosted the lecture, and that the trustees might overrule his permission to use the chapel. Angered by Davidson's lack of fortitude, the board never returned the Forum to the campus.

Addressing the alumni in the *Union College Alumni Review* for April 1953, Davidson noted that "there has recently been considerable discussion and worry over the projected college 'investigations' by the McCarthy Committee of the Senate or the Velde Committee of the House of Representatives, the purpose of which is ostensibly to discover whether there are Communists among the faculties of America's colleges." Davidson noted that some people had called these investigations "political publicity stunts" (a view he did not reject) and had called for non-cooperation, a position he did reject, on the ground that the committees were legally "authorized to investigate whatever they please." Instead of resisting, Davidson said, "it is our duty to cooperate to make their investigations honest and thorough. We shall hope that there will be no accusation before the evidence is examined, and we shall expect any teachers accused to be granted a fair trial in the American tradition." Davidson did not explain how the colleges could make the investigations honest and thorough, but he did point out that sympathy with the Soviet Union before the end of the Second World War was quite understandable, and that membership in the Communist Party was not a crime until passage of the McCarran Act in 1951. Now, however, "Any faculty members who have been foolish enough to support the Communist 'party' in the last three to five years must pay for their foolishness."

In his 1952/53 "State of Union" report issued in October 1953, Davidson again "hoped" that reckless accusations would not be made and that, if made, they would not receive "foolish publicity," but he made clear that he believed "card-carrying" Communists should "be removed from the staffs of our institutions" because "membership by an American college teacher in the Communist party is viewed, not as membership in a political party, but as the selling-out of his academic freedom to a program and a platform which is viewed by society as conspiracy."

Davidson's lack of public leadership on this issue was at least partly offset by his nearly heroic behind-

the-scenes labors to contain Frank Bailey's increasingly fervent anti-communism, a story told at greater length in the articles on Bailey and on Davidson. Briefly: at Bailey's insistence, Davidson had reluctantly removed from the faculty, in the late '40s and early '50s, two men whom Bailey considered Communists and whom their surviving colleagues remember as espousing left wing, and sometimes party-line, views. Rather than fire them, Davidson gave one of them an inducement to resign on other grounds and tacitly allowed the other to convert a regular sabbatical leave into a paid terminal leave, but Bailey left no doubt that they would have to go ("Either they go or I do." "I will pursue this matter to the end." "If there is any left teaching in the College, as far as I am concerned, as you know, I am out. I cannot endure it.") This purge was the most serious violation of academic freedom in Union's history, but since neither of its victims was publicly accused or chose to contest the dismissal at the time, they cannot be named now.

In early 1951, Bailey proposed to Davidson that the College establish a new professorship, which he had persuaded the Vanneck Foundation to underwrite. The professor would teach a required course in "The American Way." Alarmed, the Social Sciences faculty expressed to Davidson its unanimous disapproval, and Davidson temporized with Bailey.

In January 1952, however, the eighty-seven-year-old Bailey began a new campaign toward the same end, trying to persuade the trustees to bind the existing faculty to teaching "the American way" in history and economics. Davidson understood how repugnant such a stricture would be to the faculty (the local AAUP chapter protested "the adoption of a policy so fraught with danger of damage to the College through restriction of the freedom of teaching"), but Bailey told him "the stuff of academic freedom will have to go out the window"—or else he would change his will, from which Union knew it would benefit very substantially. Through hard work and intense diplomacy, Davidson and BENJAMIN WHITAKER, with the help of WALTER BAKER, managed to water down the trustees' "American Way" resolution and then to placate a furious Bailey, who died a few months later in August 1953.

If Davidson, like many (but not all) college presidents, was prevented both by temperament and by trustee pressure from standing up to the McCarthyites, the College's academic freedom did have some other friends. Philosophy professor Harold Larrabee, addressing an alumni dinner in the fall of 1953, attacked the "current crop of headline-hunting politicians," and told his audience "the need of the hour in higher education is to make American colleges safe, as they used to be, for differences of opinion." Speaking to an alumni luncheon on campus in 1954, Dr. Edwin Crosby '29 warned, "the threat against academic freedom is

not just a threat against free teaching; far more important, it is a threat against free learning. We cannot let the faculty fight alone; we cannot shirk our own obligations as fathers, as neighbors, as citizens."

