

tensive travels included six around-the-world trips on educational missions.

In 1973, Auburn accepted the first of a series of eight temporary positions in academic administration. After serving as acting president of Brooklyn Polytechnic Institute in 1973, he held the same position at Stephens College (1974–75), Cedar Crest College (1977–78) and Union College (1978–79), then became Senior Vice President and Provost of Widener University (1979–82), acting president of Salem College (1982–83), Special Assistant to the President for Planning, West Virginia University (1983–86) and acting president of Lincoln University in Missouri (1987–88).

After THOMAS BONNER, whose administration had been fraught with controversy, announced on May 16, 1978, that he would resign, the Board of Trustees looked for an acting president who would be a calming influence and, for the first time in Union's history, filled that position from outside the College community. The seventy-three year-old Auburn saw his responsibility as helping the trustees choose a new president and helping the administration formulate its educational objectives. He undertook no important new initiatives during what he correctly estimated would be a term of less than one year, but neither did he serve as a simple caretaker.

Auburn was a Republican and a Presbyterian. His first wife, the former Kathleen Montgomery, died in 1974; in 1977, he married Virginia Kirk. On his departure, Union added a DCL to his long list of honorary degrees.

Averill, Chester (March 16, 1804–Aug. 7, 1836). Class of 1828. Sigma Phi. Phi Beta Kappa. Philomathean Society. Professor of Chemistry and Ancient Languages, 1828–36.

Born on a farm in Washington, Connecticut, Averill became a teacher at seventeen to earn money for college. Entering Union College in 1824, he graduated four years later at the head of his class. The College immediately gave him a fellowship and employed him as a tutor, promoting him to Adjunct Professor of Chemistry and Ancient Languages in 1832 and Professor in 1834. He replaced JOEL NOTT, who taught chemistry before leaving the College in 1830.

Averill also served as the College's librarian from at least 1830 onwards, and had charge of the mineralogical collections. A tall, thin man, nicknamed "Spike" by students, he was popular as a teacher but volatile and overbearing as a dormitory proctor. On one occasion, JONATHAN PEARSON '35, then a junior, contrived to punish the professor by rigging a bucket of water to spill on his head when he opened the library.

Although Averill did no original work, his only scientific publication was noteworthy. When cholera broke out in Schenectady, the mayor asked him in September 1832 for information on the use of chlorine

as a disinfectant and antiputrefactive agent. Averill published his response in a pamphlet, *Facts regarding the disinfecting powers of chlorine; with an explanation of the mode in which it operates, and with directions how it should be applied for disinfecting purposes* (1832), which reviewed the latest literature on the subject, and presented practical instructions for disinfecting cisterns, etc. Whether his good advice was taken is unknown.

Tubercular from youth, Averill had to give up teaching at the end of 1834/35. He married Julia Pomeroy of Stockbridge, Massachusetts on August 4, 1835, and died about a year later. Their son, Chester Averill Jr., born May 31, 1836, attended Union as a member of the Class of 1857 but did not graduate.

Avery, Harold Gardner (March 11, 1902–Oct. 16, 1969). Professor of Economics, 1947–67.

A native of Edgar, Nebraska, Harold Avery was the son of Clarence P. Avery, the proprietor of a general store, and Idah Garner Avery. After earning a BSc (1924) and an MA (1925) from the University of Nebraska, he taught economics at Bethany College in Kansas, 1925–27, and then at Bradley Polytechnic Institute in Peoria, Illinois, 1928–47. He married Ethel Armstrong in 1928.

In 1940 Avery earned a PhD from Columbia University with a dissertation on *Accounting for depreciable fixed assets*. During the Second World War he served, 1943–45, as fiscal officer and purchasing officer with the Coast Artillery Corps; at his discharge he had attained the rank of captain.

Avery came to Union as associate professor of economics in 1947, succeeding John C. Fetzner. In addition to his dissertation, he published several articles on accounting, and devoted sabbatical leaves to work as accounting consultant for Consolidated Edison (1953/54) and for the New York Telephone Co. (1960/61).

Almost boyishly friendly, yet gentlemanly, Avery, who never lost his mid-western drawl, was well-liked by his colleagues. He survived a heart attack in 1956/57, but succumbed to another two years after retiring.

Backus, Jonathan Trumbull (Jan. 27, 1809–Jan. 21, 1892). Clergyman. Trustee of Union College, 1852–88.

Born in Albany, J. Trumbull Backus, as he styled himself, graduated from Columbia College (as valedictorian) in 1827 and from Princeton Theological Seminary in 1830. In 1832 he became pastor of the troubled First Presbyterian Church in Schenectady, which had suffered a string of short, sometimes controversial ministries since its founding. He remained in the position for the rest of his career, during which the church grew steadily stronger. A tall, distinguished-

looking man, he was successful as a pastor, but some auditors thought his voice harsh and grating and his sermons too dry.

Backus eventually rose high in church circles, and when the schism between Old and New Schools was healed in Philadelphia in 1870, he was elected the first moderator of the re-united General Assembly. Deteriorating vision forced him to resign his pulpit in 1873.

Dr. Backus also served Schenectady as president of the Board of Education, and with ELIPHALET NOTT and Judge ALONZO PAIGE, he was one of the promoters of the Union School system.

The First Presbyterian Church was virtually the College's church. Commencements were usually held there and at other times President Nott frequently occupied the pulpit. Backus became his close friend and was elected in 1852 to Union's Board of Trustees. In those days, the so-called resident trustees, who lived in or near Schenectady, constituted a committee with authority to make decisions that could not wait until board's next annual meeting (semi-annual, after 1870). Backus became the most influential of the resident trustees, functioning as a buffer between Nott and his adversaries. In 1857, the resident trustees were added to the Finance Committee, with the result that Backus was in frequent contact with treasurer JONATHAN PEARSON.

During Nott's last years, some people who opposed Vice President Hickok spoke of Backus (who strongly disliked Hickok) as a possible successor to Nott. In 1865 Backus voted with the minority of the board which favored replacing the incapacitated Nott immediately instead of waiting for his death. The next year he preached Nott's funeral sermon and Hickok succeeded to the presidency, only to retire two years later, never having gained the board's full support.

With the aid of the ex officio trustees, Backus and IRA HARRIS then engineered the election of CHARLES AIKEN, an ordained Congregationalist clergyman, despite the preference of a majority of the regular members of the board for David Murray.

During the administration of Aiken's successor, ELIPHALET NOTT POTTER, Backus, by that time blind and retired from his pastorate, abandoned the role of conciliator he had formerly played and emerged as one of the leaders of the trustees opposed to Potter. Now chairman of the Finance Committee, Backus was in a position to raise the many objections to Potter which revolved around his alleged misuse of funds. Backus's position was undercut, however, when Howard Potter '46 pointed out in 1882 that Backus and another member of the finance committee had profited from ownership of "Certificates of Residue" in the Hunter's Point property they oversaw as trustees.

In 1883 Backus published *Interpolated minutes, a statement for the trustees*, which challenged the accu-

cy of self-serving additions Potter had made to the trustees' minutes. Immediately after firing President Potter's severest critic, Professor HARRISON WEBSTER, at Commencement 1883, the pro-Potter trustees purged Backus and Platt Potter from the Finance Committee. Backus presided as the senior board member, however, until submitting his resignation in January 1888, an action possibly intended to break the deadlock that had for four years prevented election of Potter's successor.

Backus's only publication apart from sermons and the *Interpolated minutes*, were *A discourse containing the history of the Presbyterian Church, Schenectady, during its first century, and of a pastorate through a third of a century* (1869), which reveals a surprising wit, and another short work entitled *The benevolent work of the church* (1872).

He is credibly reported to have regained his sight late in life.

Bailey, Frank (Jan. 5, 1865–Aug. 26, 1953). Class of 1885. Banker, developer, financier. Treasurer, benefactor and trustee of Union College.

Born and raised in the upstate New York village of Chatham, Frank Bailey was the second of three surviving children of William Cady Bailey, an impecunious country doctor, and Julia Utley Bailey. His father also had three surviving children from a previous marriage.

In his memoirs, Frank Bailey tried to define his parents' influence on him. His father was an 1838 RPI graduate and an amateur naturalist who had studied under Amos Eaton and had gone on field trips with Louis Agassiz. Frank "caught the contagion," as he put it, and later in life would cultivate rare flowers and trees.

His father was also ardent for racial toleration, a circumstance Frank attributed to his kinship (through his paternal grandmother, Harriet Cady Bailey) with ELIZABETH CADY STANTON. Whatever the cause, Frank was proud of his father's stance, and learned from it. "Throughout [my father's] life," he later told his biographer,

he opposed bigotry and oppression of one race by another, and regardless of current prejudices, assumed there was something he could do about it. During the Know-Nothing riots of the late 1840s he protected Irishmen from the fury of native Anglo-Saxons...his house was a station on the underground railway.... No amount of pressure by bigoted neighbors ever swayed his broad spirit of toleration: he would count a Jewish clothier as his friend and persist in having his son tutored in Latin by a Catholic priest despite the strong disapproval of the members of his own church.

Frank would later adapt this spirit quite profitably to his own business life.

His mother, a Mount Holyoke graduate and the daughter of Samuel Utley '26, was a forthright woman

who concluded that, in Frank's words, her husband "had no more business sense than a mud-turtle." Seeing Frank as the best hope for alleviating the family's poverty, she sought scholarships for him from Union (successfully) and from Williams (unsuccessfully). Frank came to share her determination: "When I got away from Columbia County I worked like hell for fear I'd have to go back."

College Life. There was no high school near Chatham; after finishing grade school Bailey prepared for college with a tutor. He worked and saved money before entering Union at sixteen and lived penuriously while there, boarding a mile from his North College room to save two dollars a week on meals and forgoing the expense of fraternity membership. He did join the Adelpic Society and the *Concordiensis* staff, and although he had no intimate friends at college, he seems to have been well-liked.

With no particular aim other than escaping poverty, Bailey studied hard. Starting in the liberal arts program, he later switched to the scientific course with the intention, for a while, of becoming a doctor. He got his highest grades in mathematics and learned enough chemistry to lecture on the subject in Great Barrington while still a student. He also worked after school, and each summer he waited on tables at a New Hampshire resort where he was first exposed to great wealth. "Besides the pecuniary benefit," he reported in a *Concordiensis* article, "the work affords an excellent opportunity for the study of man; and a thorough knowledge of human character greatly assists a young man when he enters upon the business of life." Years later he remembered best that his share of William Vanderbilt's three thousand dollar tip to the staff had made him decide to become rich.

In retrospect, he believed that the most important lesson he had learned at Union was to think for himself; he credited specifically Professor MAURICE PERKINS, who made him spend two weeks in a vain attempt to analyze what turned out to be distilled water, and Professor HENRY WHITEHORNE, who taught him to look at Greek roots. Such lessons are, of course, ubiquitous; Bailey was ready for them.

Graduating third in his class and a member of Phi Beta Kappa, he delivered a Commencement address on medieval Irish universities, then went to New York City with twenty-five dollars in his pocket to take a job as office boy with Title Guarantee and Trust Co., a small title insurance firm.

Business Life. Bailey was not certain at first that he wanted a business career. For a while he attended night classes at the College of Physicians and Surgeons (surprisingly, because he couldn't afford tuition), then he entered his name at a teacher's registry. He interviewed unsuccessfully for a job teaching Greek at Chapel Hill (perhaps as narrow an escape as Union's

fortunes have ever had) and a little later turned down the offer of a mathematics instructorship at Groton.

His industry and integrity began to attract favorable attention in the firm, and he was soon put in charge of the Brooklyn office. In 1890, only five years after graduation, he was made Second Vice-President at a salary of five thousand dollars a year; about the same time, he became a director of the Nassau National Bank. Two years later, the title insurance company formed a subsidiary, with Bailey as Secretary; the Bond and Mortgage Guarantee Co. accepted mortgages in Brooklyn and sold them, guaranteeing their payment. As Bailey later put it, the company "came to control a vital bottleneck by serving as intermediary between those who wished to invest and those who wished to build...[.] it financed a property from the very beginning until the ultimate sale." In 1905 he would boast, with some exaggeration, "We founded [the Brooklyn communities of] East New York and Brownsville."

With the launching of the new firm, Bailey began his real career as a builder of Brooklyn. He also accumulated enough capital to buy his parents a house, to start investing personally in second mortgages, and to take advantage of other opportunities, often in partnership with his close friend, former state Senator William H. Reynolds.

During the years 1898–1905, Bailey made his first large profits, about \$500,000, developing parts of Borough Park with Reynolds. Though he kept his position with Title Guarantee and Trust (rising to president in 1923), in 1901 he also became board chairman of Realty Associates, newly established by Bailey, Reynolds and a group of men associated with Title Guarantee and Trust to develop unimproved land. Starting with a capital of three million dollars, the company became the largest institution lending money for real estate in the country and one of the largest producers of low-priced houses in the world. At its peak it employed twelve hundred people, two hundred of them lawyers. It changed its name to New York Investors Inc. in 1929 and went bankrupt in 1933.

With Reynolds, Bailey also participated in development of Bensonhurst and, between 1907 and 1914, the sea-side resort Long Beach.

The complex history of these enterprises awaits investigation, but two points are important in Frank Bailey's biography: First, surprisingly for an independent-minded man who often acted on strong opinions, he preferred throughout his business life to work with partners. His role was that of financier; others were probably more directly involved in building and selling. Second, by his own account his success in the mortgage business stemmed from his early perception that the Jewish and other immigrants who flowed into Brooklyn following construction of the Brooklyn Bridge (1883) and the Williamsburg Bridge (1903)

would be good mortgage risks. An egalitarian stance came easily to the son of Dr. William Cady Bailey, but the average New York City banker was reluctant to invest in Brooklyn at all; in the beginning, Bailey later claimed, he had to fight hard for his view within the company.

The first mortgagors, especially in Brownsville, were apparently established immigrants seeking to build multi-family dwellings to rent; later, in other communities, Bailey granted mortgages to would-be home-owners.

However, Bailey and others probably exaggerated his right to the title "Builder of Brooklyn." With a population of 600,000, the future borough was already the nation's third largest city when Bailey arrived, and many other men were active at the same time in developing some of the same communities. As one of the boldest and most intelligent, Bailey was extremely successful, but everything he did would very soon have been done by someone (hence the advantage of boldness). Moreover, although Bailey can hardly be blamed for financing the only kind of housing most immigrant workers could afford, that housing, especially in Brownsville, quickly ceased to be a plausible source of pride to anyone and eventually turned into a major blight on the city.

Bailey later diversified his investments and became a director of many companies. He retired from Title Guarantee and Trust in 1924. At the 1929 crash, he was trading in the stock market—again with partners—as the Prudence Company, a subsidiary of New York Investors. Less is known of this enterprise than of those which transformed large parts of Greater New York, though the unhappy affair of HAROLD RYDER provides some insights into Bailey's investment methods, and asides in his correspondence with Union's presidents provide others: it is fairly clear that Bailey's friendships on Wall Street and elsewhere—friendships that, like his father's, transcended prevalent prejudices—brought him information which enabled him to make a great deal of money for himself and for the College.

Bailey was fond in his later years of boasting, "Indicted but never convicted." He and Reynolds, together with a third associate and a city official, were indicted in 1917 for fraud in connection with the 1913 sale to the city, at an inflated price, of property in Rockaway. The district attorney never proceeded with prosecution of these charges, which were said to be politically motivated, and they were finally dismissed in 1920. When New York Investors went bankrupt during the Depression, Bailey and eight others were prosecuted by the U.S. government for fraud, but the case ended in a directed verdict of "Not Guilty."

In 1944, Bailey published his only book, an "as told to" memoir entitled *It can't happen here again*. The title was presumably borrowed from that of Sinclair

Lewis's 1935 novel *It can't happen here*, which refers ironically to the potential for an American fascist coup; Bailey's title referred, with no irony at all, to careers like his own, which he insisted had been rendered unrepeatable by the New Deal tax laws. The book's spirited narrative of Bailey's life is regularly interrupted with screeds on that theme. Not all reviewers agreed with Bailey that the graduated income tax had engendered a national tragedy, but none was prescient enough to challenge the assertion in his title.

Treasurer of Union College. After GILBERT K. HARROUN, Union's treasurer since 1892, died in 1901, President RAYMOND asked Bailey, who had come to notice as president of the Union College Alumni Association, to take the treasurership. Bailey's business career was the background against which he brought the College, over the next fifty-two years, from the brink of insolvency to reasonable financial health.

Bailey took the job with the understanding that he would have a free hand, and that the College, which had been losing about \$25,000 a year with an endowment of \$420,000, would henceforth live within its income, never using gifts for current expenses. That goal was achieved in all but a few years of his very long tenure.

He installed an assistant treasurer on the campus—first C.B. POND, then HARTLEY DEWEY—to see that bills were collected and in general to keep an eye on local finances. He also oversaw the sale by the College of unneeded local property—the GENERAL ELECTRIC REALTY PLOT and land west of Seward Place. This much other treasurers might have done, but Bailey went much further. He managed the College's endowment the way he managed his own investments, rather than in the cautious way generally conveyed by the word "fiduciary." In 1936 he admitted to the alumni, "I have always... been open to a very just criticism, for I would have hesitated to trust any Treasurer as you have trusted me."

He was trusted because he rarely allowed the College to lose by his speculations. In addition to gifts hidden in this way, he gave Union two buildings (BAILEY HALL in 1927 and the Electrical Engineering Building in 1930), and established three endowed chairs (Greek in 1945, Physics in 1950, and Mathematics in 1951). Smaller gifts paid for the renovation of the Nott Memorial basement to make it usable for library stacks (1936) and for the construction in North Colonnade of a "Mental Testing Laboratory" for the use of the CHARACTER RESEARCH PROJECT, to which Bailey was quite partial. In 1922 he gave the library his collection of books of American wit and humor.

In addition, Bailey gave, by WALTER BAKER's estimate, about \$500,000 in miscellaneous sums which, as treasurer, he never reported to the College, simply using them to balance the budget. Other gifts from

business associates who had no connection with the College, such as William H. Reynolds and William Greve, were probably actually repayments of obligations to Bailey.

Union College was Frank Bailey's principal charity. He always spoke of his gifts and service as the repayment of a loan—the \$400 scholarship which had enabled him to attend college. Similarly, he tried to repay his debt to Brooklyn, giving a large fountain at Grand Army Plaza in 1928 and serving as board chairman of the Brooklyn Botanical Garden.

When the Depression diminished the College portfolio, and necessitated salary cuts, Bailey, refusing to accept the situation passively, treated it as a challenge to work harder and rebuild the endowment. In 1945, he conceived a scheme which he claimed would ensure the College's financial health into the twenty-first century (see UNION'S REAL ESTATE CORPORATION). It might indeed have done so, had Congress not passed a new law in 1950 closing the loophole Bailey was exploiting; he liquidated the venture with a sizable profit.

From 1936, when he was seventy-one, Bailey spoke often of retiring soon as treasurer, but he never did so, and no one ever dared suggest that the time had come when he should.

Trustee. After the College's early years, treasurers had not been trustees. Bailey was finally elected to the board in 1910, and although he was never chairman (probably by his own choice), he soon became its most influential member. Much depended on his success as treasurer, and none of the other trustees was in a position to rival him as a benefactor of the College.

Perhaps because his undergraduate years saw the end of ELIPHALET NOTT POTTER's administration, with destructive polarization of the alumni, faculty and trustees, and charges that Potter had beggared the College with extravagant building, Bailey reiterated throughout his tenure that he was concerned only with financial matters, and would not interfere in the administration of the College. But most administrative decisions have financial implications, and Bailey expressed his opinions with a certain *éclat* ("A good teacher in a barn is better than a poor teacher in a palace," was a favorite saying). He argued for keeping tuition low and putting money into scholarships and faculty salaries rather than buildings.

In a rare moment of introspection, he wrote to Dixon Ryan Fox in 1941: "I think one hardly knows himself well enough to know whether he is by nature combative or whether he has combats thrust upon him. Most of us want to believe the latter when the former is our natural characteristic."

Writing to president-elect Davidson in 1945, he cautioned: "I don't expect in any way to interfere with the management of the College but unfortunately I

have the reputation of being domineering and tough. The latter characteristic I think is caused by entire frankness so you will have no difficulty in ever finding out what I think of a situation."

Bailey found bigotry a hindrance to business and made rather a point of eschewing it. He seems to have thought the common stereotypes, especially of Jews, were true but irrelevant. As treasurer of Union College, he was concerned about shortfalls in the number of entering freshmen, which diminished income, and in that connection on at least two occasions he forced the administration to defend the practice of artificially limiting admissions of Jews. When the issue was raised by others, however, he replied in equally narrow terms that the percentage of Jewish students already exceeded the percentage of Jewish donors.

In the later years of the Fox administration, Bailey tried hard, but unsuccessfully, to find a Jewish philanthropist to help him endow a "Professorship of Human Relations," to promote Jewish-Christian relations. He intended the position to be held by a Jew.

From time to time he would ask the president to give special attention to the admissions application of the son of a business associate, and he sometimes linked such requests to the information that the father had helped Bailey make money for the College, or to outright donations from the applicant's relatives.

While Bailey distinguished opinions from orders in his frequent letters to Presidents Day, Fox and Davidson, they rarely dared accept that distinction. Coping with Frank Bailey became a constant concern of the president, and of Walter Baker after he became chairman in 1941. Writing to President Fox, Baker often referred to Bailey as "Uncle Frank," and apropos one 1943 dispute said revealingly "I simply cannot and will not argue with Frank on the telephone any more, but I can and will stand my ground in any group conference with him."

When, at Bailey's urging, the status of trustee emeritus was created in 1952 for trustees over seventy-five, four men requested it. Bailey, who at eighty-seven was older than any of them, did not. Like Eliphalet Nott, he stayed in office too long and nearly caused serious damage to the institution he had served so well.

Over the years Bailey had expressed to various presidents his displeasure at the presence on the campus of speakers—such as Norman Thomas in 1932, and Rexford Tugwell in 1935—who he felt were attacking the economic system on which the College was built. Nevertheless, Thomas returned at least three times during the administration of President Fox.

With old age, however, Bailey's resolve not to interfere in academic matters weakened. Increasingly determined to act against Communism, on two occasions he raised with President CARTER DAVIDSON the issue of a faculty member who he believed to be a Communist. Davidson defended each as a non-Com-

munist but Bailey was adamant, and the men were eased out in 1947 and 1952 respectively. To Bailey it was simple: a college built on capitalism should not be expected to employ the critics of capitalism. Any equivocation on this point was proof of ingratitude to Union's premier capitalist benefactor.

Partly as a result of reading William Buckley's *God and Man at Yale* in 1951, Bailey decided more needed to be done. In February of that year he proposed that Union establish a special professorship, with the support of the Vanneck Foundation, to teach a required course in "the American way." Finding the Social Sciences faculty unanimously opposed to the idea, Davidson tried to deflect Bailey's initiative into something more acceptable, but a few months later Bailey renewed the attack. This time he demanded a blanket commitment from the trustees, what might now be called a mission statement: the purpose of Union College was to teach "the American way."

At its late January 1952 meeting, the board apparently passed (but never recorded in its minutes) a resolution, subject to Bailey's approval, which evidently reflected the position of Walter Baker, Carter Davidson and others that the board might issue a statement of faith but would not dictate what the faculty should teach. Bailey disapproved most emphatically, precipitating what Davidson called two of his worst weeks as a college president. Davidson, trustee Foster Brown, Baker and others finally persuaded Bailey not to change his will, but he decided to try again to get a satisfactory resolution through the board. If the resolution conflicted with academic freedom, he told Carter Davidson, "the stuff of academic freedom will have to go out the window."

Davidson, willing enough to fire people who broke the law against membership in the Communist Party, was appalled. "If academic freedom is going to disappear at Union," he told Walter Baker, "then I am afraid a number of its better faculty and probably the president himself will be leaving." Baker said he might do the same, but he didn't think it would come to that.

Over the next four months, Davidson and Economics Department chairman BENJAMIN WHITAKER labored to produce a draft of the "American Way" resolution acceptable to both a nervous faculty and an increasingly testy Frank Bailey. The version finally passed by the board on June 6, 1952, announced that "Union gives special emphasis to the principles underlying the American system of free enterprise.... The significance of these principles to the unprecedented growth of wealth and opportunity for the American people is studied and contrasted with the functioning of the principles of Socialism, Communism, and Fascism in the experience of other nations." It closed with the phrase "keeping always in mind the need for free inquiry and sound scholarship," which Bailey apparent-

ly thought harmless. At his insistence, the resolution was widely publicized.

When Bailey learned from newspaper editorials that this resolution, too, was generally understood to be merely an expression of trustee sentiment, not binding on the faculty, and that Davidson had said, "This is no infringement on academic freedom, for the faculty enjoys free scholarship inquiry. The trustees are exercising their own freedom to build constructively," the crisis intensified. Bailey had believed the resolution to be binding on every faculty member, and he felt betrayed; he again threatened to change his will in favor of some more grateful institution unless the resolution was made binding on the faculty.

Probably owing to intense diplomacy by Baker and Davidson, he allowed himself to be placated, and his half-million dollar endowment gift, earmarked to support teaching in economics and electrical engineering, was announced soon thereafter. The *Union alumni review*, in plucking its headline ("Greater Love Hath No Man...") from the Book of John, perhaps exaggerated the degree of Bailey's sacrifice, but conveyed quite accurately the College's anxiety that he might slip away.

Family Life. Successful as he was in business, Bailey experienced more than his share of personal loss. His first marriage, to Carrie E. Fingarr on December 5, 1888, ended in her death on September 29, 1893. He subsequently married Josephine Schott, who died on November 17, 1903. On July 6, 1905, he married Marie Louise Lambert, the daughter of former Brooklyn Mayor Edward A. Lambert. Their son Frank Jr. entered Union College in the Class of 1931. In October of his senior year he developed an unidentified blood malady which defied treatment; after months of worsening illness he died on June 9, 1931.

On May 17, 1930, the Baileys' daughter Barbara married John Vanneck, whom the New York Times called "one of the richest bachelors in America." At Bailey's suggestion, Vanneck was elected to the Board of Trustees in 1936, serving until 1974. His sons, John '60 and William '62, both attended Union; William succeeded his father as a trustee, 1975-85.

In 1911 Bailey bought a forty-two acre estate near Lattintown on Long Island to use as a summer residence. He named it "Munnysunk" and plunged into the cultivation of flowers and trees, creating what was eventually claimed to be the world's fourth largest collection of rare trees.

Frank Bailey died in his sleep at eighty-eight, on August 26, 1953. He bequeathed to Union College \$1,500,000, which at his direction was maintained as a separate endowment fund for extraordinary expenses; it has been used to make major improvements to the campus, such as the creation of Frank Bailey Field.

Marie Louise Bailey died February 19, 1964. In 1968 the Bailey Foundation gave "Munnysunk" to Nassau County, which maintains it as the Bailey Arboretum, at the intersection of Bayville Road and Feeks Lane.

The College gave Bailey an honorary Doctor of Arts degree in 1908 (the citation called him "Savior of Union College"), an LLD in 1923, and its first Alumni Council Gold Medal in 1937.

In an age of inflation, all monetary records eventually fall, but if benefactions are measured according to the difference they made to the recipient at the time they were given, it is unlikely that anyone can ever replace Frank Bailey as Union's greatest benefactor.

Bailey Collection of American Wit and Humor.

FRANK BAILEY '85, himself capable of witty writing, formed a substantial collection of the works of American humorists, which he donated to the Union College Library in 1921. Additional gifts from Bailey and purchases by the library increased the original 314 volume collection to about 2,600 volumes by 1997.

Bailey Cup. FRANK BAILEY announced establishment of the Bailey Cup at the June 1912 Alumni Luncheon. The *Concordiensis* report presumably quoted Bailey's criteria for the award:

to be awarded annually to that member of the senior class who has rendered the greatest service to the College in any field. In awarding this prize, consideration will be given to any effort resulting in conspicuous improvement in athletics, undergraduate publications, increase in college enthusiasm, or elevation of the tone of college life, promoting the interest of the college at large, among preparatory schools, or adding to its prestige, or in any other way which may redound to the advantage of Union.

Since then, only the first sentence has been cited.

During his lifetime, Bailey purchased the silver cup each year. His special bequest created a permanent endowment on December 16, 1953. The recipient of the cup is chosen by the faculty, and a plaque on a wall in the Campus Center lists all past Bailey Cup winners:

1913: Charles T. Male; 1914: John T. Howell; 1915: Lynde De Forest Hokerk; 1916: Meade C. Brunet; 1917: David F. Chapman; 1918: Frederick G. Bascom; 1919: Brenton T. Taylor; 1920: John L.D. Speer Jr.; 1921: Ralph D. Bennett; 1922: Louis J. Rinaldi; 1923: Richard R. Oram; 1924: Alvin F. Nitchman; 1925: Edmund B. Redington; 1926: Sigmund Makofski; 1927: Remsen Johnson Jr.; 1928: William J. Gelsleichter; 1929: Milton Enzer; 1930: Waino M. Kolehmainen; 1931: Codman Hislop; 1932: Henry R. Froehlig; 1933: George F. Harris; 1934: George R. Cory Jr.; 1935: William A. Waldron II; 1936: Albert H. Stevenson; 1937: Robert D. Everest; 1938: Vilmar K. Bose; 1939: David L. Yunich; 1940: Samuel C. Hammerstrom; 1941: John P. Lewis; 1942: Alfred

Knopf Jr.; 1943: Granger Tripp; 1944: Paul F. Yergin; 1945: [not awarded]; 1946: Donald T. Olson; 1947: Chester T. Marvin; 1948: Jack Tway; 1949: Kenneth Whalen; 1950: John DeBello; 1951: James Kenney; 1952: Gerald O'Loughlin; 1953: Robert F. Murray Jr.; 1954: Anthony Tartaglia; 1955: James D. Brown; 1956: H. Jerome Cohan; 1957: Michael F. Dinnocenzo; 1958: John Glass; 1959: Lawrence Kahn; 1960: Edward C. Ruth; 1961: George D. Thompson; 1962: Norman G. Lavery; 1963: Robert & Edward Skloot; 1964: J. Lawton Morrison; 1965: Lawrence McCray; 1966: Rodham E. Tulloss; 1967: Richard Ferguson; 1968: Benjamin Volinski; 1969: Donald DeMichele; 1970: William Munno; 1971: Roy Wiese; 1972: Walter Spencer; 1973: Robert Bernhardt; 1974: Timothy McCabe; 1975: Valerie Hoffman; 1976: Judith Dein; 1977: James Trump; 1978: Andrew D. Koblenz; 1979: Steven L. Richards; 1980: Lisa S. Katz; 1981: M. Joann Mazur; 1982: William T. Lloyd IV; 1983: Ilene S. Landress; 1984: Winthrop H. Thurlow; 1985: Shari R. Midoneck; 1986: Lisa A. Freed; 1987: John P. Ciovacco; 1988: Leata R. Jackson; 1989: Kevin W. Ireland; 1990: Scharn Robinson

A 1959 survey of the forty-five living Bailey Cup winners found twenty-two of them in business, nine in education, six in law, and four each in public service and medicine. The Bailey Cup is generally considered the most prestigious student prize at Union.

Bailey Hall. Opened in the fall of 1927, Bailey Hall lost its separate identity in 1971 when it became part of the Science and Engineering Center. During that forty-four-year period, the building housed most of the Humanities and Social Science departments, and also—more, perhaps than any other building—played a role in faculty life and politics.

In the fall of 1924, the Graduate Council launched a fund campaign to build an "arts building," and the following year President Richmond and Dean Ellery wrote supporting editorials in the *Union Alumni Monthly*. In the vocabulary of the times, the social sciences and humanities were "the arts," or the academic and cultural, side of the college, while the sciences and engineering were the technical side. The editorials argued that Union needed an arts building not only for practical reasons—the English, history and modern language departments were cramped in quarters scattered about the campus—but to "announce to the public that we have an academic department." Union then had separate buildings for physics, chemistry and electrical engineering, and, as Richmond put it, the humanities and social sciences "should have a place of dignity and importance which should stand as a visible evidence of our academic faith."

The fund drive was apparently not very successful, but sometime in the first half of 1926 Treasurer FRANK

BAILEY offered to assume the entire cost himself. Ground was broken September 29, 1926, and the building was dedicated on November 5, 1927. The architect was MCKIM, MEAD & WHITE, and the builder was Edgar S. Clossen '06. Bailey Hall was said to be the first building in Schenectady constructed from cinder blocks.

