

had one secretary serving the entire Humanities and Social Sciences Divisions; growth since has of course paralleled the increase in the size of the faculty and the complexity of clerical responsibilities. (See STAFF ASSOCIATION).

See also: SECURITY AND SAFETY; MAIL, COLLEGE; BOOKSTORE.

Swimming (Men's). Competitive swimming came relatively late to Union College because the institution had no pool until completion of ALUMNI GYMNASIUM in 1914. Although Union swam against Syracuse in early 1921 (losing 6–38), the team did not gain recognition as a minor sport until the fall of that year, and its first season is generally reckoned as 1922.

Only one of the first twelve seasons (1926) ended with more wins than losses for Union; four others produced .500 averages. The following eleven years, however, were much worse, as the College lost all its meets in 1934, 1936, 1937, 1941, 1942 and 1944, while garnering a total of nine wins in the other five years. Only 1940 (4–2) broke the losing pattern. Pre-war coaches were Joseph C. Wheatley (1921, 1938–42); Harry McManus (1923–24); R.M. Blakelock (1926); Kenneth Gray (1926–27); Theodore Lydgate (1928–30); William M. Leonard '24 (1931–37); Jesse Perkins (1943); Charles Irwin (1944).

The swimming team skipped the war years 1945 and 1946, resuming competition in 1947 (1–4). Under coach Ray Mulane (1947–1957), the swimmers enjoyed their best decade ever, with ten winning seasons in a row. Mulane's record at Union was 76–26, and during his tenure individual Union College records were frequently broken. He left early in the 1958 season, which was finished under trainer Jerry Waldman.

Mulane's successor, Ed Fedosky (1959–60), saw the team win 10 and lose 9 in his two seasons; Tony Turner began with a disastrous year, 1–9 in 1961, but ended with its inverse, 9–1 in 1963. The team's fortunes then began a slow decline under coaches Robert E. Beaudry Jr. (1964–65); Robert Benson (1965–69); Robert G. McMurray (1970–73); and Robert V. Magee (1974–88). From 1971 through 1988, Union men swimmers enjoyed no successful seasons, winning only 38, while losing 143. Under coach Susan Bassett during in the final two years covered by this book, the team returned to the winning column.

The College experienced two serious difficulties with its first pool, in the basement of Alumni Gymnasium. The ceiling was so low that a rectangular section had to be removed above the diving board, and about 1933 it was discovered that, at 75 feet, 11 inches, the pool was 11 inches too long for official swimming meets.

An addition to the gymnasium provided a new 25 meter pool, opened in 1987.

Swimming (Women's). The first attempt, in 1979, to form a women's swim team was a failure, and for several years women swam on the men's team. A women's team began swimming in intercollegiate competition in 1984, under the coaching of Martha Morrison (1984–1987), but it compiled a dismal 9–29 record in its first four seasons. Its fortunes were then reversed; coached by Susan Bassett for the remaining three years of the period covered by this book, the team won twenty-five of twenty-seven dual meets and finished first in four invitational meets. Undeclared in 1990, the team won the New York State championship and placed fourteenth of eighty-seven teams at the NCAA Division III nationals.

Tau Beta Pi (New York Mu chapter). A national engineering honor society founded June 15, 1885, at Lehigh University, Tau Beta Pi has had a chapter at Union since 1964. A local society named Beta Tau Upsilon had been started in 1959 for the purpose of becoming a chapter of Tau Beta Pi; it achieved that goal with the installation and first initiation of members on April 11, 1964.

Tau Kappa Alpha. An honorary society which supervised debating at Union, Tau Kappa Alpha existed from the spring of 1921 until it was disbanded as a result of the 1934 faculty investigation into honorary societies.

Taylor, John (Aug. 1, 1751–Nov. 5, 1801). Senior Tutor, Professor of Mathematics and Natural Philosophy, 1795–1801.

A native of Princeton, New Jersey, the only son of Jacob Taylor, a farmer, and Rachel Potter Taylor, John Taylor graduated from the College of New Jersey (later Princeton University) in 1770.

In the fall of 1771, he became head of the grammar school attached to the newly-founded Queen's College (later Rutgers University) in New Brunswick, New Jersey; Taylor's classmate, Frederick Freylinghuysen, served as the first tutor of Queen's and the only full-time faculty member. When Freylinghuysen left in 1773, Taylor succeeded him as the institution's only full-time instructor and *de facto* head. He adapted the Princeton curriculum to the smaller institution, and contributed his own strength in the teaching of mathematics.

Taylor's connection with the college spanned the American Revolution; while serving as an army officer, he did his best to keep the fragile institution functioning at least intermittently. He trained his students in military science, served as captain of the New Brunswick minute men in 1775, and on August 16, 1776, accepted appointment as first major of the Second Battalion of Middlesex County Militia. He was with Washington in the crossing of the Delaware and

commanded troops in the battles of Trenton, Princeton, and Monmouth.

The British occupation of New Brunswick closed the college during the first half of 1777, but after the enemy evacuated the town Taylor gathered a few students to resume classes in an abandoned church. By June 1778 he was aide de camp to General Dickinson. Appointed commander of a New Jersey regiment in July 1779, he secured a replacement as tutor and devoted himself to keeping General Washington apprised of British troop movements in New York and New Jersey. His college duties, however, still interfered with his military responsibilities, and about the end of September 1779 he was permitted to resign from the army, having attained the rank of Colonel. He reopened the college that fall, but fighting continued to disrupt the institution and several times forced it to move.

Taylor married Jeanette Fitz-Randolph in 1781; they had three children.

After the war, Taylor worked to strengthen the college (declining an offered position at an academy in Albany), but his relations with his trustees deteriorated, and for a time he apparently taught only irregularly. In 1786 the college finally appointed a full president, and Taylor settled into the position of professor of mathematics and natural science at £ 150 a year.