The National Defense Education Act of 1958, which provided scholarships, required recipients to sign a loyalty oath, originally proposed by Sen. Karl Mundt. At a faculty meeting in March 1959, the faculty passed, by a large majority, a resolution asking the administration and trustees to "discontinue all further loans to students under the National Defense Education Act until the disclaimer oath provision shall have been removed." The trustees tabled the matter, and Union, unlike Bryn Mawr, Haverford, and some other colleges, did not refuse the money.

When the International Relations Club wanted to invite American communist Herbert Aptheker in 1964, Davidson referred the matter to the Board of Trustees, whose Fraternity and Student Life Committee reported, "The Committee is not in sympathy with the appearance of a communist on the campus, but felt that any attempt to prohibit such an event would cause too many difficulties to make it worth while." The Board agreed to allow the speech, provided it was not publicized outside the College and attendance was limited to students and faculty. The campus gates were closed and guarded, but an unexpected controversy ensued when philosophy professor Paul Kurtz, introducing Aptheker, criticized him harshly and called him "a member of the lunatic fringe." Aptheker protested being called a lunatic, and Kurtz's action was subsequently more widely debated than Aptheker's party-line speech.

During the years of protest against the VIETNAM WAR, Union generally escaped the traumatic assaults experienced by some institutions. The HAROLD MARTIN administration, placing greatest stress on the protection of academic freedom and the safety of individuals, tried to handle disruptions of college order with existing disciplinary machinery and to prevent confrontations from escalating. Whatever complaints the administration heard from trustees or alumni when such well-known anti-war speakers as Tom Hayden, Jane Fonda, William Kunstler, David Dellinger and Herbert Marcuse were allowed to use Memorial Chapel went no further.

When college students nationwide organized a "Strike for Peace" in the aftermath of the Kent State shootings, many colleges closed for the remaining weeks of the academic year, but Union did not, choosing instead to rearrange class schedules in order to accommodate students and faculty who wished to demonstrate their opposition to the war.

The year 1970/71 saw war protesters briefly disrupt a chapel program and the Commencement ceremonies, while in May 1971 groups with other demands took over the Computer Center for a day and

the Administration Building for a few hours; both occupations ended without significant damage after the administration refused to negotiate under duress, and the protesters were subsequently brought before disciplinary boards.

In only one reported instance was a serious attempt made to interfere with a professor's teaching: in April 1974 Professor CLARE GRAVES physically ejected two members of a Marxist revolutionary group who had tried to take over his psychology classroom in order to try him for "crimes against humanity" (he was accused of teaching behavior modification.)

In the post-Davidson decades faculty members sometimes (like Jonathan Pearson, *supra*) cited fear of reprisal as an excuse for being unwilling to publicly oppose the administration. There is no evidence, however, that those who accepted their responsibility to speak out suffered more career disappointments than their pusillanimous colleagues. Indeed, the most hotly debated civil liberties issues of those years pitted student against student or professor against professor; the administration generally remained aloof.

A prolonged debate in the 1980s over the Film Committee's policy of showing one pornographic film each year saw several clashes in print between civil libertarians and feminists; finally, in 1989, the committee decided to show instead a "critically acclaimed erotic movie."

When the History Department scheduled a May 1984 lecture by Arab League spokesman Clovis Mak-soud, three members of the department and two other faculty members signed a letter of protest published in the *Concordiensis*. Pointing out that the Arab League "continues to stand for the destruction of Israel and the Jewish people," the signers argued that there are limits to free speech. "There is in the liberal West a long tradition of free speech, and the right of all legitimate opinions to be heard. Even nineteenth-century Liberals, however, recognized that free speech did not need to encompass views that were morally wrong or would seriously harm others." In response, two other faculty members, after condemning the Arab League, argued that speech alone harms no one, and, in the words of one, "Creative listening is a free people's obligation. As free people we ought not to be able to avoid that obligation by having 'morally wrong' ideas screened from our hearing."

