

in 1846, Viney became his personal servant as well, sometimes carrying the president in his arms, giving him massages, and—following his recovery—accompanying him on trips to New York.

With passage of the Fugitive Slave Act in 1850, Viney was no longer safe in Schenectady. Nott dispatched his grandson, Clarkson N. Potter, to Maryland to inquire about the cost of buying Moses's freedom. Rather than pay the \$1,900 demanded, however, Nott sent Viney to Canada. Moses returned to Nott's employ about April 1855 and in July of that year Nott purchased his freedom at the reduced price of \$120. Living with his wife, Diana, in a small house behind the present site of Silliman Hall, Viney then remained with Nott, in what was by all accounts a close and trusting relationship, until the latter's death in 1866. Nott bequeathed one thousand dollars to Viney.

The Vineys moved out of their house the following year, but Moses remained a servant to URANIA NOTT until her death in 1886. Purchasing from her estate the horse and three-wheeled carriage he had so long driven, Viney then set up a livery service in Schenectady; because he charged less than the flat rate of one dollar per ride then standard, he flourished until his retirement in 1901.

At the request of Mrs. Raymond and to the pleasure of returning alumni, Viney was made a part of Commencement week, serving annually as doorman at the president's reception until a year before his death at ninety-two.

During his later life and for several decades after his death, "Moses" ranked very high among objects of alumni sentimentality. The frequent accounts in College publications of his mutually satisfactory relations with Union, though apparently true, are faintly self-congratulatory, and compel one to record an unsurprising but discomfiting fact they omit: this man, whose character, intelligence and initiative would virtually have ensured his prosperity had he been white, worked for Dr. Nott for ten dollars a month.

VITA. Founded as "Volunteers for International Technical Assistance," but later known by its acronym, VITA is an organization of scientists, engineers and others who volunteer time and professional expertise to address technical problems in developing nations and (since 1969) in impoverished parts of the United States. From its origin in Schenectady in 1959 until it moved to Washington in 1973, the organization had many connections with the College.

First proposed in discussions of the technical consultation committee of the Mohawk Association of Scientists and Engineers in April 1959, VITA was incorporated as a separate organization on June 24, 1960. The founder, General Electric physicist Robert M. Walker '50, was succeeded as president (1965–72) by his Union classmate, Beno Sternlicht '50. The orig-

inal board consisted of professor Walter Lowen and public relations director Rowan Wakefield, both from Union, and GE scientist Robert G. Luce; many other Union faculty members and administrators later served on an expanded board.

Lowen's office in Union's mechanical engineering department was VITA's first address, succeeded by a series of offices in Schenectady. In 1965, grown to thirteen hundred volunteers, the organization hired its first permanent professional staff. Returning to the campus in 1967, VITA occupied the former MODERN LANGUAGE BUILDING, moving in 1970 to the former county library (WEBSTER HOUSE), recently purchased by the College. By then its volunteers had increased to six thousand from seventy-five countries.

VITA's best-known publication was the *Village technology handbook* (1963; rev. ed. 1970), which gave instructions for solving village-level technical problems in relatively primitive conditions. A Village Technology Center in the headquarters built and tested such proposed devices as pumps and solar-powered ovens. VITA long served, under grants from the U.S. Agency for International Development, as technical consultants to the Peace Corps, but it responded to requests for help from many other quarters and set up counterpart organizations in other countries.

In 1967 VITA absorbed DATA International Assistance Corps of Palo Alto, California. In March 1973 it moved its headquarters to the Washington, D.C. area to be closer to agencies and embassies with which it worked; it subsequently altered its name to Volunteers in Technical Assistance.

As part of the Comprehensive Education curriculum, physics professor Kenneth Schick created a course in 1968 ("VITA and the Developing Countries") which put Union students to work on VITA projects.

Voz de Union (La). In 1924 the Spanish Club (see STUDENT ORGANIZATIONS), under faculty advisor Angel Flores, published the first of seven issues of *La Voz de Union*, said to be the first Spanish literary magazine in a United States college. The contributions came from both inside and outside Union College; during the first year about half were in Spanish. The two issues of the second and final year, following Flores's departure, were entirely in Spanish.

Waddell, William Alfred (Feb. 5, 1862–Feb. 22, 1939). Class of 1882. Registrar. College president.

Born in Bethel, New York, Waddell graduated from Union as salutatorian with two BA's (classical and scientific courses) and a Civil Engineering degree, and worked briefly as an engineer with the New York State Geodetic Survey before enrolling at Princeton Theological Seminary. After graduating there in 1884, he returned to Union as registrar for the 1885/86 year, then became pastor of the Presbyterian Church of San

Pedro, California. In 1890, he left that position to become a missionary in Brazil.