In 1790 Taylor resigned from Queen's to become director of the Latin school and headmaster of the academy in Elizabethtown, New Jersey. After declining a 1791 invitation to head the SCHENECTADY ACADEMY, he accepted a renewed offer in 1792. On April 16, 1793, he wrote a friend "I am much pleased with this Northern Country—My prospects are very promising."

The Dutch Reformed Church had launched the Schenectady Academy in 1785 as a preliminary to founding a Dutch Reformed college. The school had functioned without a headmaster; several tutors taught about one hundred students, male and female. Though a Presbyterian, Taylor had demonstrated at Queen's his willingness to work for an institution under Dutch Reformed control, and he took a leading role in the drive for a college. He chaired the committees working in Schenectady to gather petitions for the chartering of the academy, and when that had been accomplished in January 1793, he became secretary of the committee seeking a college charter.

After the College was chartered (without sectarian control), Taylor, as Senior Tutor, at first constituted the entire faculty and also served—until the arrival of JOHN BLAIR SMITH in December 1795—as acting president. During Taylor's lifetime the College never had more than four faculty members, including the president. After the appointment of ANDREW YATES in 1797 as tutor, Taylor was apparently given the title Professor of Mathematics and Natural Philosophy. He evidently again served as acting president from Smith's departure in May 1799 until the arrival of president

JONATHAN EDWARDS in July of that year. In 1796 the board had appointed him librarian, Union's first.

Nearly half a century later, Joseph Sweetman of the Class of 1797 remembered Taylor as

a gentleman, a scholar, and a Christian; peculiarly fitted by nature and habit to teach—kind, obliging, and accommodating. He appeared but little in advance of those he taught; but as they approached he would retain his advance. By his plain, unassuming and conciliating manner, he controlled his school, maintained his dignity, and preserved order, without showing the master or trenching on the rights of his pupils. That individual was lost to all sense of propriety, who was not retained in his place and prompted to aim at improvement and meet the wishes of his teacher.

Taylor's refusal to "show the master" apparently struck his colleagues Andrew Yates and BENJAMIN ALLEN, and perhaps President Edwards also, as subversive. On August 30, 1800, Taylor wrote to Alexander Proudfit urging the trustee not to miss the upcoming board meeting, at which he thought an attempt would be made to fire him on the ground that he was too friendly to students and an insufficiently severe disciplinarian. Taylor justified his gentler methods to Proudfit in terms that foreshadowed ELIPHALET NOTT's disciplinary stance: he believed that befriending erring students was the best way to reform them.

The minutes of the September board meeting do not mention Taylor, but they do record the disposition of a student petition demanding that Yates and Allen be fired. The trustees instead praised those professors, rebuked the petitioners, and recorded their suspicion that the students had been encouraged in their insubordination by some other party. Whether they had in mind Taylor (the only other faculty member), and whether such a charge would have been justified, is not known.

Taylor died the following fall of yellow fever.

Taylor, Warren Crosby (June 17, 1880–July 24, 1967). Professor of Civil Engineering, 1910–50.

A native of Arlington, Massachusetts, the son of Myron Taylor, a clerk, and Elizabeth Crosby Taylor, Warren Taylor graduated from the nearby Massachusetts Institute of Technology in 1902 with a BS in Civil Engineering. For the next eight years he gained practical experience in the field, working in Michigan and Ohio as an engineering draftsman, designer and supervisor of construction, primarily on railroad and tunnel projects. In 1905 he married Amy Leigh Brain, of Springfield, Ohio.

In 1910 he came to Union as instructor in surveying, building construction and thermodynamics, but as often happens in a small department he eventually taught courses in most fields of civil engineering, including water supply, sewerage, and stress and structural design. In the long term, his specialties were surveying and related courses, engineering law and engineering lectures—the broad field of engineering.

He obtained New York State professional engineer's and surveyor's licenses in 1924, and during the period 1925–27, with the assistance of some of his students, he made surveys for the Bozen Kill Lake Corporation at Duaneburg. This project developed into the design and construction of the dam that created Duane Lake. Taylor and his wife bought a farm nearby which did double duty for the next twenty-five years as the site of his advanced surveying classes. "Always at the first of the [academic] year," he wrote in 1938, "we have the civil engineering students start their work with the student chapter of the A.S.C.E. (American Society of Civil Engineers) at my farm house at Duane Lake. [This year we] had a most happy time. After a 'dog roast' the boys told their summer experiences as they were gathered around the fire."

Taylor frequently served as a consultant on area engineering projects and as an engineering expert in litigation. In 1931 he published a still-interesting paper on the water supply of Schenectady. The first of several editions of his widely-adopted textbook, *Elementary surveying*, appeared in 1939. From 1945 until retiring in 1950, he served as department chairman.

A kind, quiet, dedicated and compassionate man, and a devout Christian, Taylor was active in the Union Presbyterian Church; with the strong support of his wife, he filled an important role in the religious life of the College. Upon joining the faculty, he began playing the piano for Sunday services in the chapel. When Memorial Chapel was built in 1925, he was appointed College organist, and he played at services for many years (ELMER TIDMARSH gave Sunday afternoon organ recitals during the same period). He long served as faculty advisor to the Intersociety Christian Fellowship.

The Taylors frequently entertained students at their home, across the street from the campus, where organ recitals, song fests, and discussions served to minimize the homesickness of freshmen and to give all students an opportunity to discuss problems. Throughout his teaching career and beyond, Taylor also conducted Bible study classes. He influenced many students to careers in the ministry or missionary work. During the year after he retired, he was appointed Religious Counselor of Students (1950/51) to fill a vacancy in the chaplain's office.