The first two floors were devoted to offices and classrooms; the top floor originally had six classrooms and a large lecture room. By the late '30s, at least, there was an office with a telephone and a secretary (Anna Nardini for many years) who served all the faculty in the Social Science and Humanities divisions.

Bailey Hall at first housed only English, history and modern languages; philosophy, political science and economics followed in 1935, and classics in 1938. "Bailey Hall" came to stand for those departments and those faculty. Eventually, in the minds of many of the engineering and science faculty, the meaning extended to what they perceived as wily politicking and the plotting of power bids by the Bailey Hall faculty.

This suspicion probably developed as a result of the leadership of economics professor EARL CUMMINS in the development of the divisional system, adopted in 1934, which gave Social Sciences and Humanities equal standing with Science and Engineering; as the "technical" side of the college had more buildings, more outside funding, and a wider public recognition, its faculty were naturally uneasy about the change.

Suspensions may have been further aroused by the fact that anyone who walked through the second floor of Bailey Hall saw a cluster of men in an outer office. That office, known by the habitués as the bull-pen (from the slang "shooting the bull"), belonged to economics professor WILLIAM WHIPPLE BENNETT. Bill Bennett's quiet concern for his co-workers, his uncanny awareness of the latest campus news, and his ready appreciation of any attempt at humor, inevitably attracted his colleagues who yearned for a responsive and appreciative audience for their wit and gossip.

The ready opportunities for socializing had academic as well as political consequences, especially after introduction of the divisional system reduced the importance of departments, as contact between specialists tended to broaden their perspectives.

Administrative structure did not concern the students, but during the Second World War Bailey Hall gave off a rosy glow for hundreds of alumni serving in the armed services when philosophy professor HAROLD LARRABEE began writing, publishing and distributing *CORN-BAILEY-ENSIS*, a small newspaper full of college gossip, news from servicemen, jokes and witty commentary, available gratis upon prompt report of the subscriber's service address. By all accounts, Larrabee's labor of love was a tremendous morale

booster and made friends for Bailey Hall even among non-Union alumni.

As the College grew, makeshift arrangements in Bailey Hall eventually failed to provide satisfactory office space for the larger faculty and sufficient classrooms for the wider curriculum offerings. Removal of modern languages to a "temporary" building in the fall of 1947 (see MODERN LANGUAGE BUILDING) relieved the pressure only for a while. With the opening in 1967 of the HUMANITIES and SOCIAL SCIENCE buildings on each side of the Library, those two divisions left Bailey Hall and each other.

Biology, its own building soon to be razed, moved in for about four years; then, upon the opening of the SCIENCE AND ENGINEERING CENTER in 1971, Bailey Hall became home to the MATHEMATICS DEPARTMENT and the GRADUATE MANAGEMENT INSTITUTE. The ACADEMIC OPPORTUNITY PROGRAM moved there in 1980.

Although the southeast section of the Science and Engineering Center continues to be called Bailey Hall, it has become an address like any other.

—Barbara Rotundo

Baker, Walter Cummings (March 29, 1893–Sept. 25, 1971). Class of 1915. Banker. Trustee, 1931–71 (Chairman, 1941–63).

Born in Oneida, New York, the son of William M. Baker, a sometime retail dry goods merchant, and Fannie E. Wallace Baker, Walter C. Baker followed his brothers Harold '11 and Everett '14 to Union College in the fall of 1911.

Baker was active in theater and became sports editor of the *Concordiensis*. A scholarship student, he worked throughout his college years, landing a paying job as college reporter for the *Schenectady Gazette*. He was a charter member of the Black Cat Club, a freshman literary society, and Psi Upsilon.

After graduating with a BS degree and working a few more months for the *Schenectady Gazette*, he became a salesman for the Bond and Mortgage Guarantee Co. in Brooklyn—one of many promising Union graduates FRANK BAILEY brought to that company. Enlisting in the U.S. Navy on May 27, 1918, he served at the Seabury shipyards in New York City until discharged August 2, 1919, as a yeoman second class.

After returning briefly to the Bond and Mortgage Guarantee Co. and then working for the mortgage and bond department of S.W. Strauss, Baker joined the Guaranty Trust Co. in 1920. He remained there for the rest of his business life, retiring in 1958 as a vice-president.

On September 15, 1921, Baker married May Ida Case, daughter of Clinton Pierce Case (1855–1937). Case had been a Watertown drygoods clerk in 1880 when his former schoolmate, F.W. Woolworth, took him into the rapidly expanding Woolworth firm as his

lieutenant; like many of the men associated with the chain in its early days, he became a multi-millionaire, retiring in 1915 as vice-president. A substantial amount of Case's wealth would find its way to Union College; as Baker wrote to a friend after his wife's death in 1946: "May gave me financial independence years ago...to permit me to use my life for the college and other interests free from restraining influences."

In 1928 Baker began collecting antique glass objects, an interest that evolved over the following decades into a major collection of classical and pre-classical antiquities, predominantly small sculptures. The Bakers pursued this interest on several trips to Italy, Greece and Asia minor; in 1936 he mounted an exhibition in Hale House of Egyptian, Babylonian and Greek art from the collection and gave a talk about it to the Faculty Club. A 1950 catalogue described the Bakers's exhibition of Greek, Etruscan and Roman antiquities at the Century Association,

In 1936, the year of the Hale House exhibition, the Bakers also began a collection of master drawings, especially Italian and French; a 1962 Metropolitan Museum of Art catalogue described this collection. Baker had become a trustee of the Metropolitan Museum in 1948 and ultimately bequeathed both his collections to that institution.

Baker's service to Union began with his membership on the Graduate Council, whose Financial Committee he chaired for several years; in 1927, he instituted systematic canvassing for the Annual Fund, increasing alumni contributors from twenty-six in that year to more than twelve hundred by 1934. Elected an alumnus trustee in 1931, he was chosen to fill a permanent seat on the board in 1934, and appointed assistant treasurer in 1936. In 1941, Frank Bailey, with the support of President Fox, persuaded HIRAM TODD to step down as chairman of the board and Baker to take his place; he served as chairman for the next twenty-two years, a tenure exceeded only by SILAS BROWNELL's thirty years.

As chairman, Baker was perceived by most of the college community as aloof, austere and sometimes imperious, but he enjoyed warm relationships with President DIXON RYAN FOX (whom he called "Dick") and CHARLES WALDRON, and a friendly relationship with President CARTER DAVIDSON. (Baker's correspondence with Fox includes regular reports on his highly eclectic summer reading.) More important, his voluminous correspondence with all three men reveals him to have been a hard-working, conscientious and self-disciplined board chairman, thoroughly devoted to the College's welfare.

As the board's first wealthy chairman, Baker was the only person who could, albeit with difficulty, stand up to Frank Bailey, a task that became increasingly necessary in the last years before Bailey's death in 1953. Baker gave special attention to selecting new trustees

who would constitute a "working board." His predecessor had been content to be largely a figurehead, and other members did not generally suppose that, in order to carry out their responsibilities, they needed to learn any more about the College than they already knew or had been told by the administration. Baker gradually built a more active Board, with several members (most notably, Ralph D. Bennett '21) who took a direct interest in the functioning of the College—not just, as Frank Bailey had long done, with an eye to economy, but with the aim of improving the institution's educational work.

Near the end of Baker's tenure, perhaps in response to recommendations of the 1957 Middle States accreditation report, the board undertook a major study of the College's administration. It resulted in several changes in administrative structure beginning in 1960, while separate "task forces" studying the College in more detail in the next couple of years recommended other changes. Opinions differ as to whether this oversight was always healthy, but if some thought Baker's hand reached too far, others held that it did not go far enough. By the end of Baker's service as chairman, the board was putting substantial pressure on the DAVIDSON administration, not because any crisis had developed, but because the board believed the College was losing ground vis-a-vis other institutions. This pressure intensified under Baker's successor, MEADE BRUNET, and resulted in President Davidson's resignation in 1965.

Baker's own constant concern throughout his service to the College was with aesthetic matters. In 1932 he and Mrs. Baker sponsored a concert by Metropolitan Opera baritone Frederick Schorr, and in 1946/47, they sponsored a series of five concerts. On the selection of Dixon Ryan Fox as president in 1934, the Bakers made a gift of the sunken garden adjacent to the PRESIDENT'S HOUSE. They not only paid for the creation of HALE HOUSE in 1935–36 but also took great personal interest in seeing to it that its furnishings and those of SILLIMAN HALL set a new standard of elegance for the College. Similarly, they provided and furnished a new PSI UPSILON HOUSE in 1937–38 and on other occasions made smaller gifts to remodel and furnish the President's Office, the Admissions Office and the English Department office, and to create an English reading room in Bailey Hall.

Baker's sporadic efforts over the years to improve education in the arts at Union were much less fruitful, and there was little real progress until near the end of his tenure (see ARTS DEPARTMENT). As early as 1946, he advocated turning North Colonnade into an arts center, and in 1948 he made a gift to enable the College to hire art historian and archaeologist Frank P. Albright as Union's first regular professor of art. The College announced that Albright would be building "a four year curriculum in art," but after three years he resigned, to be succeeded by studio artists or men who

divided their time between art and other subjects. In 1954/55 Baker addressed the New York Alumni Association on plans to strengthen liberal arts facilities at the College, but he was apparently unable to implement those plans at that time.

A fellow trustee observed, in 1962, "In practice, if not in theory, Walter Baker makes the important buildings and grounds decisions for the board." There is little reason to suppose decisions made by any other system would have been better, but on at least one occasion Baker's desires were thwarted to the College's benefit. On completion of the new Psi Upsilon House in 1938, Baker decreed that the red stone WASHBURN HALL, which stood in the foreground of one's view from the front door of the fraternity, should be painted gray, as the Psi Upsilon House had been, to conform to the Ramée buildings. Washburn Hall remained red only because an expert doubted the paint would stick.

May Baker died April 20, 1946. On May 25, 1951, Walter Baker married Lois Duffie Wurtele (May 17, 1897–Aug. 3, 1979).

Baker retired from the Guaranty Trust Co. in 1958, at sixty-five, and set up a "small office where I can follow the avocations which have taken up 75% of my time for some years back." Those occupations included, in addition to art collecting and his work for Union College, service as board president or treasurer of the Manhattan Eye, Ear and Throat Hospital; the Eye-Bank for Sight Restoration; the Archaeological Institute of America; the American Academy in Rome; and the Fellows of the Pierpont Morgan Library. He was a director of numerous other organizations, including the Cathedral of St. John the Divine, and was Vestryman of St. Thomas Church.

Though retiring as chairman of Union's board in 1963 at the age of seventy, he remained on the board until his death in 1971. His widow, Lois D. Baker, was appointed to the seat in 1972, and served until her death.

Many of the Baker benefactions memorialize family relationships. In 1929, May Baker established the Mary Louise Johnson Library Fund in memory of her mother. Immediately after May's death, scholarships were established at Union in her memory by her sisters, Harriet C. Moore and Anna C. Newberry, and a library book fund was established by her niece, Mollie H. Newberry. When Schaffer Library was built in 1961, a music room was given in her memory by two anonymous relatives.

To a scholarship fund he had established in 1961 and an endowment fund set up in 1964, Baker added, through a deferred bequest received after Lois Baker's death, an endowment to support the May I.C. Baker Professorship in Arts and another endowment to support teaching. In recognition of the latter endowment, the trustees named the Humanities division "The Wal-

ter C. Baker Faculty of the Humanities"; occasions to use this name rarely arise, and it is known to few.

In 1975, Lois Baker established the Walter C. Baker Lectureship in Art and Civilization.

The College awarded Walter Baker an honorary Doctor of Laws degree in 1955.

Baker (Walter C.) Lectureship in Art and Civilization. In 1975 WALTER BAKER's widow, Lois D. Baker, endowed a lectureship "to bring distinguished scholars in arts and letters to Union College in the fall and spring of each academic year to further knowledge and understanding of the role that the plastic arts have played in the development of human civilization." The first lecturer was James Thomas Flexner, in 1975.

Balanced College Concept. Of the three important innovations by which Union College distinguished itself in the nineteenth century, only one—ELIPHALET NOTT's 1845 introduction of an engineering option on an equal basis with the liberal arts course—has remained a hallmark of the College. Nott's highly personal approach to the reclamation of errant students inevitably perished with him, while his creation in 1828 of a scientific curriculum "parallel" to the classical curriculum anticipated the liberalization of college curricula everywhere.

Although Union is no longer the only small college offering full undergraduate programs in both liberal arts and engineering, it has remained one of the few to do so. The co-existence of two seemingly antipathetic disciplines has its own history.

The Theory. To Nott, himself both a clergyman and an inventor (see NOTT STOVES), there was no dichotomy. As he put it on the fiftieth anniversary of his presidency, nine years after introducing an engineering curriculum:

No matter in what direction or to what extent inquiries after truth are prosecuted, from each the answer returned will be the same. From the strata embedded in the depths of the earth, from the blossoming flowers on its surface, as well as from the suns that burn and stars that glitter in the firmament above it, a voice, everywhere alike, is heard to say "God is here, and here, and here."

No subsequent Union president is known to have defended the study of science and engineering in theological terms. Most found sufficient justification in society's need for scientists and engineers and Union's ability to attract students in those fields.

Educational historian Frederick Rudolph appraised Nott's innovation in *Curriculum, a history* (1977):

The happiest curricular arrangements of the first half of the nineteenth century were made under Eliphalet Nott at Union College, and the wonder of it is why Union was so unique in arriving early and successfully at a workable

course of study, one that neither damaged the intentions of the old curriculum nor denigrated the legitimacy of the new subjects. Union was the best of all possible worlds; it believed in the classics and it believed in the new subjects; it believed in a sound moral education and it believed in the application of science to the conquest of the American continent.... Eliphalet Nott combined the traditional college with the applied subjects in a course of study that put some restraints on human arrogance. The Harvard and Yale arrangements that set the pattern for the science schools that multiplied in the 1850s and 1860s placed applied science outside the circle of respectability and in doing so must have introduced a certain edge to the attitude of the budding technicians and engineers toward the arts. Perhaps there was no real alternative. If no other institution followed Union's lead, there must have been good reasons. Union had the field to itself at a time when it and the existing centers of applied science—West Point and RPI—could meet the demand, and there is no evidence that a Union-educated railroad builder was of more tender and loving disposition and less rapacious toward nature than the others.

The relative tenderness/rapacity of nineteenth-century engineers defies quantification, and the more general question—how to actually measure the postulated benefits of educating engineering and liberal arts students in the same college—has also proven intractable.

Union has often been able to attract broadly educated engineering professors, some of whom have spoken out on these issues. Both electrical engineering professor CHARLES STEINMETZ (1903–13) and civil engineering professor OLIN LANDRETH '76 (1893–1917) argued forcefully that engineers should be well-grounded in the humanities. In 1906, Landreth announced a six-year course in which technical and liberal arts studies would be taken at the same time:

the college course which is best suited to the needs of engineering students is the old-line classical course, with Greek omitted and its place taken by increased work in history, economics, sociology and aesthetics.

Landreth's new course attracted few students and was dropped at the end of 1912/13.

Steinmetz, speaking in 1909 to a group of engineers, was not even reconciled to the omission of classical languages:

the neglect of the classics is one of the most serious mistakes in modern education, and more so in the case of the engineer than in most other professions, for the reason that the vocation of the engineer is especially liable to make the man one-sided. The study of Greek and Latin will broaden his horizon more than anything which can be accomplished otherwise by showing him relative values more in their proper proportion and less distorted by the trend of thought of the time.

It would be a mistake, however, to confuse such pronouncements with Union's actual CURRICULUM, which (as we will see) was moving in the opposite direction.

Responding to concerns raised by his immediate predecessor's introduction of an Electrical Engineering program that had become quite popular, President Richmond wrote in his 1914/15 midwinter report:

The position of Union College is unique. We have here a college of the old classical type suddenly confronted with a wonderful opportunity to develop on the scientific side. We welcome this opportunity.... It is good for the academic [i.e., liberal arts] student to feel the moving impulses of practical achievement in science; it is good for the engineer to be brought daily into contact with the finer and more subtle forces of the mind as they express themselves in philosophy and history and literature.

That our development has not been one-sided is evident from the marked increase of interest in the general courses. We shall do our utmost to preserve the balance.

Richmond used "balance" simply to describe parity between the size of the College's enrollments in liberal arts and in engineering, but the word would later be employed—in the epithet, "a balanced college"—to imply that not only the institution, but the college experience of its students, was balanced.

The extent to which the studies of any undergraduate were actually diversified largely depended on the curriculum at the time, but "balance" has always been a misleading metaphor for what has been attempted (except, perhaps, in Landreth's six-year curriculum, and in the five-year program leading to both an AB and a BS in Engineering degree, begun in 1953/54 but never very popular.)

Late in his tenure, President DIXON RYAN FOX addressed the problem of a theory of education integrating liberal arts and engineering, and declared it unsolvable:

We have come to realize that the philosophy that governs one kind of education is almost entirely different from that which governs the other. The engineering courses and the special-degree programs in chemistry and physics train man as specialist, and the liberal arts courses educate man as man.... We have come to feel that at Union College these two points of view are irreconcilable, and that there is no advantage in allowing each group to needle the other with attempts at conversion. We are content to let each plan an educational program of the highest possible quality, according to its vision....

Although they have eschewed the word "train," and drawn back from extremes of specialization, subsequent administrations have neither accepted Fox's conclusion nor tried to refute it. Rather, educators at Union (like those elsewhere) have set aside problems of fundamental theory and worked on the premise that students cannot thrive in the modern world, or be good citizens, if they do not venture beyond their major course of study.

As successive curricular reforms addressed this issue in different ways, many at the College eventually came to recognize that a "balanced" college should be able to

offer a stronger general education curriculum than could a predominately liberal arts or a predominately engineering college, because it can staff the courses for non-majors with instructors who are also competent to teach advanced courses.

A "balanced college" enjoys two additional, seldom-advertised advantages: 1) Engineering students who decide to change to another course can usually remain in the College; 2) Because the wealthy rarely encouraged their sons to become engineers, the presence at Union of a sizable number of engineering majors long tended to counteract the social elitism common to small eastern men's colleges.

On the other hand, because Union is more diversified than most colleges of its size, its resources must often be spread more thinly. In order to maintain library collections in all the fields Union teaches, for example, the College must either buy fewer books and journals in each field or provide a larger budget than a liberal arts college of the same size would require; similarly, specialized course offerings, public lectures, student clubs, etc. usually appeal to a smaller proportion of the student body than they would at a less comprehensive institution.

In recent years it has been claimed, sometimes approvingly and sometimes not, that the presence of engineering at Union has made the College attractive to liberal arts students of a more practical orientation than those who gravitate to purely liberal arts colleges. Similarly, engineering students who choose Union are thought to differ from those who prefer predominantly-engineering schools.

Balance in Enrollments and Resources. Engineering began at Union with the hiring in 1845 of WILLIAM MITCHELL GILLESPIE to teach a civil engineering option within the scientific course, which had itself been an option to the classical course since 1828. Engineering students took a different curriculum as juniors and seniors, and in the program's early years they received a certificate rather than a diploma. Many students, in fact, came to Union only for the two years of the engineering course.

Following Gillespie's death in 1868, the program was headed by CADY STALEY until his resignation in 1886. By that time, the College was very weak (see LANDON, JUDSON). In late 1893, the trustees brought Owen Landreth '76 back from Vanderbilt University to head the engineering department, and in 1895 President Raymond announced that the College would offer a senior year option in electrical engineering. Raymond believed that the proximity of Union to General Electric would make an electrical engineering program the College's best hope of recovering from the near-bankruptcy of the late 1880s and of regaining its lost reputation.

With occasional exceptions, engineering degrees had generally remained under twenty percent of the total from the beginning through 1904. When science degrees were taken into account, however, the picture changed: from 1871 until late in the century, fifty percent or more of Union's graduates earned engineering or science degrees. Engineering then fell off badly, and from 1900 through 1904, despite the best efforts of Owen Landreth in civil engineering and the rudimentary electrical engineering program, the College never graduated more than eight engineering majors a year.

After the electrical engineering program was upgraded to a department in 1902, and headed by the famous Charles Steinmetz from 1903, enrollments rose sharply, and in most years from 1905 through 1917, engineering accounted for more than half of all degrees the College awarded. The proportion of science degrees also increased in this period, with the result that, in most years from 1907 until 1924, liberal arts degrees constituted no more than twenty percent of the total (they dipped below ten percent in 1914 and 1924).

The comparison must end in 1924 because the College then changed its degree policy. From the Class of 1925 until the change was reversed in 1940, BS degrees were normally granted only to graduates in engineering and special chemistry and physics programs; regular science majors normally received AB's.

Raymond's strategy in building up the engineering departments succeeded, but at the expense of the College's liberal arts departments, and thus Richmond's 1915 announcement of a "balance" in enrollments proved premature.

When the College returned to normal after the trauma of the Second World War, something like a balance did assert itself, and the wide swings of the earlier years were moderated. In the last decade covered by this book, the 1980s, the proportion of engineering degrees among all degrees earned in the daytime programs fluctuated between a high of twenty-six percent (1983/84) and a low of eighteen percent (1989/90). The remainder, BS in science degrees, varied even less: from forty percent in 1982/83 to thirty-five percent in 1988/89.

Balance in Status. Although they were in most respects treated as other undergraduates, engineering students and students in the scientific course apparently suffered some subtle discrimination. In 1870, the editor of the *Union College Magazine* had to urge that the scientific course be regarded "as on an equal footing with the classical," doing away with "the unfair distinctions now existing." These distinctions apparently had to do with scholarship aid; in January 1875 the trustees, noting that the faculty had just extended the engineering course from two years to four, resolved:

The Engineering course being henceforth one of the regular college courses, no distinction shall hereafter be made between Engineering Students and other Students deserving and desiring pecuniary aid from the College.

But as late as 1909 Richmond still refused to grant scholarships to engineering majors, and engineering and liberal arts majors never entirely ceased disparaging each other from what each believed was higher ground.

Classics professor SIDNEY ASHMORE claimed in the 1909 *Concordiensis* that "Union College is practically divided into two camps, which, if regarded from the standpoint... of educational values, are antagonistic, in some degree at least." He argued that the engineering school should not be regarded as a part of "the college proper," but should have a status within Union University similar to that of the Albany Law School and the Albany Medical College.

Beyond the normal rivalry of academic disciplines, and the radically different philosophies of education prevalent in engineering and in liberal arts faculties, at least two other causes exacerbated tensions.

On the one hand, liberal arts professors resented the fact that good science and engineering programs require expensive laboratories which must continually be expensively renewed, and that salary scales for the engineering faculty, which must compete to some degree with industry, are often markedly higher than those in other divisions. At Union, such building and equipping had gone on for decades, during which the arts and modern language departments and the library were disgracefully housed. In 1953, when the College added a Mechanical Engineering Department to the two existing engineering departments, expanding the total engineering faculty to fifteen, the arts faculty was represented by one professor of music (offering a single course), some theatre courses given by a member of the English department and, intermittently, one professor of art.

The 1957 Middle States accreditation report commented:

The institution, to the careful observer, appears to be a science and engineering school with an appended program in the liberal arts. This is not in any way reprehensible, but it is surprising to the observer who has been made aware of the great emphasis placed by Union on the concept of a "balanced college."

On the other hand, Union has had only one president with a scientific or technical background (HARRISON WEBSTER, 1888–94, a zoologist), and only three prominent trustees of similar origins: MEADE BRUNET '16 and Ralph Bennett '21, both of whom began their careers as engineers, and Lee Davenport '37, a physicist. Consequently the engineering faculty in particular has seldom been sure it was sufficiently valued by the administration. This insecurity was strikingly il-

lustrated in the 1960s when an alumnus, having misunderstood a speech he heard President HAROLD MARTIN (1965–74) make to an alumni club, wrote to a member of the faculty with the news that Martin intended to abolish engineering at Union. This very implausible rumor was long believed by at least some of the engineering faculty.

Martin had never proposed to get rid of engineering, and no Union president after Raymond could have supposed that it would be feasible to try to do so. Indeed, taking office shortly after the library had at last been decently housed, and while most of the liberal arts departments (but not the Arts Department) were getting new buildings, Martin found that the most urgent need was now for new science and engineering facilities; it was under his administration that the SCIENCE AND ENGINEERING CENTER (1971) was erected.

Educational Balance. Civil Engineering was a junior-senior course from its inception until 1875, except for a brief period (1853–56) when the curriculum expanded to three years. For its first twenty-two years the two-year program included no required non-technical courses (unless one counts the aesthetic content of architecture lectures).

From 1856, however, the catalogue announced that "students of the special Engineering course are earnestly advised, if bodily and mental strength will permit, to combine with it the modern languages and the physical sciences of the Regular Course" or even better, to take an extra two terms and combine the Engineering course with the Scientific Course (which included several liberal arts courses). It appears that many engineering students did take modern languages, and from 1867 they were required to take modern languages and English literature.

When engineering became a four-year curriculum in 1875, its students were briefly required to take two terms of Latin, five each of French and German, two of history, and one each of political economy, rhetoric, and moral philosophy. Latin and history were dropped almost immediately and political economy and moral philosophy left the engineering curriculum in 1879.

When credit hours were introduced in 1881, the engineering curriculum required 22.5 hours of French, 16.5 of German, 3 of English and 4 of history—totaling 26 percent of the 177-hour requirement (on a trimester calendar). In 1889, required liberal arts courses reached their peak of 29 percent of the total load, largely owing to the increase of English to 12 hours (history had again been dropped, but would return in 1897). The proportion declined slightly as the total load increased, and then a new curriculum in 1897 reduced it to 32 hours out of 190, or 17 percent.

Engineers continued to devote about that proportion of their studies to liberal arts courses through

1931/32. The principal change was the introduction in 1917 of a choice among modern languages.

At the beginning of 1933, Dean of Engineering ERNST BERG could still boast that Union (by then on a semester calendar) required engineering students to take twelve hours of English, to offer foreign languages for admission, and to continue studying them (ten hours) while in college. (Though Berg didn't mention it, they also had to take four hours of history.) "The majority of technical colleges," he claimed, "give no languages, and many do not give any English."

The following year, however, the College adopted the "Union College Plan for the Intellectual Advancement of Youth" along with the Divisional system, and retreated from the modest requirements of which Berg had boasted. From then until immediately after the Second World War, engineering students were required only to offer English for admission, and to study English for their first two years at Union (in 1937, the second year was dropped in favor of a two-year course called "The Cultural Background of Modern Life.")

The science component of the liberal arts curriculum followed a similar path. Union's classical course had required a heavy load of science even after establishment of a separate scientific course in 1828. At the introduction of credit hours in 1881, AB students were still required to take ten hours of algebra; five each of chemistry, mechanics, physics, zoology and astronomy; four each of conic sections, heat and steam, and optics; and three each of geometry, analytical geometry, trigonometry, and physiology. These science courses accounted for 64 hours, or 36 percent of the 180-hour requirement. By 1895, a couple of courses had been dropped and many of the others had been shortened; science courses then composed 15 percent of a heavier total load. This proportion remained constant through 1911/12. A new curriculum the following year reduced the requirement to 12 hours of freshman mathematics and a 9-hour sophomore course in mathematics or science; the two accounted for 10 percent of the total required credit hours.

Under the "Union College Plan for the Intellectual Advancement of Youth" introduced in 1934, AB students had only to take one mathematics or science course.

In 1946, responding to the protest of the science and engineering divisions that their curricula were too tight to spare eighteen credit hours for proposed ROTC Military Science instruction, newly-arrived president CARTER DAVIDSON wrote to board chairman WALTER BAKER;

I myself feel rather strongly that the curricula in Engineering and Chemistry are too intensely professional and that there is really nothing of a liberal arts nature in the Engineering program as it now stands. With such a system what

is the advantage to the Engineering Division of being associated with the liberal arts divisions on the same campus?

In that year, the College introduced general education requirements for graduation which required all AB candidates to take mathematics (the substitution of logic would later be permitted) and two years of science courses, one of them a laboratory science. The requirement for engineering students was not increased, but the course in "Backgrounds of Modern Life" was replaced by "American Civilization."

Davidson persuaded the trustees to abolish the successful but highly pre-professional BS in Chemistry and Physics programs in 1950 and 1951, over strong objections from the departments concerned.

As early as 1906, recognizing that many engineering graduates eventually become administrators, the College began to offer an option in the engineering course allowing students to substitute politics, sociology and corporate law for some technical courses in their junior and senior years. The five-year BA/BS in Engineering course mentioned above was described at its beginning in 1953/54 as for students planning a career in "administrative work in industry."

Although the Davidson administration frequently stressed Union's position as a "balanced college," the College's curriculum (like that of other institutions) continued to require little exposure of liberal arts and engineering students to each other's fields. One difficulty, from the viewpoint of the engineering faculty, was that the engineering curriculum consisted of a full complement of courses that they (and the professional accrediting agencies) regarded as indispensable. Although advanced degrees had become the norm in most other professions, the undergraduate curriculum in engineering was still expected to prepare most students to begin work immediately on graduation. Near the end of the period covered by this book, however, the engineering curriculum became less rigid as the professional accrediting agencies began to measure curricula against the institution's stated goals, instead of applying a single standard to all.

The serious search for a general education curriculum began in 1964, at the very end of the Davidson administration. The Soviet Union's 1957 launching of a satellite ("Sputnik"), before America's space program had advanced that far, was widely (if illogically) regarded as dramatic proof that the scientific education of Americans had been neglected. Two years later, C.P. Snow's lecture—soon published as *The two cultures and the scientific revolution*—attracted much notice and considerable controversy by arguing the baleful consequences of non-scientists' deep ignorance of science.

Partly as a result of these public events, when dissatisfaction with the existing curriculum and its distribution requirements culminated in the fall 1966

introduction of the Comprehensive Education curriculum, bridging the gap between the “two cultures” was one of the goals of the curriculum’s designers. Comp Ed and its successors (Liberal Learning, introduced in 1977 and GenEd, introduced in 1989)—all discussed at greater length in the article on CURRICULUM—tried to exploit Union’s situation as a liberal arts and engineering college in providing students with an educationally sound exposure to fields outside their majors.

Although literal “balance” remained both unattainable and undesired, the curriculum in effect at the end of the period covered by this book required liberal arts students to study more science, and engineering students to study more liberal arts, than any since the early twentieth century.

Barnes, Frank Coe (Nov. 28, 1862–Nov. 30, 1934). Professor of Modern Languages, 1904–34.

A native of Poestenkill, New York, the son of Lester James Barnes and Mary Helen Collison Barnes, Frank Coe Barnes attended Troy High School and Williams College (AB, 1887). He then taught Greek and Latin at Troy Academy for several years, becoming principal in 1896. He married Louise Beman Pike in 1890; they had no children. Of his only book, *Studies in Greek accidence* (1893), he later wrote on a faculty form, “good for a while, obsolete.”

Barnes made several trips to Europe, studying at Berlin and Leipzig in 1899–1900. He also traveled and studied in Germany and France in 1902–3, and at one time served as visiting observer of schools in Prussia and Saxony. In 1903 he took a PhD from Leipzig University and in the same year he left the Troy Academy to become Superintendent of Schools in Stockbridge, Massachusetts. But less than a year later, in February 1904, he joined the Union College faculty as an instructor in modern languages.

Although new to college teaching, Barnes, at forty-one, was an experienced and capable educator and administrator who quickly assumed a full role in the College. He immediately organized students to revive the Press Club in 1904, and although this effort failed, his new initiative in 1908 succeeded in providing the College with its first effective news bureau, which he served as faculty advisor.

Barnes rose in 1906 to the chairmanship of the Modern Language Department, where he served until his death, teaching primarily German, but also occasionally French and Spanish, and contributing minor articles to the *Modern language journal*. He served terms as president of the New York State Modern Language Association and chairman of the National Federation of Modern Language Associations.

As a teacher, CHARLES WALDRON wrote when Barnes had been at Union for twenty-eight years, “he [had] the trick of alternately scaring and charming

boys.” Waldron explained in his memoirs that Barnes “was a gentle and kind-hearted man, but set up a protective cloak of gruffness which I think fooled no one beyond the first meeting.”

At the same time he became department chairman, the faculty had elected him its Secretary. The following year he took charge of the Admissions Committee and launched the *Union College Bulletin*, which he edited for more than twenty years, contributing very full, analytical reports on admissions. In 1909 he took the initiative in founding a College-operated BOOKSTORE.