Religion. From 1934 through 1948, the General Information number of the Union College Bulletin stated: "Union College, although non-sectarian, is a Christian institution." The statement could have been made at any earlier time in the College's history, and although in 1949 the Bulletin substituted "Each student is encouraged to maintain his own religious activity," more than a decade later at least one ranking officer of the administration was still asserting that Union was a Christian college.

The College laws of 1802 and 1815 made clear that the only religious freedom at Union at that time was the freedom to choose among Protestant denominations; that was, of course, more latitude than many colleges allowed.

As it is the right of every religious denomination to enjoy their peculiar sentiments and modes of worship, it is ordered, that the officers of college, in their instruction of the students, avoid as much as possible those controverted points which have so long divided the Christian world: but, as the principles of irreligion are destructive of society, and pernicious to all regular and salutary discipline in literary institutions, it is also ordered, that if any student shall avow or propagate principles subversive of religion or morals, he shall be liable to admonition, suspension or expulsion.

Students were long compelled to attend chapel services (see CHAPEL ATTENDANCE RULES). The requirement to go to chapel or to a local church on Sundays was gradually eased by instituting a system of "chapel credits" which permitted some cuts; President Day (1928-33) began the process, largely completed by 1936, of transforming the weekday chapel (except on Wednesdays) into a secular "assembly." Finally, in 1948, after a visiting Protestant clergyman had made statements critical of the Catholic Church, the Board of Trustees decided to cease giving chapel credit for Sunday services.

From at least 1941, and probably before 1931, Union limited Jewish ADMISSIONS. In 1944, the nominal quota (inoperative for the duration of the Second World War because most students were in the Navy V-12 program) was eight to ten percent for Jews and a not-necessarily-restrictive twenty-five percent for Roman Catholics. When New York State law forbade religious quotas in 1948, Union, like many private colleges, substituted geographical quotas designed to limit Jewish enrollment. Incoming president Harold Martin abolished these quotas in 1965. The College ceased imposing quotas on female admissions in 1974, before such quotas were ruled illegal.

The College's policy of recognizing Christian but not Jewish holidays first became an issue in 1918. More strenuous protests in the 1970s resulted in some accommodations.

A controversy arose in 1972 over the fact that the administration allowed Hillel (and presumably any religious club seeking prospective members) to peruse registration cards, which contained information on religious affiliation. Since January 1, 1975, the College's policies respecting the confidentiality of student records have been largely determined by the federal Family Education Rights and Privacy Act of 1974.

After court decisions forced colleges to introduce more due process into disciplinary hearings, Union's administration began assuming greater control over such proceedings about 1979; some of them had formerly been in student hands. (See COURTS AND JUDICIAL BOARDS).

To prevent abuses, students and faculty members proposing to undertake research on human subjects have been required since 1979 to clear their plans with the Human Subjects Research Review Committee.

See also: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS; JEWS AT UNION.

Academic Opportunity Program. Union's Academic Opportunity Program (AOP) was devised in 1969 as a response to the problem that the culture of poverty, as constituted in late twentieth-century America, frequently worked to deter intelligent students from doing well in high school and consequently from gaining admission to colleges.

Initially proposed by John Terry, Director of Union's UPWARD BOUND PROGRAM, and called "Project Hope (Higher Opportunities through Education)," the AOP began as part of the Academic Opportunity Consortium (AOC), in which Skidmore and RPI also participated. The program started with a six-week summer session at Skidmore, during which sixty students who had been admitted to the three colleges were given remedial work in reading and mathematics, took a college level course, and had access to the services of psychologists, student counselors and social workers. A preliminary summer session has remained a feature of the program.

Since 1970/71, the second year, the program has been partially funded by the New York State Higher Education Opportunity Program (HEOP), which helps support similar programs at many colleges in the state. In that year, however, Union's admissions to the program fell from twenty-one students to nine, and during the following year, 1971/72, no new students were admitted. The College was in a period of severe budget-cutting, but it was also reassessing its commitment to the program. As President Martin wrote to faculty AOP committee chairman William Daniels, the College's reason for supporting AOP did not necessarily coincide with the motives of the people who administered the program: "Our aim [when the program was launched] was not so much to provide special opportunities for otherwise ineligible students in the three-county area as to find a means for increasing our minority population." He had come to doubt that the AOP was the most effective way to accomplish this end.