When Taylor retired in 1950, six hundred of his former students eloquently expressed their esteem and affection in a testimonial scroll of appreciation presented to him at an alumni luncheon. They also gave him a small greenhouse.

The Taylors' only child, Elizabeth Langtry Taylor, became Dean of Women at the University of Rochester. Following her mother's death in 1968 she gave a house at 36 Union Avenue, adjacent to the one her parents had occupied, to the College for use as faculty housing.

—Charles T. Male Jr.

Telescope. The trustees ordered two telescopes, one two-and-a-half foot and the other four-foot, in the first purchase of scientific instruments from W. and S. Jones in 1797, but apparently only the first was received, at a cost of about eleven pounds.

In 1813 the College acquired a much better telescope from Professor THOMAS MCAULEY for \$312.50. It was probably the latter instrument that Professor BENJAMIN JOSLIN used in his observations of Halley's Comet in 1835; he described it as "a five foot achromatic telescope of Dolland's [i.e., Dollond's] manufacture; magnifying power from 57 to 260; diameter of object glass 3 7/8 inches."

In 1844 a ten-foot-square brick observatory was erected for Professor JOHN FOSTER somewhere on the present site of the CAMPUS CENTER, and the trustees hoped "that the liberality of some friends of science and education may ere long supply it with the necessary instruments." The observatory had a three-inch telescope by 1850, but it wasn't good enough, and the structure fell into disuse. It was razed in 1859, but a "College telescope" was still in use in 1872.

Tellkamp, Johann Ludwig (Jan. 28, 1808–Feb. 15, 1876). Professor of German Language and Literature; Lecturer on Civil Polity and History, 1838–43.

Born in Bückeberg, Germany, Johann Ludwig Tellkamp spent his early youth on the country estate of his father, a well-connected court official. Entering the University of Göttingen in 1828, he studied law and political science, and in 1835 he established himself as a Privatdocent at the university; i.e., a lecturer well below the rank of professor. Tellkamp lectured on law and on economics, and in 1836 received a doctorate of laws degree. He also worked for the university library at this time.

The following year, however, political turmoil caused the departure of many dissident faculty members, including Tellkamp and the brothers Grimm. In the spring of 1838 he undertook a scientific journey to England and the United States. While he was at Cambridge, Massachusetts, Union College—probably in consequence of ELIPHALET NOTT's connections at Harvard—offered him a position as Assistant Professor of Political Economy and German Literature. The trustees advanced him to full professor the next year.

At Union, where he called himself John or J. Louis Tellkamp, he at first lectured to seniors on Roman law and on political economy; later he taught German. He struck his colleague JONATHAN PEARSON as "a very smart, flippant little fellow and of considerable talent and acquirements"—the first of several diary entries in which Pearson recorded the fruits of conversations with Tellkamp, whom he clearly liked. Nevertheless, when Tellkamp applied in the spring of 1842 for Co-

lumbia's new Gebhard professorship of German, Pearson, who wrongly believed he would not get it, thought the departure of such an unsuccessful teacher would be Union's gain: Tellkampf "knows but little of our American way of teaching."

Although he left Union in 1843, Tellkampf retained some contacts; he read a Latin ode at Union's semi-centennial celebration in 1845, and remained in touch with Professor ISAAC JACKSON for the rest of his life.

His teaching at Columbia proved unsatisfactory, and that institution's trustees heard complaints of his imperfect English and of his inability to control his students. He had spent his vacations traveling extensively in the United States, but now he took the opportunity to renew contacts in Germany, with the result that in 1847 he was called to a professorship of law at the University of Breslau, where he remained for the balance of his career. He also served as one of more than 1,300 members of the Frankfort parliament; on one occasion his clash with Bismarck resulted in a vote of 1,362 for Bismarck and 1 for Tellkampf. Later, in 1871, he served in the first Reichstag.

While in America, Tellkampf wrote articles for the *American Jurist* and for Hunt's *Merchants' Magazine* on such topics as law codification and prison reform and on money and banking. He subsequently published several books on these subjects in German, achieving a high position among German writers on political economy. His *Essays on law reform, commercial policy, banks, penitentiaries, etc., in Great Britain and the United States of America* appeared in London in 1859.

Tennis (Men's). Lawn tennis came to the United States in 1874. The *Concordiensis* first advocated formation of a tennis club at Union in 1882, but the call went unanswered until the Lawn Tennis Association was established in 1885.

In the meantime, fraternities (none of which yet had a house) were forming tennis teams by 1879 and laying out rudimentary tennis courts on the campus. At least three existed by 1883, and the sport quickly became so popular that a court was set up in the (old) gymnasium in the early spring of 1884 so that players could get a jump on the season. In the fall of that year, a fraternity publication reported, "We have several tennis courts on the campus, on which the ladies from 'downtown' frequently wave the racquet, giving the sport a double interest."

The Tennis Association apparently laid out its own courts, and held its first intramural tournament in the fall of 1886. Union entered individuals in intercollegiate tournaments from at least 1888. In October 1896 the *Concordiensis* enthused:

Never in the history of the institution has tennis commanded such interest and brought forth so much enthusiasm as was manifested during the past week at the college courts. Upwards of 24 men entered in the singles.... It is

proposed to hold another tournament in May, to select a man to represent Union at the intercollegiate tournament at New Haven in October.

It is not known whether the College entered a player in the New Haven tournament, but the Tennis Association apparently foundered about this time, and in 1900 a new one had to be established. By 1901 five courts were in use.

References in the *Concordiensis* suggest that the College played its first intercollegiate matches in 1904 or 1905, but the earliest certain information is that Union lost to Syracuse and defeated Hamilton in May 1906. After skipping the next season, the team played in every subsequent year except 1940/41–1945/46, when the Second World War interfered. The College became a charter member of the N.Y.S. Intercollegiate Lawn Tennis Association in 1923, and six years later the N.Y.S. Collegiate Tennis Tournament came to Union for the first time.