When in 1919 President Richmond transformed the position of Secretary of the Faculty into that of SECRETARY OF THE COLLEGE, with added responsibility for admissions, he retained Barnes in the new post. For the next fourteen years—a period of generally rising enrollment and rising standards—Barnes, who probably had wider experience of secondary schools than anyone else who has held the position at Union, carried out the duties which would later belong to the Director of Admissions. He placed special emphasis on enlisting the aid of fraternities in recruitment, and was responsible for introducing SUB-FRESHMAN WEEK-END. Outside the College, he served for six years as a member of the New York State Regents Examining Committee and for fifteen years as supervisor of the Albany division of the College Entrance Examination Board.

A short, stocky, cigar-smoking man, known to students as “Dutchy” (because Americans often used “Dutch” as a synonym for “German”), Barnes was indeed a partisan of the language he taught and the culture he knew well. He did not share the common eagerness for U.S. entry into the FIRST WORLD WAR, and after America had joined the conflict, he stirred up considerable controversy with a February 1918 article in the *Modern language journal* arguing that schools should not cease teaching German.

Barnes and his wife resided in the north half of the Fuller house (on the site of the present ADMINISTRATION BUILDING) from 1909 until the structure, with all their possessions, was destroyed by a fire—fatal to two other inhabitants—in 1918. When Barnes, who had few outside interests and seldom took a vacation, suffered a nervous breakdown in March 1921, overwork was cited as the cause, but the war and the fire may also have contributed. Barnes took the remainder of the academic year off, and at its end the couple was again housed on campus, succeeding Dean Ripton as tenants of the building later known as JOHN BLAIR SMITH HOUSE.

In 1932, President Day persuaded the sixty-nine-year-old Barnes, enfeebled by recent illnesses and surgery, to step down from the secretaryship of the College. Barnes continued to teach and chair the Mod-

ern Language Department until his death, which followed his collapse in his office in 1934.

Barney, Edgar Starr (April 10, 1861–Dec. 25, 1938). Class of 1884. Principal of the Hebrew Technical Institute, Secretary of the Union College Board of Trustees, 1911–38.

Born in Worcester, New York, about forty miles southwest of Schenectady, Edgar Starr Barney was the son of Ansyl Barney, a farmer, and Sarah Ann Starr Barney. He entered Union in the fall of 1880 and graduated in 1884 with both a Civil Engineering and an AB degree (Scientific Course).

Following a disagreement with his father, who wanted him to study law, the young man with two degrees went to New York City with \$15.42 in his pocket and immediately launched the two careers he would pursue successfully all his life. Having worked during the summer of his junior year as a ticket-taker on the Hudson River Day Line, a steamship line operating excursion boats, he joined that firm as a clerk and gradually advanced, becoming Lines Auditor in 1887 and Secretary and General Passenger Agent in 1921. He later acquired part ownership in the line and subsequently was General Manager.

The Day Line operated only in summer; during the rest of the year Barney was a high school teacher. He began in 1884 at New York's Grammercy Park school, and in 1887 became an Instructor of English, Mathematics and Science at Hebrew Technical Institute. In 1893 he was appointed Principal, and it was in that role, where he remained for the rest of his life, that he was most widely known.

The Hebrew Technical Institute, a vocational school for poor immigrants, had been established in 1883 on the Lower East Side; most students were Jewish, and most of the faculty was Christian (Barney was a Methodist). It was one of the first high schools in the United States to combine technical education with regular academic training.

The school thrived under Barney's direction, becoming something of a model for other vocational schools. Additional buildings were erected, and the school's alumni eventually numbered over three thousand.

When Barney died at the end of 1938, the decision had already been made to close the school in June 1939. The influx of refugees from Hitler was putting a great strain on the Institute's main supporter, the Federation for the Support of Jewish Philanthropic Societies, and there were by that time other vocational schools in New York City to take its place. The Institute's Stuyvesant Street building, renamed the Edgar Starr Barney building, was taken over by the New York University School of Pedagogy and used for training vocational and technical teachers. In 1942, a labora-

tory at the Hebrew Institute of Technology in Haifa was named for Barney in acknowledgement of a gift from Hebrew Technical Institute alumni.

Barney's service to Union College began with election as Secretary of the New York Alumni Association. He served a term as alumnus trustee (1897–1901), and on the death of Treasurer G.K. HARROUN in 1901 Barney was offered the treasurership. He declined, recommending FRANK BAILEY. In 1906 Barney was elected a permanent trustee, and in 1909 he became Secretary of the Board, filling that position until his death twenty-nine years later.

He became a Governor of Union University in 1909, and a trustee of the Albany Medical College in 1915, serving on both boards until his death. Union awarded him an honorary Doctor of Science degree in 1904.

A 1928 tour of Europe which he conducted as an officer of the General Eastern Passenger Agents Association resulted in Barney's only book, *An account of the educational tour of the General Eastern Passenger Agents Association of New York through England, Ireland, Scotland, Wales, Holland, Germany, Switzerland, and France* (1929).

He married Clara E. Mills, June 8, 1886; she died childless in 1906.

A quiet, steady man, Edgar Starr Barney was considered almost a saint. President DIXON RYAN FOX told the 1,500 people who attended Barney's funeral "His smile was the clearest registration of pure benevolence that any of us are likely to see."

Barney bequeathed \$10,000 to Miss Joan Marie Smith, his secretary at the Hebrew Technical Institute, explaining that it was the same amount Mortimer L. Schiff had left to him in 1931. Miss Smith also preserved the capital and, in fact, had doubled it by the time of her death in 1975; her \$20,000 bequest to Union College established the Edgar Starr Barney Library Fund.

Baseball. Union students were playing a baseball-like game with a stick and a ball of yarn on the old West College playground by 1810. The modern game of baseball (which was not invented by Abner Doubleday and did not originate in Cooperstown) spread from the New York City area throughout the Northeast in the 1850s. By 1860, class teams were competing at Union, setting the stage for the College's first known extra-mural game.

On May 19, 1860, the junior class team, having issued or accepted a challenge, lost (22–31) to the Mohawks, probably of Cohoes. The College played other teams about the same time, and possibly a little earlier; no records survive, but the tone of a report in the June 1860 *Union College Magazine* suggests they did not lose them all:

Some very exciting matches have already been played, and challenges have passed between this and several other colleges.... [T]he game is found to be an excellent promoter of speed of foot, an accomplishment by no means to be despised.

The Civil War soon gave other employment to many would-be athletes, and although intramural teams were still playing in 1862, the college is not known to have played another outside team until July 1864, when it defeated Amsterdam and lost to the Albany Knickerbockers in the only two games that year. For the next two decades, baseball remained the only sport in which Union competed with outside teams.

At first, the opponents were more-or-less professional teams from the region. Union's first intercollegiate game was with RPI in 1870. Williams, Syracuse, Lafayette and Cornell soon joined the schedule, but Union long continued also to play non-academic teams (as late as 1932, the College lost a 0-1 game with the Schenectady Police team).

Union played home games on Library Field, with home plate in the northwest corner, although late in the season the high grass interfered. It is not known when baseball uniforms were first worn.

Until formation of the first league in 1881, scheduling was very much an ad hoc affair contingent on the acceptance of challenges, and games were often played on a couple of days notice. The *College Spectator* complained in 1873 of the baseball club's incompetent management; the team sometimes missed games or showed up without bats. Controversy attended many matches; earnest charges of umpire incompetence or bias were common (and perhaps often justified), and games were frequently protested. Sometimes, amidst mutual recriminations, they failed to start at all.

Finance was entirely the responsibility of the student manager, although players sometimes became involved. The home team collected gate receipts and offered a guaranteed minimum payment to the visiting team. In addition, it was common for the manager and others to bet on the game. "[Hamilton] won the game," the *Concordiensis* reported in June 1881, "and took home a hundred dollars of our money." In 1881 and on several other occasions over the next decade, the Musical Association and the Minstrel Troupe gave benefit concerts to reduce the baseball club's deficit.

The Lawless Years. The system which left students responsible for intercollegiate sport (and the attending substantial financial risks) led, during the late 1870s, the 1880s and the early 1890s, to practices which would later be considered rank corruption. Voices were raised against them at the time, and although some other colleges were equally guilty, it is not clear that all were. There is also reason to think that, because of special circumstances at Union in the 1880s, the College was relatively slow to reform itself.

College teams not only frequently played against professional teams, but by 1879 it had also become common for them to include some players not bona-fide students. Eligibility standards arose very slowly. Frank Mountain '84, still a high school student at the Union Classical Institute, pitched one game for Union College in the spring of 1879 and at least ten games the next spring, then played at least one professional game in the National League before matriculating at Union in February 1881. He pitched an undetermined number of games in his freshman year, then began his professional career in earnest.

Thanks to Mountain's pitching and the fielding of Daniel C. McElwain '83, who would also later pursue a brief professional career, Union won the 1881 championship of the newly-created New York State Intercollegiate Base Ball Association. The College also served as first president of the league, which, however, became dormant after one year; it later revived.

One reason for starting the Association was to facilitate scheduling, and by 1886 the schedules were made up at the annual convention in Syracuse.

McElwain and (after he matriculated) Mountain were bona fide students. Some others apparently were not. When the faculty decreed in the fall of 1881 that the team must be limited to students from Union University, the *Concordiensis* observed, "We are to have no more of the element that existed in last year's nine."

The 1882 team had the help of James Adelbert ("Del") McCauley '85, Union's best catcher up to that time, and was able to persuade Countland V. Anable '81, then studying at Albany Law School, to return and pitch for one more season. When 1883 came around, McCauley was still playing, but Anable was too busy in Albany for another encore, and without a good pitcher the managers were afraid of the financial losses they might incur if they accepted any of the challenges the club had received.

After arguing that it might be prudent simply to skip the season, the *Concordiensis* reported in May, "the managers are striving to hire a pitcher, and if [they succeed], perhaps the Varsity will yet come in the field." By May 25 the club had hired twenty-two year-old John Pendergrass, of Troy, who pitched all of that season's ten games in twenty-two days, winning seven. In the aggregate, Union outscored its opponents better than two-to-one.

Having discovered the secret of success, the managers pulled out all the stops. Next year, apparently with the authorization of a student body meeting, they rehired Pendergrass and added two other professionals, Peter Mullin, twenty-three, a relief pitcher/ third baseman, and (to replace catcher McCauley, who had turned pro at the end of his sophomore year), Michael Lawler, twenty-six. In a perfunctory bid for legitimacy, the three registered as students, but they took no

courses and paid no tuition or fees. The managers also persuaded outfielder Daniel McElwain '83, who had graduated and was studying law in Cohoes, to return and take the third term of his senior year over again so that he could play.

The explanation for the faculty's failure to intervene probably lies in the fact that, because they had lost a protracted and bitter fight with president ELIPHALET NOTT POTTER over other issues, they could now do nothing that required his cooperation; the president himself was out of the country during the spring of 1884, and he tendered his resignation in May.

Victorious in all its 1884 league games, the team won the New York State championship (scoring 117 runs while holding the opposition to 52 in 13 games), but at a heavy cost to its finances and reputation. A clipping from an unidentified local paper described part of the aftermath:

The affairs financial of the Union College base ball association are under a very dark cloud, and it seems likely that the professional players whose efforts have been the means of winning the pennant for Union are to remain unremunerated for their valuable services. Mike Lawler, the catcher, was engaged at a salary of \$20 per week. Peter Mullen, the third baseman and change pitcher, was to receive \$10 per week. John Pendergrass, the pitcher, had a salary somewhere between the two. None of the players have been paid in full, and claim to now have the following sums due them: Lawler, \$59.95, Mullen, \$40, Pendergrass, about \$40.... It is claimed that Mr. Jervis, manager of the club, has had \$700 in his possession, but it has been injudiciously expended. Manager Jervis claims to be a personal loser to the amount of \$80....

In fact, Union never got its pennant. The New York State Intercollegiate Baseball Association, revived in 1883 after two years of dormancy, withheld the 1884 pennant on the ground that all the teams in the league except Cornell had used professionals (and Cornell had broken some other rule). In January 1885 the Association decreed: "any club playing other than a regular student [in league contests] shall forfeit such game and upon repetition be expelled from the league."

The Union team renounced professionals and began the next season with a team composed entirely of legitimate players. After being trounced twice by RPI, however, Union brought in Alexander McDonald, a Union Classical Institute student, to pitch. McDonald matriculated at Union that fall, but the club played poorly in those years of declining enrollments, and it became hard to field a team.

Union was still occasionally playing against professional teams in 1890. After the 1890 season it withdrew from the league, but it rejoined in 1893. In January 1894 the league reformulated itself, with Rochester, Syracuse, Hobart, Colgate and Union. The most notable absentee was Hamilton, which joined later.

The team captain in 1893 was Bartholomew Howard, a Williams graduate who came to Union for graduate work.

In January 1895, the league expelled Union on charges of professionalism preferred by Colgate. According to the charge, Union's "athletic managers, past and present, have hired and attempted to hire men to play on her baseball and football teams for sums ranging from \$200 to \$300 yearly...[and] attempted to steal men from other colleges on account of their athletic abilities." Only Hamilton voted for Union. In reaction, Union's student body voted to withdraw from the football and track leagues in which Union had competed with the same colleges. The Athletic Advisory Board took the position that the league had violated its rules in that there had been no formal investigation. The *Concordiensis* implausibly attributed the action to jealousy. The facts of the case are now unknowable, but a few months later the league voted to reconsider its action against Union.

Like professional players in that period, college players were endlessly inventive—and sometimes unscrupulous—in seeking advantages. Union's right field line crossed the TERRACE WALL, making part of the PASTURE fair territory. The right fielder in 1893 became famous for pursuing fly balls over the wall and immediately throwing them back, preventing many home runs. After graduation he revealed his secret: he always carried a spare ball in his shirt.

The earliest known road trip was a spring 1897 excursion to New York City and environs; Union lost badly to N.Y.U., Fordham, Manhattan College, and Princeton.

Gate receipts were important, but drawing sufficient crowds in Schenectady could be difficult. Finding posters ineffective, the Union manager in 1898 proposed to use "a sandwiched boy dressed in a poorly fitting base ball suit" to walk about the city advertising the games through a megaphone.

In addition to gate receipts and benefit concerts, the team received some money from voluntary subscriptions, but this source was unreliable, and in 1903/4 the Student Body successfully petitioned for an athletic tax (see STUDENT ACTIVITIES FEE). The College finally assumed the cost of equipping and coaching teams in 1936.

Students from Albany Medical College and Albany Law School continued to play on the College teams until the Athletic Board (following the wishes of a student body meeting) ruled in 1917 that only undergraduates would be eligible. The following year Union caught up with many other colleges by making first-semester freshmen and any students who had played summer baseball for remuneration ineligible for varsity sports.

Early teams had no real coaching; the student managers, who lacked athletic expertise, focused on the

business aspects of running the team. In 1893 and 1894, George S. Davis coached the team, and the manager also hired a well-known professional pitcher, John G. Clarkson, to provide special coaching for a week in 1893. Beginning in 1900, the team always had a coach, sometimes active or retired professionals hired for a year or two, sometimes (1901–2; 1906–7) the director of physical education, Dr. H. L. Towne. Fredrick Thomas Dawson coached baseball, basketball and football 1912/13–1916/17, and wrote, with William C. Clarke, *Baseball, individual play and team play in detail* (1915). Dawson was followed by James Tamsett (1917–18), Matty Fitzgerald (1919–20) and former Richmond Braves pitcher Ralph (“Rube”) Cram (1921).

J. HAROLD (“Hal”) WITTNER ’20, an outstanding Union catcher in his student days, became the College’s first long-term baseball coach in 1922, remaining in that position until 1931, when he became director of athletics. Former University of Washington football star George Elliot Hatfield succeeded Wittner, coaching both football and baseball, 1932–1936. Walter J. Nelson, hired from Middlebury in 1937, left before the 1939 season for a job at RPI.

His successor, Arthur Lawrence, a Schenectady native who had played varsity football at Purdue and semi-professional baseball briefly in New York State, joined Union’s athletic staff in 1934. Appointed varsity baseball coach in 1939, he served until retiring in 1976.

The Lawrence Years. During its thirty-eight seasons under Art Lawrence, the team compiled a record of 226–178, performing quite consistently, with no prolonged winning or losing streaks. The best seasons were 1946 (8–1), 1953 (13–3) and 1965 (15–2). In the latter year, with a squad of only thirteen players, Union won the NCAA Atlantic Coast Division title in a Yankee Stadium tournament, beating Old Dominion, 3–1. The American Association of College Coaches then named Lawrence District II Coach of the Year. Unhappily, his last year, 1976, was also his worst (1–11).

Lawrence achieved his success with a low-key style that some observers thought exactly right for Union. He refused to recruit players, but when sanguine at the beginning of a season he would sometimes predict that the team would win more than half its games. Heavy-set and jowly in his later years, and rarely without a cigar, Lawrence looked like the quintessential old-time coach. During games he always carried a fungo bat, which he used for signalling.

During the last fourteen years covered by this book, the team, coached by Thomas Cahill (1977–78), Richard Sakala (1979–80; 1982), Robert Driscoll (1981), John Audino (1983–85), and Gary Reynolds (1986–), played more games per season than it had under Lawrence, again with no long streaks, and posted a 132–134 record. Union won the ECAC Division

III Upstate New York championship in 1986, defeating Hartwick, 7–2.

The team played on Library Field until about 1913, then on Alexander Field until 1978. The roughness of the field and other problems then forced a move to Central Park.

Basketball (Men’s). Invented in 1891 by James Naismith, a Massachusetts YMCA physical education instructor who had been asked to devise a midwinter ball game, basketball initially spread through YMCAs, but also quickly became a popular college sport. It presumably reached Union as an intramural sport not long after the *Concordiensis* announced in December 1897: “A basketball outfit is soon to be purchased and placed in the gymnasium.”

Two years later, after the *Concordiensis* suggested that a Union basketball team “would be a means of preserving college interest at a time when it is very apt to grow dull,” the first Union team was immediately organized, on January 17, 1899. Although only one member had played before, the team’s first game followed just two weeks later. Union lost to the Amsterdam YMCA (9–14), and it went on to lose all seven of its games that season. The Watervliet YMCA defeated Union by a score of 0–4; in the early years all players had difficulty scoring.

Absence of sophisticated skills was not the only factor; a lack of standardization also created problems. After Union played its first intercollegiate game, against RPI on February 17, 1899 (losing 12–40), players explained that they had never before encountered a waxed floor, and that unlike Union, which mounted its baskets on the gymnasium walls, RPI attached theirs to posts without backboards, a sure prescription for low scores.

The team was not revived until two seasons later, when it won two games of five. After skipping another season, it lost all four games in 1902/3. Whether the team had ever been authorized by the ATHLETIC ADVISORY BOARD is uncertain, but in 1903 the board voted to deny recognition. The team’s playing was considered discreditable to the College, but basketball was also unpopular because many students feared it would draw resources from the established football and baseball programs. Moreover, Union had given up trying to use the court in the (old) gym; it was too small for intercollegiate games, and because hay was stored there in summer, vigorous activity stirred up choking clouds of dust.

Some kind of a team continued to play at least until a humiliating 0–50 loss to Glens Falls in the spring of 1904. The *Concordiensis* echoed the Glens Falls newspaper’s scorn, and nothing was heard of Union basketball for the next two seasons.

A varsity team, recognized by the Athletic Advisory Board and supported by the athletic tax, played its

first game December 15, 1906, losing to RPI, 25–32. The change of policy was attributed in part to the fact that the football program had been suspended following the death of Harold Moore earlier that year; a sport was needed to take its place. The team used off-campus courts, such as the one at the Schenectady armory, until ALUMNI GYMNASIUM opened in 1914. Coaches during this period were William Hardman (1906/7) and George Tilden (1907/8–1909/10). Union played quite poorly for several years, finishing 2–10 in 1907/8, 2–8 in 1908/9 and 3–7 in 1909/10. After the latter season, the *Concordiensis* editors suggested that the College should perhaps give up the game, but for the next season (1910/11) the Athletic Board hired former Hamilton player Oscar Kuolt to coach, and the team posted its first winning season, finishing 7–2.

From then through 1925/26, the team had only two (barely) losing seasons (8–9 in 1919/20 and 9–10 in 1921/22), while finishing with only one loss in 1912/13, 1914/15 and 1917/18 and only two or three in three other seasons. After serving two years, Kuolt was succeeded by Fred Dawson (1912/13–1916/17), who also coached football. In 1918/19 William Hardman returned to become the first long-term coach.

During this period Union often beat such schools as Yale, West Point, C.C.N.Y., Dartmouth and Princeton. In 1913/14 and 1914/15, Union won the Northeastern Intercollegiate League championship. The team's leader, Ernest B. Houghton '15, was named to the 1914 and 1915 All-American teams, and is now in the Basketball Hall of Fame. Francis E. Drohan '22 later played for five years on the original Boston Celtics team.

In 1926/27 the team began about twenty-five years of normal cycles of a few losing years followed by a few winning years, with records of 46–59 for 1926/27–1932/33; 41–18 for 1933/33–1936/37; 33–53 for 1937/38–1944/45; and 42–37 for 1945/46–1949/50.

Until this time, it is probable that no Union basketball coach was dismissed for failing to win enough games. Hardman resigned after a winning season in 1933/34 to give all his time to his job at General Electric. His successor, Nels Nitchman '30, who was also varsity football coach, left in 1941 after several poor basketball seasons (but with a fairly successful record in football) to take a job as head football coach at Colby College. Three coaches then served for one or two seasons each: RALPH SEMERAD (1942/43), swimming coach Jesse Perkins (1943/44–1944/45), and Arthur R. Boehm (1945/46–1946/47).

Peter Nistad, basketball coach from 1947 to 1952, was forced to resign after three losing seasons, and his successor, Richard Ciccolella was denied reappointment after three even worse years, including 1953/54, when the team lost all fifteen games, the first winless season since 1902/3. In 1955, basketball games moved

from the cramped Alumni Gymnasium to MEMORIAL FIELD HOUSE. Tom Cartmill (1956/57–1958/59) produced two quite successful seasons (13–3, 14–6), separated by the disastrous year 1957/58, when the team went 0–11. He then left to become director of athletics at St. Lawrence University.

Carl Witzel's four-year tenure (1959/60–1962/63) began badly with a 2–17 season, but each year showed improvement, and he left after a 12–6 season. His successor, Elwyn L. Evans (1963/64–1966/67), by contrast turned in a 12–9 season followed by three losing years. After two mediocre years (8–9, 10–11), Chris Schmid vowed that if he could not turn the team around he would quit. When the team ended 1969/70 with a 7–15 record, Schmid not only resigned from Union but left coaching for the real estate business ("I am personally disappointed with the progress of the basketball program at Union under my leadership. I have decided that the sport could best be served by another person").

The next six years represent the apogee of basketball during the period covered by this book. In three years under former Middlebury coach and Princeton star Gary Walters, who placed great emphasis on defensive play, the team won 53 games while losing only 13. Sparked by guard James Tedisco '72, who broke every Union scoring record, the team ended 1970/71 as ECAC Division III co-champion. Walters' second season saw a fifteen-game winning streak.

When Walters left after 1972/73, freshman basketball coach William Scanlon replaced him and elicited even more impressive results from the team for another three years, winning 57 while losing 13. Such a performance could hardly be sustained: during the final fifteen seasons covered by this book, Scanlon's teams usually won only a few more games than they lost. In 1982/83 Union finished 20–4 and went to the NCAA Eastern Regional tournament for the only time within the period covered by this book; it lost the first game and won the second, for a rank of third in the region.

Union has participated in the Capital District Division III invitational tournament since its beginning in 1960, and since 1984 has sponsored its own invitational tournament. In 1995, the latter was named the Sig Makofski Invitational to honor the 1926 Union graduate who became a highly successful basketball coach at Mont Pleasant High School.

Basketball (Women's). Union women have played intercollegiate basketball since 1977. Coached by Sheila Weaver (1975/6), Jack Washington (1976/77), Lynne Barta (1977/78–1984/85) and Bonnie Gehling (1985/86–1989/90), the team enjoyed winning seasons in 1977/78, 1978/79 and 1983/84, but finished the period covered by this book with a record of 123–150.

Beattie, Anne O'Neill (circa 1868–April 8, 1956). Secretary to Presidents RICHMOND, DAY, and FOX.

The first person known to have been a regular secretary to a Union president, Anne Beattie was hired by President Richmond not long after he took office. As the daughter of Judge David C. Beattie and the sister-in-law of CHARLES B. MCMURRAY, she was socially well-connected in Schenectady; Richmond, who knew no one in the city, used her both as a secretary and an advisor.

She rendered similar service to Richmond's successors; crediting her with "a fine sense of propriety," President Fox called Miss Beattie a "secretary of protocol." She made arrangements for Sunday chapel programs, greeted visitors, and played a major role, behind the scenes, in organizing ceremonies.

When, after thirty years with the College, she retired on June 7, 1940, the trustees waited on her in a body and presented her with thirty white roses.

Becker (Stanley R.) Hall. The building now known as Becker Hall was the College's gymnasium from 1874 until 1913, then served primarily as a dormitory until 1951; since that time it has housed offices.

The Gymnasium. The College had possessed some outdoor gymnastic equipment at various times since 1827 (See GYMNASIUMS). After the Civil War, students increasingly called for a proper gymnasium: "Other colleges have spacious halls," the *Union College Magazine* pointed out in 1869, deploring the condition of Union's outdoor gymnastic equipment. The Class of 1873 brought matters to a head by destroying what remained of the apparatus, and new president Eliphalet Nott Potter, a younger and more vigorous man than any of his recent predecessors, was sympathetic. Most of his fund-raising had to be devoted to completing the Nott Memorial, but the students offered, either spontaneously or at his suggestion, to secure the necessary money, and ground was broken for a gymnasium in early May 1873. The cornerstone was laid May 29, and the building formally opened June 20, 1874. The students did, in fact, contribute or obtain from alumni about half of the \$6,000 cost. Potter, who had two architect brothers, is believed to have designed the building himself.

The "exercise hall" and an adjoining dressing and bath room were on the second floor, open to the roof; the first floor, partly dirt, was devoted to bowling alleys (completed early in 1875 and enlarged in 1897) and an armory for the drill team. In the summer of 1881 the exercise hall got a new floor, and the dressing and bath room moved to the first storey, but students complained constantly that those rooms were too cold. About 1881–90, the exercise hall sometimes accom-

modated Commencement hops and other dances, but it was also modified to serve as a tennis court (1884) and a diminutive basketball court (1897). In the latter year, a baseball cage was installed on the first floor so that players could practice in the winter.

By the early twentieth century, hay was stored on the second floor in the summer, and its dust permeated the building. 1905 saw the addition of steam heat, electric lights, better showers and a new entrance with broad stairways, but the gymnasium remained woefully inadequate. Demand for better facilities culminated in the erection of ALUMNI GYMNASIUM, completed in 1914.

"Old Gym Dorm". The former gymnasium was immediately converted to a twenty-eight room dormitory, and a porch was added to the front. In the summer of 1928, the building was renovated and new sills and floors were installed. By 1934, however, it was vacant, and on the occasion of Dixon Ryan Fox's inauguration in that year, it became a museum of the College's history, with rooms devoted to various periods. During the next two years it served as the College's first art gallery, the site of exhibitions sponsored by the Schenectady College Women's Club.

In the summer of 1936, the College renovated the building as a freshman dormitory. It had been called "the old gym" since the Alumni Gymnasium opened, and in 1937, President Fox officially named it "Old Gym Hall," thereby inspiring jokes about "old Jim Hall." In the fall of 1942, the government rented the dormitory for the use of the Flying Cadets.

From 1948 until West College opened in the fall of 1950, Old Gym contained the mail room for all the dormitories.

Offices. Following renovation in 1951, the building was occupied for the next decade by the CHARACTER RESEARCH PROJECT, and then during the renovation of South College was again made into a dormitory for 1961/62 only. Subsequently, in the summer of 1962, Old Gym Hall was renovated to accommodate some of the tenants of Washburn Hall, slated for demolition in the fall of 1963. The first floor consisted of offices for the dean of students and for Student Activities, as well as studios for WRUC and rooms for student government and the *Concordiensis*. The Admissions Office and rooms for the *Idol* and *Garnet* occupied the second floor.

In 1972, in the shuffle following completion of the Science and Engineering Center in 1971, the various student activities moved to the College Center, to be replaced by the Financial Aid office, and the AOP office; the Counselling Center followed in 1979. Then, in 1980, preparatory to the complete renovation of the building, the Dean of Students' office moved to the College Center, the Counselling Center to Seventeen

South Lane, the AOP program to Bailey Hall, and the Admissions and Financial Aid offices moved out temporarily, to Whitaker House and Silliman Hall respectively.

During 1980/81, the interior of Old Gym was thoroughly renovated by The Saratoga Associates through a \$750,000 gift from Stanley R. Becker, Class of 1940. A new entrance was created on the north side.

Since its dedication in April 1981, Stanley R. Becker Hall has been occupied only by the Admissions and Financial Aid offices.

Beer for the Kitten. The first of six novels by Carlyn Gichner Coffin (1904–1994), wife of Classics professor HARRISON C. COFFIN, *Beer for the kitten* was published under the pseudonym “Hester Pine” on February 9, 1939, by Farrar & Rinehart.

The novel’s long sub-title reads “a heady brew in which to toast the pedagogues, their wives; in which to taste the seductions of higher learning. Ladies and gentlemen! The faculty! Seen through a glass, but not darkly.” *Beer for the kitten* recounts events, some of them scandalous, at “Quincy College,” an institution very similar to Union College; many of the characters were easily identified with Union faculty and administrators.

Although some members of the faculty quickly guessed the author’s identity (the dust jacket photograph showed her in a backless gown, facing away from the camera), she long denied having written the book. When another faculty wife replied to one such disclaimer, “I think if you read it again, you’ll find that you wrote it,” the quip entered College folklore. The novel’s indiscretion was, in fact, deeply resented in some quarters, and Mrs. Coffin believed in her later years that her husband had been unfairly held responsible for it. Professor BURGESS JOHNSON doubtless spoke for others when he wrote the publisher that “The book give me a sort of physically sick sensation, in part because of the unnecessary discomfort it causes to a really distinguished little group of people without compensating profit to the world at large...” There is no evidence, however, for the story that the College tried to suppress the novel.

In 1991 the Friends of the Union College Library presented Carlyn Coffin with a scroll honoring her career as an author.

Bells and Chimes. Bells have punctuated Union’s daily schedule since the College’s founding.

The SCHENECTADY ACADEMY building, Union’s home from 1795 until 1804, was outfitted with a bell. In 1801, with old WEST COLLEGE under construction, members of the Board of Trustees personally contributed money to buy a bell for its cupola. Union used the latter building for a decade before moving to the present campus in 1814, and subsequently repur-

chased it in 1831 as additional classroom and dormitory space. On selling the building again to the City in 1854, the College lent the bell to the PRINCETOWN ACADEMY, then about to open in rural Schenectady County. Later, the Board of Education, which was converting old West College into Schenectady’s first public school (see UNION SCHOOL), demanded, and secured, its return.

When Union moved to the present campus, the principal, or only, bell was probably the one surmounting South Colonnade. The first bell was replaced by a thirty-inch diameter bell founded in Troy by Oscar Hanks in 1843. It was moved in 1855 from the middle of the roof to the extreme east end, next to Geological Hall, and covered with a small roof of its own (later removed). The bell was restored in 1984 by the Class of 1947, and is now on display in the Old Chapel lobby.

North Colonnade may also have had a bell from its beginning, but the earliest mention of one is in the Pearson diary for 1859.

As the agents of an unpopular daily schedule, awakening the campus daily at 6:30 AM for prayers, the bells were a natural target of student mischief. In 1822 some students, “offended with the bell-ringer,” tried to blow up the South Colonnade bell in the middle of the night; the resulting fire was extinguished without great damage. Later students stole the clapper (once depositing it on Eliphalet Nott’s doorstep) and, in 1860, the hundred-pound North Colonnade bell itself. Though rumored to be either en route to Harvard or hidden in a secret club-room in Schenectady, it was never found. An eighteen-inch diameter replacement, purchased from Meneely’s in West Troy, promptly became the object of a new assault by Fourth of July revelers, one of whom threatened CHARLES CHANDLER with a pistol when the professor tried to intervene.

From the earliest days in the Schenectady Academy building, students were employed to ring the bells. In later years, if not from the beginning, their labors earned them free lodging in dormitory rooms designated “the bell room,” as well as the privilege of leaving classes early.