The program did continue, however, with eight new admissions in 1972/73, and eleven to sixteen a year over the next decade.

With experience, the program was modified from time to time. So-called "developmental coursework" in the freshman year, designed to prepare students for regular courses in calculus, English and chemistry, so crowded the schedule that students were given a choice of graduating in four years or five. Free tutoring has

been available to participants throughout their college course.

Russell Sage and Siena joined the consortium by 1971. Union withdrew from the joint summer session in 1983, having concluded that its students would be better served if the College ran its own.

Housed in Old Gym Hall (Becker Hall) until 1980, when that building was vacated for remodeling, the program then moved to Bailey Hall, where it remains.

Two closely-related programs began in the fall of 1988: the Science Technology Entry Program (STEP), "designed to identify underrepresented minority or economically disadvantaged secondary school students and assist them in acquiring the prerequisite skills to pursue preprofessional and professional education programs in scientific, technical, health and health-related fields," and the Collegiate Science Technology Entry Program (C-STEP), a similar program aimed at undergraduate and graduate students.

At the end of the period covered by this book, sixty to seventy percent of Union's minority students were in the AOP program.

The consortium was first directed by Norwood C. Davis, who, although based at Skidmore, initially also directed the Union program. The following were subsequently in charge of Union's AOP: 1972-74: Antoinette Reid; 1975-77: Carlos Rojas-Hill; 1977/78: Kwesi J.B. Nunoo-Essandoh; 1978-81: Mitzi J. Glenn; 1981-84: Maxine Meadows-Shuford; 1984/85: J. Patrice Burwell; 1985/86: Janet I. Foster; 1986-89: Wanda I. Torres; 1989-: Ethel B. David.

Academy and Library Company. On February 21, 1785, the consistory of Schenectady's Dutch Reformed Church resolved to construct "as speedily as possible" a building for the proposed SCHENECTADY ACADEMY. Aware that the school would attract more students if it were not entirely under the control of the church, the consistory apparently invited some outsiders to participate in the governance of the academy.

Construction began at the end of March, and a few days later, on April 7, 1785, a group of twenty-seven citizens constituting themselves the trustees of the Academy and Library Company entered into an agreement whereby they would be responsible for the academic management of the Academy, while the Church consistory would be responsible for the building. The trustees apparently also intended to build a subscription library—free public libraries did not then exist—but nothing is known to have come of that plan.

The trustees' minutes exist only in a copy which stops at August 14, 1786, and it is possible that the board's name and nature changed after the Regents chartered the Academy on January 29, 1793, but trustees continued to govern the institution until Union College was chartered February 25, 1795.

Achilles, Henry Laurence (Dec. 31, 1887–Feb. 19, 1985). Director of Religious Work and Bible Study, 1925–38; Freshman hockey coach. Benefactor of the College.

Born in Rochester, New York, one of four children (the eldest son) of Henry Laurence Achilles (d. 1912) and Gertrude Strong Achilles (d. 1955), H. Laurence Achilles was raised on a plantation in Hawaii from his eighth year. His mother was the eldest of three children of Helen P. Strong and Henry Alvah Strong, George Eastman's partner and first president of the Eastman Kodak Co. The Strong family was known for numerous major philanthropic acts in the Rochester area.

After preparing at the Hill School, in Pottstown, Pennsylvania, Achilles attended the Sheffield Scientific School of Yale University (PhB, 1911) and the Union Theological Seminary (1915). In 1915 he married Helen Newell (known to friends as Peter); they had three children.

Achilles taught American history at private secondary schools in Pennsylvania and Maryland, 1917–24, before coming to Union in 1925 as Director of Religious Work and Bible Study. He also coached the freshman hockey team (he had played hockey at Yale) and the varsity golf team, and began a lifelong interest in curling—in 1976 he became only the third person to be elected Patron of the Grand National Curling Club of America.