The College took over at least some of the courts in 1893, and in 1907 it had courts in front of Delta Upsilon, on Alexander Field, west of the Electrical Engineering building, north of Wells House, and east of the Chi Psi lodge. By 1922 the campus boasted six fraternity courts and seven College courts. The Day administration built four more in 1928, and in 1933, as the College resurfaced eight courts with clay, the *Concordiensis* pointed out that more students participated in tennis than in any other sport.

Trustee John Vanneck paid to have the north courts (in front of the Electrical Engineering building) recoated for all-weather use in 1947, and a decade later, encouraged by an upsurge of interest in tennis, the College replaced the four courts in front of Delta Upsilon (Lamont House) with all-weather courts.

Only six of the College's first twenty-three tennis seasons (1906–1929) were losing ones. During the next twelve years, until the hiatus caused by the Second World War, the team enjoyed only two winning seasons and one tied season, and after the war the record was not much better: eleven winning seasons and three tied out of forty-four by the end of 1990. The team went winless in 1953, 1965 and 1967 and posted only one win each in five other years.

The team experienced two modest postwar winning streaks; 1958–61, when it went 22–12 under Tom Cartmill and Carl Witzel, and 1973–75, when it won 18 and lost 6 under Gary Walters, Ed Tornga and Bud Ornston.

The people known to have coached men's intercollegiate tennis are: R. C. Jones (1913–14); William C. Yates '98 (1922–24, 1926); Professor Hugh Miller (1927–32); William Aydelotte (former national indoor singles and doubles champion; 1933–39); Professor JOSEPH DOTY (1940); Marvin Dwore '39 (1941); Peter J. Nistad (1947–53); Professor JOHN BRADBURY (1954–56); Thomas A. Cartmill (1957–59); Carl W.

Witzel (1960–63); Robert E. Beaudry Jr. (1964–65); Robert Benson (1966–69); Robert G. McMurray (1970); Gary Walters (1971–73); Professor J. Edward Tornga (1974); Bud Ornston (1975); Inderghit Singh (1976–79); Al Bagnoli (1980–86); Anna Means (1987–88); Bill MacDonald (1989); Peter Brown (1990).

Tennis (Women's). The Girls Tennis Club, formed in the spring of 1973, prepared the way for a women's varsity tennis team in 1975. Under a long string of mostly short-term coaches—Sandy Vohr (1975–76), Rhonda Kaplan (1977), Robert Driscoll (1978–80), Leslie Arakelian (1981–82), Anna Means (1983–87), Bill MacDonald (1988), and Sandy Vohr (1989–91)—the team enjoyed only three winning seasons during the period covered by this book, most notably 9–2 in 1982. The record at the end of 1989 was 58–99.

Julie Miller '84 won the New York State singles title in 1983 and amassed an overall record of 32–11 in regular season play and 19–5 in the NYS championship tournament.

Tenure. Although Harvard College initially awarded all teachers lifetime tenure (modified in 1716 to three-year contracts), nineteenth-century American colleges generally made indefinite appointments. Professors had no formal job protection, but they were rarely dismissed after they had proved their ability. Colleges were more concerned with the difficulty of maintaining a stable faculty than with the need for flexibility, while professors, for their part, did not suppose that they enjoyed much academic freedom.

At nineteenth-century Union College, three long-time professors are known to have been dismissed: JOHN AUSTIN YATES saw his position abolished after twenty-six years' service, probably in part because of a scandal involving a woman and in part because members of his family had intrigued against President Nott; twenty-five year veteran THOMAS REED was forced out in 1851 when he could no longer control his alcoholism; and HARRISON WEBSTER, on the faculty for fourteen years, left when President ELIPHALET NOTT POTTER persuaded the trustees to fire him for continuing to rally opposition to Potter.

Nationally, several well-publicized cases at the end of the nineteenth century—most notably that of Stanford University economics professor Edward A. Ross, fired when his publicly-expressed views offended the institution's chief benefactor—pointed up the need for greater protection of academic freedom. The group of professors who launched the AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS in 1913 hoped, among other goals, to achieve "The gradual formation of general principles respecting the tenure of the professional office and the legitimate ground for the dismissal of professors." In 1915, the AAUP issued its

General Report on Academic Freedom and Academic Tenure, calling for tenure for all promoted to the two highest ranks or serving ten years as assistant professor. Tenured faculty could be dismissed only following faculty tribunal hearings on written charges.

Several Union College faculty members quickly joined the AAUP, and the College had a local chapter from 1918. There is no evidence, however, of how (or whether) the chapter influenced the trustees' Education Committee recommendation, adopted by the board in June 1921, which for the first time codified Union's promotion policy:

- 1) Instructors shall be appointed for a term of one year.
- 2) Every instructor shall in the second semester of his third year of service have the right to know whether he is in line for advancement to an assistant professorship, and if so, when such appointment may be expected.
- 3) Usually after five years of service an instructor shall be advanced to an assistant professorship or else not retained.
- 4) Assistant professors shall be appointed first for one year, next for two years, then for three years. At the end of this six-year period, the status of each shall be determined by the Trustees.
- 5) The status of associate professors and professors shall be determined by the Trustees on the basis of the productive work in science and scholarship, of amount of teaching and success in teaching, and of general service rendered to the college. Their appointment shall be without limit of time.
- 6) Nothing in these rules shall be interpreted to limit the appointing and removing power of the Trustees.