Bells continued to be rung by hand, although with decreasing reliability, until 1911, when H. M. Stoller ’13, son of Professor JAMES HOUGH STOLLER, electrified the system. Solenoids controlled by clockwork propelled iron rods against the North and South Colonnade bells, drawing so much current that the campus lights dimmed at each stroke. When the system fell into disuse a few years later, the *Concordiensis* editorialized in December 1919 about the resulting chaos: Some set their watches by the whistle at the locomotive works, the editor complained, while others used the Western Union clock downtown, but many people made allowances for the assumed slowness or

fastness of their watches; consequently, "we often find that although we have been dismissed promptly from a Latin class, English has been progressing for fifteen minutes."

The bells were later put back in service, and in 1925 the *Concordiensis* was still crediting Stoller with "the present automatic system of bell ringing." In that year, new bells (or perhaps the old ones recycled) were installed in new cupolas atop Geological Hall and the Physics Building (the present Arts Building). These were controlled by a clock in the Registrar's office in the Administration Building.

With the erection of classroom buildings ever farther from the center of the campus (the Biology Building, 1907; Butterfield Hall, 1918; Bailey Hall, 1927; the Electrical Engineering Building, 1930), outside bells became less effective at signalling the beginning and end of class periods. In 1936 the College installed gongs in each classroom building, controlled by the same Administration Building clock that ran the outside bells. Following complaints in the spring of 1970 from some of the younger faculty, who thought class bells an unnecessary carryover from high school, they ceased to be rung.

In the 1940s a steam whistle on the heating plant was used to wake the V-12 students at 6:30 AM.

Memorial Chapel Chimes. Memorial Chapel has had the same clock and chime cupola since it opened in 1925. The clockworks are on its lowest level, behind the clock faces; above them is a platform for the person operating the console of levers that ring chimes mounted at the top level. The chimes, also connected to the clockworks, are set to ring automatically every quarter hour during the day, and on the hour at night. They ring a sixteen-note melody, sounding the first four notes on the first quarter hour, then, at fifteen-minute intervals, eight, twelve and all sixteen notes. The melody, also rung by chimes at Oxford University, is similar to the Westminster chimes, but its precise origin is unknown.

Given by the Class of 1922 as a memorial, the chimes (like the earlier bells on the colonnades) were made by the Meneely foundry in Watervliet. Alfred Meneely '14 had charge of the manufacture of the Memorial Chapel chimes.

In addition to automatically marking the quarter hours, the chimes have been operated manually by a long succession of student and other volunteers, and grants-in-aid, to play other tunes—sometimes daily, sometimes less frequently. Byron T. Borst '26 may have been the first student chime-ringer; his successors included Harvey P. Hall '30, who learned the art in his native Syria. In a 1933 round of depression-era cost-cutting, the Board of Trustees eliminated the position of chime-ringer, thereby saving \$350 a year.

Peter K. Smith '70, a Gloversville lawyer who rang the chimes regularly as a student, has frequently returned since to ring them on special occasions. During and after his service as dean, C. William Huntley '34 took a special interest in the chimes, recruiting volunteers and arranging for the repair of the mechanisms.

Because the eleven-toned chimes can play only in the keys of C, B flat and F, most music must be transposed for performance on the chimes. Nevertheless, the chime-ringers have created a large repertoire, including Bach, various hymns, the *Alma Mater* and other Union College and fraternity songs, and pop music from "Pistol-Packin' Mama" to the Beatles' "Let it Be" and beyond.

Sometime in the late 1950s, either for lack of ringers or owing to the deterioration of the mechanisms, the chimes ceased to be rung manually. In the fall of 1967, student volunteers working under the direction of William Wersten, Assistant in Physics, restored the linkage system, and concerts began again. Another crisis arose in the winter of 1981/2 after installation of new insulation in the Chapel. Deprived of the heat which had formerly escaped from the Chapel into the cupola, the grease in the gear box froze and the clock and chimes stopped for a while.

Following the death of Comptroller DALE TIMBERLAKE in 1977, his family and friends established an endowed fund for restoration of the chimes.

See also: CALENDAR AND DAILY SCHEDULE.

Benedict, Julia (Jan. 28, 1838–Sept. 8, 1925). ISAAC JACKSON's daughter Julia married SAMUEL TWEEDY BENEDICT in 1865 and lived in BENEDICT HOUSE from 1873 until her death at eighty-seven. Probably the only person to spend virtually all of a long life on the Union College campus, Julia Benedict took responsibility for tending JACKSON's GARDEN after her father's death in 1877.

As a young woman she exhibited other talents: an artist who often sketched the garden, she was also well-known in Schenectady as a mezzo-soprano.

Mrs. Benedict tended the garden for nearly forty-eight years, almost exactly duplicating the length of her father's custodianship, but while Isaac Jackson expanded the garden several times and experimented constantly, his daughter tried only to preserve the plantings as he had left them; she was reluctant even to remove moribund shrubs. President RICHMOND later recalled that when he came to Union in 1909, driving students out of the garden was "her daily exercise." On at least one occasion, she fired a shotgun from the balcony of her house to scare away invaders.

During much of the period the garden was in Mrs. Benedict's charge, the College could afford only to provide her with the assistance of a single gardener; at one time she baked and sold plum puddings to raise

money for the garden, which became seriously neglected in her later years.

Julia Benedict was a close friend of ANNE PERKINS, who kept a much smaller garden on the other side of the campus, but Charles Waldron recalled that the two often clashed on the subject of religion; Mrs. Benedict was a convert to Roman Catholicism.

Of the Benedicts' three children, two sons died in childhood. Their daughter, Marietta Cotton (May 17, 1866–1947), became a noted portrait painter and lived much of her life abroad.

Benedict, Samuel Tweedy (Sept. 8, 1837–Jan. 13, 1933). Class of 1860. Classical course. Kappa Alpha. Philomathean Society.

Born in Danbury, Connecticut, the son of Russell Benedict '22 and his wife Marietta, Samuel Benedict was probably related, somehow, to ELIPHALET NOTT's first wife, Connecticut-born SARAH MARIA BENEDICT NOTT.

Graduating from Union in 1860, Benedict earned a law degree from Harvard in 1862 and practiced law in New York City, 1863–65. He then returned to Schenectady to marry Julia Jackson, daughter of ISAAC JACKSON, on June 23, 1865 (see JULIA BENEDICT). In addition to his law practice, Benedict was appointed U.S. Commissioner and Examiner, and Master in Chancery in the U.S. Circuit Courts in 1869. In 1875 he ran successfully for a term in the State Senate as a Democrat from the 15th district.

After his near-classmate ELIPHALET NOTT POTTER '61 became president of Union, Benedict lectured on law at the College, 1872–80. In 1873 the Benedicts built a house just north of Jackson's residence in North College, overlooking Jackson's Garden (see BENEDICT HOUSE). Following Julia's death in 1925, Samuel continued to live in the house until about 1931, when at ninety-four he moved to the Ingersoll Home for Men.

Samuel Benedict was Union's last elderly person. Like his wife, who had lived most of her eighty-seven years on the campus, and Julia's good friend and fellow gardener, ANNE PERKINS, who had lived on the campus fifty-seven years and also died at eighty-seven, Samuel Benedict had a place in the College and was known to students. After his death, there were no residences on the campus except for students, active faculty and administrators; Union became a community with no very old people.

An anonymous obituarist remembered that, until about two years before his death, Benedict's

frail, slightly stooped figure, clad always in dark grey swallow-tail coat and capped by a veteran, but carefully brushed, high crowned derby, might have been seen at almost any hour from dawn to dusk strolling about the grounds that for over half a century had been his home. In recent years the aged man continued a hearty, if somewhat hazy, interest in the college. It was his greatest pleasure to

halt a student now and then and remark on this or that about the campus in terms of decades long past.

Benedict House. A large frame house, the home of SAMUEL BENEDICT and JULIA BENEDICT, stood north of North College, on the present site of the Yulman Theatre, from 1873 until 1933.

In 1872, Samuel Tweedy Benedict, who had married ISAAC JACKSON's daughter Julia seven years earlier, gave the trustees \$6,000, in return for which the Benedicts were granted a lifetime lease on the house the College built with the money, and on "a garden spot"—which apparently meant Jackson's Garden.

Isaac Jackson, who lived in the north end of North College, intended to reside with the Benedicts in his retirement, but he died before he could do so. The financial arrangement under which the house was built and occupied eventually gave rise to the mistaken belief that the Benedicts owned the garden.

Designed by President Potter's half-brother, William Appleton Potter, the house was begun in the fall of 1872 and completed in the summer of 1873. It was a striking building, with a combination of Victorian and mock Tudor elements, and was described at the time as one of the finest houses on the campus, but it never had electric lighting or modern plumbing.

Julia Benedict died in 1925, and when Samuel moved into a nursing home about 1931, the trustees considered repairing and modernizing the house, but concluded that would be too expensive. Following Benedict's death in 1933, the house was razed.

Few photographs exist of Benedict House; the best is reproduced in *A memoir of Union College life, 1903–1907*, by Hugh G. Davis (1968).

Bennett, John Ira (March 31, 1870–Aug. 6, 1920). Class of 1890. Professor of Greek, 1895–1920.

Born in Galva, Illinois, the third son of John Ira Bennett Sr. '54, a Chicago lawyer and later a federal judge, and Maria Reynolds Bennett, John Jr. followed his father and his two older brothers to Union College. Complaining of the quality of instruction, his father removed the boy after his freshman year but later relented.

Bennett played football, joined Alpha Delta Phi and the Philomathean Society, and won election to Phi Beta Kappa. After graduating, he briefly studied law in his father's office, but in 1891 he obtained a position teaching Latin and Geology at Chicago's Hyde Park High School, where he had once been a student. He completed some graduate work at the University of Chicago, 1892/93.

About the end of 1894, seventy-nine year-old professor HENRY WHITEHORNE bowed to pressure to divide his labors with an instructor, stipulating that the man must be one of his former students. Accepting the position, Bennett immediately enrolled at Harvard for

a few months more of graduate study before taking up his instructor's duties in the fall of 1895. Although he would later spend a year of leave at the American School of Classical Studies in Athens (1902/3), he never earned an advanced degree. On Whitehorne's death in 1901, he was promoted to the chair of Greek.

While not a productive scholar, Bennett was widely read (sometimes teaching classes in English and in history), with a disciplined intelligence and a deep love of the classics; his special field was Plato's dialogues. A fluent and witty speaker and writer, much in demand in both capacities, he edited and wrote much of the contents of the *Union University Quarterly* (1904–08) and the first two volumes (1911–13) of the *Union Alumni Monthly* (see ALUMNI MAGAZINES), setting the standard that guided the latter magazine for twenty-eight years. In urbane tones, he addressed the reader, man to man, as one who cares deeply about learning and about Union College.

His good friend Dr. Alexander Duane '78 described the light touch that enhanced Bennett's editing of the magazines: "His fancy and wit gave distinction to the commonplace, converted news into literature, made of permanent interest what else might have been trivial and ephemeral." Bennett's letter to another friend reminds one of H.L. Mencken, though it was written in 1912, before Mencken's writing was widely known:

We mustn't allow this epidemic of virtue to depress us. It can't last. It is contrary to good morals. If Theodore [Roosevelt] is elected president, if the women get the vote and if the whole nation goes teetotally dry, I shall despair of the Republic, Union College included. Till the last and greatest of these three calamities arrives there will still remain certain isles of the blest accessible to good men and from which the virtuous are excluded.

But Bennett was above all an inspiring teacher and an outspoken advocate of the value of classical study. His brief 1908 article, "Why study Greek?" argued that the study of Greek makes life fuller and richer. He scorned utilitarian justifications.

In a 1920 guest editorial for the *Concordiensis*, shortly before his sudden death, he scolded the whole college from Olympus:

The American college, from freshman to president, is still in the timocratic, or Spartan stage—long on spirit but very short on reason in respect of truth, beauty and goodness: short also on self-control, or the avoidance of excess in the gratification of the more spontaneous but less noble impulses and desires.

He was, however, apparently quite content at Union, and he is said to have refused offers at higher salaries.

Bennett married Lydia Case Carley in 1908. They moved the next year into the south faculty apartment of North College, which became noted as a source of hospitality and as the location of what Duane called

"the library so characteristic of the man and that other index of character, the beautiful garden which with his own hands he did so much to render attractive."

His death at the age of fifty was attributed to arteriosclerosis.

Bennett, William Whipple (Aug. 13, 1897–May 19, 1963). Professor of Economics, 1927–63.

A native of Crete, Nebraska, the son of John Newton Bennett and Florence Whipple Bennett, William Whipple Bennett graduated from Doane College in 1919, the year in which his father rose from Doane's professorship of mathematics to its presidency.

After taking an AM from Princeton in 1921, Bennett taught economics there until 1927, except for two years teaching at New York University, 1923–25. Union hired him in 1927 as its sole professor of economics, and five years later he earned a PhD from Princeton. His specialties were money and banking, and labor relations. During 1943–45 he served as a part-time hearings officer and arbitrator for the War Labor Board. He published virtually nothing.

The tall, thin, mustached Bennett was a gregarious man, famous for dry wit delivered in a Nebraska drawl; his deadpan delivery of "scholarly" papers on ridiculous topics enlivened many gatherings of the HALE CLUB. His office served as a kind of village pump, as faculty members in the social sciences and the humanities dropped in regularly to exchange news, gossip and banter (see BAILEY HALL). Playing on his name and physique, and on the fact that no one would have cast him as a scourge, colleagues dubbed him "Willie the Whip."

Under his chairmanship, which lasted until 1955, the Economics Department grew from one man to five. He also served three terms as chairman of the Social Science division. During the period when Union substituted a part-time "Coordinator of Student Activities" for a dean of students, Bennett filled that position for a decade (1935–45). Visiting professorships took him to Johns Hopkins in 1945 and Tufts in 1949. He spent 1955/56 as a St. Andrews exchange professor.

Bennett succumbed to cancer on what would have been his last day of teaching before retirement. The Alumni Council posthumously awarded him its Meritorious Service award.

In 1923, he married his Doane College classmate, Martha L. Clark. The youngest of their three children, William Blodgett Bennett, taught economics at Union, 1965–69.

Bennetton, Norman Adrian (June 28, 1906–?) Professor of French, 1937–49.

Born in London, one of two sons of William and Grace Lillian McQueen Bennetton, Norman Bennetton prepared for college in England, then matriculated at the University of Vancouver. He transferred in

1923 to the University of Southern California, from which he earned a BA in 1927 and an MA in 1928.

After briefly teaching Spanish at the Harvard Military Academy in Los Angeles (1928), he enrolled in the Johns Hopkins University doctoral program while teaching at the Donaldson School in Maryland (1928/29) and at the University of Baltimore (1929–31). Taking a PhD in 1931, he joined the faculty of Northwestern University, where he remained until coming to Union in 1937.

The following year he published his dissertation, *The question of the duel on the French stage of the 17th century, and its relationship to society* (1938). He married in 1941.

During the Second World War, Bennetton gave several public addresses on European developments, speeches reflecting his strong left-wing political views and also, perhaps coincidentally, the current position of the Soviet Union. In November 1939, he told a chapel audience that the conflict was nothing but a “pro-fascist” war and that England had no desire to destroy “Hitlerism.” In 1943 he argued in the *Union Alumni Monthly* that the post-war government of France should be leftist.

President DIXON RYAN FOX, who disliked Bennetton’s politics, refused to promote him, and later, trustee FRANK BAILEY, increasingly concerned about radicalism on the faculty, pressed president CARTER DAVIDSON to get rid of him, but Davidson defended the professor. Bennetton took a sabbatical leave to travel in Europe during the second semester of 1947/48. When he asked to extend his absence by an unpaid leave in 1948/49, Davidson was quick to agree to this violation of sabbatical policy, and he was not reluctant to accept the resignation proffered in February 1949.

Bennetton later taught at Auckland University College in New Zealand, and at the University of Western Ontario from 1958 until retiring in 1970. He then returned to England; nothing is known of his subsequent life.

Berg, Ernst Julius (Jan. 9, 1871–Sept. 8, 1941). Professor of Electrical Engineering, 1905–9, 1913–41.

Born in Östersund, Sweden, one of three children of Ernst Victor Gabriel Berg and Josifina Hamren Berg, Ernst Berg earned a joint civil and mechanical engineering degree from the Royal Polytechnicum in Stockholm in 1892. In that same year, after briefly studying art in Italy, he came to the United States for a three-month observation tour of American industrial methods; he stayed to join the Thomson Houston Co. in Lynn, Massachusetts, as an electrical engineer. Shortly afterward, Thomson, Houston became part of the newly-founded General Electric Co., and in 1895 Berg moved to that company’s Schenectady plant. At about the same time, his brother Eskil emigrated to

work for the firm; their sister Tekla had come to Lynn in 1894, and would spend her life as a physician there.

In Schenectady, Ernst Berg worked closely on the development of electric power equipment with one of the nation’s outstanding electrical engineers, CHARLES PROTEUS STEINMETZ. The two shared interests in the outdoors, poker playing, politics, economics, and the application of mathematics to electrical engineering. The quarters on Liberty Street they shared with Eskil Berg and other young engineers became known as “Liberty Hall.” Steinmetz liked to refer to Ernst Berg as “my alter ego.” The two roomed together until Berg moved out in 1900, and they remained good friends, with Berg becoming one of Steinmetz’s closest collaborators in applying such concepts as imaginary numbers to the solution of practical engineering problems. In 1904 Berg married Watertown native Gwendoline O’Brien; they had no children. They lived in the GE Realty Plot on Lowell Road.

Berg served GE as a consulting engineer from 1904 to 1909, participating in the development of electric power generation, transmission, and distribution equipment and systems. In 1905 he became a part-time lecturer (later “consulting professor”) at Union College, where Steinmetz was reinvigorating the Electrical Engineering Department. The College awarded Berg an honorary ScD degree in 1910.

In 1910 he accepted an offer to head the electrical engineering department at the University of Illinois. Three years later, however, responding both to his wife’s dissatisfaction with life in Illinois and to a very attractive joint offer from Union and GE, he returned to succeed Steinmetz as head of Union’s electrical engineering department. While he continued to consult with GE, he devoted the rest of his professional life to education.

Under his leadership Union was among the first colleges in the country to develop a program in the new field of radio and electronics. Like Steinmetz, Berg saw education as a matter of grasping principles, rather than merely applying methods. As an ex-student put it, “[H]e emphasized the why rather than the how.” He typically gave students an idea and left them to work out the details; among the results of this practice was the first two-way radio voice transmission, in 1916.

Berg is best remembered at Union for what President Dixon Ryan Fox described as his “generous and inexhaustible friendship for students.” In 1922, enrollment in electrical engineering was restricted so that all students could “come under the direct instruction of Dr. Berg.” The many electrical engineering majors he personally guided and inspired subsequently referred to themselves as “Berg’s Boys.”

As chairman, according to Professor FREDERICK GROVER, Berg was very much a European professor,

never consulting the rest of the department when making policy decisions. In the Depression year 1932, citing the desperate need for economy and the "great lack of cooperation in our engineering education at Union," President FRANK PARKER DAY merged the three engineering departments under Berg as Dean of Engineering. Not long after Day left office, the trustees reversed this unpopular action in 1934 but Berg remained chairman of the engineering division until his retirement.

In the College generally, Berg exerted an influence for greater seriousness. He is said to have threatened resignation over College tolerance of mass "bolts" (see ABSENCE RULES), and from 1914 until his death he personally underwrote the annual award of a silver cup to the fraternity with the highest grade average (see BERG SCHOLARSHIP CUP). Having become wealthy through investments, he established a library fund for electrical engineering books.

Berg assisted in the preparation of Steinmetz's first book, *Theory and calculation of alternating current phenomena* (1897) and published four books of his own: *Electrical energy, its generation, transmission and utilization* (1908); *Electrical engineering, first course* (with W.L. Upson, 1916); *Electrical engineering, advanced course* (1916); and *Heaviside's operational calculus as applied to engineering and physics* (1929; 2nd ed., 1936). The first three were based on his lectures at Union; the fourth was adopted as a textbook at several institutions.

A man of broad interests, Berg played the organ and the violin and had once considered a career in art. A lifelong hobby was the design and construction of wood and string puzzles based on mathematical principles.

On retiring at seventy—after the trustees had twice extended his contract—he waived his College pension. At his retirement dinner he gave each of the more than two hundred guests a puzzle of his devising, and his former students presented the College with a portrait of Berg by John C. Johansen. He succumbed to a heart attack a few months later.

—George Wise

Berg Scholarship Cup. From 1914 until his death in 1941, electrical engineering professor ERNST BERG sponsored a silver cup awarded to the fraternity with the highest average grades. The College continued to award the cup through 1950.

The cup was awarded annually, except for the period 1925–31 when it was awarded each semester. Fraternities winning the cup three times became permanent possessors and a new cup was then purchased.

Fraternities and similar groups, such as the PYRAMID CLUB, were eligible if they had at least ten members. Nevertheless, Berg came to believe that small fraternities enjoyed an unfair advantage in the compe-

tion, and he changed the rules in 1928/29 to add one-tenth of a grade point to the fraternity's actual average for each member with a personal average of 85 or higher. In consequence, the winning fraternity, usually a large one, was sometimes not the one with the highest actual average.

Following Berg's death in 1941, the award was made for the year 1941/42, and then suspended during the war years, resuming in 1946/47. It was awarded for the last time in the fall of 1950. At that time the cup had for many years nearly always been won by Kappa Nu or Phi Sigma Delta, Union's two Jewish fraternities. The Graduate Council decided to replace it with a plaque which, on the urging of the dean, recognized instead the fraternity making the greatest academic improvement in the past year. The registrar's office, and later the dean of students' office, continued to release fraternity academic rankings, however.

From 1936 through 1950, Dean CHARLES GARIS awarded a similar cup to the dormitory unit with the highest grade average.

Bernstorff, Johann von (Nov. 14, 1862–Oct. 6, 1939). At the 1910 Commencement, Union bestowed an honorary Doctor of Laws degree and an honorary chancellorship on Count Bernstorff, German Ambassador to the United States, 1908–17. In June 1918, as a contribution to the war effort, the Board of Trustees rescinded the degree and removed his name from the list of chancellors.

Beta Eta Upsilon. A local fraternity founded by four freshmen on November 11, 1947, at a time when Union's fraternities could not handle the College's swollen postwar enrollments, Beta Eta Upsilon was distinctive in being non-secret and opposed to racial or religious discrimination.

The founders intended to affiliate Beta Eta Upsilon with Beta Sigma Tau, a national fraternity, but Union's Interfraternity Council refused permission on May 18, 1948. One reason given for the refusal was that Beta Sigma Tau was co-educational, but another reason may be suggested by the fact that Beta Eta Upsilon later promised to "continue its fight for elimination of all discriminations in fraternities."

Beta Eta Upsilon was finally accepted by the Interfraternity Council in 1949; by 1952 it had twenty-five members. In the spring of 1953, the fraternity obtained permission from the Interfraternity Council "to associate in a loosely bound national association of similar independent fraternities," but it apparently never did so. It disbanded in the fall of 1954.

Beta Pi Chi. A national honor society, Beta Pi Chi was intended "to promote friendship among national fraternity groups." A chapter established at Union in

the spring of 1924, perhaps in competition with CHI IOTA, apparently disappeared soon thereafter.

See also: the UNION COLLEGE SOCIAL CLUB.

Beta Sigma. A secondary fraternity named Beta Sigma was founded at Union on January 2, 1908, and lasted about two or three years. Its members also belonged to other fraternities.

Beta Theta Pi (Nu chapter). A national fraternity founded at Miami University (Ohio) in 1839, Beta Theta Pi is the sixth earliest surviving fraternity and the first to originate west of the Alleghenies. The Union chapter was founded May 1881.

The fraternity had meeting rooms at 101 State Street from its founding until May 1, 1886, when it moved to the Arcade Building, near the southeast corner of the intersection of Union Street and Erie Boulevard. About 1898 it moved to a house at 28 Union Avenue, which it used as a residence.

In 1909 Beta Theta Pi began building a house across the street on the campus, occupying it in 1911 (see BETA THETA PI HOUSE). When the house was razed in 1967, the fraternity moved to Davidson House, and then in 1972 to Maxcy House (now FERO HOUSE). Citing the need for major repairs to the structure, the College terminated Beta Theta Pi's lease at the end of 1989/90; the chapter then moved to 708 Huron Street.

Beta Theta Pi House. Early in 1906, Beta Theta Pi, then occupying a house at 28 Union Avenue, asked the trustees for permission to build on the campus. They were granted a plot on Union Avenue northeast of the present McKean House and southwest of the Phi Gamma Delta House (later razed).

Begun in the summer of 1909 and completed in January or February of 1911, the house was designed by Frederick Lacy Comstock '90, architect of Wells House (1908) and the Delta Phi house (1914). In 1919, a \$14,000 addition on the east (cellar, first, second and third floors) made the house "U" shaped and doubled its capacity.

In the spring of 1967, both Beta Theta Pi and its neighbor, Phi Gamma Delta, unable to maintain their houses, surrendered them to the College, which razed them. The resident members of Beta Theta Pi moved into Davidson House.

Tennis courts now cover the site.

Biological Sciences Department. When Union was founded, the sciences had long been viewed as divided between natural philosophy (including physics, astronomy and sometimes chemistry), which was seen as controlled by immutable laws—hence, "philosophy"—and natural history (including geology, mineralogy, botany and zoology), which was under-

stood to deal with the classification of the multiplicity of God's past creation—hence, "history." The word "biology" did not exist. Developing more slowly as an academic discipline than physics or chemistry, biology gained only a small and tenuous place at Union during the nineteenth century.

The Natural History Era. In Union's first CURRICULUM, students who chose to substitute French readings for Greek readings spent a part of their senior year on Buffon's *Histoire naturelle*, "or some other approved author," but the emphasis was doubtless on language rather than science. Because there are long gaps in the records of the curriculum in Union's early years and only the major studies are mentioned, one cannot be sure that even this small exposure to natural history was continually available. The 1821 college laws prescribe lectures on chemistry, mineralogy and botany for the third term of the senior year; later, and probably from the beginning, these lectures were voluntary. After the division of the curriculum into the classical and the scientific course in 1828, students in the latter could also attend lectures on anatomy and physiology.

The earliest known teachers of botany were JOEL NOTT (1820–31) and CHESTER AVERILL (1828–36), both primarily responsible for teaching chemistry. Soon after JONATHAN PEARSON '35 returned to Union as a tutor, a group of seniors asked him in 1837 to "hear them in botany." Although Pearson had escaped any instruction in natural history by being away from Union during the last term of his own senior year, and he did not even know ten plants by their botanical names, he had a knack for systematic study, and the subject appealed to him, as he confessed to his diary at the time:

The chief pleasure of Botany is to me the excitement and joy that one feels in finding a new flower, as well as the healthfulness of the exercise when ranging the hills and valleys. The student of nature cannot but find in plants ample evidences of design and wisdom.

Botany was typically a third-term (spring) course because it was designed to take up the study of the important wild flowers as they bloomed. Students were encouraged to collect plants for personal herbaria.

Although botany remained secondary to Pearson's main teaching duties in chemistry and later to his responsibilities as College treasurer, he taught the subject for over forty years, and his diaries frequently recorded his pleasure in field trips. At least five important American plant scientists graduated from Union in his time: lichenologist Edward Tuckerman '37, botanist Charles Christopher Parry '42, forester Franklin B. Hough '43, and mycologists Job Bicknell Ellis '51 and Charles Horton Peck '59.

In 1839/40, third-term sophomores in the scientific course began to be required to take natural histo-

ry; the requirement was extended in 1841/42 to the classical course. "The object of this arrangement is to develop at an early period a taste for these studies, so conducive to health and innocence, and requiring so much observation and experience." By 1845, the botanical part of the course, taught by Pearson, occupied four weeks; the balance of the term was probably devoted to geology and mineralogy. Later Pearson seems to have taught a recitation course in botany open to all classes, and a lecture course for seniors.

The senior lectures in anatomy and physiology, offered to students in the scientific course from 1828, were taught for a time by BENJAMIN JOSLIN, a physician who served as Professor of Mathematics and Natural Philosophy, 1827–38. When Joslin left they were probably taken over by JOHN NOTT, who taught at Union from 1830 to 1854, and bore the title "Professor of Rhetoric and Physiology" from 1845. From 1849 to 1862, the course was given daily by Dr. Alexander Vedder, a Schenectady physician not otherwise attached to the faculty. According to an 1850 description, the course consisted of lectures, illustrated with drawings and anatomical preparations, on "sensation, voluntary motion, digestion, absorption, respiration, circulation, nutrition, calorification, secretion, and the functions of reproduction." Later the course was offered for a time by MAURICE PERKINS, a chemistry professor with some medical expertise.

The Biology Department Emerges. With the arrival of HARRISON WEBSTER '68, who became a part-time tutor in natural history immediately on his graduation, while continuing his own education, Union acquired its first professional biologist. A zoologist, Webster published five monographs on *Annelida Chaetopoda* (sea worms), 1879–85, the result of summer excursions with some of his students to various points on the Atlantic shore. He also distinguished himself as an exceptionally able teacher, and greatly augmented the zoological collections in the College MUSEUM.

The College's offerings in biology did not expand greatly in Webster's time; he was also responsible for teaching geology, and in that period of shrunken enrollments he was frequently called upon to teach outside his department. From 1879, however, first- and second-term seniors taking the scientific curriculum could elect a more advanced course in zoology in addition to the third-term elective in botany. When Webster was dismissed in 1883 for leading the opposition to President ELIPHALET NOTT POTTER, those were the only biology electives, and the required biology courses totaled only two terms: comparative anatomy and physiology for second-term juniors and zoology for third-term juniors.

Webster's former student, JAMES STOLLER '84, succeeded him. Though Stoller's name is now associated

with geology, the field in which he published most, in his early years he was primarily a biologist. He worked part-time as a bacteriologist with the New York State Department of Health, 1891–94, and was considered an expert on water pollution.

The first laboratory course was introduced in 1886/7, or possibly during the previous academic year. Replacing the third-term junior course in zoology, the comparative anatomy lab required seniors in both the classical and the scientific course to spend the first term dissecting, *inter alia*, "one of the larger mammals"—i.e., a cat. The lab quickly became elective and the required zoology course was restored. By 1898, the physiology class was dissecting a human heart and kidney, but it is not known when human dissections began or how long they continued.

The term "biology"—a relatively recent coinage promoted by T.H. Huxley to signify a unified approach to the sciences of life—was first officially used at Union when freshmen in the science curriculum began to take a required course by that name in 1887/88. It met twice a week in the second term and three times a week in the third.

Harrison Webster returned to Union as president, 1888–94. Following his revision of the curriculum, beginning in 1889/90, the freshman biology course was abolished, and all juniors took one term of human anatomy and physiology (taught by Webster), and one term of zoology (general biology was later substituted for the classical students). Students in the scientific course also took a term each of "practical biology" and botany. Evolution may already have been discussed in some courses, but the subject was cautiously broached for the first time in a course description with the introduction in 1890 of a new senior year elective, Principles of Biology:

Questions relating to the fundamental laws of Biology and to the history of the development of the organic kingdom are discussed. The facts of knowledge relating to heredity, environment, origin of species, etc., are set forth, and the views of authorities regarding the bearing of these facts upon the doctrine of evolution are presented.

An elective in Evolution appeared in 1895.

Following Webster's resignation in 1894, the College divided biology and geology into separate departments, hiring CHARLES PROSSER as Professor of Geology and Paleontology, and putting Stoller in charge of biology. At the same time the courses in human anatomy and physiology became the responsibility of the director of the physical education department, who was a physician, and the Biology Department began offering an honors program (withdrawn after two years). During a sabbatical year Stoller earned a PhD at Leipzig University in 1898 with his dissertation, "On the Organs of Respiration of the Oniscidae," thereby becoming the first Union biologist to hold a doctorate.

Stoller introduced a bacteriology course (required in the Sanitary Engineering curriculum) in 1894. In 1896 the freshman biology requirement in the scientific course was reinstated and increased to a full year, one term each of biology, zoology and botany.

When an austerity program forced Prosser's dismissal in 1899, biology and geology were again merged into a single department under Stoller, and the offerings were greatly curtailed. Biology requirements were cut back to one term (two for the Bachelor of Philosophy course). Although Stoller remained in charge of the combined department for another two decades, his interest gradually shifted to geology.