Achilles was a benefactor of the College from the time he joined the faculty; he returned most of his salary each year (President Fox found some amusement in informing him of raises), gave a cup for the best punter and drop kicker on the football team, and turned his private tennis court into a hockey rink for the team's practice. He and his wife frequently entertained students at their Avon Road home.

Achilles also served on the Board of Directors of the Family Welfare Bureau and the Brown School; in 1936 he gave the latter institution an outdoor hockey rink.

Achilles resigned from the faculty in 1938, the year in which his son, H. Laurence Achilles Jr., graduated from Union, but he continued to reside in Schenectady for another decade and served on the local rationing board in 1942. He later lived in New Caanan, Connecticut and in Manchester, Vermont. When he left Schenectady in 1948, he gave Union his Avon Road house. Finding that zoning regulations precluded its use, the College sold it and used the proceeds to develop Achilles Field (see ATHLETIC FIELDS).

President Carter Davidson wrote to Achilles in 1962 about the College's need for an indoor rink, outdoor rinks having failed in most winters (see HOCKEY RINKS). The Harold Martin administration maintained contact with Achilles, obtaining his substantial contribution toward the 1973 addition to Schaffer Library, and Martin hoped Achilles might be willing to underwrite the cost of a badly-needed renovation of

ALUMNI GYMNASIUM. Achilles remained more interested in hockey and curling, however, and Martin was able to announce on June 30, 1974, the last day of his presidency, that Achilles had given the College one-and-a-half million dollars for construction of a hockey rink with curling sheets.

In 1975, Union bestowed an LHD degree on the eighty-eight year-old Achilles in absentia. His daughter, Augusta Achilles Schwab, served as a trustee of the College, 1978–86.

Adirondack Research Center. A repository of research materials and memorabilia, the nucleus of which was noted conservationist Paul Schaefer's private collection, the Adirondack Research Center was housed in Schaffer Library from its establishment in June 1980 until June 1985, when it moved to the Schenectady Museum.

Administration. The term "administration" sometimes designates all non-faculty College employees, and sometimes only those who make policy decisions. This article presents an overview of changes in the structure of the upper levels of administration. Additional information will be found s.v. DEAN OF STUDENTS; DEAN OF THE FACULTY / DEAN OF THE COLLEGE; DEVELOPMENT OFFICE; LIBRARY, SUPPORT STAFF; TREASURER; REGISTRAR; PROVOST; and other departments and offices.

During the College's first century, except for two separate periods of seven and fourteen years, the president did not formally delegate his academic authority. However, it was not uncommon for the faculty, and especially the senior member thereof, to carry some untitled administrative responsibility.

Early Vice Presidents. From at least 1838, when the trustees authorized him to exercise presidential powers in the president's absence, Eliphalet Nott's son-in-law, professor ALONZO POTTER, served as *de facto* vice president. It is not clear whether he was ever formally given the title before he left the faculty in 1845 to become Bishop of Pennsylvania. Two years after that, however, he became a trustee himself, and in 1848 the board appointed him (still resident in Philadelphia) to preside at Commencement if the president should be too unwell to do so, "and to act as Vice President should the President's ill health render assistance necessary, until a Professor of Moral Philosophy shall be appointed."

Another four years elapsed before Nott selected LAURENS PERSEUS HICKOK as professor of moral philosophy and vice president, with the understanding that Hickok would share Nott's duties and eventually become president. However, Nott did not get along as well with his new deputy as he had with Potter, and considerable opposition to Hickok's succession developed among some members of the faculty and of the board.

Hickok stuck it out through Nott's protracted dotage, and became president on Nott's death in 1866, but neither he nor his successor, president CHARLES AIKEN (1869-71), appointed a deputy.

Deans. President ELIPHALET NOTT POTTER (1871-84) appointed professor CADY STALEY as the first dean in 1880. The position was split in 1919 between a dean of students and a dean of the faculty. The former position was abolished in 1934 and some of the responsibilities taken over by a faculty member serving part-time as Coordinator of Student Activities. At the same time, the dean of the faculty was renamed Dean of the College, his office absorbing the duties of the registrar and most of those of the dean of students.