This was, of course, much less than the tenure policy called for by the AAUP, but that organization, under heavy pressure from the Association of American Colleges, was about to retreat. In 1925 it issued a new, and on the whole, weaker, statement: the time limit for the granting of tenure was eliminated, a faculty hearing preceding dismissal was "desirable" but no longer mandatory, written charges were not required, and financial exigency was recognized, in the last resort, as a legitimate reason for dismissal.

Following several years of negotiation, the AAUP announced a new agreement with the AAC in 1940; it tied tenure directly to years of service (seven), rather than to rank, and it returned to the requirement that dismissals be for cause.

It is not known when Union adopted the AAUP guidelines for tenure—no vote or discussion of the subject is recorded in the trustees' minutes. President DIXON RYAN FOX (1935–45), an AAUP member while on the Columbia University faculty, wrote to Skidmore's president in 1936 that Union "never officially endorsed [the AAUP] principles, but we have always sought to act upon them." His own practice when it was necessary to remove an instructor with long service, he explained, was to give the man a paid terminal leave, and sometimes to help him find a new job.

Fox may have persuaded the board to accept the 1940 statement as Union's policy. Union did not at first separate tenure from rank, however; in 1943, Fox reminded trustee FRANK BAILEY that "it is an important step to make a man an associate professor, as he then goes on permanent tenure."

In the twentieth century, as in the nineteenth, three men with long service on the faculty are known to have been forced out for non-academic reasons. However, since all three accepted financial inducements to resign, no violation of tenure occurred. They were WILSON LEON GODSHALL (at Union 1923–34), to whose character and personality his colleagues had developed a strong antipathy, and two other men who departed in the late 1940s and early 1950s after Frank Bailey concluded that they were Communists (see *ACADEMIC FREEDOM AND CIVIL LIBERTIES*). There may have been other, similar cases, but there were no public accusations of tenure violations and no instances of dismissal for "moral turpitude" or on other grounds permitted by the tenure rules.

Procedures. Until some time in the late 1950s, the president made tenure decisions (as well as salary and promotion decisions) without formal consultation, hearings or guidelines. Technically, these decisions were merely recommendations to the Board of Trustees, but that body rarely if ever overruled the president in such matters.

According to Dean C. William Huntley, President CARTER DAVIDSON quietly began, on his own initiative, to consult the Committee on Standing of Students—the most responsible faculty committee at the time—for advice on faculty raises. Soon the committee began to advise on all salary, promotion and tenure decisions, and by 1962 this responsibility had been shifted to the Committee on Educational Policy. By 1970 a separate committee, the Advisory Committee on Salaries, Promotion and Tenure, was dealing with these decisions; it was renamed the Committee on Faculty about 1975 and the Faculty Review Board in 1979.

The procedures followed by this committee grew more formal and elaborate as the College tried, in response to court decisions and in conformity with practices at other institutions, to award or deny tenure as objectively as possible. "Collegiality" (the extent to which a candidate got along well with his or her colleagues)—once an important factor in tenure decisions—was eventually banned from consideration, and the candidate's non-academic contribution to the community no longer carried significant weight. On the other hand, evidence of scholarly activity, usually taken to be synonymous with published research or public exhibition, began to be emphasized under the HAROLD MARTIN administration (1965–74).

The academic job market had changed. For years, Union, like other non-wealthy colleges, had used pro-

motion and tenure in lieu of money, trying to hold on to its best faculty at a time when the expansion of state universities (especially in New York) was making professors more mobile than ever before. By 1970, with the end of the "baby boom" in view, expansion slackened and Union, which had been able to raise its salaries to a more competitive level, found it easier to hire and retain the faculty it wanted.

Some teachers with abilities that would have been rewarded with tenure in the 1950s and early 1960s were denied tenure in later years; these included, in at least one instance, a recently-hired department chair. The changes in standards unquestionably strengthened the faculty, but they were worrisome to untenured faculty and distressing to some older faculty members who felt implicitly criticized or who believed that the institution was being damaged through a shift in emphasis.

Inevitably, students and others began to charge that the College emphasized research at the expense of teaching. In response, President Martin rejected the premise of a dichotomy between research and teaching, insisting that good teaching was essential at Union, but that it would necessarily grow stale and uninspired unless the teacher also seriously engaged his changing field in the ways that scholarly activity requires ("the teacher who lets his scholarship falter will find in a few years that he has little worthwhile to say.") Far from enforcing a rigid "publish or perish" requirement, he maintained, the College continued to tenure excellent teachers who had published little or nothing, and still had no place for mediocre teachers, however extensively published.

Crisis in the Tenure System. In 1958/59, three-fourths of the faculty was tenured. In the fall of 1970, with slightly less than half of a larger faculty tenured, but many teachers facing tenure decisions in the next few years, the Board of Trustees established a limit of sixty percent on the percentage of the entire faculty that could be tenured. Three reasons were cited:

- 1) A tenure limit would give the administration greater flexibility to meet shifting student educational interests, a need that seemed acute at that time.
- 2) A continual rotation of young, untenured faculty would (according to the "new blood" theory) benefit the intellectual atmosphere of the College.
- 3) A tenure limit would save money because untenured faculty were usually paid less.

Early the next year, President Martin announced that a sixty-percent limit would apply to each department, and that the College would henceforth give untenured faculty one-year contracts instead of the

customary two-year contracts (the latter decision was soon reversed).

Initial reaction to the change was muted, at least in part because the College community was preoccupied with changes in the GOVERNANCE system and with protests related to the VIETNAM WAR. However, it was noted that under the new rules many untenured faculty members in departments already sixty percent tenured would soon be forced to leave; these included some superior teachers. Consequently, in October 1971 the board named an Ad Hoc Committee on Tenure to seek an acceptable alternative. It was composed of three trustees, two faculty members (one untenured), and one student.