Just as the needs of the engineering programs have long influenced the curriculum and staffing of the chemistry, physics and mathematics departments, the biology curriculum responded to the needs of pre-medical students. When the Albany Medical College began in 1913 to require a year of college, with certain specified courses, for admission, the number of freshmen at Union interested in medicine immediately jumped from eight in 1913 to forty-three in 1914. From 1913/14 until 1924, the College offered a pre-medical one-year curriculum, which included "pre-medical biology." That new course, and rising College enrollments, were sufficient to spur the addition to the department of a biology instructor in 1915/16. The following year he was replaced by JAMES WATT MAVOR, whose special field was marine biology, and fish parasites in particular. Mavor introduced Union's first course in embryology in 1917/18, primarily for pre-medical students, and the first course in microbiology, designed for the BS in Chemistry course, in 1921.

Biology again became a separate department in 1919. It increased to two men (with Mavor as chairman) in 1921, three in 1925 and four in 1927, reflecting a doubling of the College's enrollment between 1913 and 1925, and increased medical school requirements. Botany returned as a separate, year-long course in 1925.

One of the many changes entailed by the growth of the department drew a memorable notice from the *Union Alumni Monthly* in 1931:

There are plain cats and then there are pet cats and there is a world of difference between the two. Now plain cats have long served a very useful scientific purpose, when, after being deprived of their nine lives painlessly, that which remains plays a necessary role in the study of biology. The time was, and that recently, when the students secured their own plain cats and it is not impossible to imagine that a hard pressed student may not have been over scrupulous in distinguishing between the plain and the pet variety. We say it is not impossible to imagine because we do not know for sure that such a grave error was made but that it might be has alarmed the owners of the pet variety and they have rushed into print lately in our morning paper with letters of protest that make the appeal for starving Chinese seem cold and wooden. As a result, our Biology Department an-

nounces to all who will listen that hereafter the necessary supply of plain cats will be secured from no less a scene of sudden death than Chicago and residents of Schenectady may have no fears, when they let friend pussy out at night, that his or her return will be impeded by the scientific necessities of Union College.

Mavor undertook some potentially important work on x-ray-induced mutations of fruit flies in 1920 and 1921, and published a series of articles on the results. He was not trained as a geneticist, however, and failed to carry the work as far as some of his contemporaries, turning his attention instead to the production of a highly successful textbook, *General biology* (1936), which went into six editions over the next thirty years. Some of the illustrations were drawn by his student, August Swyka '36.

Genetics first appeared in Union's curriculum in 1927 with a course entitled "The cell and heredity." ERNEST DALE, who joined the faculty in 1929, worked on the genetics of petunias throughout his career, and also experimented, in the late 1940s, with the effects of radiation on plant genetics. LEONARD CLARK, a physiologist, arrived in 1931. In the depression year 1935, when President Fox learned of the availability at Columbia University of the highly-recommended Allan C. Scott, a young cytologist, he expanded the department to take advantage of the opportunity. An exemplary teacher and researcher, Scott remained for sixteen years before accepting a position at Colby College.

After acquiring more spacious quarters in 1931, the Biology Department followed the lead of the Chemistry Department in promoting its work by mounting public expositions: in 1933, a two-day "Biology Show" for biology teachers and students visiting from sixty-five high schools; in 1936, faculty demonstrations of research projects for an open meeting of Sigma Xi; and in 1936 an exhibition of photographic prints of biological subjects from around the country. About 1941, the department began displaying in corridor cases ongoing student experiments and research projects, together with the associated daily records, so that passers-by could follow the progress of the experiments.

Leonard Clark's Chairmanship. Mavor was considered a very dull lecturer, and the administration was glad to accommodate his request for early retirement in 1945. Clark succeeded to the chairmanship, and although his published research fell off markedly in his later career, he was a diligent administrator, generally astute in his hiring and tireless in advancing the department's interests within the College. The curriculum continued to expand with the first course in invertebrate zoology and parasitology (1947) and a course in psycho-biology in 1948/49.

The long-term faculty hired by Clark included William T. Winne '34 (1946-80), a botanist; Raymond Rappaport (1952-87), an embryologist; HENRY

M. BUTZEL (1953–88), a geneticist; Francis L. Lambert (1955–89), an animal physiologist and biophysicist; W. ALAN MOZLEY (1951–52, 54–55, 58–69), a zoologist; Twitty Styles (1965–), a parasitologist, pathologist and immunologist; and Carl George (1967–), an aquatic ecologist.

In 1963, the department received a \$25,000 matching grant from the National Science Foundation to purchase laboratory equipment. In the same year, asking the Faculty Council to petition the trustees to change the department's name to "Life Sciences," Clark explained, "Just as there are no longer any real natural philosophers, there are now no real general biologists.... The term 'biologist' is now beginning to denote a person with no special qualifications and is beginning to summon to mind the image of a 'butterfly chaser.'" The proposed new name may have seemed too broad; the Faculty Council recommended, and the trustees approved, 'Biological Sciences.'

A complete revamping of the department offerings accompanied the revision of the calendar and introduction of the "Comp Ed" curriculum beginning in the fall of 1966. A 1969 report prepared for the Middle States Association described the changes:

The Biological Sciences Department has established a core curriculum for freshman, stressing theoretical content and philosophical approach rather than specific detail. It has extensively revised laboratory studies to incorporate the most recent experimental fields and to make the maximum use of the new equipment the Department has acquired. In response to the improved preparation of students in high school biology, the Department has reduced the number of courses required before a student can engage in advanced work. New work is now available in ecology, biochemistry, cytology and electronmicroscopy and plant physiology. Of particular interest is Biology 52, a Marine Biology [course] established in the fall of '68. It is a non-conventional undergraduate course requiring a twenty-day summer stay at an oceanographic marine laboratory such as that at Woods Hole in Massachusetts. The field-work experience is enriched by laboratory and library research when the student returns to the College in September. In addition, a weekly seminar encourages the production, reading and criticism of papers.

The marine biology course was still offered at the end of the period covered by this book. Chief among the "new equipment" was a 1,000 to 350,000 power transmission electron microscope purchased with a 1968 gift from Schenectady Chemicals, Inc. An earlier electron microscope, donated by General Electric in 1954, had become impractical to maintain four years later, and the department had gone without this increasingly important tool for a decade. The department acquired its first scanning electron microscope in 1979.

Willard Roth and Later. On Leonard Clark's retirement in 1967, Willard D. Roth, an assistant professor of anatomy at the Harvard Medical School, succeeded him as chairman. With interests in cytology

and histology, Roth conducted active research at Union on the neuro-endocrine relationships of the mammalian pineal organ.

Roth chaired the department until 1981, as it added several faculty members who were still teaching at the end of the period covered by this book: Helena Birecka (1970–91), a plant physiologist and biochemist; Peter L. Tobiessen (1970–), a plant ecologist; George Butterstein (1971–), an endocrinologist and comparative anatomist; Barbara Boyer (1973–), a developmental biologist; John Boyer (1973–), a population and evolutionary biologist; George Smith (1973–), a cytologist and electron microscopist; Michael Frohlich (1977–97), a cladistic botanist, and Robert Olberg (1981–), an insect neurobiologist.

Under Roth the department grew to be one of the largest in the College. The 1971 move to the Science and Engineering Center not only provided more space for all functions and made it possible for the department to increase its long-standing emphasis on involving students in laboratory work, but it also set the stage for other changes. Increased casual contacts with the chemistry and physics faculty proved stimulating, and sometimes led to joint courses or to cooperation in research. The building was designed to meet the technical requirements, such as vibration-free mountings, of new equipment, and the acquisition of that equipment enabled the department to participate to a degree in the shift in emphasis to molecular biology and related fields that was occurring in the biological sciences generally. At the same time, the rapid development of computers affected biological research in most fields.

The undergraduate curriculum continued to alter in response to these changes and to the general education curricula that succeeded "Comp Ed" (described in the article on curriculum). This period also saw the launching in 1969 of an ultimately unsuccessful PhD program (see below).

Following a three-year term as chairman by Francis Lambert (1981–83), the department was headed until 1990 by Peter Tobiessen.

In 1988, Union's record in sending students to medical school and to graduate schools in science enabled it to win a \$900,000 grant from the Howard Hughes Medical Institute of Bethesda, MD. The College used the grant primarily to strengthen the biology faculty, with special attention to women and minorities, and to underwrite programs designed to stimulate the interest of minority high school students in scientific careers.

The Influence of Pre-Medical Enrollments. As previously noted, the initial growth of the Biology Department in the 1920s was spurred by the need of pre-medical students for more courses in that field. The department offered special pre-medical courses until 1924, when medical colleges began requiring three

years of college for admission, instead of two. Union then abandoned its formal pre-medical curriculum, and it has not had one since. The immediate result was a sharp increase of enrollments in biology courses, as pre-medical students remaining at Union for a third or fourth year tended to elect them whenever possible.

In 1926, chairman Mavor reported: "The growth of the department up to the present time has been mainly in the development of professional courses preparing students for the study of medicine.... It is however our desire to develop a course [i.e., curriculum] in biology which shall have a wider appeal and be elected by the academic student." Although, as we have seen, the biology curriculum did indeed develop about as broadly as circumstances permitted, the response of other students was disappointing. In 1958, acting chairman William Winne wrote to the admissions director: "We have traditionally had no more than two or three biology majors in each year's class [i.e., other than pre-medical students]; and these have been of modest stature academically..."

This picture changed in several ways in subsequent decades. Although some pre-medical students continued to major in fields other than biology, the percentage who did so declined. The number of biology courses required by medical schools increased. These factors, and the growth of the College as a whole, led to a larger biology faculty, while the astute management of the department increased its reputation and the diversity of its curriculum. This in turn made the department more attractive to students not intent on a medical career, and so, although pre-medical students continued to predominate among biology majors, there were significant gains among students with other career plans.

In 1977 Union entered into an accelerated pre-medical program with the Albany Medical College, whereby students were able, by studying year-round, to graduate with a bachelor's degree and an MD after two years at Union and four at the Medical College. In 1986 the program was lengthened to seven years, three of them at Union.

In the last three years covered by this book (1988–90), of the 146 graduating biology majors whose immediate post-graduate careers were known, 83, or 57 percent, pursued advanced degrees in medical or dental fields, while 24 (16 percent) entered graduate schools in other fields. The proportion of students who had hoped to attend medical school, however, was no doubt higher.

Research. From Webster's time onward, the Biology Department enjoyed a strong tradition of research. For the most part, Union researchers before the Second World War chose projects that did not require funding. An exception was Samuel Leonard, who received a series of Rockefeller Foundation grants for research in

endocrinology during his four years on the faculty, 1933–37.

The biological effects of radiation interested not only Mavor and Dale, but also Clark, who obtained what may have been the College's first research contracts, two of them for radiation studies. One, lasting from 1947 to 1953, was conducted under a contract with the Office of Naval Research, financed by a grant from the Atomic Energy Commission. Sometimes called the "radiobiological project," it investigated the consequences of several variables in the radiation exposure of mice, wheat seedlings and yeast, and the effects of hormones, vitamins and protein extracts on radiation sickness in mice; the ultimate purpose was to advance the prevention and treatment of human radiation sickness. Several research assistants joined the staff for this work, which also involved students.

When the radiobiological project concluded, Clark lined up another, called the Food Sterilization Project. Conducted 1954–59 under a contract from the Quartermaster Food and Container Institute for the Armed Forces with GE's X-Ray Department, it studied the changes in food after irradiation. The work was carried out in Union's biology laboratory under Clark, with additional staff hired for the purpose.

Simultaneously with the first project, under a grant from the American Creosote Institute, the department undertook joint research (1948–50) with the Chemistry Department on wood preservation.

Peripheral to the Biology Department was the work of Caryl P. Haskins, a Schenectady-born independent research scientist to whom the College gave the title Research Professor of Bio-Physics and the use of a building (see HASKINS LABORATORY). Haskins' private staff studied, circa 1937–41, the effects of x-rays on plant and insect cells, work intended to contribute to the understanding of cancer.

An increased emphasis on research under the HAROLD MARTIN administration (1965–74) traumatized several departments, but nearly all of the biology faculty were already engaged in research, and as the department continued to grow, the various projects, many of them involving students as investigators, became too numerous to chronicle here.

Graduate Programs. After the Second World War the College began offering an MS in several departments, but the biology program was dropped for lack of interest about 1960. In 1969 the College launched a cross-disciplinary PhD program in Life Sciences and Systems, run by the Biological Sciences Department in conjunction with the Institute of Administration and Management. Fourteen years later, having graduated only four persons, the program ceased to admit new candidates (see GRADUATE PROGRAMS). The MS in Biology program begun with the PhD program continued until 1996.

Quarters. The natural history courses probably used any available classroom until Harrison Webster's time. Initially based in North Colonnade, he moved in 1874 to the west end of the second floor of GEOLOGICAL HALL, where the museum had been housed since the building was completed in 1856. After chemistry moved from North Colonnade to Butterfield Hall, biology separated from geology and returned to North Colonnade in 1919.

In 1886, soon after the comparative anatomy laboratory was begun, the *Concordiensis* complained: "The instructor in 'cat-ology' seems to have little regard for public health in leaving the subjects of that delightful study around the college buildings to decompose as they may." Though unmentioned in official records, odor was probably always a consideration in the location of biology and chemistry laboratories. President Raymond called in 1898 for creation of a separate biology laboratory, but no money was available for the purpose. Not long after the return to North Colonnade in 1919, "a dissecting shed" was created for the "cat" lab in a small building to the north. The department gradually expanded within North Colonnade, and eventually had to hold some classes in other buildings.

After electrical engineering moved to a larger building in 1930, that department's former quarters were remodeled for the use of biology, which occupied them in 1931 (see BIOLOGY BUILDING). Although the new building was relatively spacious, the "cat" lab remained where it was in a separate building until 1967 (see SCULPTURE STUDIO). The deteriorating Biology Building proper eventually became seriously over-crowded and technically inadequate.

Biology moved temporarily to BAILEY HALL in 1967/68, and then in January 1971 a short distance west into the newly constructed SCIENCE AND ENGINEERING CENTER.

The MELIUS CONSERVATORY, constructed in 1926, and an adjacent greenhouse constructed in 1972, were intermittently used in part as botanical laboratories until they were razed in 1993.

See also: SEARLS CONFERENCE CENTER.

Biology Building. The Biology Building, as it was called during the last thirty-seven years of its existence, was erected as an Electrical Engineering building in 1905-7, and used by the Biology Department after the present Steinmetz Hall was built for Electrical Engineering in 1930. It stood on North Lane at approximately the northwest corner of the present Science and Engineering Center, east of the Kappa Alpha house.

About 1900, President ANDREW V.V. RAYMOND, whose role in Union's history was to reverse the long decline that had nearly destroyed the College, decided

that the institution could best regain its lost distinction by making a major commitment to ELECTRICAL ENGINEERING, with CHARLES STEINMETZ at the head of a strengthened department. From General Electric, Raymond obtained a gift of much laboratory equipment, which, when crammed into North Colonnade, aggravated the department's need for new quarters.

In the fall of 1905, with a \$25,000 gift from General Electric, the College began to construct its first new academic building since the exotic Washburn Hall (1883), and the first building devoted to a single department; when completed in 1907 it was the easternmost structure on the campus. More important, its design signaled a renewed commitment to harmony with the Ramée style. Although the architect was the New York City firm of Ludlow and Valentine, a persistent and plausible legend credits Steinmetz with a major part in the interior design.

At first the building housed only laboratories, a drafting room, an office and a store room. Upon the return in 1913 of Ernst Berg to assume chairmanship of the department, classrooms were added, the machine shop was enlarged, and the laboratory was thoroughly refitted with new machines of all types, given by General Electric. From that time, too, the building housed faculty offices.

The T-shaped building faced south: two stories high in front, it contained offices and, on the second floor, classrooms. It was constructed of gray brick, with trimmings of limestone and bluestone. The main laboratory occupied the rear portion—a long, low structure on a north-south axis.

In the fall of 1910, as part of their senior thesis project, Gustave Huthsteiner '11 and Howard Thorne '11 raised a 165-foot high "wireless telegraph station" east of the building, and a wireless room was created inside the laboratory. The Radio Club was organized in the fall of 1915, using the equipment, and the following fall ground was broken for an external fourteen foot square addition to house a radio shack, later to be described as a lean-to on the back of the building. During the First World War, the government shut the station down in the spring of 1917; it reorganized in November 1919 and broadcast from that location until moving to the attic of the Biology Laboratory (see SCULPTURE STUDIO) about January 1922.

Although the Electrical Engineering Department never grew as large as President Raymond had hoped, it was quite successful, annually graduating an average of twenty undergraduate majors and granting from three to nine master's degrees. With the development of the electrical industry, the laboratory required ever-larger equipment, and by the end of the 1920s the teaching of some classes spilled into other buildings. Electrical Engineering moved into a new building (see STEINMETZ HALL) in October 1930, and the old build-

ing was immediately renovated for the use of the Biology Department, which had been in North Colonnade. The windows were enlarged, and a second storey was added to the former laboratory in the rear.

When Biology moved about March 1931, the anatomy and botany laboratories remained in the small building behind North Colonnade, which later became the "Cat" (comparative anatomy) lab. About 1946/47, the large laboratory in the Biology Building was divided into two smaller laboratories, but there were few other changes before Biology moved to Bailey Hall and the building was razed (August 20, 1968) to make way for the Science and Engineering Center.

Bittleman, Arnold Irwin (July 4, 1933–April 7, 1985). Artist in Residence and Lecturer in the Arts, 1966–85.

The Artist. Born and raised in the Bronx, the second of three children of Max Bittleman, a kosher butcher (later a grocer), and Jean Rosenblatt Bittleman, Arnold Bittleman had started to draw at age five, copying drawings in books, a small scale world of black and white (rarely and limitedly of color) and of contrasting densities. The pencil he wielded came later to be augmented by charcoal, gouache, pen and ink. He had begun already the physical and spiritual activity of an artist.

He saw almost nothing of the activities of nature until, in 1951 at the Rhode Island School of Design, he encountered that countryside, and knew he had discovered, to the east of Providence, Paradise. From then on his lifelong journey was to penetrate ever deeper into the cycle of young life extinguishing older life, even as life is renewed. In his studio, a confident growth of lines, colors, densities would be used to conceal what nonetheless wants to be discovered. (Hence the old tree motif that recurs for over twenty years in the notebooks, and the competition of foreboding and serenity of the studio interiors near the end of his life). In a period when others come to abandon objects, he is destined to remain a special kind of realist: his objects exist as "daylight" elements in the visionary sense—words within the syntax of his thinking.

Accepted at Yale in the fall of 1952, he won a BFA (1956) and an MFA (1958), with numerous awards along the way. An Alice Kimball English Traveling Fellowship took him to Europe in 1956/57. He must have recognized in his Yale instructors the shapes of his own future as an artist and teacher. After four years on the faculty of the Yale School of Art and Architecture, 1958–62, concurrent with three years of service at the Parsons School of Design, he would thereafter choose to teach only studio courses at Skidmore College (in 1964–66), at the Minneapolis School of Art (1965), and at Union (1966–85). But these studio courses would share with perceptive students the breadth and depth of his knowledge of art history.

Outstanding among the artists teaching at Yale, and a lifelong inspiration to him, was Josef Albers, who had come from the Bauhaus to Black Mountain College, and then to New Haven. The two men came to feel, across great differences of visual resources, a real kinship: both were mystics, using the visible to evoke the invisible, as a poet uses words to mean more than they say, and both were profoundly disciplined in the studio. Bittleman conceived and appeared in "To Open Eyes," a thirty-three minute film about Albers produced in 1969.

Three summers (1973–75) during his Union tenure spent on the faculty of the Yale University Summer Art program at Norfolk, Connecticut completed what the Rhode Island countryside had begun, and established for the rest of his life a practice of rapid work "in front of nature," followed by rigorous completion in the studio. The discovery at Norfolk of chalk led to a burst of large pastels, still Bittleman drawings but enriched with colors and relationships that suited his needs more perfectly than painting ever had, for all his knowledge of painterly techniques.

By 1976 he was at work on a book on drawing, but he found writing very difficult, and never completed it.

The Man. Disheveled when distraught, collected when sharing ideas, this great bear of a man dressed for college and his teaching studio as he would to go to his own workplace, creating a welcome variety for academe. Hosting a party in the Cambridge, New York, home he shared with his accomplished wife, Dolores Dembus Bittleman—a painter and fiber artist who had studied with Anni Albers, and whom he married in 1958—and their two children, his choice of colors in all he wore was quietly beautiful (and to some a surprise). In the Department of the Arts he would look his colleagues over with kindly interest, and once remarked: "It's funny how musicians always get it *near-ly* right." But his self-portrait in New York's Milliken Gallery is the man.

The Teacher. The floor would be covered with students' work of the week, now subjected to scrutiny and suggestions from all and finally from the Old Master, the nickname they had given him at Skidmore. Behind the nickname: "I always tended to be interested in the *continuity* in the work that had gone on before me. The ideas are common and basic and don't change. The way we think and the way we see hasn't changed in thousands of years." Students of style take note for us of the changes they discern; but to Arnie, the artist, teacher and practitioner, the continuity is unbroken; and the responsibility to keep it so is ongoing, as long as the human race survives.

When he brought his warmth and exacting standards to Union, a real collaboration, too genuine for much tranquillity, sprang up between art, music and drama. The Nott Roundhouse went underwater to

produce *Ondine*. Student compositions moved from critique on the floor to placement in a Shakespeare play where, rehearsed by the composer with student instrumentation, they were finally introduced, with occasional shocks of delight, to student actors in rehearsal in the theatre.

Bittleman's teaching required practice at the top level of the student's competence, critique by fellow students and himself of the work produced, and periodic exhibits of student work. Where academe is apt to see such exhibits as undue elevation of humble beginnings, Arnie held firm to the root meaning of Poetry: making something oneself. A perceptive student once asked him: "how do you ever have the courage to go into your studio every day?" "I always leave behind something ongoing," he said. "It can't be left all tidied up. It has to beckon you, like a birdfeather..."

Eager to help talented students develop, he sometimes had to struggle with a tendency to neglect the untalented, but he seemed unaffected by the popularity that brought him a large student following (some of whom literally followed him around all day). After a show of his drawings at Union, he vowed never to repeat it: too many students tried to imitate his style.

Helping a student to produce a better drawing and to see *how* it has become better, in his own eyes and the eyes of others, lies at the heart of liberal education, and produces a better practitioner/teacher in whatever profession is later chosen. Profoundly Jewish, Arnie might have quoted Rabbi Ishmael: "He who learns in order to teach, will be afforded the opportunity to learn and to teach, but he who learns in order to practice will be afforded the opportunity to learn and to teach, to observe and to practice."

His lifetime of observation and practice earned him permanent representation in our nation's leading galleries, including the Whitney and Brooklyn Museums and the Museum of Modern Art in New York City; the Fogg in Cambridge and the Boston Museum of Fine Arts. In 2000, the Metropolitan Museum of Art acquired his etching "Thicket...in Cambridge, New York." A one-man exhibit mounted in 1982 at the Clark Institute in Williamstown gave him, of all his one-man shows, perhaps the greatest pleasure: "I'd have to have a one-man show at the Louvre to do any better," he said.

He served for several years as advisor to the College yearbook, *The Union Book*, and in 1970/71 voluntarily undertook a special class for its staff. When the College had first learned of his interest in joining the faculty, it was thought that he might become the first chairman of the Department of the Arts. He did not want such responsibility and would have been unsuited for it, but he contributed his full share of service to campus committees.

A brain tumor diagnosed in 1983 cruelly truncated his life and still-evolving art at fifty-one.

Who Was Arnold Bittleman? "A biography is always constructed from ruins," wrote Lauren Eiseley in his memoirs, "but, as any archaeologist will tell you, there is never the means to unearth all the rooms, or follow the buried roads.... You try to see what the ruin meant to whoever inhabited it, and, if you are lucky, you see a little way backward into time." To try to see the daily pre-occupation and on-going activities of a visual artist, those of us who inhabit a world of words have to abandon ingrained habits and even be prepared to reverse our priorities. Dependence on words falls away when given the time to do so. Into the silence move images admitted through the eyes. Words about the things we are starting to see, to be of any value, have to come much later.

The visual messages Arnold Bittleman left behind for our eyes are complex, but unified and illumined by the strength of his convictions. Intimacy reached through silently renewed acquaintance with a Bittleman drawing can bring us, if we are lucky, glimpses of what *he* saw, and once in a long while, if we are very lucky, a view of how he came to see the whole.

—Edgar Curtis

BIW Club. A local fraternity founded at Union in 1906 by officers of the Pyramid Club, the BIW club had rooms in North College by 1909; on February 4, 1911, it became the Parker chapter of THETA LAMBDA PHI. The significance of the initials is unknown; there is no "w" in the Greek alphabet.

Black Dispatch. On March 10, 1970, the Black Students' Alliance published the first of four issues of a militant newspaper, the *Black Dispatch*.

Black, James William (Jan. 31, 1866–Sept. 3, 1934). Professor of History, 1924–32.

A Baltimore native, the son of James Black, a contractor, and Mary Ellen Fairbank Black, J. William Black graduated as valedictorian from Baltimore City College in 1885. He then entered Johns Hopkins University, where he earned a second BA in 1888. He was always proud of having studied at this time under Woodrow Wilson, then a graduate fellow.

In 1889 Black married Jennie Haven Dix, by whom he had one son. Working for a PhD (awarded in 1891), he also studied under the distinguished historian Herbert Baxter Adams.

After a year of teaching at Georgetown College in Kentucky (1891/92), and two years at Oberlin, he joined the faculty of Colby College in 1894 as professor of economics. He switched his field to history in 1912.

Black resigned from Colby in 1924, aged fifty-eight, to accept an offer from Union College, where he served as chairman of the History Department for the next eight years. At Union, as he had been at Colby, he

was elected president of the Phi Beta Kappa chapter. Although he was respected by his colleagues, and the department thrived under his chairmanship, he was a rather dull teacher, and President Frank Parker Day forced him to accept a terminal leave leading to his resignation in 1932.

Black published his dissertation, *Maryland's attitude in the struggle for Canada* (1892), *References on the history of labor and labor problems* (1893), *The history of Georgetown College in higher education in Kentucky* (1899), and *The general catalogue of the Beta Chapter of Phi Beta Kappa at Colby College, 1776-1922* (1901).

Blacks at Union. Slavery was still legal in New York State when Union was founded in 1795; gradual abolition began in 1799 and was not completed until 1827. Union's first president, JOHN BLAIR SMITH, owned slaves while president of Hamden-Sydney College in Virginia (1779-89) and continued privately to defend the institution of slavery after he came to Schenectady. Fourth president ELIPHALET NOTT, who had opposed slavery since at least 1811 when he preached against it in his Baccalaureate, remarked to JONATHAN PEARSON in 1845 that before becoming president of Union in 1804 he had been among the local citizens of means who owned slaves: "I once was so benighted on the subject of slavery as to own a slave. I bought one of one Van Eps out here on the Mohawk flats when I preached in Albany, and didn't think there was any harm in it of course." On the other hand, the College's second president, JONATHAN EDWARDS, who served from 1799 to 1801, had been a passionate abolitionist since at least 1783, frequently writing and speaking on the subject, and when he came to Schenectady the unequal treatment of black and white parishioners taking communion at the Dutch Reformed Church brought tears to his eyes.

The first blacks at Union were servants, followed much later by students and faculty.

Servants. We know from John Howard Payne's August 6, 1806, letter to his father that Union then employed "two or three black servants." They may have included the "black Tom" and "black Betty" who drew wages in 1812, but nothing more is known of them. Richard Sampson (1776-Oct. 24, 1854), a former slave who had purchased his freedom about 1801, came to work for the College about 1814 and remained for several decades; by 1835 he was the Head Servant of North and South Colleges (see SUPPORT STAFF).

The best-known black man at Union in the nineteenth century was MOSES VINEY, an escaped slave who became Eliphalet Nott's personal servant in 1840, remaining with the president, and then with his widow, until 1886. After that he operated a livery service in Schenectady. His life is described at greater length in a separate article.

Students and Student Life. Booker T. Washington had to sweep a floor to demonstrate that he was qualified to enter Hampton Institute; twenty years earlier the first black student to attend Union was given an even less dignified examination.

When David Rosell applied in January 1859 to transfer from Central College near Cortland, New York, claiming to be of French and Indian descent and appearing to be a Negro, Vice President Hickok referred the matter to the trustees. The trustees passed it to President Nott, who, mindful that Union's contingent of SOUTHERN STUDENTS made such issues especially volatile, put the question to the Class of 1860, which Rosell would enter. The class voted 34-24 to admit him.

Nott then apparently sought, as was his lifetime habit, to avoid conflict by approaching the problem from another angle: after requiring Rosell to swear an affidavit as to his parentage, Nott asked Professor Charles Chandler, an analytical chemist, to examine Rosell's hair microscopically. Chandler's verdict supported the young man's claim to be half-Indian instead of Negro, and Rosell was admitted.

One is glad to note that Jonathan Pearson confided to his diary, "The whole affair has been undignified and ridiculous. [It] is disreputable to the College and to [Nott]—puerile and evidence of want of moral courage and pluck."

Much later, a member of the Class of 1859 recalled that Nott advised Rosell's student opponents to appeal to his vanity by telling him his great abilities could only be fully recognized at a college with no Southern students.

The whole affair was brought to an end when a visitor came from Central College with the information that Rosell had been enrolled there as a Negro. To avoid, as Pearson put it, "another rumpus among the negro-haters," the young man withdrew from Union May 10, 1859. He apparently succeeded in studying medicine in Germany and eventually became a doctor in Brooklyn.

Identifying black Union students prior to the mid-1960s is a matter of relying on photographs and written records that distinguished students by race, which makes it impossible to feel confident about having a definitive list. The next black student of record enrolled in 1916 and also became a *cause celebre*. At the end of his freshman year, the College referred Troy native Wendell King, along with twenty-five or thirty other students, to summer jobs at General Electric. Fearing that King was a harbinger of labor coming up from the South as part of the great northern migration of southern blacks, three thousand machinists went out on strike in protest. The labor unions refused to support the wildcat strike and the company called in a state mediator. General Electric agreed not to bring in black workers from the South, but insisted on up-

holding equal opportunity. In an act of further appeasement, however, King's job was switched from drill press operator to a position where he would not be in contact with the machinists.

After service in the Army Signal Corps during the First World War, King returned to Union in January 1919 to continue his course work in electrical engineering. A member of the Radio Club, he was the engineer at Union's pioneering radio broadcast on October 14, 1920 (see RADIO). When the Cosmopolitan Club observed "Negro Night" in May 1920, King, a member, delivered talks on "The Services of the Colored People During the War" and "Prominent Negroes of Today." Although he withdrew from Union before completing his degree, he was recognized in local newspapers for his work in wireless telegraphy. He may well have returned to industry.

William C. Scott '46, the first black student to graduate, played soccer and worked on college publications while taking his degree in the Science Division. After earning an MD at Howard University medical school, Scott served in the Air Force and then opened a private pediatric practice in Cleveland in 1955.

What little evidence survives of the campus life of black students before 1950 suggests an alienating atmosphere. In the first decade of the twentieth century, and again in 1922, students put on minstrel shows in blackface. In 1937 Delta Upsilon hosted a "Harlem Night"; the invitation, written in dialect, instructed guests to come in blackface: "Cullud music, cullud entertainment, and above all folks, don' ferget a strictly a STRIC'LY cullud crowd's s'pected to attend." Staff in attendance were Fred Wyatt, Professor Augustus Fox and his wife, Dean Garis "in tails, pearl gray vest and hiding behind the blackest paint in the house," and President DIXON RYAN FOX, "who as the only pale face at the dance lent respectability to the generally motley crowd."

In his 1947/48 *State of Union* report, President CARTER DAVIDSON, responding to the Anti-Discrimination Act newly passed by the state legislature, said Union has always "extended a welcome hand" to "the so-called 'minority groups'." He went on, "No college would like to be thought of as definitely a college of minorities, since it wants to give a broad all-American atmosphere to its life, but Union will do its best to abide by the law and at the same time preserve its individuality." Davidson's principal concern was the threat to the College's quota on Jewish admissions (see ADMISSIONS), but this public suggestion that minorities not only have a stigmatizing effect, but are a threat to American ideals and the integrity of the College, makes one wonder how welcoming the tone of his administration really was.