The position of Dean of Students was revived in 1958. The two positions of "center dean," created in 1964, replaced the dean of the college during the years 1968 to 1971 (see DEPARTMENTS, DIVISIONS AND CENTERS). The title Vice President for Academic Affairs temporarily subsumed that of Dean of the Faculty from 1980 to 1988, when the latter title returned.

The Administration Expands. As the College gradually recovered in the early twentieth century from a decline that had begun with the Civil War, it slowly followed the example of other colleges in appointing administrators to look after such specific functions as alumni relations, admissions, and fund-raising.

In 1910, President Richmond appointed the first Graduate Secretary, CHARLES WALDRON '06, to build an alumni organization modeled after Princeton's. Admissions had long been the part-time responsibility of a faculty member serving as SECRETARY OF THE COLLEGE when President Day replaced the aged incumbent with Waldron, who continued to serve as Graduate Secretary but gave up teaching. When Waldron stepped down in 1941 to give his full time to the alumni position, Frederic Wyatt '32 became the first full-time, non-faculty Director of Admissions.

The College's first professional fund-raiser, Harold Van de Car '37, was appointed Director of Financial Development in 1948.

Changes Since 1959. The last four administrations covered by this book: Davidson (1946-65), Martin (1965-73), Bonner (1974-78) and Morris (1979-90) each introduced important changes in administrative structure.

In March 1957, an evaluation committee of the MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS, noting that at least twelve persons reported directly to President Carter Davidson, recommended that the number be reduced. Former General Electric executive Donald Millham '27 joined the administration in 1959 as Vice President with responsibility for finance and with a special mission to study the College's administrative structure.

On his departure the following year, Millham recommended to the board a new organizational plan which explicitly defined the duties and responsibilities of administrative positions for the first time and reduced the officers reporting directly to the president to six: the dean of the college, the dean of students, the business manager, and the directors of public relations, development and alumni relations. Most significantly, it subordinated the directors of admissions and of athletics to the dean of the college. It created a presidential cabinet but no new positions. The Millham plan was put into effect with Davidson's approval.

In June 1962 the board, which had been critical of the administration's lack of long-range planning and excessive reliance on ad hoc decisions, created the new position of Assistant to the President for Research and Planning. Initially staffed by former Athletic Director Wilford Ketz, this position was subsequently retitled Director of Institutional Studies.

During the chairmanship of trustee MEADE BRUNET (1963-69), President Davidson came under increased pressure to improve the effectiveness of his administration.

In 1963, long-time dean of the college C. William Huntley '34, whose duties had been increased by the Millham plan, and who was under pressure to give up teaching and devote all his time to administration, announced that he would resign in 1964 to become a full-time teacher. The board chose Theodore Lockwood as Huntley's successor, making clear to him that it expected reforms in the curriculum and in the calendar, and adopting a job description that gave the dean much more authority than Huntley had exercised.

Lockwood presented the board with his own reorganization plan in June 1964. Ten days later, Davidson announced his intention to resign in February 1965. In view of the fact that Lockwood would be managing day-to-day operations during the interregnum between presidents, the board then gave him the title Provost.

Lockwood's reorganization plan, as adopted, grouped the College's four divisions into two centers, each of which acquired a dean who reported to the provost. Lockwood explained that the divisions (whose chairmen owed their loyalty to the faculty) had not "provided for the leadership which we all want."

The dean of students, the registrar, the librarian, the admissions office and the athletic department also reported to the provost. With the creation in 1966 of an Office of External Affairs, the alumni, development and public relations offices began to report to a position originally called Special Assistant for External Affairs (later, Vice President for External Affairs, then Vice President for College Resources and eventually Vice President for College Relations). At the same

time, the infirmary, the counseling center, and the student housing offices were brought together into an Office of Student Affairs, headed by the dean of students. (Food Service would be added in 1978.) Lockwood also revived the position of COMPTROLLER, subordinating the business manager to it.