By the time the committee was to report, in April 1972, it had found no wide support for any proposed alternative to tenure limits except "stricter self-regulation of the tenure system by the faculty," while over one thousand students and eighty faculty members had signed a petition against the sixty percent limit. It appeared to some observers that the faculty had not yet realized the limit would not be repealed.

In the fall of 1972, the trustees proposed complex procedures which could allow a department to exceed the sixty percent limit if foreseeable retirements would soon bring it back under the limit. At about the same time, the Salaries, Promotion and Tenure Committee of the faculty decided not to set up the special subcommittees that would be necessary to arrive at tenure decisions in the cases of history professors David Potts and Stephen Berk.

Under the new rules, these men could not be tenured because their department was already over the limit, but under the AAUP rules to which the College subscribed, they could not be retained on the faculty if they were not tenured. Since both men were regarded as exemplary teachers and respectable scholars, the prospect of their departure brought home to both faculty and students—and doubtless also to the Martin administration, which had been working to build a stronger faculty—the seriousness of the problem.

Also in the fall of 1972, however, acting provost Willard Enteman began working informally with a group of untenured faculty members to formulate an alternative to the trustee mandate. The group, which included at various times Howard Berthold, Frederick Hartwig, Jan Ludwig, Byron Nichols, Peter Tobiessen, Anton Warde, Thomas Werner, and Herman Zimmerman, drafted a proposal that preserved the sixty percent tenure limit, but provided that a faculty member could be considered for tenure even if there were no opening ("tenure slot"); if approved, the candidate would be declared "tenurable" and would receive continuing contracts until a tenure slot opened.

The essence of the new proposal, creation of a non-tenure status in violation of the AAUP rules, had already been advanced by others, including pro-

fessors Frank Gado and Alfred Thimm (jointly) and Michael Shinagel. The Enteman group's proposal, accepted in principle by the board at its January 1973 meeting and then revised in response to criticism by Professor Manfred Jonas and others, contained provisions which made it acceptable to the president, the trustees, and the senior faculty. In addition to accepting the sixty percent ceiling on tenured faculty, it established a floor: no less than one-third of the faculty would always be tenured. This provision had two purposes: it responded to faculty apprehension that the long-range goal of the trustees was to abolish tenure entirely, and it was seen as helping to guarantee a modicum of academic freedom for all, including the "tenurable," in that at least one-third of the faculty would always be able to speak with impunity in their defense.

The most sensitive part of the proposal concerned the re-evaluation of untenured-but-tenurable faculty. The administration objected to any language which would have turned tenurability into *de facto* tenure by awarding indefinite contracts to people with that status or which would have made their appointment to a newly opened tenure slot virtually automatic. On the other hand, language which would have required frequent recertification was objectionable to the senior faculty as too great a departure from the protections traditionally enjoyed by teachers who had passed their tenure review. It would also have added to the committee-work burden of senior faculty members.

The final revision was endorsed by one hundred sixteen faculty members, adopted by the board at its April 1973 meeting, and put into legal form June 15, 1973. It required three- to five-year contracts for tenurable-but-untenured faculty (provided that "curricular and budgetary justification" continued to exist prior to each renewal and that the advisory committee had determined that the person remained tenurable), and it required a new determination of the candidate's tenurability immediately before appointment to a tenure slot. In practice, the contracts have normally been for four years, and the department's re-affirmation of the candidate's tenurability (based, in recent years, on the latest merit review) has sufficed for renewals. Before the final transfer to a tenure slot, the committee has conducted another review, but one less elaborate than a full tenure review.

Provisions in the rules for additional reviews by the committee at its discretion or at the president's request have apparently never been invoked.

The "tenurability" system violated the AAUP guidelines, but it attracted the interest of many other institutions struggling with the issue of tenure limits. Although tenurable professors could be denied a contract renewal on several grounds, at this writing that has never happened at Union, and consequently the flexibility usually cited as the primary reason for tenure

limits has remained only potential. The other two goals of tenure limits—bringing in “new blood” and saving money on salaries—were quietly redefined when the tenurability system was adopted. The continuing reviews of tenurability were seen as confirmations that the untenured-but-tenurable faculty member’s blood, if no longer new, was at least not prematurely old. The salary issue was defused when the administration proposed that it would take responsibility for finding the necessary money within the total budget approved by the board.

During the last years of the period covered by this book, about eighty percent of faculty members who came up for tenure won approval. Of those rejected, many filed internal appeals and a few sued the College, always unsuccessfully. Institution of a “third year review” reduced the number of tenure rejections by filtering out some less promising candidates earlier in the process.

The third-year review originated as a department-level inquiry into the question of whether a faculty member in the middle of a second two-year appointment was likely to become a candidate for tenure, and consequently should receive another two-year appointment. When three-year contracts for new “tenure track” faculty members became the norm, the third-year review became a more formal and rigorous process, conducted by a departmental committee and similar in most respects to the tenure review itself, except for the assessment of scholarly work by outside reviewers.

Terms Abroad. In 1969, study abroad became a formally recognized and encouraged part of the Union curriculum through the establishment of the Terms Abroad program. Before then, the occasional student had studied abroad through the SAINT ANDREWS EXCHANGE, begun in 1935, the ETH EXCHANGE, begun in 1961, or through individually arranged programs. With Terms Abroad, Union began a program designed to send significant numbers of students abroad for one trimester.

Frederick Klemm, Professor of German, traces the program’s genesis to an evening when, attending an organ concert at Stefansdom in Vienna, he remarked to his wife, Eleanor, “Wouldn’t it be wonderful to bring the students here?” In the spring trimester of 1969, Klemm took thirty students to Vienna. During the 1969/70 academic year, Alan Roberts (French) took thirty students to France in the fall, William Bristol (History) took thirty to Colombia in the winter, and Alfred Thimm (IAM) took twenty-four to Vienna in the spring. What was to become one of Union’s most popular programs was under way.