From 1891 to 1898 he was occupied as dean in organizing Mackenzie College in Sao Paulo, a non-sectarian engineering college founded by Presbyterian missionaries. He later said that he had modeled it as much as possible on Union College. In 1898 he turned Mackenzie over to a colleague, took a furlough, and then spent the next fourteen years organizing churches and schools in Bahia and elsewhere in the interior of Brazil; he reckoned that in 1906 alone he rode 4,000 miles on horseback. In 1914 he returned to Mackenzie as president; the college had fallen on hard times as a result of the death of its first president and the Brazilian revolution and depression. He remained there until his retirement in 1927, after which he spent five years organizing and developing Jose Manuel Conceico College, a junior college in Jandyra.

Mackenzie College was anomalous both in being a Protestant college in a Catholic country and in having close ties with the United States. After a long struggle, the college was recognized by the Brazilian Congress, and eventually it was also recognized by the New York State Board of Regents as an independent college of the University of the State of New York. GEORGE ALEXANDER, president of Union's Board of Trustees, was for a time also president of Mackenzie's board; former Union president CHARLES ALEXANDER RICHMOND was also a member of the board.

Waddell once described himself as "a soldier of world-wide democracy." He saw "justifying American methods of higher education to Latin Americans" as part of his mission, and it was largely through his influence that Union enrolled many Brazilian students at that time. Around 1916 he set up a formal arrangement with Union whereby selected Mackenzie students could enter Union with full credit. Several early twentieth-century Mackenzie faculty members were Brazilians who had attended Union, as were Francisco de Salles Oliveira '15, Dean of Mackenzie's School of Engineering, and Antonio Luiz Ippolita '21, Dean of the University.

Union awarded Waddell an honorary PhD in 1894, and an honorary DD in 1910. Mackenzie College became Mackenzie University in 1952; it still exists as a large, private university.

Wainger, Bertrand Max (Feb. 1, 1902–Sept. 11, 1978). Professor of English, 1927–49; Professor of American Civilization, 1949–67.

Born in Vilna, Poland, Max Wainger (he used his first name only when writing) emigrated with his parents as a child and usually listed Barnesboro, Pennsylvania as his place of birth. He earned an AB and election to Phi Beta Kappa from Cornell after three years of study (1924), and an AM the next year. When he had taught English for two years at the University

of Missouri (1925–27), English department chairman EDWARD EVERETT HALE brought him to Union. He earned a PhD from Cornell in 1934 with work in eighteenth-century New England literature.

Although he remained a member of the English department, Wainger's interests so broadly covered American literature, history, politics, and economics that the College changed his title in 1949 to Professor of American Civilization. For many years, with several colleagues, he team-taught a senior course in American Civilization, required of all engineering majors. Initial vexation changed in most cases to enthusiasm as the students were challenged to discuss and integrate the great documents of American political philosophy.

Wainger's strong belief in interdisciplinary education was reflected in a semi-humorous piece he wrote for the *Concordensis* in 1932: in his version of an ideal college, he claimed, he might permit the curriculum to be divided "into schools, shoals, departments, phalanxes, or in any other way; but such division must never be mentioned before students on pain of death, for fear that they may get the ridiculous notion that the field of knowledge is divisible into insulated compartments."

Beyond his classroom duties, he actively pursued a career of editing and writing. As New York State director (1936–40) of the Depression-era Federal Writers' Project, he supervised more than two hundred writers who distilled some eight million words, produced by six thousand field workers, into a text of three hundred and fifty thousand words. The result, *New York: a guide to the Empire State*, was published in 1940 under the auspices of the New York State Historical Association. The book was sharply criticized by organizations on the far right, one of which charged that it had "a decidedly pinkish tinge" because public welfare legislation had been extensively described, along with detailed coverage of the career of Franklin Delano Roosevelt. Wainger responded that his writers had merely told the historical truth; he also said that the book's greatest contribution had been its discoveries in the fields of folklore and native legend and culture.

Wainger wrote two well-known junior high school textbooks: *Exploring New York State* (co-authored with Edith Brooks Oagley, 1942) and *The American adventure* (1955). The former was especially successful, going through several editions and being widely adopted throughout the state as a standard text.

He was probably the second Jew on Union's faculty, following the brief service of physics instructor Samuel Robinson (1920–24). A small, active man (five feet, three inches, 135 lbs in 1935), he regularly won the faculty handball tournament in those years.

An ardent Democrat, he worked actively in the presidential campaigns of Alfred E. Smith (1928) and Franklin D. Roosevelt (1932), as well as in many later state and regional campaigns. With two other faculty

members and a dozen students, he was a founder of the Liberal Club in 1932. For many years, despite the stammer that sometimes afflicted him, his speeches were a feature of the party's annual Jefferson Day dinners in Schenectady County.