The 1950s and 60s. In the twenty classes between 1950 and 1969, twenty-five black students enrolled and twenty-three graduated. Except in establishing an

exchange agreement with the African Scholarship Program of American Universities, the College did not begin to make special efforts to attract black students until the institution in 1967 of the UPWARD BOUND PROGRAM. The few black students who came learned of Union by word of mouth. Robert Holland '62 made a last minute application to Union upon advice from a guidance counselor when his scholarship to one of the service academies fell through. Frederick D. Hall Jr. '58 learned of Union from a friend who attended Wyoming Seminary with him.

The College did not offer, nor did the students create, any services or organizations primarily for black students before 1968. Many black students in this time were involved in athletics, theater, campus service and journalism. Robert Murray '53, a Senator Thomas C. Desmond Scholarship recipient, earned letters in basketball, cross country and track, served in the Delphic Society and became celebrated as a soloist in the Glee Club and other campus vocal groups. He graduated ninth in his class, and won the Bailey Cup. A grant had enabled him to travel in Germany during the summer of 1951, and he returned there on a Rotary scholarship in 1955 and 1956 to study biochemistry at the University of Heidelberg. After earning an MD from the University of Rochester, he went on to a distinguished career of scholarship, research and practice that included appointments with the U.S. Department of Health and as faculty member and head of the Medical Genetics Unit at Howard University. He has been instrumental in elucidating the relationship of race and genetics and was featured in a 1990 *New York Times* article on the uneasiness of prominent scientists who conduct research in this area. The first black trustee of Union College, he served from 1972 to 1980.

Between 1958 and 1968, ten of Union's eighteen black students joined fraternities. Kappa Nu and Phi Sigma Delta each pledged two black brothers and Beta Theta Pi, Chi Psi, Delta Chi, Delta Phi, Phi Epsilon Pi and Theta Delta Chi each had one black brother. Not all fraternities were open to all men. In 1950, the Interfraternity Council president conceded that "the practice of discrimination is wrong," but he went on to rationalize, "as long as our society at large condones it, I would not want to attack the fraternities for using it." The editor of the *Concordiensis* responded that fraternities should take a stand against discrimination because college students are the next wave of leadership and must "pay more than whispering lip service to one of the principles of the government of which they are a part." Other editorials between 1953 and 1960 decried discriminatory requirements imposed by nationals and hinted at hypocrisy on the part of fraternity spokesmen. (The exclusion of blacks and Jews from Union's fraternities is discussed at greater length in the article on FRATERNITIES.)

While many black students joined in the mainstream of college life, others would later recall a sense of isolation and speak of a paucity of social outlets and opportunities for meeting women. Returning to campus some twenty-five years after graduating to address an audience of students of color, Ranya Alexander '64 described having a watermelon left at his door and being so offended by a remark in a chemistry class that he walked out and never returned. Robert Holland '62 recalled having to stay in Schenectady over vacations, but balanced his memories of isolation with the story of a kindly professor who pretended to need Holland's help fixing some device in order to get the young man to come to his house where he could spend a holiday with the professor's family.

By the end of the 1960s, black students formed the Black Student Alliance (1968), organized a black floor in the dorms, and began what would become a long series of negotiations for a discrete residence. They briefly joined with students on other campuses in the Capitol District to form the Tri-City Area Black Student Alliance. In the spring of 1968, the students organized campus-wide teach-ins and held an open meeting in Memorial Chapel to challenge the administration on issues of recruitment of blacks and financial aid. In the fall of 1968 the students began publishing *Facsimile*, and in the spring of 1969 they organized the Black Arts Festival. In May, the Black Student Alliance was given the fourth floor of South College for black housing.

The 1970s. Several forces combined to raise significantly black enrollment in the classes graduating in the early 1970s. Nationally, black enrollments went up, particularly in predominantly white schools. With other Capital District institutions, Union introduced programs, such as Upward Bound and the Academic Opportunity Consortium, that brought more under-represented students to the College. The student body, black and white, joined some faculty in pressing the administration to enroll more black students. As black enrollments became an institutional concern committees and personnel were appointed with responsibility for related initiatives and programs. President Harold Martin's annual reports noted the College's progress in enrolling black students and integrating them into the campus community.

In 1965 the black students in the College could be counted on one hand. By the fall of 1970, seventy-four were enrolled, but that number would decline to thirty-nine by 1979.

The Campus Mood and the Computer Center. The College experienced incidents of racism ranging from stereotyping and thoughtless comments in the classroom to graffiti-writing and acts of hate elsewhere. In the spring of 1970 the faculty issued an open condemnation of racism, but many black students felt

like outcasts. In the early afternoon of Wednesday, May 12, 1971, a small group entered the Computer Center, announced they were taking over the building and invited the center staff to leave, which the employees did without resistance.

The Students issued three demands:

1. A Cultural Center at 1247 Lenox Rd.; 2. That scholarships increase proportionately with rises in tuition and costs.; 3. That no action be taken against anyone taking part in this action. The non-negotiable demands must be agreed to before any individual is allowed to enter to shut the computer down. The fire alarm has gone off and we realize the danger, but there is also a danger to our future lives and we want a decision on your part concerning the demands before the computer is shut down.

President Martin sent a memorandum to the protesters explaining that the action was a violation of college policy and pointing out a federal regulation under Title VII that prohibited students from getting federal grants or loans if they had used force or threats or seized property in a way that prevented others in a higher education institution from engaging in their duties.

Throughout Thursday, May 13, the two sides made gestures of compromise but could not reach agreement. The standoff continued through Friday and shortly after midnight President Martin delivered an ultimatum threatening to serve a restraining order and invoke the penalties permitted in the federal guidelines. The students then vacated the building.

A group of students organized a rally for the following Monday in sympathy with the demands of the BSA group. The rally led to a confrontation with the president and a six-hour takeover of the Administration building. All of the occupants in the second takeover were white. Twenty-one students were charged with violations of college policy in connection with the two incidents, and after protracted disciplinary hearings all but one were found guilty. The penalties included fines ranging from \$50 to \$150 and probation.

In November 1971, Dean of Students Edward Malloy announced appointment of a committee to study campus race relations. In the next allocation of housing assignments, Hickok House was made available as the Black Cultural Center. In April 1972, the Student Senate conducted a referendum on a proposal to allocate ten percent of student activity funds to recruitment of black students (it failed, 456-607). That spring the Alumni Council nominated Robert Murray '53 as an alumnus trustee; the first black board member, he would serve two terms. One cannot demonstrate that the takeover caused these actions, but it is hard to imagine that all the efforts of the black activists had no effect on the consciousness and actions of the campus.

While campus race relations were a prominent issue in the late '60s and early '70s, they then took a

back seat to co-education, the Vietnam War, and the tumultuous events of the THOMAS BONNER presidency. Total black enrollment fell from its high of seventy-four to a low of thirty-seven by 1981 and rose slightly in the mid 1980s, ending the decade at fifty-six. In response to flagging minority enrollments, in the fall of 1983 President JOHN MORRIS appointed a committee to study minority affairs, with the express purpose of improving the recruitment efforts.

The issues facing many black students also remained constant. A sense of isolation and lack of support were common, and black student leaders complained of the paucity of black students, faculty, and staff, and the lack of support systems and appropriate social alternatives. Hickok House had closed as a cultural house in 1977 and it was not replaced until 1987, when Bronner House in North College became the Cultural Unity Center; it has been peopled primarily by black and Hispanic students and has served as a host site for ethnic receptions, parties and meetings.

Black Student Newspapers. The earliest known black student news forum was *Facsimile*, a broadside first published as a supplement to the *Concordiensis* in November 1968 and continued until February 28, 1969. Students and staff of the Upward Bound program published four issues of the *Concordiensis* in the summer of 1969, featuring profiles of the program and staff news about social issues. In 1970, the Black Students' Alliance produced four issues of *THE BLACK DISPATCH*, with articles such as "On Niggerization" and "On African Americans and the Law."

The most significant and enduring publication was *PERSPECTIVE*, edited by the Black Student Alliance and published as a supplement to the *Concordiensis* from January 1973 to December 1977. An ongoing issue was the dearth of blacks on the basketball team. *Perspective* asserted that all the black players had opted to play intramurals and that the Black Student Alliance team was superior to the varsity. Professor Theodore Bick '58 recalls that a faculty-staff team took up a challenge and defeated the BSA team in "a close, hard-fought game."

The net effect of *Perspective* was to broadcast the black voice, celebrating black student efforts and accomplishments and providing support for students who experienced isolation because they were black. The paper also focused the larger community's attention: when the Ad Hoc Committee on Racism of 1974/75 appealed to the College Senate to appoint a more permanent Committee on Race Relations, it began by stating, "One needs only to read *Perspective*...."

Race Relations Committees. At the request of the College Senate, Provost Willard Enteman appointed a committee in the fall of 1972 to suggest ways to resolve campus racial tensions, to improve the sense

of community among all groups, and to recruit more minority students, faculty and staff.

The Committee released a report in June 1973, recommending: 1) Appointment of an Assistant Dean of Students who would oversee the Academic Opportunity Program, 2) Change of *Perspective* from monthly to bi-weekly publication, 3) An appropriation to the black community to fund speakers and artists, and 4) Designation of Hickok House as a Black Cultural Center. By September 1973 Leroy O. Moore had been appointed Assistant Dean of Students.

In March 1975 the Ad Hoc Committee on Racism called on the College Senate to request formation of a Commission on Race Relations that would receive and investigate charges of racism on campus. To illustrate the need, the committee cited numerous incidents, ranging from blacks being discouraged from taking some courses, to statements such as "All blacks are A.O.C. students," or "Blacks can't do quantitative work." The report concluded, "Either black students are ignored or given excessive attention. Either one is damaging..." The Commission was created in the fall of 1975 under the chairmanship of Professor William Daniels.

Upward Bound. In the late 1960s the College began a series of efforts to diversify the student body and to improve the chances for academic success at Union of minority and other students handicapped by "the culture of poverty." Most notable were the UPWARD BOUND PROGRAM and the ACADEMIC OPPORTUNITY PROGRAM (AOP).

The programs provided access and support for many, but because they were often mistakenly believed to be solely for black students, they fostered a stereotype of an underqualified minority student who needed to be treated differently. The nature of this special treatment varied with the person administering the program, but the common effect was to make the students in the programs feel labeled.

In 1967 Union began the Capital District's first Upward Bound; it ran until 1975. Federally funded, its purpose was to bring minority and economically disadvantaged students to the College for the last three summers of their high school years so they might improve their academic skills and see that they could succeed in a competitive college environment. President Martin eloquently summarized the argument for the program: "Because we had evidence that a reservoir of talent lay concealed by that circumstance [poverty], and because we felt some responsibility to meet the expectations and demands of the disadvantaged." It is very likely that the abundance of federal money associated with Lyndon Johnson's war on poverty was an added inducement to participation. More important was the commonly held opinion, often expressed in *Concordiensis* editorials, that the College was too white and was falling behind other similar schools in attempts to diversify enrollment.

Project Hope and Academic Opportunity Consortium. Union joined with Skidmore and RPI as the Academic Opportunity Consortium (AOC) to begin the Higher Opportunities through Education (HOPE) program in 1969. Its purpose was "to increase rapidly the enrollment of 'disadvantaged' black and white students at the three institutions." Students in the program took a six-week summer course prior to their freshman year that helped develop skills and motivation. Successful completion of the summer program ensured acceptance into one of the three schools, credit toward graduation for the summer courses, and full financial aid. In addition, each school provided ongoing support in the form of tutoring and counseling.

The program, soon called the Academic Opportunity Program (AOP), had funding problems from the outset. Ford and Gannett Foundation grants covered only about one quarter of the program expenses. Although Union's 1969/70 budget already had a "staggering deficit projection," President Martin asked the board during the January 1969 meeting to cover the balance for those students enrolling in Union. His argument was principled: "It is not, in my view, nearly so much a matter of making up for past neglect as one of facing the fact that a serious social problem has to be solved." His next argument failed to foresee the effects of open admissions policies, but it was correct for the time: "Ironically, private institutions, harassed as they are by deficits, can act more forcefully than public ones simply because private colleges and universities can regulate themselves. The public college or university that departs from a rigid selection pattern brings down the house on its head." The trustees approved the spending and the consortium hired Norwood Davis to direct the program.

Two other programs, C-Step and Bridge, brought pre-college age students to campus in the hope of making them realize that college was within their reach. Both programs had a strong science component and the Bridge program was specifically designed to attract minority students to careers in medicine.

It is impossible to gauge the full effect of these initiatives, but they did provide an opportunity for students to come to Union who might not have otherwise, and many were black. In the fall of 1968, twelve blacks were enrolled at Union. The Class of 1973 included nineteen blacks and in 1974 the total black enrollment was seventy-four. Upward Bound and AOP opened the door and signaled that the College was concerned about diversity, but these programs alone did not account for the large leaps in enrollment. Other efforts such as letters and phone calls to applicants from members of the Black Student Alliance were also instrumental in raising the yield of accepted students.

Ironically, some early missteps brought the commitment of the College into question. Because no one

had informed the registrar of the financial aid awards, the first group of AOC students were presented at registration with bills that approached the annual income of some of their families. In shock and thinking they had been duped, a group of them were preparing to go home when the situation was resolved.

Black Student Organizations in the 1980s. In 1979 the Black Student Alliance changed its name to Black and Latin Alliance of Student (BLAS) and began accepting Hispanic members; it became ALAS (African and Latino Alliance of Students) in 1990. In the winter term of 1984, a group launched a chapter of ALPHA PHI ALPHA, a predominantly black fraternity which has continued to the present, although membership has fallen as low as three and rarely risen above eight. Despite its size, the fraternity regularly sponsored campus-wide social and cultural events, provided community service, and functioned as an important organization at the College. The Gospel Ensemble, begun in the mid-1980s, provided performance opportunities for singers, many of whom were black students. The Ensemble occasionally organized concerts with other schools and sponsored outside groups on campus.

Black students also joined in with the mainstream culture of Union. A handful of the men joined fraternities other than Alpha Phi Alpha, often as a result of common participation on an athletic team, but sometimes for other reasons. Sororities were less successful in attracting black women.

In the late 80s and early 90s, Craig Summers '89, Nadia Duvilaire '90 and Evans Legros '93 won the DAGGETT PRIZE, while Leata Jackson '88 and Scharn Robinson '90 were awarded the BAILEY CUP. Jackson continued to serve as an elected alumna representative and Robinson, who won a Truman Fellowship in her senior year, returned to teach political science.

BLAS and, later, ALAS served as the principal voices for campus action. Throughout the '80s the issues focused primarily on the dearth of blacks on the faculty and staff, particularly in the higher profile positions, efforts to recruit students of color, and the lack of representation in course offerings and reading lists. The actions of ALAS were instrumental in the College's adoption, after the period covered by this book, of an Africana Studies program.

BLAS orchestrated a public forum in November 1988 to confront members of the administration with its concerns. Members wanted to know what the College was doing to ensure that their voices were represented in course offerings and class discussions. They addressed the question of recruitment and the culture shock that black students felt when coming to Union from high schools with larger minority populations, and pointed out that black students needed more black faculty (Union had three at the time), both for support

and as role models. Finally, they aired the perception that black and Hispanic students faced prejudice from security officers who mistook them for non-students and asked for identification, a problem less often experienced by white students.

These issues were hardly new, nor was dissatisfaction of BLAS members. The forum signaled a heightened sense of urgency, but it was a relatively congenial exchange. In January 1989, Trish Williams was appointed Assistant Dean of Students responsible for multicultural student advising, among a full slate of other decanal duties.

When ALAS met with President Morris and members of the administration in the fall of 1989 to talk about the College's affirmative action program, they left the meeting feeling as though they had been "grossly disrespected and given the 'run-around.'" President Morris appointed a President's Commission on Diversity, but meetings were ill attended and the group produced little. One program, "Fac-Raps," brought students and faculty into small discussion groups which were praised by those who participated, but which died an early death.

By spring 1990, the end of the period covered by this book, ALAS had formulated a list of requests that included:

1. A Black and Latino psychotherapist/counselor; 2. An African and African American department; Dominican, Puerto Rican and Caribbean department or expansion of the Latin American Studies Program; 3. A Latino dean; 4. a required multicultural class for all freshmen 5. more students of color (7 1/2% African (Black) 7 1/2% Latino/Caribbean, and 1% Native American); 6. By 1996 the percentage of Black and Latino faculty should reflect the percentage of Black and Latino students.

ALAS sent the requests to the Board of Trustees with a letter—a copy of which was published in *Concordiensis*—asking for the board's commitment to meeting these goals and calling for a meeting. Responding in the same *Concordiensis*, the board affirmed a commitment "to a campus community that reflects and understands the rich, ethnic and cultural diversity of our society," and agreed to meet with representatives of ALAS and President Morris. The meeting took place, but President Morris announced that he would retire at the end of August, and that those commitments would have to be renegotiated with President Roger Hull.

Faculty. Union's first black professor, Dr. James A. Moss, joined the Sociology Department in 1958. Before approving the appointment, President Carter Davidson felt it necessary to poll the trustees, who apparently made no objection. Moss taught, with some interruptions, until the spring of 1963; the complex circumstances of his departure are described in the article on the SOCIOLOGY DEPARTMENT. In 1960/61,

Moss offered a course in African history. (From 1969 to 1971, the History Department offered courses in African history taught by Professor Charles Holmes, who was white.)

Moss's successors as black faculty members included five who received tenure. Twitty Styles, a parasitologist, served as professor of biology from 1965 until his retirement in 1997. George Smith, a cell biologist studying the small tubes that allow cells to divide, joined the department in 1973. William Daniels, a scholar of judicial politics and the co-author with James Underwood of *Governor Rockefeller of New York; the apex of pragmatic liberalism in the United States* (1982), joined the Political Science Department in 1966 and served as Associate Dean of Undergraduate Studies (1983–88), before leaving for an administrative position at the Rochester Institute of Technology. He is especially remembered at Union for his unorthodox system of administering exams. On separate occasions he reputedly had final examinations for his course delivered via hearse, helicopter, armored car, the district attorney, and the undergarments of an exotic dancer.

The first black woman with faculty status, and the only one to receive tenure during the period covered by this book, was librarian W. Loretta Walker; she served from 1968 to 1981, retiring as Head of Information Services. Felmon Davis, a former Princeton graduate student under Jürgen Habermas and a member of his Frankfurt Colloquium, joined the Philosophy Department in 1980. He has dedicated much of his intellectual energy to studying the foundations of ethics.

As mentioned above, the paucity of black faculty members at Union was a continuing concern to black students, but the College's efforts to recruit and retain black faculty were frequently thwarted by a tight job market, as other institutions struggled with the same problem. At the end of 1989/90, Union still had only three black faculty members.

—Frederick Alford

Blue Gate. The College gate at the south end of Terrace Lane has long been called "Blue Gate."

When Union moved to its present campus in 1814, the only buildings were North College and South College, and the only formal gate was probably the one at the south end of the road in front of those buildings.

There have been several gates in that location. Whether the first was painted blue at the time it was built, and whether the color had any significance, is unknown; the earliest known reference to "Blue Gate" is in 1857.

- 1) The first known gate was a wooden picket gate, described as "ornamental" by 1864. It was replaced in the spring of 1906 by a solid oak gate of the same pattern.

- 2) In 1910, at the same time the first section of iron fence was installed from the Public Library (now Webster House) to Library Lane, the Class of 1910 paid for a wrought iron gate to replace the wooden one. It was to be called the Class of 1910 Gate, but the name Blue Gate persisted.

The road later named Nott Terrace was built from Blue Gate southward about 1854. When automobiles became numerous and fast, an increasing number of their drivers failed to realize that Nott Terrace ended at Union Street, and Blue Gate began to be struck frequently, especially after 1935, when the College started to lock the gate at 10 pm. Two posts were broken by a truck in October 1939, and the gate was badly damaged by a car in January 1942.

- 3) A new steel gate with granite pillars, designed by Lawrence White of MCKIM, MEAD AND WHITE, was officially opened June 12, 1948. The firm had designed the BROWNELL GATE, on the opposite side of the campus in 1925. The \$6,000 cost of the new Blue Gate was paid by the six surviving fraternities founded at Union: Kappa Alpha, Sigma Phi, Delta Phi, Psi Upsilon, Chi Psi and Theta Delta Chi.

This gate, too, proved inconvenient to northbound motorists, and by 1952 four of the seven original stone pillars had concrete replacements. From 1956 onwards, to reduce the traffic "not belonging to Union College," the gate remained locked except on special occasions (the adjacent pedestrian gate remained open).

Crashes continued (four in the fall of 1975 alone), and in 1988 the College closed the entrance permanently. The gate remained in place, but the area outside it was remodeled and a curb and effective crash barriers were installed.

Until the construction of Payne Gate in 1911, Blue Gate was the principal entrance to the campus, and in nineteenth and early twentieth-century sentimental writing about the four years of student life, entering and exiting through Blue Gate were commonly tropes for matriculation and graduation. "Old Blue Gate," an often reprinted poem by JAMES R. TRUAX '76, suggests the place this gate once held in the life of the College:

O gate of blue! Fast hurried by,
On manhood's verge thy portals lie,
Thy wood and paint, they pillars seem
Transfigured in a wondrous dream,
A jeweled frame that holds, most fair,
The purest aims, affections rare.
The choicest garlands we can find,
With rev'rent hands we on thee bind.

See also: Fences.

Boards of Visitors. In the fall of 1947, President Carter Davidson appointed Boards of Visitors to the departments of Physics, Psychology, English, Economics and Chemistry. The businessmen, scientists and educators who comprised these boards were, according to one statement, to "offer counsel to the president, administration, and department heads," but according to another, to "serve as auxiliaries to the college trustees on policy, curriculum, personnel and equipment for each of the college's major departments." Over half the visitors held earned or honorary degrees from Union; each board was headed by a trustee.

The College added a board for the Geology department about 1951 and boards for Athletics and Modern Languages about 1957, but abandoned the system about 1963.

Bonner, Thomas Neville (May 28, 1923–). Fifteenth president of Union College, 1974–78.

A native of Rochester, New York, the eldest of three children of John Neville Bonner, a waiter, and Mary McGowan Bonner, Thomas Bonner entered the University of Rochester but left during the Second World War to serve for four years in Europe with the Army Radio Intelligence Corps. Returning to the university, he took his undergraduate degree in 1947 and married Joan Nadine Compton, with whom he would have two children. After taking a master's degree (1948) at Rochester, he then earned a PhD in history from Northwestern University in 1952, with a dissertation on the history of medicine in Chicago.

His first appointment, as Academic Dean at William Woods College (1951–54), was followed by a year as a Fulbright Lecturer at the University of Mainz, Germany. Dr. Bonner then spent seven years as a history professor at the University of Omaha, where he became chairman of the social sciences department (1955–62). While there, he was awarded his first Guggenheim Fellowship (1958–59) and published his first three books: *The Kansas doctor; a century of pioneering* (1959; reprinted 1976), an edited translation from the German of Jacob Heinrich Wilhelm Schiel's *Journey through the Rocky Mountains and the Humboldt Mountains to the Pacific Ocean* (1959), and a co-authored textbook, *The contemporary world; the social sciences in historical perspective* (1960). In 1962 he ran unsuccessfully as Democratic candidate for the House of Representatives from a Nebraska district.

After joining the faculty at the University of Cincinnati in 1963, he published two more books—*American doctors and German universities; a chapter in international intellectual relations, 1870–1914* (1963) and a textbook, *Our recent past; American civilization in the twentieth century* (1963)—and received another Guggenheim Fellowship (1964–65). He eventually

entered administrative work there as Provost and Vice-President for Academic Affairs (1967–71).

In April 1971, the University of New Hampshire Board of Trustees appointed Dr. Bonner to that institution's presidency. At least five trustees held out for a more politically conservative candidate, a UNH alumnus who had previously served as the university's executive vice-president before moving on to the presidency of New England College. Immediately after his appointment, Bonner drew attacks from various conservative newspapers, including the *Manchester Union-Leader*, published by right-wing crusader William Loeb. The chief objection to Bonner was that he had served in 1962–63 as an aide to Senator George McGovern, who was in the spring of 1971 a presidential candidate running in opposition to the Vietnam War. The second "objection" was that the trustees should have appointed the native son candidate and political favorite of New Hampshire conservatives.

The *Union-Leader* sent a reporter to Cincinnati "to learn more about Bonner's qualifications for assuming leadership of the state's university system." The resulting series of three articles, based mostly on highly selective anecdotal evidence, faulted the president-elect for participating with other American historians in a 1965 civil rights march in Montgomery, Alabama, and identified him as one of the "radical leaders" of the University of Cincinnati AAUP Chapter. It portrayed him as a ring leader of an anti-war march in Cincinnati following the May 1970 invasion of Cambodia, and in general characterized him as a political opportunist with no moral or educational principles. For his part, Bonner tried to remain above the level of his opponents, avoiding comment on specific allegations and commenting only that his critics were "as committed as I am to making UNH a better university" and that he looked forward to working with them to achieve their common goal. He added that the university "must be kept out of politics," mentioned his military service during the Second World War, and added: "I am an educator and expect to remain so."

During his three years at New Hampshire, which were marked by increased state support and lower tuition, as well as by expansion of the university's outreach through continuing education and ancillary campuses, these conservative attacks on Bonner continued. In addition, his support in 1973 of the right of homosexual students to organize on campus brought him into conflict with another New Hampshire right-winger, Governor Meldrim Thomson. Although admittedly exhausted by the pace he had kept, Bonner claimed that critics of his administration did not prompt his departure and that he bore them no ill will: "They have done and said what they believe to be right by their lights as I have spoken and acted according to mine." In fact, President Bonner was so well regarded within the university system that he received

a surprise honorary doctorate in 1974, at the last UNH commencement over which he presided.

Dr. Bonner's appointment as Union's fifteenth president was announced on March 5, 1974, the culmination of a search to replace President HAROLD C. MARTIN, who had resigned effective June 30 of that year. Responding to his selection, Bonner stated that he was looking forward to working at "the final frontier of education—the private college." Bonner assumed the presidency on July 1, 1974, and was formally inaugurated in ceremonies on October 5, 1974. His inaugural address formulated a sort of battle plan for the future of private colleges, urging the value of liberal education in a time of increasing vocationalism, advocating a new level of "statesmanship between the public and the private sectors," and asserting that the "ultimate strength" of small colleges is the teaching they provide, with a "faculty devoted to students" and "a caring atmosphere where living and learning can flourish together." This was followed by an Inaugural Symposium on "The Resurgence of the Independent College," whose six participants included the president of the Association of American Colleges.

During his first term at Union, President Bonner had to deal with two bricks and mortar projects carried over from the Martin administration. One was the eventually ill-fated addition to SCHAFER LIBRARY, which was dedicated in ceremonies on October 26, 1974. This was for Bonner the easier of the two projects; the second would become a factor in the eventual undoing of his administration.

H. LAURENCE ACHILLES, former Union chaplain and hockey coach, had given funds for a hockey rink and curling sheets, a gift which Harold Martin and the trustees accepted on the last day of the Martin administration. Ground was broken for this facility on November 2, 1974, the building to be completed in time for the 1975/76 collegiate hockey season. Because the Achilles gift had been made on short notice, before realistic estimates of the ice facility's cost could be prepared, it proved necessary to consume Achilles's maintenance endowment in the building's construction. The trustees were not able to replace that lost income and cover operating expenses, and consequently Bonner needed to appoint a hockey coach who was also an experienced rink manager. Perhaps influenced by the high-profile Division I hockey program at the University of New Hampshire (with which he had found it politically useful to be identified), but also reflecting his belief in the general importance of athletics as a factor in the public recognition of an academic institution, the president looked for a well-known and highly successful coach. In January 1975 he appointed Nevin "Ned" Harkness, a nearly legendary college hockey coach who had won the national championship at Rensselaer Polytechnic Institute in 1954, re-

putedly with only ten regular skaters on his team, and later won two more national championships at Cornell in 1967 and 1970. His 1970 Cornell team was undefeated and untied (29–0), the only such Division I team in history. At the time of his appointment, Harkness had just stepped down as general manager of the Detroit Red Wings professional hockey organization. (True to his view of athletics, at about the same time Bonner also replaced Union's football coach with Tom Cahill, who had been NCAA Division I Coach of the Year at West Point a few years earlier.)

Given the lateness of the Harkness appointment, the application deadline for hockey candidates was extended; one indication of the new coach's prominence and connections within the world of hockey is that, of the twenty-one hockey players recruited late and offered admission, twenty came to Union to play for Harkness. During the first season, this team had a 19–4 record against Division I, Division II, and Canadian university opponents, drawing capacity crowds of student, faculty, alumni, and community supporters. Commercial advertising appeared on the scoreboards and the Zamboni. Although Union's was officially a Division II team, pressure was already developing, encouraged by Coach Harkness and certainly not opposed by President Bonner, to "move up" to Division I—a prospect which some students and many faculty members viewed as inconsistent with Union's values and reputation. Moreover, such a change in status was clearly incompatible with Union's continued membership in the New England Small College Athletic Conference (NESCAC).

In his first full report to the Board of Trustees in January 1975, President Bonner cited plans to improve morale and strengthen campus communications (including the introduction of the weekly *Campus Chronicle*); to improve educational planning and strengthen the administrative organization of the College (including additional administrative support staff and an improved admissions effort); and to make Union a "better place to live, study and work" through increased faculty and staff compensation and "more attention to campus recreation" (including "competitive athletic teams" and the creation of a "real campus center in Carnegie Hall," with the Dutch Hollow Pub its main attraction). April 1975 brought the president's announcement of endowment of the Washington Irving Chair, a \$250,000 Mellon Faculty Development Grant, \$230,000 for a new computer center, and prospects for a larger gift for "non-budgeted sports expenses."

Bonner's first marriage had ended in divorce. In April 1975 he married Carlene Carey Harris, who had worked in public relations at the University of New Hampshire; the entire campus community was invited to the Memorial Chapel ceremony.

At Prize Day in May, Count Basie received an honorary degree and his orchestra supplied the evening dance music. In his June 1975 report to the board, later printed and circulated to the community as "After One Year," Bonner announced the creation of the President's Commission on the Status of Women and the Campus Commission on Race Relations, both intended to improve the quality of life on campus and diversify the community. Alluding perhaps to Union's somewhat staid and conservative past, the president urged that: "we must recover our nerve, have faith in each other and in this college's future, and make this college the kind of place where everyone contributes because everyone benefits. We must abandon old habits, old suspicions, old cynicisms and make this place come alive in ways that we have not yet dreamed." Union was indeed about to come alive, but in ways the president had surely not dreamed, even in his worst nightmares.

At the opening faculty meeting in September 1976, after citing as achievements the six-year medical education program in cooperation with ALBANY MEDICAL COLLEGE, the Mellon grant, and the Washington Irving Chair, President Bonner introduced what was to become a major point of controversy, namely, his conception of Union as "a comprehensive college in a university setting." Implicit in this conception was a view of UNION UNIVERSITY as more than a very loose association of basically independent institutions; in the president's view the University provided opportunities not only for cooperative undergraduate programs, such as the medical education program, but also for expansion of Union's limited graduate and continuing education programs. Unlike most Union College presidents of the preceding century, Bonner found in his role as Chancellor of Union University much more than an unwanted opportunity to attend the university's annual meeting and to preside at three additional Commencement ceremonies each year. His ambitions to expand Union College beyond its primary full-time undergraduate orientation became a point of opposition for many in the Union community. (In the context, "comprehensive college" struck many faculty as ominous, but Bonner was matter-of-factly using the standard Carnegie Corporation classification for colleges with substantial masters degree programs.)

In his opening address the president also stated his intention to appoint a Task Force on Athletics: "So emotional has this subject become that I want the responsibility for decision-making widely shared by all those affected." The Task Force was charged to explore the appropriate role of athletics at Union and to examine the pros and cons of NESCAC membership. In late October the *Concordiensis* obtained and published an early draft of the first section of the Task Force's report dealing with the questions of moving to

Division I in hockey and withdrawing from NESCAC. Although no recommendations were contained in the draft, and an attempt was made to weigh the arguments on both sides, the overall tendency of the draft was to oppose both moving to Division I and withdrawing from NESCAC. Clearly annoyed by the premature release of not-yet-agreed-to recommendations, President Bonner immediately sent a memo to the College community in which he accused the *Concordiensis* editors of irresponsible behavior, claiming that their premature publication of a mere draft was "misleading and unfair," and demanded an apology. The editors refused to apologize on the grounds that they had taken great pains to describe what they had printed as only a preliminary draft, and that they had published it in an honest attempt to educate the community about the issues involved. The final report of the Task Force was released in late December 1976; among other things, it recommended withdrawal from NESCAC. Nearly all of Union's athletic coaches urged this position, because NESCAC rules prohibiting post-season competition precluded the possibility of ECAC or NCAA championship teams. But most of the faculty, many students, and at least some alumni were adamantly opposed to leaving what they perceived as an academically prestigious association consistent with Union's history and aspirations.