At its beginning, Terms Abroad was a carefully planned part of the general education scheme then in existence, Comprehensive Education, in which every

student was required to do an independent project. While on a term abroad, students took two formal classroom courses, taught in whole or in part by the Union faculty member accompanying the group, and the project provided the third credit. Although most participants have always been juniors, the planners deliberately avoided the traditional Junior Year Abroad formula, hoping that any student in the College with the required language background, including science and engineering majors, would be able to go abroad for one trimester—one-twelfth of a normal college course—without significant damage to the major program. The finances of Terms Abroad were also carefully planned. To avoid any major budgetary impact, a limit of thirty students per term was imposed. In the fall of 1969, thirty additional students were admitted to the College to make up for the income that was now being spent abroad.

The Terms Abroad program was predictably popular, and the result was equally predictable: a demand for new or modified programs both by students, who had their own destinations in mind, and by faculty, who wanted programs that reflected their teaching and research interests. In 1972, the Colombia program was put on an alternate-year basis, paired with a program at the Center for Cross-Cultural Studies in Seville. The next year, a program was established on an Israeli kibbutz. In 1974, Hans Freund (English) began a Renaissance art program in Florence.

The original Vienna program was put on an alternate year basis in 1975 as a new program was established at the Goethe-Institut in Schwaebisch Hall, Germany, so that students of German had the opportunity to participate in two terms abroad; the second program moved to Freiburg in 1985. Also in 1975, with Union’s language requirement long gone, students asked for an English-speaking program, and one was established at the University of Bath. In 1977 an Athens program began to meet the needs of students interested in Classics, and in the same year Robert Baker (Philosophy) began a summer program, National Health Systems, which examined health care delivery in England, Sweden, and Poland. Over the years, Holland replaced Sweden, and Hungary replaced Poland.

There followed a five-year hiatus in the introduction of new programs, no doubt largely occasioned by administrative changes. Frederick Klemm, a year from retirement, relinquished direction of Terms Abroad to William Hendricks (Classics) in 1977; William Thomas (French) succeeded Hendricks in 1979.

In 1982, Union began a small exchange program with University College of Ripon and York St. John in York, England; eight students from each institution changed places every fall. In 1984, George and Sharon Gmelch (Anthropology) began an alternate-year field research program in Barbados. After Donald Thurston,

Director of East Asian Studies, urged the program's expansion into Asia, the College began in 1984 a program at Kansai Gaidai in Osaka, Japan. Union also entered an exchange agreement with Kansai Gaidai, whereby one or two students could spend a full year at the host institution. In 1986, Union launched an exchange program with Nanjing Normal University in Nanjing, China, under which twelve Union students spent the fall in Nanjing, while four Nanjing Normal faculty members worked for a full year with their counterparts at Union.

In 1987, Barbara Boyer (Biology) and Ilene M. Kaplan (Sociology) began the Marine Studies program, which took students to marine biology research stations in Bermuda, at Woods Hole, and in Newfoundland. The next year, Union joined the Middlebury Soviet Exchange Consortium, which brought two Soviet students to Union for the full year and sent two Union students to spend a year at various Soviet universities. Finally, in 1989 Martha K. Huggins (Sociology) began a program in São Paulo, Brazil, which examined the role of women in a developing country.

Ironically, Union's oldest program, the Saint Andrews Exchange, ended near the close of the period covered by this book, canceled by St. Andrews in 1988 in response to financial exigencies.

By 1990, Union could say with pride that about half of the students in every graduating class had studied abroad. Unfortunately, many more who wanted to go could not be accommodated in existing programs. The challenge of the nineties would be to send more students abroad in a time when less revenue was available to support the programs. The solution most often suggested was exchanges, in which students but not money crossed the ocean in both directions, and which had the additional advantage of increasing the number of international students at Union.

—William Thomas

Terrace Club. A local fraternity organized at Union in 1918, the Terrace Club was founded by twenty-three men who had been accustomed to gathering on the Terrace Wall to socialize and sing. Members occupied the North Section of South College until 1922; in May of that year, not long after buying a house at 201 Seward Place, the Terrace Club became a chapter of PHI SIGMA KAPPA.

Terrace Council.

- 1) The original Terrace Council was a student honorary society which gradually acquired some governmental powers (1906–circa 1942). See STUDENT POLITICS AND GOVERNMENT.
- 2) In 1970 the Annual Fund Office revived the name as a designation for persons who had given the Annual Fund \$1,000 or more during the current year.

An "Inner Circle," for annual donors of \$5,000 or more, was added in 1980; by 1990 the Terrace Council encompassed a Society of the Idol, for annual donors of \$1,000–\$2,999, a Seat of Stone Society for annual donors of \$3,000–\$4,999, and a Garnet Society for those who give \$10,000 or more. On their tenth anniversary of membership in the Terrace Council, donors are eligible to receive a Distinguished Membership Ring.

The Chairs of the Terrace Council have been: 1975–77: Thomas E. Hanigan Jr. '44; 1977–79: Arnold I. Burns '50; 1979–80: John E. Mann '43; 1980–83: Robert B. Enemark '50; 1983–86: John E. Temple '67; 1986–88: Abbott L. Stillman '69; 1988–90: Wayne T. Senecal '67.

Terrace Wall. The Terrace Wall in front of North and South Colleges was completed in 1819, but as it is the baseline for North and South Colleges, its position, largely dictated by the terrain, was probably fixed before those buildings were begun in 1813. Except for peripheral buildings oriented toward the surrounding streets, all major campus buildings are either parallel or perpendicular to the Terrace Wall.