In 1968, following provost Lockwood's departure (Huntley returned to the administration building to finish out the academic year), the Martin administration eliminated the positions of Dean of the Faculty and Provost and increased the power of the center deans. Three years later, the departure of Dean James Palmer precipitated the abolition of center deanships; the remaining center dean, Martin Lichterman, was then appointed to the revived position of Dean of Faculty, and philosophy professor Willard Enteman was appointed to the revived position of Provost.

At that time, the position of Assistant Dean of the College was created and staffed with physics professor Herbert Wylen, in an apparent attempt to restore an administrative voice to Center Two following Palmer's departure. The directorship of the Graduate and Continuing Education programs, which had formerly reported to both the president and the dean of Center Two, was upgraded to a deanship.

In 1974, near the end of his administration, Martin created the position of Associate Dean of the Faculty. The first Associate Dean, electrical engineering professor Edward Craig, later described the position as "an abortive attempt on the part of the administration to appoint a Dean of Engineering, but not to call him that and not to give him any power." When Craig resigned two years later, the position remained vacant for a year and was then redefined. The appointment at about the time of Craig's resignation of chemist Paula Brownlee as dean of the faculty was deemed to reduce the need for engineering representation in the administration.

In 1975, early in his tenure, President THOMAS BONNER (1974–78) reorganized the administration, dismissing several administrators and making some structural changes. He created the position of Director of Personnel, made the public relations office answerable to the president rather than to the vice president for external affairs, abolished the position of Assistant Dean, and re-established a President's Cabinet (Martin had not used one). In 1978, he created the position of Vice President for Finance and Administration, to be the College's chief financial officer. The post was described as "complementary" to that of the provost.

President JOHN MORRIS (1979–90) announced a major restructuring in 1980, replacing the two positions of Provost and Dean of Faculty with a Vice President for Academic Affairs. Late in Morris's administration, replacing the first appointee to the position, he revived the title Dean of the Faculty, but on the recommendation of the Middle States accred-

iting team, the title Vice President for Academic Affairs was subsequently revived and added to it.

Morris created the post of Associate Dean of Undergraduate Studies in 1981/82. Like the Associate Dean of the Faculty, it was originally a half-time position, and both continued to be held for limited terms by faculty members who subsequently returned to full-time teaching. The former office was later retitled Associate Dean of Undergraduate Programs, and then Associate Dean for Undergraduate Education. It bore special responsibility for staffing the General Education CURRICULUM, and for the standing of students. The position of Associate Dean of Faculty, responsible for recruiting, hiring and firing, and for curricular matters, was replaced, after the period covered by this book, by the Dean of Arts and Sciences.

In 1981/82, Morris returned the Public Relations office to the jurisdiction of the Vice President for College Resources. In 1984, he revived the position of Dean of Engineering, last held by ERNST BERG in 1934.

Administration Building. Until recently, all administrative offices were on the south side of the campus. In the early years, probably only the treasurer and the registrar had separate offices. About 1851, and probably earlier, the president's office was adjacent to his residence at the north end of South College; the registrar's office and the post office were across the hall.

Geological Hall housed most college offices from its opening in 1856 until they were moved to the present Administration Building in August 1919. The PRESIDENT'S OFFICE was an exception: in or adjacent to the presidents' various residences until 1883, it then moved several times back and forth between the newly-built WASHBURN HALL, South College, and Geological Hall, until the opening of the Administration Building.

The present administration building has served three separate functions:

President Potter's House. Because, following the death of Eliphalet Nott in 1866, his widow Urania continued to live in the President's House for the remainder of her own life, the next three presidents had to find other accommodations. When Eliphalet Nott Potter took office in the summer of 1871, he persuaded his father-in-law, Troy banker and manufacturer Joseph Fuller, to contribute \$10,000 toward constructing a house for him just north of the official President's House. The architect—the president's brother, Edward Tuckerman Potter '53—had also designed the President's House, which (except for the mansard roof) had a very similar exterior.

Sometimes called "Fuller Hall" or "the Fuller residence," "the Potter house" was completed by June