At a general faculty meeting early in the fall of 1976, a faculty advisor, speaking through Professor Neal Allen in order to conceal the identity of the student in question, queried the extremely low SAT scores of a freshman advisee who was also one of Coach Harkness's prime hockey recruits. This led to considerable speculation about and, ultimately, a faculty committee investigation of the entering credentials of other hockey players and indeed of Union athletes more generally. Even before the committee reported, many in the Union community had come to believe that admission standards had been compromised. Then, in March 1977, a letter from the president of Williams College brought to light evidence that, a year earlier, Harkness had violated the NESCAC recruiting rules and then lied about the matter when confronted by President Bonner. (For more details, see the article on HOCKEY.) Bonner immediately suspended Harkness, and offered his own resignation to the Board of Trustees at its April meeting. The trustees reinstated Harkness, refused to accept the president's resignation—reappointing him for one year—and voted to terminate Union's membership in NESCAC. They also appointed a Special Committee on Governance, chaired by Trustee Lee Davenport. Although its ostensible mission was to investigate the causes of disagreement between the administration and, particularly, the faculty, many held its real purpose to be damage control, since the controversies of the 1976/77

academic year had been recounted in both the local and the national press.

The effect of the trustees' actions was, however, not pacification; rather, the faculty and many students were moved to organized opposition to President Bonner's administration. Petitions circulated, the *Concordiensis* editorialized, the faculty formed a crisis Steering Committee, and tempers on all sides sometimes flared. Throughout the year, an "us against them" mentality had developed between the Bonner administration and the faculty; military metaphors abounded in the rhetoric of both sides. Faculty members openly questioned the president's integrity. By secret mail ballot on May 23–24 the faculty passed (102–39, with 25 people not voting) a resolution which acknowledged the trustees' authority to reappoint the president but characterized that action as unwise, and stated: "Having witnessed the erosion in the respect accorded the College by the educational community, a progressive deterioration in the administration of the College, and the dissolution of confidence in the President by the various campus constituencies, we the faculty are forced to conclude that President Bonner is incapable of reconstituting the sense of trust and mutual respect essential to leading the institution."

Meanwhile, task forces appointed by the Presidential Advisory Board investigated both the admissions director for alleged malfeasance in office and the dean of students for language and behavior inappropriate to an academic community. The former committee reported on June 9, 1977, that the admissions director had circumvented the faculty admissions committee, in at least one instance falsifying records, in order to admit some hockey players who would otherwise probably have been rejected. A key issue, never entirely resolved, was whether or not Bonner had explicitly or implicitly encouraged the admissions director to take this action. Even if the president had not in any way encouraged the violation of procedure, he could be accused of a failure to monitor his own staff responsibly. Whatever the case, many faculty members faulted Bonner.

Because the 1977 graduating class had petitioned to have someone other than President Bonner hand out their diplomas at Commencement, the chairman of the board performed that function with the president looking on. In a post-Commencement memorandum of June 23, 1977, the president responded to that spring's developments, announcing that the admissions director would be reappointed for 1977/78, the dean of students would continue in his office, and in the future athletics at Union would be the responsibility of the provost and the newly appointed athletic director, Richard Sakala. Despite formal withdrawal from NESCAC, Union's athletic policy for at least the immediate future would be to abide by the principles

of that organization. The hockey team would continue to compete at the Division II level. Few participants in the skirmishes of the 1976/77 academic year, including Coach Harkness and his Division I caliber hockey team, could have been happy with these presidential responses.

At the opening faculty meeting of the 1977/78 academic year, President Bonner's tone was more conciliatory and his language less combative. He urged more lines of communication among the faculty, students, and administration, and to that end he issued during the fall term a series of "Discussion Papers" on the general nature of the College and its future, on admissions, and on governance. These were intended to be debated at faculty meetings, by the All-College Senate, and in other campus forums, but enthusiasm for these debates was not high. Many hoped that Bonner would soon take a position elsewhere (he had been a candidate for the presidency of Kent State University in May 1977, and it was widely believed that he was active in the administrative marketplace). The administration itself was coming apart: President Bonner fired Dean of Students Mark Smith in October after Smith issued an open letter highly critical of the president, and Provost Willard Enteman, whose relations with Bonner had deteriorated badly, announced his departure at the end of December 1977 to assume the presidency of Bowdoin College. The turnover in lower administrative positions was unusually high. Meanwhile the hockey team continued to win with players many held academically suspect, and the president complained in his governance paper about the lack of administrative representation on the All-College Senate, the main legislative body in the governance system. (The Senate was then composed of twelve faculty members, seven students, and four administrators ex officio.) In general, Bonner saw much of the controversy engulfing his administration as a consequence of a GOVERNANCE system that failed to recognize the proper distinction between the responsibilities of the students, faculty, administration and trustees.

Just after the fall term concluded, a crisis occurred. The Committee on Standing of Students declared several hockey players ineligible based on their academic performance. Finding the provost unwilling to defer implementation of this ban until after an upcoming Christmas tournament, on December 23, 1977, Coach Harkness abruptly resigned and a few days later the entire team said it would no longer play without Harkness as its coach. Bonner fumed publicly about Harkness's lack of professionalism and faculty members smugly concluded that such an outcome had been inevitable, given the events of the preceding two-and-a-half years. At their January 1978 meeting, the trustees appointed an outside committee of four, chaired by Worcester Polytechnic Institute President

George Hazzard, to review Union's problems with governance, from the board level on down. (By the time the committee reported in June 1978, the president had announced his resignation, but the report led in 1980 to a substantial revision in the governance system.) Long-time faculty member and former administrator C. William Huntley agreed to serve as provost beginning January 1, 1978; his presence for the remainder of the academic year served to mitigate to some extent the turmoil in the College, but most students and faculty members were now anticipating President Bonner's departure.

On May 16, 1978, Bonner resigned effective June 30, 1978, to accept the presidency of Wayne State University in Detroit, then the largest urban university in the United States. Perhaps learning from his experience at Union and New Hampshire the uncertain duration of a president's term of office, Bonner also obtained appointment as a tenured professor of history at Wayne State. Putting perhaps the best possible spin on the widely anticipated resignation, recently-elected board chairman Richard Day claimed in a prepared statement that "Dr. Bonner has in his four years at Union made us look deeply into what we stand for as an institution." One faculty member described campus sentiment less tactfully, and with at least some exaggeration: "I can't for the life of me think of a single member of the faculty or any student who doesn't feel this is long overdue." The president said: "I look forward to returning to a major public university that is committed to both high quality and wide access."

Not long after arriving at Wayne State, Dr. Bonner encountered fiscal difficulties prompted in part by the recessionary economy and in part by the wage demands of the university's many unionized employees. There were hiring freezes, job actions and strikes; eventual concessions to the workers drove significant increases in tuition. Bonner did, however, succeed in increasing the international outreach of Wayne State through exchange agreements, including one of the first agreements between an American university and the Chinese Academy of Science. He resigned the presidency in August 1982 in order to teach in Wayne State's history department.

Although his administrative career might be judged less than successful, Dr. Bonner has achieved prominence as a scholar dealing with the history of the medical profession and later of medical education. He essentially stopped publishing on entering the upper echelons of academic administration at the University of Cincinnati in 1967, but he re-established his scholarly reputation after leaving Wayne State's presidency in 1982. In addition to publishing many articles, he revised his dissertation for publication as *Medicine in Chicago, 1850-1950; a chapter in the social and scientific development of a city* (1991), published a study of

pioneering American and European women who travelled abroad in quest of medical education—*To the ends of the earth: women's search for education in medicine* (1992)—and completed a history of medical education, *Becoming a physician: medical education in Britain, France, Germany, and the United States, 1750–1945* (1995).

His second marriage having been dissolved, in 1984 he married Sylvia M. Firnhaber. Dr. Bonner retired from Wayne State University in 1997 as Distinguished Professor of History and Higher Education, becoming a visiting scholar in history and biology at Arizona State University, where he worked on a biography of the great Johns Hopkins medical educator, Abraham Flexner.

—Jan K. Ludwig

Bookstore. The Union College Bookstore had its origins in a nineteenth-century student-run textbook concession. Sophomore John Gilmour '57 advertised such a "store" in North Colonnade in the fall of 1854, but there were probably both earlier and later ventures which relied on bulletin board advertising. The next published advertisement informed readers in February 1874

B. Whitlock ['77] has bought the College bookstore of its former owner, S.D. Jewell ['75]. He has enlarged the stock of books, stationery, etc....

The bookstore probably changed ownership every year or two; it seems to have been located in South College at least from 1881 through 1905, except for 1904, when it was in Silliman Hall. The student proprietors got their stock of new textbooks, probably on consignment, from a downtown bookstore—Barhydt's in 1883. They sometimes dealt also in second-hand textbooks.

The student store may have ceased to operate after 1905, the last year in which it advertised; students would then have obtained their books from stores in town. Probably because the administration wanted a reliable source of textbooks on the campus, ESTHER ELY, then an assistant in the treasurer's office, started a bookstore next to her office in Geological Hall in 1909. It was successful enough by the spring of 1916 to inspire the first of what became a traditional *Concordensis* editorial denouncing its profits—one thousand dollars that year.

The treasurer's office moved in 1919 to the newly opened ADMINISTRATION BUILDING and the bookstore followed, finding quarters in an oblong room behind the stairs on the first floor. At the same time Miss Ely was promoted to Registrar, and Miss Ellen M. Dewey, daughter of assistant treasurer HARTLEY F. DEWEY, was appointed manager of the store.

About a year after her father's forced resignation in 1932, Miss Dewey's position became a casualty of the

worsening Depression; the comptroller appointed his assistant, Helen Jenkins, to run the store. Mrs. Jenkins supplemented the textbook stock with books of general interest, and carried cigarettes, candy, and toiletries.

In order to expand and to free needed space in the Administration Building, the bookstore moved in 1939 to the north end of WASHBURN HALL, formerly a drafting room. MARIAN FOX, wife of President Fox, gave the new store special attention, furnishing a pleasant reading nook where students could read or play checkers. Mrs. Jenkins organized art exhibits in the store, which was probably at its most genteel in this period.

The College remodeled the bookstore in 1954 to make it self-service, reducing overhead. The store stocked the complete Modern Library series but few other non-textbooks until the paperback revolution of the 1960s.

Hilda Hill, an administrative assistant in the Admissions Office, succeeded Mrs. Jenkins on her retirement in 1960. The impending demolition of Washburn Hall forced the bookstore into the basement of the NOTT MEMORIAL in the fall of 1963; although the new space was larger, huge pillars and curved walls made it hard to use efficiently.

Mrs. Hill retired in the fall of 1970 and was briefly succeeded by Mrs. Kathe Frankel; Holley D. Greene III, appointed in 1972, served until his sudden death March 20, 1987. The store moved to the College Center later that year, and in 1988 Eli Majlaton was appointed manager.

In the College Center, the store occupied two floors, with offices on the third floor; it sold computers as well as textbooks, school supplies, sundries and souvenirs. Increased enrollments and the tendency of the faculty to assign more books for each course made textbook sales a much larger business after the store left Washburn Hall, while the relative amount of space allotted to general paperbacks declined. After the move to the College Center, decades of faculty complaints that the bookstore ought to carry the generous selection of non-required books found in many other college stores finally resulted in allocation of a modest amount of space for that purpose.

Botany Bay. The first penal colony in Australia was established in 1788 at Botany Bay in New South Wales. The name was later applied to Australian penal colonies generally, and was used figuratively by 1822 (*OED*). It was commonly used in the general sense of a remote and desolate place and was sometimes applied to colleges deemed provincial, such as Trinity College, Dublin.

As applied to Union College, the term was understood to have specific reference to ELIPHALET NOTT's readiness to accept students expelled from other institutions. It is not known when Union was first called Botany Bay, but a student who came to Union in 1830

after leaving Yale under a cloud wrote to a friend in New Haven that "for morality and freedom from disipation your college cannot compare with this no sir yours is in reality what this is nominally—'Botany Bay'...."

Captain Frederick Marryat, who visited in 1837, wrote in his *Diary in America* (1839), that Union College

...is called the Botany Bay, from its receiving young men who have been expelled from other colleges, and who are kept in order by moral influence and paternal sway, the only means certainly by which wild young men are to be restrained.

JONATHAN PEARSON mentioned the epithet in his diary for the first time October 4, 1842: "They say our students are lazy too, and lawless—that we have a Botany Bay here & c." It was still current in 1854, when he wrote "We are called 'Botany Bay' and indeed in some respects I believe they [ie, colleges] may be all Botany Bays with a few exceptions," and in 1860, when a student played with the comparison in a description of the College for the *Union College Magazine*.

Bowling. A bowling alley was constructed in the College's first gymnasium soon after it opened in 1874 (see BECKER HALL; GYMNASIUMS). A Bowling Club existed in 1890 and the alley was enlarged in 1897, but most of its use may have been informal until the twentieth century.

The *CONCORDIENSIS* noted in the fall of 1908 that bowling teams were being organized at the College, but nothing more is known of them. Fraternities were already competing against each other when the Interfraternity Council formed two leagues of six fraternities each in 1916/17. In the fall of 1919 the leagues mounted a sixty-six game tournament, but they apparently died out not long afterward.

As soon as ALUMNI GYMNASIUM opened in 1914, Old Gym was converted to student housing. The campus has not had a bowling alley since then, but teams have bowled at local alleys.

Navy students formed a short-lived bowling team in 1944. A team formed by the students in 1954, and later called the Dutch Classic Bowling League, was a recognized varsity sport by 1960. The team was supported by student tax money until 1968, when the athletic department agreed to assume the responsibility. The team ceased competing sometime after 1975.

A Schenectady alumni team formed in 1937 still existed at the end of the period covered by this book; some non-alumni faculty have been members.

Boxing. Union students have boxed during several periods of the College's history, although apparently never in intercollegiate competition.

The earliest history of the sport at Union is obscure. A Boxing Club existed in 1861, and the *College Spectator* remarked in May 1872: "One of the most popular amusements of the present term is boxing." Union entered contestants, including at least one boxer, William J. McNulty '80, in an athletic tournament at Schenectady's Union Hall in April 1879; he knocked out his opponent. In February 1893 the *Concordiensis* noted:

The sight of a boxing match between the professor of mental and moral philosophy [i.e., the forty-year-old FRANK S. HOFFMAN] and the junior professor of modern languages [the thirty-four year-old Arthur S. Wright] is no unusual one.

A Boxing Club formed about that time survived through 1897. Director of physical education Christopher Linhart offered a boxing class in the latter year, but interest soon lapsed.

In the fall of 1921 several boxers were being trained by sophomore John E. Glenn '24. A year later the athletic department, under Elmer Q. Oliphant, bought seventy-five pairs of gloves and began teaching boxing to freshman in physical education classes; Samuel Rubin, a local amateur boxer, took charge of the instruction as a volunteer. To further arouse interest, the department staged three-round bouts at half-time of basketball games.

Four students entered the AAU boxing tournament in Albany in the spring of 1923. Early in 1925 the Athletic Board approved boxing as a minor sport, with the right to engage in intercollegiate competition, but all matches were in fact intramural. An annual intramural tournament of wrestling and boxing (and sometimes fencing), was held 1925–44; 1947–49. The tournament returned in 1975 for boxing only (boxing classes were re-introduced at the same time). It was apparently held for the last time in the spring of 1985.

Brackett (Edgar T.) Memorial Lectureship.

On October 7, 1929, Spencer B. Eddy '18 and his law partner, Charles Brackett, created an endowment in memory of the latter's father, a member of the New York State Senate, "for the purpose of providing an outside lecturer or lecturers on the subject of practical politics." At the end of the period covered by this book, the fund still underwrote an annual lecture in that field.

Bradbury, John Mason (Aug. 10, 1908–May 12, 1969). Professor of Art and English, 1951–66; Professor of English, 1966–69.

The second of three sons of William F. Bradbury, a Harvard-educated high school English teacher, and Methyl Julia Hixson Bradbury, a Radcliffe graduate, John Bradbury was born and raised in Louisville, Kentucky and went East to Princeton, where he distin-

guished himself as both the best tennis player in his class and a Phi Beta Kappa member. After graduating in 1930, he returned to Louisville to teach in secondary school for several years, then resumed his studies at Northwestern, and received an MA in 1939. That same year, he married Anne Glenn, also from Louisville.

The Second World War interrupted his graduate education; he saw action in France, Germany and Austria as an artillery officer. At the war's conclusion, an interest in writing fiction led him to the University of Iowa, a pioneer in the development of the writer's workshop, where Flannery O'Connor was among his classmates. But his focus soon shifted, and he completed his PhD in English, with a concentration in the field of criticism, in 1948. Meanwhile, a complementary enthusiasm, cultivated by courses in art and architecture at Princeton a decade earlier, had found nurture in an art history doctoral minor. He devoted the next three semesters to post-doctoral studies that were an extension of his art interests, joined with an exploration of aesthetic theory, and the following year the Art Department employed him to teach courses in history and criticism. After returning to his home town as an assistant professor (and director of education via radio) at the University of Louisville in 1950/51, he accepted a position at Union (which, for the first year, included a part-time assignment as Director of Public Relations). He would prove a major figure in the mosaic of Union during the 1950s and '60s.

At the start of that period, science and engineering dominated the College's reputation (as well as its political dynamics); if Union wished to be taken seriously as a liberal arts institution, it would have to develop a more credible balance in the humanities. Bradbury was a force working for that change. "I was hired... primarily to vitalize the Art program (which had consisted of two semester courses taught by a Classicist with some Archeological background), and with the prospect of developing, under a Carnegie grant, the integration of Art and Literature on the level of Criticism." Purpose quickly became mission. Although a member of the English department, he was the de facto Art Department, organizing exhibitions, building a slide collection, establishing a two-term humanities course chiefly devoted to art history, and introducing a new course in American art.

His most consequential role, however, was to champion an enlarged presence for the arts. "Almost always," he later wrote, "there comes a critical period in the development of a program when it requires... continued growth [or else] it begins to stagnate or even regress. The forward steps [in Union's art offerings] required movement toward Departmental status and divorce from [its] peripheral, dependent position." It was a troubled journey. From the beginning, the program—such as it was—had been entirely "supported,

not by the College itself but by special funds supplied by [trustee] Walter Baker..., thereby placing it in a special context, outside the total educational program of the College, and dependent on a single individual's approval." Moreover, Baker was an ambivalent angel: the same ardor for traditional art that fired his generosity also waged battle against modern art—and the modern artists who taught the studio courses Bradbury wished to add to the program. Other trustees disapproved of curricular accommodation of any of the arts (as Bradbury soon learned when, as chairman of a committee to choose a successor to ELMER TIDMARSH, he strove, successfully, to hire a teacher with erudition and breadth instead of focusing on "the performing organism envisioned by the Trustees.") He persisted, however, and finally advanced his cause at the sacrifice of personal interests: in order to create a full-time position that would permit the hiring of a studio artist, he surrendered the art history courses closest to his heart and took on less favored English courses. Ironically, this artist later charged that he favored the academic over the creative. Although his antagonist soon left Union, Bradbury, weary of the burden as minister of the arts, withdrew into the English Department as Dean Theodore Lockwood expanded and transformed both art history and studio arts instruction by combining them with music and drama in a new entity, the Department of the Arts.

Less conspicuously, Bradbury reflected the same biases in the English Department as he had in his conduct of fine arts matters. He vigorously advocated a critical approach to literature at a time when many classroom hours were still given over to history and biography, and he lent support to a more ambitious program in creative writing—taught, to be sure, by someone with "a broad cultural background." In hiring, he consistently inclined toward the more sophisticated candidate (or, less sympathetic colleagues would aver, the pseudo-sophisticated). His most notable contribution, however, lay in his course entitled "Humanities." An art history survey fused with elements of Columbia's famous "Western Civilization" sequence, it was regarded as Union's desperate attempt to plate its students' base intellectual metal. It also had a reputation as the raciest course in the curriculum. Bradbury fondly told and retold the story of a skit in which a student imitated him by wearing a red beret and mumbling at great length, punctuated by eruptions of "phallic symbol" and "earth mother."

Bradbury's scholarship concentrated on twentieth-century Southern writers. Begun as a novel fictionalizing the figures in the Southern Agrarian movement at Vanderbilt, but later turned into a critical/historical work, *The fugitives* (1958) remains a primary account of that cultural and literary phenomenon. Five years later, he produced *Renaissance in the South*, the first comprehensive survey of the Southern writers who

emerged after the Second World War. (It was intended as the headpiece to a series of reissues of the most distinguished novels by these writers, but the publisher never fulfilled that plan.) He also wrote a number of articles for such distinguished periodicals as *Accent*, *American literature*, *Sewanee review*, and *Western review*, some of which marked the first significant critical treatment their subjects had received; with the arguable exception of his colleague Harold Blodgett, Bradbury was the most prolific scholar in the department of his time. In addition, he served as a Fulbright lecturer at the University of Istanbul in 1964/65, and as a visiting professor at the Hochschule in St. Gallen, Switzerland, during 1968/69.

A thicker head of hair would have heightened Bradbury's resemblance to William Faulkner, his favorite twentieth-century American writer, and his wiry build indicated his nimble athleticism. Varsity tennis coach in 1953/54, he was an earnest player on the college courts when weather permitted, and his passion for baseball was evident as he sat studying Union's team, not only in their games but also during spring practice. Every spring, until only a couple years before his death, he played infield on the faculty softball team with great enthusiasm. He also gustily joined in the social life of the campus. He was a popular guest at fraternity parties, particularly at the Alpha Delta house, where he stretched the business of the classroom. (When W.H. Auden visited Union, Bradbury used his contacts to secure the poet's exact martini recipe for AD's cocktail party in his honor—information which unfortunately rendered the speaker's lecture entirely unintelligible that evening.) And at every home football game, Bradbury and his wife led a cluster of faculty members who spent half time drinking sherry in Butterfield Hall after zealously cheering the team. The Bradburys created a social set that drew from several academic sectors, and their home in Schenectady's Stockade was not unlike a salon, where college gossip mixed easily with patter about literature and art. More than any other couple, they exemplified an era that has passed not only from Union but also from the American collegiate scene. Oakes and Sophie Broussard, characters in *The innocent curate*, Paris Leary's 1963 roman à clef about St. George's Church and its Stockade neighbors, were generally recognized as based very loosely on the Bradburys.

John Bradbury succumbed to lung cancer at sixty.

—Frank Gado

Brewster, James (July 22, 1886–Feb. 21, 1963). Psi Upsilon. Librarian of Union College, 1927–35.

Not long after James Brewster's birth in Dakota Territory, his father, an Episcopal clergyman, brought the family back to his native state of Connecticut. After graduating in 1908 from Trinity College (Hartford), where he majored in history, Brewster worked

for five years as an insurance company cashier. During the decade 1914–24, except for brief service in the U.S. Navy during 1918, he was employed as auditor by the Canada Steamship Lines.

Brewster then entered the New York State Library School, from which he earned a BLS in 1926, at the age of forty. He worked in 1926 and 1927 as head of the order section at the New York State Library, and in the fall of 1927 accepted the position of librarian at Union College, replacing H. WHARTON MILLER.

Brewster continued Miller's professional stewardship of the library and increased annual circulation of books to students almost three-fold during his eight years at Union. He taught the bibliography course begun by Miller and gave occasional talks on his hobby of philately.

He was apparently not felt to be a sufficiently strong librarian, however, and incoming president DIXON RYAN FOX soon suggested that he look for another position. In the fall of 1935 Brewster left Union to become assistant Connecticut State Librarian; the next year, following the death of the director, he advanced to that position, which he held until retiring in 1957.

Briggs, Emily. Mrs. Briggs was hostess and cashier at HALE HOUSE dining hall, 1936–50. On the opening of WEST COLLEGE she was placed in charge of the student lounge and library there, retiring on July 5, 1953.

Bronner, Frederick Lidell (Feb. 2, 1901–Jan. 13, 1986). Class of 1923. Professor of History, 1923–66.

A native of Richfield Springs, New York, one of two children of hotel owner and village postmaster Frederick Bronner and Grace Aurelia Lidell Bronner, Fred Bronner entered Union in 1919. He joined Delta Upsilon—serving as house president in his senior year—played on the tennis team and in several of the musical clubs, became literary editor of the *Garnet*, and was elected to the Tiger's Eye society and to Phi Beta Kappa. In January of his junior year he married Julia Emma Voorhees, with whom he had grown up in Richfield Springs.

Immediately after graduating in 1923 (BS), Bronner joined the faculty as an instructor in history. Except for leaves in 1924/25 and 1928–30 to earn an MA and a PhD from Harvard, and a 1958/59 sabbatical at St. Andrews University, he taught American history at Union until retiring in 1966. His primary interest was in American social, cultural and intellectual history, and his two courses in that field were quite popular.

He also served the College as acting librarian from the fall of 1935 until mid-1936, as chairman of the Division of Social Studies (1937–40), as editor of the *Union alumni review* (1942–45) and as SECRETARY OF

THE COLLEGE (1942–63). Following JOSEPH DOTY's retirement, he was named John Bigelow Professor of History in 1961. During 1942/43 he served as president of the Union chapters of both PHI BETA KAPPA and the AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. He was also active in the HALE CLUB.

He was a rather small man: 5 feet 8 1/2 inches, 155 pounds in 1935. A 1943 profile in the *Idol* remarked on his "incessant wisecracking," and noted that "'cynical' is probably the adjective most commonly used in connection with Professor Bronner." Union College, the History Department, and perhaps America itself had fallen short in Fred's semi-romantic view of reality. He may even have thought these comments funny, but increasingly there seemed to be a bitter aftertaste as term after term, he lectured from the same yellow half sheets, then retreated from his office immediately with an armful of books to read. His own publications were limited to a couple of articles on local history.

For all his "cracks," however, he was deeply attached to the institution, and became an icon of Union College. He supplied students with a running chronicle of the College expressed with a mordant wit, and some students referred to him as the "sage of Bailey Hall." The faculty meeting minutes he kept as College Secretary were famous for their irreverence ("After long and at times incoherent discussion, President Davidson..."). In 1948 the Alumni Council awarded him its gold medal "for outstanding service as an alumnus."

Outside the College, Bronner served as president of the Schenectady Historical Society (1942/43), and he was active in the Schenectady Curling Club. A regular golfer, he claimed to be the only living person who had both pitched a no-hit, no-run baseball game (for Richfield Springs against Cooperstown in 1922) and scored a hole-in-one (at the Schenectady municipal course in the 1940s).

The Bronners had a son and three daughters, one of whom died in infancy. Frederick V. Bronner '46 and Elizabeth Bronner '62 earned degrees from Union. The family occupied the house now known as Seventeen South Lane (1938–45) and then the north faculty house in North College (1945–66). Julia Bronner was distantly related to trustee WALTER C. BAKER '15.

Following his retirement from Union in 1966, Bronner taught for another five years at Wake Forest University in North Carolina.

—Joseph Finkelstein

Brown, Joseph Ransom Jr. (Dec. 12, 1878–Nov. 19, 1968). Class of 1903. Librarian of Union College, 1903–6.

Born in Seward, Schoharie County, New York, the son of a doctor, Joe Brown entered Union College with the intention of becoming a librarian. He joined Phi Gamma Delta and worked in the College library

for tuition during his first two years, serving under Peter Nelson '98, who had just been appointed Acting Librarian on graduation from Union. They were times of desperate austerity for the College; when Nelson resigned in 1901, President Raymond asked Brown, then a junior, to take full charge of the library until a librarian could be found. Brown combined that role with his studies until he graduated (with a BS and special honors in history), at which time Raymond appointed him librarian.

During the summer of 1903 Brown supervised the removal of the library from Washburn Hall to the renovated Nott Memorial. In 1906 he revised and brought up to date the catalogue of all alumni, living and dead, which appears in the third volume of Raymond's *History of Union University* (1907).

Apparently deciding that his future did not lie in librarianship or any similar work, Brown resigned in 1906 to take a job with the advertising department of Dr. Williams Pink Pill Co. (later the Willis T. Hanson Co., a Schenectady-based patent medicine business). The work entailed travel throughout the United States, and later to Cuba and Mexico for the Fulford Hanson Co., a subsidiary.

In 1913 Brown married Susie Sherling Neher; as a Red Cross nurse during the Spanish American War, she had been one of America's first Army nurses. Together they went to Rio de Janeiro, where Brown served for two-and-a-half years as manager of the Brazilian branch of Fulford Hanson.

Returning in January 1916 owing to the ill health of his parents, Brown bought an interest in the *Cobleskill Times*, which he sold three years later. In November 1919 he went to work for the Albany office of the Paine, Webber & Co. securities firm, where he remained for nineteen years, resigning in 1938 to go into business for himself as an investment advisor. He continued that work with apparent success for the rest of his active career.

The interest in Union's history—and particularly in the history of its alumni—which had first been manifested in Brown's work as librarian continued throughout his life. A founding member of the Graduate Council in 1910, he served from 1925 to 1965 as chairman of the Committee on Alumni Records; in that capacity, he later estimated, he contributed "more than 5,000 biographical sketches and alumni items and considerable historical matter to the Council records." When CHARLES WALDRON ceased writing his *Union Alumni Review* column "Twas here the old alumni sat" in 1944, Brown began a similar column titled "Alumni gleanings" with the April 1944 issue; it continued until the magazine changed its name two years later and ceased publishing historical articles. Brown also wrote historical articles for the *Schoharie County Historical Review*.

The College archives now holds the biographical material on Union's nineteenth-century alumni which Brown gathered through diligent research in libraries and through voluminous correspondence. He was a good judge of the quality of historical evidence and of promising lines of inquiry; although the comprehensive catalogue of all the College's alumni toward which he worked was never completed—his own 1906 list remains the last of its kind—the information he gathered has been invaluable to hundreds of researchers, and not least to the editor of the present book.

Brown (Stephen P.) Memorial Trophy. In April 1953, the INTERFRATERNITY COUNCIL agreed to award an annual trophy, sponsored by PHI SIGMA DELTA, to the fraternity with the best overall record in scholarship, intramural athletics and participation in student activities. Phi Sigma Delta named the trophy for one of its members in the Class of 1953 who was killed in a train wreck on the Long Island Railroad, November 23, 1950.

The trophy is awarded near the beginning of each academic year, based on standings in the previous year. Until 1964, it was awarded at opening convocation; since 1971, the ceremonies have taken place at half-time of the homecoming football game.

A fraternity that wins the trophy three successive years keeps it permanently. Since 1971, when Phi Sigma Delta closed its Union chapter, new trophies have been provided by the Interfraternity Council.

The Student Council instituted a new rating system in 1965. To the three original categories, the Interfraternity Council added community service in 1981 and participation in Greek Week in 1982.

Brownell Gate. The present gateway at the intersection of Terrace Lane North and Nott Street was given in 1925 by the New York City Alumni Association in memory of SILAS B. BROWNELL '52, a former chairman of the Board of Trustees. Designed by MCKIM, MEAD & WHITE, the Brownell Gate was dedicated June 11, 1926.

It replaced a stone, iron and wood "Green Gate" with three entrances, erected in the fall of 1912 in imitation of the new BLUE GATE installed in 1910 on the opposite side of the campus. Before that, "Green Gate" had presumably been wooden, but nothing is known of its origins or of the significance, if any, of its color.

See also: FENCES.

Brownell, Silas Brown (Oct. 11, 1830–June 12, 1918). Class of 1852. Attorney. Trustee, 1872–1918 (Chairman, 1888–1918).

Born in Knoxville, Albany County, New York, the son of Dr. Moses Brownell, a Troy physician, and Mary Brown Brownell, Silas Brownell prepared for college with private tutors and at the Troy Academy before en-

tering Union as a junior in 1850. Taking the classical course, Brownell joined Kappa Alpha and was elected to Phi Beta Kappa.

Following graduation in 1852, Brownell read law in Waterford and was admitted to the bar in Troy. He practiced there for a year, then moved to New York City, where he became managing clerk at the firm of Clark and Rapallo. On the outbreak of the Civil War he enlisted on April 19, 1861, in Company H, 7th Regiment, New York Volunteers. He was mustered out in 1865.

In 1867 he founded the Wall Street law firm Brownell, King and Lathrop, which in 1896 became Brownell and Patterson. The firm was counsel to banks and insurance companies, and conducted a large real estate business.