Because the slope from the present Library Field to the Pasture was irregular, earth had to be removed from the front of the wall in some places and placed behind it in others. High spots from the field and from an area east of South College also provided fill. The wall was built of stone from the College QUARRY off Rugby Road.

The face of the wall was apparently once much deeper than it is now—by an 1833 account, eight feet high—and throughout the nineteenth century a ditch ran along the wall's base. At some later time the height of the precipice was reduced with fill at the base.

Aesthetically, the wall created both the plane on which the College stands and a sharp demarcation to the west: until 1941 it also served the mundane purpose of confining cows, horses and sheep to the PASTURE. The steps at the north end of the wall may be contemporary with its construction; other steps were added to serve the pasture dormitories as they were built—West College (1953), Richmond House (1960), and Fox and Davidson Houses (1967).

Students found two uses for the wall: in the nineteenth century they sat on it, smoking and singing, and circa 1899–1912, they threw each other over it during the Snowball Fight (see HAZING AND CLASS FIGHTS).

Until the creation of library plaza in 1967, Union (unlike most colleges) had no benches on its campus, but the Terrace Wall long served as a substitute. The custom of sitting on the wall, singing and smoking, can be dated as early as 1828, and may be older. It was celebrated in the original first verse of Fitzhugh Ludlow's "Terrace Song" (1856):

Ye Union boys whose pipes are lit,
Come out in merry throng;
Upon the terrace let us sit
and cheer our souls with song.

In 1828, students sat on the "grand old seat of stone" as one would expect, facing west with legs hanging down, but sometime before 1867 iron brackets were attached to the top stones and horizontal wooden slats to the brackets, creating a park-bench-like seat the entire length of the wall. Because the back sloped to the west, forcing the sitter to face east, the seat appears in old photographs to be quite uncomfortable, but apparently it was not. Several questions about that bench-back force themselves on the historian, however: Would the College at that time have gone to such expense for the recreational comfort of students? Why create a seat to accommodate at least three times as many students as were enrolled? Given that the back seems to slope the wrong way, one is tempted to suppose that it was intended instead as a supplemental fence, but early descriptions always call it a seat, and the wall alone would have sufficed to confine cattle.

In the spring of 1887 the *Concordiensis* observed "These gatherings on the terrace are the rare occasions when all the classes meet and have an opportunity of familiarizing themselves with the songs." The custom remained alive until the early twentieth century.

By the beginning of the Richmond administration in 1909, the wall was in danger of falling down in places and the seats were in poor repair. About 1910, using money contributed by Schenectady businessmen, the College rebuilt the wall with a new foundation, planted 800 vines along its base, and removed the remnants of the seats. The bolt holes remain.

Later efforts to encourage singing on the Terrace Wall met little success; times had changed, and advancement of Commencement from July to early June left fewer warm evenings for congregation.

Theatre. The history of theatre at Union involves two separate but often intertwined strands: drama in the classroom and theatre on the stage, primarily as an extra-curricular activity. Union came late to an Arts Department (1966) and then to a Department of the Performing Arts (1992), perhaps only a step on the way to the Drama or Theatre Department long ago envisioned by President Fox.

Drama in the Classroom. During Union's first century, drama was largely confined to the language classroom. Incomplete records indicate that by 1824 students were regularly exposed to Aristotle's *Poetics* and Euripides' *Medea*, and within a decade to Sophocles. Aeschylus and Terence were added in 1840, along with lectures on "Ancient Drama." Plautus joined them as an elective in 1846 and Aristophanes in 1850;

all were read in Greek or Latin. In the 1840s, the junior class in French devoted itself wholly to Molière.

Shakespeare first appeared in the curriculum in 1840/41, when Professor ALONZO POTTER offered a senior year elective course on Shakespeare and Milton. In 1879/80, the College introduced a required two-term senior course devoted to *Macbeth* "and other Shakespearian dramas," and in 1890/91, "Shakespeare and the [Elizabethan] Dramatists" became a required one-term course in the sophomore year. The Class of 1893 founded a Shakespeare Club, which grew to seventy members the following year. Students grappled with questions about the plays and gave readings of selected scenes. In 1926, Professor RAYMOND HERRICK led a group that read a modern play every week. A formal course in modern drama first appeared in 1927/28 as a senior elective. The following year, "The English Drama 900-1642" entered the curriculum. From 1935/36, Herrick offered "English" drama from the beginning to Ibsen and in 1938/39 he added a course called "The English Drama," but focusing on both English and Continental authors from the eighteenth-century to the present.

In 1939, students founded "The Players," a group that read and discussed plays and other works. EDWARD L. CARROLL '27 was the first to teach a course in play production (1935/36). It had the blessing of President DIXON RYAN FOX and was taught outside the divisional organization of the curriculum. In addition to "the interpretation of drama," it promised to deal with the "principles of acting, speaking voice, diction and bearing, directing, scene designing, stage lighting and mechanics, make-up, and play writing, taught by their practical application in the theatre. Attention [was to be] directed toward historical as well as modern styles of dramatic representation, illustrated by plays given before invited audiences." Donald Jones (1949-54) added "analysis of dialects, individual and group improvisation and scenes; and work on sustained playing of roles."

When the ARTS DEPARTMENT was founded in 1966, it contained a section, variously called Dramatics or Drama, that included seven courses divided between practical theatre and the history of drama. In 1992/93, the Theatre section of the new Performing Arts Department offered some twenty courses in theatre; while the English, Classics, and Modern Languages Departments continued to take responsibility for courses in dramatic literature. The Freshman Preceptorial usually included one of Sophocles' Theban plays.

Performance. Only fragmentary evidence survives of early theatre at Union. The diary of David Guernsey, Class of 1800, mentions the performance at the March 1799 Adelpic Society anniversary exercises of a tragedy, *The revenge*, and a comedy, *She stoops to con-*