In 1930 Wainger married Elsa Benedikt in Berlin; a gynecologist and pediatrician, she conducted a medical practice from their home at 68 Union Avenue. They had two children. The marriage was dissolved about 1963, and Wainger's subsequent marriage to Anna Riley also ended in divorce.

In November 1951 he suffered a severe heart attack which effectively concluded his academic career; his status at Union became Research Professor in 1953 and he moved to the New York City area, where he worked for McGraw Hill as a part-time editor of social science textbooks from 1955 until 1967, spending the winters in the south. He retired to Arizona and died in San Diego, California.

One of Wainger's students, Robert Barat Keane '50, remembered his teaching:

He bubbled with energy, bouncing across the front of the room, scribbling furiously and almost indecipherably on the board, chuckling as he read his favorite passages aloud, joyously responding to a student's novel phrase or interpretation.... He never disparaged the inadequacies of students who found syntax a struggle or Emerson a bore. Nor was he unkind to those whose limping gait betrayed an attempt to mix athletics with academics; he could often be seen on the sidelines at twilight as football practice went on and on.... It was his way, not only to see but also to embrace the world, awed by its foibles and amused by its blunders, to marvel at its achievements, and to rejoice at the efforts of those who tried. That was the gift, the main talent of this genial and sharply intellectual man.... It's what made him so good at what he was: a teacher.

—Vincent C. De Baun

Waldron, Charles Newman (Aug. 25, 1883–Jan. 25, 1975). Class of 1906. Secretary of the Graduate Council (1910–46); part-time professor of history (1912–33); editor of the *Union Alumni Monthly* (1913–39); acting Dean of Students, 1925/26; director of admissions (1932–41); Secretary of the College (1933–42); alumnus trustee (1950–54).

Born in Detroit, the elder of the two children of William Augustus Waldron '79, a grain merchant, and Lydia Gail King Waldron, "Charlie" Waldron grew up with family stories, photographs and songs of Union College. His grandfather, the Rev. Charles Newman Waldron '46, his uncle, Henry A. Waldron '74, and his father were all alumni. Charlie had fixed his affections on the institution long before he first saw it in 1900, and by the time he enrolled in 1902, his enthusiasm was so contagious that four of his friends from Detroit entered Union the next year.

As an undergraduate, Waldron was already hindered by the poor eyesight that would plague him all his life; he became entirely blind in the mid-1930s.

Compelled by his dependence on readers to take a reduced schedule, he graduated, a year late, with the Class of 1907 (though he considered himself a member of the Class of 1906, and served all his life as class secretary). Somehow he earned a BS while avoiding most of the required science courses and taking all the history and English courses available.

"Undergraduate life was all that I had anticipated," he later wrote, "and I loved every minute of it." His extra-curricular pursuits included service as captain of the track team and president of the Christian Association, as well as membership on the Student Council and the debating team. Always a social man, Waldron was one of the founders of the TERRACE COUNCIL and a member of the freshman Tiger's Eye Society and ALPHA DELTA PHI. As a senior, he won the DAGGETT PRIZE for "conduct and character."

After graduating in 1907, Waldron made a very brief foray into the commercial world, probably to please his father; then, through the intercession of ANDREW VAN VRANKEN RAYMOND, who had just left Union's presidency to become pastor of a Buffalo church, he landed a teaching job at the Nichols Country Day School in that city. Three years later, President CHARLES ALEXANDER RICHMOND brought him back to Union as the first secretary of the Graduate Council. Waldron was so glad to return to the College that he took a substantial salary cut.

Alumni Work. The first president in thirty-eight years who was not an alumnus of the College, Richmond frequently looked for inspiration to his alma mater, Princeton University. He quickly saw that Union needed a much stronger ALUMNI ORGANIZATION, and determined to create one on the Princeton model. Thus was born the Graduate Council (since 1952 called the Alumni Council) and the position of secretary (after 1946, Director of Alumni Relations.)

When the president sent Waldron to talk with Princeton's alumni secretary, that gentleman warned that the job's most important requirement would be a strong stomach for liquor and banquets. Then he reported to Richmond that the new appointee would never do as Union's alumni secretary.

The mistake was understandable. Though Waldron had a marked talent for friendship and a contagious enthusiasm for the College, and was nearly always cheerful, he was never the kind of hearty hail-fellow-well-met that alumni work was often thought to require. Lanky, puffy-cheeked and wearing thick glasses, he did not even look the part, although he smoked a pipe. Rather, his great success in the job stemmed from his manifest sincerity and from the fact that people trusted him because he rarely allowed his great love for the College to subvert his critical intelligence.