When the position of alumnus trustee was created in 1871, Brownell was among several men nominated for the post; he lost, but on renomination the following year he won a four-year term, subsequent to which he was chosen as a permanent trustee in 1876. Appointed Secretary of the board in 1883, he automatically became "President" (i.e., chairman) of the board in 1888, when the resignation of J. Trumbull Backus left Brownell the senior member in years of service.

Brownell, who came on the board near the beginning of E.N. POTTER's administration, voted with the president's supporters in the controversies racking the later years of that administration. Regarded as "a gentleman of the old school," he was sometimes difficult to convince of the need for change; the proposed Alumni Gymnasium was unnecessary, in his view, because as a student he had gotten sufficient exercise chopping wood. When the project went forward without his support, however, he contributed a large check.

Brownell remained at the head of Union's board until his death at eighty-eight, at which time he was succeeded by the seventy-five-year-old GEORGE ALEXANDER, who served until his own death at eighty-seven. One cannot point to any specific harm done by the failure of these men to retire, but neither could it be said that the board under their leadership rose admirably to challenges. During Brownell's chairmanship the College passed through a severe financial crisis; President ANDREW VAN VRANKEN RAYMOND wanted to meet it aggressively, on the principle that "the appeal of progress is always stronger than the appeal of dire need," but the board, with Brownell's apparent approval, confined itself to imposing austerity budgets.

Brownell assumed various other civic responsibilities; he held the office of Recording Secretary of the New York City Bar Association for forty years, was one of the founders and the long-time board chairman of Barnard College, and also served as a director of the Princeton Theological Seminary. He married Sarah Sheffield on September 10, 1869; they had five daughters.

Hobart College awarded Brownell an LLD degree in 1887, during the presidency of Eliphalet Nott Potter; Columbia University rewarded his service to Barnard with another in 1909.

Brownell, Thomas Church (Oct. 19, 1779–Jan. 13, 1865). Class of 1804. Professor of Logic and Belles Lettres, 1806–9; Professor of Chemistry and Mineralogy, 1809–17. Episcopal Bishop of Connecticut, 1819–65. President of Trinity College, 1823–31.

Eldest of the eleven children of Sylvester and Nancy Church Brownell, farmers in Westport, Massachusetts, Thomas Brownell was apparently born for responsibility; while still a fifteen year-old student, he was pressed into service for several months as master of his school.

After attending Bristol Academy in Taunton, Brownell entered Rhode Island College (as Brown University was then named) in the fall of 1800. When President JONATHAN MAXCY was called to the presidency of Union in 1802, Brownell transferred, entering Union's junior class and graduating as valedictorian.

Although drawn to the study of theology, Brownell had reservations about the Calvinism in which he had been raised. He undertook a private course of study with ELIPHALET NOTT, then a Presbyterian minister in Albany but about to become president of Union. Nott, he found, "had the faculty of presenting these [Calvinist] doctrines under a somewhat mitigated form," but the more Brownell read of the early church, the more convinced he became that its true heir was the Episcopal, rather than the Presbyterian or Congregationalist denominations. Nevertheless, he did not change his affiliation until several years later.

As president of Union, Nott appointed Brownell tutor in Latin and Greek, April 5, 1805, promoting him the next year to Professor of Logic and Belles Lettres. Three years later, however, Nott asked him to make a major change. Yale College had just set up an ambitious chemistry laboratory with apparatus purchased in Europe by Benjamin Silliman; in an effort to keep up, Union decided at the end of 1808/9 to establish a department of chemistry and mineralogy, under direction of a retooled Thomas Brownell.

Dispatched to Europe to study chemistry departments and buy apparatus, Brownell was blocked by the Napoleonic wars from venturing beyond Britain, but he made the most of the curtailed trip. With letters of introduction to Sir Humphrey Davy and other distinguished scientists, he attended lectures and visited laboratories, factories, farms and mines. A walking tour of England, Scotland and Ireland took him to additional sites and provided a favorite anecdote: in Scotland he and a traveling companion were arrested on a charge of murder and robbery; they were soon released.

Returning to Schenectady in 1810 with chemistry apparatus and mineral specimens, Brownell took up his duties as Professor of Chemistry and Mineralogy. A year later he married Miss Charlotte Dickinson of Lansingburgh; when the College moved to the present campus in 1814, they occupied the faculty residence at the south end of South College. The fact that Brownell's wife's family was strongly Episcopalian seems to have given him the necessary impetus to follow through on the convictions he had begun to form several years earlier; he was baptized in the Episcopal church on September 5, 1813, resumed the study of theology soon afterward, and took Holy Orders in 1816. Although he remained on the Union faculty, he served as supply to local churches and hoped to found a theological school in Schenectady.

A break with teaching was finally forced on him in the spring of 1817 by "a severe disease, which settled on my lungs, and disqualified me for labor through the ensuing summer." On his doctor's advice, Brownell spent the winter of 1817–18 in the south; returning to New York in the spring, he was offered the assistant ministry of Trinity Parish, which he accepted in August 1818. The following June, to his surprise (he seems to have actively sought none of the important changes in his life), Brownell was elected the third Episcopal Bishop of Connecticut, a post which had been vacant since 1813. During his first year he was also rector of Christ's Church in Hartford.

The new Connecticut state constitution of 1818 had limited the privileged position of the Congregationalist church in that state, opening opportunities for the expansion of other denominations. In the fall of 1820, the General Theological Seminary was transferred from New York to New Haven, and Brownell moved there to teach. Less than two years later, the seminary moved back to New York to take advantage of a large bequest, and Brownell joined others in a drive to found a new college, the second in Connecticut.

Chartered in 1823, Washington College (renamed Trinity College in 1845) opened in Hartford in the fall of 1824. Brownell was the first president; his faculty included George Washington Doane '18 and later Horatio Potter '26, future bishops of New Jersey and New York, respectively. The press of his duties as bishop compelled Brownell to resign as president of the college in 1831; he was then named chancellor, holding that title until his death.

At the request of the church's missionary society, but perhaps also for the sake of his health, the bishop traveled down the Ohio and Mississippi rivers from Pittsburgh to New Orleans in the winter of 1829–30, assisting in organizing the church in Louisiana and Alabama. He made a similar trip in 1834–35.

As the senior bishop after 1852, Brownell was the presiding bishop of the Episcopal church in America,

but about that time his mental and physical powers began to decline, and from 1855 until his death in 1865 he was able to do little work; he presided at his last public worship service in 1860.

Aside from an 1815 address on the theory of agriculture, Brownell's published works were all religious: *The family prayer book, or the Book of Common Prayer...accompanied by a general commentary...by T.C.B.* (1823; many editions until 1875), *Bible class and family expositor...to the study of the New Testament* (1833), and *Religion of the heart and life* (1839–40), a five volume anthology of pietistic writings edited by Brownell. His only controversial work seems to have been his 1843 charge to his clergy; titled "Errors of the Times," it contrasted Episcopalianism to Puritanism.

A large statue of President Brownell stands in the center of the Trinity College campus.

Brunet, Meade (June 21, 1894–Feb. 10, 1985). Class of 1916. BE. Sigma Phi. Sigma Xi. Corporate executive. Trustee, 1952–68 (Chairman, 1963–68). Acting President, 1965.

Born in Petersburg, Virginia, one of seven children of Robert Edward Brunet, a factory manager and merchant, and Sallie Minson Brunet, who died while he was in college, Meade Brunet attended Union on a Catherine L. Wolfe scholarship (see SOUTHERN STUDENTS). He was preceded at Union College by his brother, Robert L. Brunet '09.

Although Brunet (who pronounced his last name "brunette" and dropped his middle name, Cook, during college) would spend his career in the electronics industry, he pursued a civil engineering course at Union. President of the Interfraternity Council and a manager of varsity football, he was awarded the Bailey Cup. He participated in the revival of KAPPA BETA PHI and became president of a revived dramatic society.

After graduating, Brunet went to Brooklyn, where he worked a few months each for the Sperry Gyroscope Co. and for the Cortland Electric Co. Upon the United States entry into the First World War, he immediately enlisted in the Army as a 2nd Lieutenant in the Corps of Engineers; serving in France with anti-aircraft units from March 1918 until the end of the war, he participated in the St. Mihiel and Meuse Argonne offensives. He was discharged as a 1st Lieutenant in August 1919. In 1920 he and Alexander Macomber co-edited a history of their unit: *The 56th Engineers in the World War*.

Brunet returned to Schenectady as a commercial engineer in General Electric's Public Utility Department; in 1922 he joined RCA, the company with which he would spend the rest of his career. Chicago District Manager until 1925, he then rose to manager of the Engineering Products Department and Vice President of RCA Manufacturing Co. From 1939 to

1946, in addition to his other duties, he was in charge of the Washington sales office. Named Vice-President and Managing Director of the International Division in 1946, he had much to do during the following decade with the development of radio in South America, work for which he was decorated by the governments of Brazil and Chile. In 1957 he became staff Vice President in the Sales and Services Organization, remaining there until his retirement July 1, 1966.

Brunet's work for Union College began shortly after he returned from the war, with service on the Graduate Council, 1919–21. He was Area Chairman of the Sesquicentennial Alumni Gift Fund, 1945–46, and in 1949 was one of two petition candidates who unsuccessfully challenged the Alumni Council candidate for alumnus trustee; three years later the board elected him to a permanent seat. In 1957 he became vice-chairman under WALTER BAKER, whom he had known at college, and in 1963, aged sixty-eight, he succeeded Baker as chairman. During the interregnum between the Davidson and Martin administrations, Brunet was acting president of the College for six months in 1965, although most of the administrative responsibility fell on Dean Theodore Lockwood.

During his six years as chairman of the Board of Trustees, Meade Brunet was essentially what he had been during his professional life: a corporate manager. He continued Baker's relatively activist style of trusteeship, making it clear to Lockwood, hired as dean in 1964, that changes were expected in the academic calendar and the curriculum. Brunet concurred with those on the board who felt that it was time for the Davidson administration to end, but he was less inclined than Walter Baker had been to press a specific personal agenda, usually preferring to seek a consensus. He also differed from Baker in that he was not a man of wealth.

Union awarded him the Alumni Gold Medal in 1965 and an LLD degree in 1966. In 1968, aged seventy-four, he retired from the chairmanship and from the board. He spent his final sixteen years of retirement at his home in New Jersey, with his wife, the former Edythe Redman, whom he had married October 2, 1925.

Buildings (Miscellaneous). The histories of the College's major buildings and named minor buildings appear in separate articles. Many other structures have served their purposes and disappeared, leaving us with, at most, quite fragmentary evidence of their existence. What little we know of these structures is surveyed here.

In its report to the Regents for 1835/36, the College listed among its real property "eight (two) small tenements, chiefly for the accommodation of laborers and servants of the college"; presumably these were two

dwellings with four rooms or apartments in each. The report for 1859 mentions "several smaller dwellings for servants." Two servants' houses are known: the small house or lodge at BLUE GATE, occupied in 1851 by "Uncle Jimmy" Rogers and razed when the PRESIDENT'S HOUSE was begun in 1857, and a house east of the present site of SILLIMAN HALL, occupied in 1863 (and probably long before) by MOSES VINEY.

The 1835/36 Regents report also mentions "a hospital." This was the "Remur" house (also called Remer and Roemer), near the south end of the future Alexander Field. It was used occasionally by sick students, probably to quarantine them, and was also sometimes rented out. ELIAS PEISSNER moved in during the summer of 1861, and JONATHAN PEARSON lived there from 1872 until 1882.

A farm house probably stood somewhere in the vicinity of the future BUTTERFIELD HALL.

Isaac Jackson's ice house became unusable in 1859 and he had to put his ice in Eliphalet Nott's, a twenty-foot high structure with a cellar, which stood in "the grove east of South College" until it was destroyed by arson January 12, 1863.

Immediately behind South College in the nineteenth century was a welter of sheds and other outbuildings. These included, in 1844, Nott's carpenter and machine shop. In 1861 the trustees ordered the former carpenter's shop and blacksmith's shop, by then long disused, to be moved and converted to servant's housing. Possibly one of these became Moses Viney's house. Nott's barn eventually became the Hale House kitchen.

A photograph of Library Lane made sometime between 1883 and 1895 shows three small outbuildings immediately in front of the future site of the ALPHA DELTA PHI HOUSE.

A small house stood behind the BIOLOGY BUILDING from 1903 until it was razed about 1968 to make way for the SCIENCE AND ENGINEERING CENTER. Called the Caretaker's house, it was originally the residence of the man in charge of the heating plant.

The college has had several barns. In addition to HASKINS LABORATORY, the SCULPTURE STUDIO behind North College, and the abovementioned Nott barn behind South College, the following are known:

- 1) A new barn was built for Eliphalet Nott in the fall of 1856, just east of the site on which the new President's House would be begun the next year. A four-square brick building with an overhanging hipped slate roof, it was destroyed by fire on the night of April 11, 1885.
- 2) A group of barns was razed in 1900 to make way for the CHI PSI LODGE.
- 3) A barn stood at the east end of JACKSON'S GARDEN circa 1909-22.

- 4) In 1990, an old barn still existed on the Nott Street side of the campus, west of FERO HOUSE.

Burial and Resurrection of the Trustees.

On the night of September 28, 1868, much of the student body, frustrated by the trustees' apparent inattention to the College's problems, staged a "Burial of the Trustees."

The board showed no sign of either appointing a new president following the resignation on June 30 of LAURENS PERSEUS HICKOK, or of resuming the NOTT MEMORIAL construction which had stopped in 1859. Senator IRA HARRIS, recently elected chairman of the board, had been serving since July 1 as acting president, but he came to the College from his office in Albany only occasionally, leaving day-to-day administration in the hands of professor ISAAC JACKSON.

The ceremony was modeled on the Burial of Textbooks (see CREMATION OF TEXTBOOKS). After ascertaining that Jackson, while not condoning the plans, would not interrupt them, about two hundred students in black robes and cowls, headed by a brass band and carrying a board symbolizing the Board of Trustees, processed at midnight through the city, stopping at the homes of local trustees, and singing (to the tune of "The Old Grey Goose")

Go tell Prof. Jackson—
go tell Prof. Jackson—
go tell Prof. Jackson,
the trustees are all dead.

Returning to the campus, they buried the board, with mock funeral rites, near the foundations of the Nott Memorial. A headstone read "To the memory of the trustees of Union College, who died of inactivity." The burial was reported approvingly in the local press and a couple of days later Jackson wrote in his diary:

Monday night the burial of the Trustees was enacted by the students—a torch light procession etc.—all conducted very orderly—I found it could not be prevented & told the best students to go into it & control it.—So have ended the irregularities for the present—The trustees are exceedingly blameworthy & we the professors suffer for their neglect and stupidity.

On July 27, 1869, the board selected CHARLES AIKEN as president, but during his two-year administration the College remained unable to resume work on the Nott Memorial. Aiken's successor, President ELIPHALET NOTT POTTER, taking office in 1871, gave completion of the building the highest priority, and raised enough money from his family to resume the work.

That fall, three years after the burial, the arrival of the first load of stone inspired a largely different group of students to stage, on the night of October 20, 1871, a "Resurrection of the Trustees."

A "Grand Marshall, mounted on a fiery, white steed" (said a contemporary report), led a parade consisting of King's Full Cornet Band, with drum major, "about one hundred ghostly knights, each bearing a blazing flambeau, transparency or banner," and a hearse carrying a coffin with a sign reading "First Stone on the Ground." Shrouded students represented the trustees coming to life, while another sign read "They were not Dead, only Sleeping."

Followed by a large crowd, the parade went by a circuitous route to Washington Avenue, stopping to cheer at professors' houses, then back to the campus where the chapel bell was rung and rockets and other fireworks were set off. The marchers gathered with printed programs at the Nott Memorial foundation to hear poems, an oration and band music, and to sing

Here we stand a jolly crowd,
In our exultation;
Glad to see our Prex is going
To build up this foundation

Professor Jackson was again consulted; he persuaded the students to forego bonfires and cannon firing. Purported photographs of the resurrection were actually of a reprise staged the following morning.

Three years later, as the Nott Memorial dome was about to be erected, the students held a third torchlight parade through Schenectady on the night of October 23, 1874. Led by future trustee N.V.V. Franchot '75, as the mounted marshal, and accompanied by a brass band and a platoon of police, students dressed as ghosts or devil's imps marched alongside contingents from the Albany Medical College and the Albany Law School. The march culminated in a celebration on the campus, with fireworks; future president A.V.V. RAYMOND, then a senior, gave the principal oration.

Burkett, Frederick James Hyland (June 28, 1894–June 15, 1983). Professor of Mathematics, 1928–59.

Though born in Malden, Massachusetts, Frederick Burkett was raised in Queens; his father, S.W. Burkett, designed and made stained glass windows for Tiffany's.

Burkett later said he decided in the seventh grade to be a mathematics teacher. After graduating from New York University in 1917, he taught briefly at the U.S. Naval Academy preparatory school before being drafted into the U.S. Army during the First World War. He served in the field artillery from April 1918 until January 1919, emerging as a second lieutenant.

After teaching a few months at N.Y.U. and a year at Pennsylvania State University, he went to the University of Pittsburgh, teaching there for two years while earning a master's degree. In 1923 he married Helen Olenbush, whom he had met while both were taking summer graduate courses at the University of Chicago. They had no children.

During six years on the faculty of Trinity College, Hartford (1922–28), Burkett did doctoral work at N.Y.U. Union hired him in 1928, and he received his PhD the following year. Though a geometer, at Union he primarily taught mathematics courses for engineering students. His sole paper, "Some properties of a sextic with a quadruple point," appeared in 1937. As a teacher, he was famous for his lengthy classroom digressions, for his cryptic precepts ("Beware of false prophets" was a favorite), and for his readiness to crush students who dared ask any question he deemed unnecessary.

Burkett acted in productions of the Schenectady Civic Players and the Mountebanks, and sang bass with the Schubert Club and the Presbyterian Church choir. For about fifteen years he served as a judge at varsity track meets. He was too old for service during the Second World War, but immediately afterward he taught for two months in the fall of 1945 at the temporary "American University" established by the U.S. Army in Shrivenham, England, for G.I.s waiting to return to America.

Burkett and his wife retired in 1959 to Waco, Texas—her home town—where he taught a course, "Introduction to Higher Geometry," at Baylor University most years through 1971.

Butterfield Hall. Built on North Lane in 1917–18 for the Chemistry Department, Butterfield Hall (originally, Butterfield Laboratory) was incorporated into the new SCIENCE AND ENGINEERING CENTER in 1971; it has since been used by Geology and Civil Engineering.

On her death in 1913, Julia Lorillard Butterfield left Union \$100,000 to erect a memorial to her late husband, General Daniel Butterfield '49. Contemporary reports in the *Concordensis* claimed that the trustees at first considered using the legacy to build a chapel, but rejected that plan because General Butterfield had been an agnostic.

In 1916, the trustees decided to build a science building, devoted to Chemistry (east entrance) and Physics (south entrance). The two departments had been sharing Philosophical Hall (the present ARTS BUILDING) since 1852, and both needed more space. Following a general realization that neither department would gain much by continuing to share a building, the trustees decided at their October 1916 meeting to devote the new building entirely to Chemistry, leaving Philosophical Hall solely to Physics.

Plans were made by the New York City architectural firm of George B. Post & Sons, which had previously designed the nearby ALUMNI GYMNASIUM (1913). High labor costs caused by the World War delayed the start of construction until April 11, 1917, when ground was broken by the Amsterdam Construction Co. of New York City. The cornerstone was

laid June 11, 1917, and the building was put in use in the fall of 1918.

When built, Butterfield was, as it is now, the farthest classroom building from the center of the campus (between 1947 and 1967, it was outflanked by the MODERN LANGUAGE BUILDING). Although the main entrance faces east, the south entrance, which is nearer the other classroom buildings and most dormitories, has always been the most often used.

It can be difficult to distinguish Butterfield Hall from Bailey Hall in photographs. The most obvious differences are: 1) Butterfield has a cupola; 2) The first floor windows immediately flanking the east door of Butterfield are uniform in size with the other adjacent windows; the first floor windows immediately flanking the north door of Bailey Hall are smaller than the other adjacent windows, and the doorway is also flanked with lanterns; and 3) The south and east doorways of Butterfield are surmounted by shallow wooden porticos containing a window which incorporates the seal of Union University; Bailey Hall's doorways have no portico.

Butterfield Lecture Course. On his 1892 election as president of the New York Alumni Association, General Daniel Butterfield '49 endowed a course of lectures at Union. The topics, which ranged from "Personal Reminiscences of Oliver Wendell Holmes" to "Electric Street Railways," were intended to be personal and practical, in emulation of the lectures Butterfield remembered hearing from ELIPHALET NOTT.

Over the next five years, Butterfield brought twenty-eight lecturers to Union, many of them men the College could only have obtained through his intercession. Butterfield himself spoke on his reminiscences of the Civil War, and other lecturers included Frederick William Seward '49 and Andrew Carnegie. Like the later SPENCER LECTURES, the Butterfield series made a significant contribution to reducing Union's parochialism.

Butterfield and others provided cash prizes and several different kinds of special "diplomas" for student essays on the lectures, and a short-lived Butterfield Literary Society sprang up.

For reasons unknown, the announced total of thirty lectures was never reached. Twenty-seven had been delivered by 1894/95; after a one-year lapse, another was added in 1896/97. In 1895 Butterfield published thirteen of the lectures in volume one of *The Union College practical lectures (Butterfield course)*; further volumes never appeared.

Butzel, Henry M. Jr. (Nov. 7, 1922–April 8, 1988). Professor of Biology, 1953–63; Professor of Biochemical Genetics, 1963–88.

Born in Detroit, where his father was a judge, Henry Butzel attended Williams College, graduating

in 1943. He married Miriam Weisman in December of that year.

Following three years in the U.S. Army, including twelve months in the China-Burma-India theater, where he received two battle stars, he served as a teaching fellow at Bowdoin College for two years. In 1953 he received a PhD from Indiana University and joined the Union College faculty, replacing ERNEST DALE.

For many years Butzel concentrated his research on the cytogenetics and biochemistry of *Paramecium aurelia*, the topic of his dissertation, studying the question of how some strains of the organism are able to kill other strains. He maintained a laboratory at Union for this work, and published numerous papers, some co-authored with his students. Grants from the National Science Foundation, the National Institutes of Health, and the Mellon Foundation originally underwrote his work; later, he and his wife helped fund it.

Butzel also taught human genetics, and in his later years at Union this interest became dominant. He developed several courses, including one on bio-ethics, and one for the "Liberal Learning" curriculum on "Genetics and the Law," which he described as "combining one half of a regular genetics course with a special half describing the use of genetics in legal decisions." This course led to his only book, *Genetics in the courts* (1987), a compendium of case studies.

A demanding but highly regarded teacher, Butzel was also active in community affairs, serving on the boards of directors of Planned Parenthood, the Schenectady Museum, and the Landis Arboretum.

He died at sixty-five, while still teaching. In December 1988 the Genetics Laboratory in Room 301 of the Biology Department was dedicated in his memory as the Butzel Laboratory.

Byers, Cecil Wesley (Jan. 3, 1892–March 19, 1965). Professor of Physics, 1945–1958.

Born in Tennyson, Indiana, the son of George W. Byers and Lillie Byers, Cecil Byers graduated from Indiana University with an AB in 1915. He taught in Indiana high schools, 1915–18, then served for a year during the First World War as a second lieutenant, field artillery, at the Central Officers Training School in Louisville, Kentucky (1918–19).

In pursuit of a graduate degree, Byers studied and taught at Purdue University, 1919–21, and at the University of North Dakota, earning an MS from the latter institution in 1925. Although he took further graduate courses at the University of Michigan in 1929–30 and during the summer of 1932, he never secured a PhD. In 1930 he co-authored a paper on optics, his only research publication.

Byers remained on the physics faculty of the University of North Dakota until 1942, then spent brief periods teaching at Gettysburg College, 1942–44, and Wesleyan University, 1944–45, before accepting a po-

sition as lecturer in physics at Union College in 1945. He was noted for his meticulous preparation of lecture demonstrations.

After retiring in 1958 with the rank of associate professor, Byers joined the faculty of Hillsdale College in Michigan, where he served until his death as chairman of the physics department.

Byers and his wife, the former Hazel Jane Thomas, had one daughter.

Calendar and Daily Schedule. Like most eighteenth- and nineteenth-century American colleges, Union originally divided the academic year into three terms. College calendars differed widely in other respects, however; in 1840, when Union's Commencement fell on the fourth Wednesday of July, Bowdoin, Brown and Princeton held theirs in September and seniors at Columbia graduated on the first Tuesday of October.

Commencement. Union held its first nine COMMENCEMENTS (1797–1805) on the first Wednesday of May. Probably at the suggestion of new president ELIPHALET NOTT, the trustees then moved graduation ceremonies forward a full twelve weeks to the fourth Wednesday of July. Except for the period 1859–1865, when it was advanced one additional day, the date of Commencement was fixed according to the same formula throughout the balance of Nott's six-decade presidency and slightly beyond.

Since 1867, Union's Commencement has nearly always been in June. The faculty asked the Board of Trustees in 1864 to begin holding Commencement before July Fourth, probably to avoid the disruptive effect of that holiday on teaching. The trustees took no action until July 1867, when they acceded to the request of Nott's successor, President LAURENS PERSEUS HICKOK, to move Commencement, effective with 1868, to the Wednesday before July Fourth. An 1874 alteration in the formula to "the fourth Wednesday in June" made no difference in most years, and the date of Commencement remained so fixed until 1902.

When Union's perilous financial condition forced the trustees to shorten the college year, graduation was moved in 1902 to the second Wednesday of June. By the war year 1918, most of the traditional activities of commencement week, except for Sunday's Baccalaureate sermon, had been abandoned, and the Graduate Council had been pressing the trustees to make room for an alumni weekend by moving Commencement to Monday. Accordingly, from 1918 through 1941 Commencement was moved back to the second Monday in June (except for 1930–32, when the experiment of holding the ceremony on the third Monday was tried).

THE SECOND WORLD WAR forced major changes in the College calendar during 1942–45. The College adopted an accelerated twelve-month schedule, which

at first moved the regular Commencement up (Monday, May 11, 1942; Monday, April 26, 1943); it also proved necessary, however, to have commencements for small groups of graduates at other times of the year. In 1944–46, regular Commencement was held June 24 or 25.

The first of the smaller, interim commencements was held in December 1942. After the war, because so many students were pursuing an irregular schedule to complete previously interrupted work, the last such ceremony took place as late as January 26, 1951.

Since 1947, the regular Commencement has usually been on Sunday: the second Sunday of June through 1959, then for two years on the last Sunday of May and for five years on the first or second Sunday of June. Since 1967, Union's Commencement has been on the second or third Sunday of June, except 1969 through 1975, when it was on a Saturday. The date is no longer determined by formula; rather it is dictated by the constraints on the terms, recesses and examinations that precede it.

Terms and Vacations. For many decades, the calendar was defined relative to its most stable element, the date of Commencement. Several factors in addition to alterations in the date of Commencement, however, have affected the scheduling of vacations, in particular the change to a two-term calendar in 1915 and back to three terms in 1966, and a substantial decrease in the length of the academic year, from 36–40 weeks during much of the nineteenth century to 31.5 weeks in 1990.

During the earliest years, when Commencement came near the beginning of May, it was followed by a six-week vacation; consequently, the first term opened in mid-June, about the time of the present Commencement. The term ended a very long 15–16 weeks later, on the first Monday of October, and was followed by a four-week recess. The second term began about the first of November, but it is not clear when it ended, or how much time, if any, was allowed for Christmas and New Year's. In April 1799 the trustees shortened the post-Commencement vacation to five weeks and specified a one-week recess between Christmas and New Year's Day.

A calendar revision in 1802 ended the first term about two weeks earlier, on the second Wednesday of September, reduced the ensuing vacation from four weeks to three, and increased the Christmas vacation from one week to three.

After Commencement had been moved in 1806 to the fourth Wednesday of July, vacations had to be adjusted, but the only information we have on the calendar of the next four years is the 1807 laws, which call for a seven-week vacation following Commencement, and a six-week vacation from the third Wednesday in January. This surely proved unsatisfactory, and in

March 1810 the trustees specified a much more symmetrical calendar with a seven-week vacation following Commencement, then three thirteen-week terms, with three-week vacations after the first and second. For reasons unknown, this calendar was almost immediately altered, if, indeed, it was ever put into practice. From 1811 through 1822, the College typically had a summer vacation of nearly eight weeks, a thirteen-week first term (reduced to twelve from 1819) and second and third terms of twelve weeks. Instead of both lasting three weeks, at least one of the term breaks, and sometimes both, were four weeks long.

We have no information on term lengths and vacations for the decade 1822–32, but the scanty data for the two following decades and the full information on the period 1853–63 all show three twelve-week terms, a summer vacation reduced to about six weeks, and term breaks ranging from four weeks to five and sometime six.

In July 1863 the trustees again adopted, effective 1864, the calendar they had tried to impose in 1810: three terms of thirteen weeks each, separated by three-week breaks and a seven-week summer vacation. Four years later, in 1867, with Commencement moved back a month, summer vacation was lengthened by three weeks to ten, the first term was increased to fourteen–fifteen weeks, and the other terms decreased to about twelve. Both term breaks were shortened—Christmas to two weeks or a bit more and spring to about one week.

The calendar then remained quite stable for nearly five decades; the biggest changes were increases in the summer vacation to twelve weeks in 1874 and then, under the austerity program introduced in 1902, to fourteen weeks. Terms and term breaks shrank correspondingly.

In the fall of 1915, the College changed to a two-term, or semester, calendar. The change, apparently proposed by President Richmond in 1914 and endorsed by the trustees and the faculty, was probably intended to bring Union into line with the practice at most other colleges. The scheduling of Commencement and the beginning of classes did not change, but the first term, lengthened to about twenty weeks, no longer ended at Christmas time, and it had to be broken by a Christmas vacation of about ten days. The second term began in late January or early February, only two to five days after the end of the first term. Lasting about seventeen weeks, it was broken in March or April by a brief Easter recess.

In 1924 the three-day Thanksgiving vacation, discussed below, was reduced to one day and Christmas was increased to about two weeks.

By the beginning of the Second World War, the two terms had become more nearly equal—typically nineteen and eighteen weeks respectively. When the calendar returned to normal after the war, the term

break increased to about ten days, the second term decreased by about a week, and summer vacation increased to about fifteen weeks.

All of Union's major calendar changes were doubtless attended by faculty debate (usually unrecorded) and by earnest attempts to weigh all the consequences. As the College became larger, with a greater variety of programs, many of which had ties to the outside world, the stakes became ever higher and the resistance to change stronger. Union's last thorough calendar revision came in 1966 after a series of traumatic clashes; all subsequent proposals have failed.

In 1958 the Board of Trustees, under the chairmanship of WALTER BAKER, set up several committees to investigate the operation of the College and make recommendations for the future. In 1961 the Committee on Development called for, *inter alia* 1) less diffuse courses; 2) more opportunities for honors programs and special project courses; and 3) lighter teaching loads, allowing more time for research.

In response, President Carter Davidson proposed a new four-term calendar with features he believed would advance these goals. As originally presented, the so-called Davidson Calendar would have consisted of two fourteen-week terms, alternating with two six-week terms. During the long terms, lasting from mid-September to Christmas, and from mid-February to June, students would take four courses (instead of five) in sixty-minute (instead of fifty-minute) classes. The six-week term between the two long terms would be devoted to the study of a single subject in a course meeting five days a week for one-and-a-half to two hours, or else to independent study, honors courses, or special project courses. Another such six-week term, following Commencement, would be optional for students who wished to accelerate their college course.

Davidson hoped to implement the calendar in the fall of 1963. After a year of discussion, the proposal had been endorsed by the Student Council and by Divisions One and Three, but Division Two wanted to defer a decision, and Division Four wanted to defer implementation until the fall of 1964. On February 12, 1963, the Faculty Council, after reducing the long terms from fourteen weeks to twelve, and dropping the second of the six-week terms, approved the Davidson Calendar for implementation in fall 1964. The Board of Trustees endorsed it in June 1963.

The next fall, however, a general faculty meeting voted, by a two-to-one margin, to reconsider the proposal, and on September 24, 1963, the Faculty Council referred to the divisions a proposal to reconsider the Davidson Calendar. By then some faculty members, concerned with the problem of designing and teaching the intensive six-week courses, had proposed an alternative calendar based on Dartmouth College's. Called the 10–10–10 calendar, it would have divided the ac-