Tireless in his attempts to sustain and reform student traditions, a faithful supporter of Union's athletics

(for many years he not only attended games but watched practice sessions almost daily), he could be as sentimental as the most nostalgia-besotted old grad; yet he always insisted that such concerns were less important than the College's academic work, and he never believed that the academic work was as good as it ought to be. Thus both the alumni who had put childish things away permanently, and those who welcomed an excuse to get them out again, respected and eventually revered Charlie Waldron.

He earned his unique place in Union's history by setting a nearly perfect example, in the highly visible roles of alumni secretary and editor of the *Union Alumni Monthly*, of the kind of devotion the College so badly needed in those decades—a devotion always yoked to integrity and intelligence. Affection for the Union of his student days occasionally led him, in later years, to take positions that exasperated other administrators and trustees, and that now seem unsupportable, but it is noteworthy that he sometimes reconsidered those positions and always insisted that, on the whole, the College had made great progress since he had first known it.

The task before the new alumni secretary was not only to build an effective alumni organization, but to regenerate the loyalty of graduates who had long despaired of the College's future. The majority of living alumni had watched the institution floundering, sometimes wracked by dissension, between the death of Eliphalet Nott in 1866 and the arrival of A.V.V. Raymond in 1894. The most tangible indicator of alumni morale, the level of their financial contributions and bequests, suggested that Union lagged well behind other old Eastern colleges in alumni support.

Waldron began by creating a modern office, with card files for all known alumni and folders to hold correspondence and other collected material. The heart of his work, however, lay in forming personal relationships with hundreds of alumni and building a strong Graduate Council. Reflecting the force of his character, his voluminous correspondence was simple, direct, and personal, with nothing stilted or bureaucratic. Even before his deteriorating vision forced him to dictate all his letters, they had an appealing conversational quality.

Although Waldron understood that ultimately the alumni association's most important function was to raise money for the College—he started the annual fund in 1912—he always stressed the other useful roles alumni could play, such as encouraging applicants, employing graduates, and generally promoting the institution's reputation. He insisted that no one should be asked for money at alumni social gatherings. The role of the alumni office, he frequently had to insist near the end of his tenure, was to cultivate good relations with alumni; fund-raising should be handled by

a separate office, reporting directly to the president or to the Board of Trustees.

The *Union Alumni Monthly*. Richmond and Waldron knew the College needed an alumni magazine, but the *Union University Quarterly*, edited by classics professor JOHN IRA BENNETT, had died in 1908 for lack of support. One of Waldron's first acts as graduate secretary was to persuade the *CONCORDIENSIS* editors to give him space for a weekly column of alumni news. In the first issue he appealed to alumni to help him "get out such a page that there will be a demand for a whole alumni magazine in 1911."

The *Union Alumni Monthly* was indeed launched, under Bennett's editorship and with Waldron's assistance, in the fall of 1911. Waldron took over in 1914 and edited the magazine until 1939. (A full description of the journal Bennett and Waldron created will be found in the article on ALUMNI MAGAZINES.)

Many of the *Monthly's* features, ranging from frank obituaries to the full text of addresses on education, indirectly reflected Waldron's view of the proper relation of the College to its graduates, but his editorial comments made it apparent that he saw himself as, in some ways, independent of both parties. He manifested this stance even before the *Monthly* was launched, explaining in his 1910 *Concordiensis* column that the Rochester Alumni Association had become inactive several years earlier "because of the failure of the college to follow up their suggestions." He became quite adept at slipping profoundly critical matter-of-fact statements into the *Monthly*:

[Richmond's successor] will have to face immediately this situation, for the College in the last few years has moved steadily towards an expansion involving cheapening of instruction and loss of some of the finest qualities that characterized our past. Such a course is the line of least resistance always difficult to avoid. The road we would see the College follow is a hard one and is at variance with this machine-made age of ours in which quantity production, the lure of numbers, and high visibility, are the modern measures of success. (1928)

Sometimes he spoke even more directly as an advocate. In the May 1921 *Monthly*, after reporting on a resolution of the national Interfraternity Council that would have the effect of requiring Union's IFC to admit to membership the two chapters of Jewish fraternities on campus, he wrote:

It seems to us a mockery that Union, the first of American colleges to stand for religious liberty, should not have taken such action long ago. It is a duty we owe to those who have established our most cherished traditions....

He felt equally free to criticize the alumni, writing in the 1915 President's Midwinter Report:

Union alumni as a whole gave the college little support at the very time she most needed such support. Legacies have been with us an unusual event. Large contributions on the

part of rich alumni and small contributions from the bulk of the alumni have been equally infrequent, and enthusiasm for the college, or even pride in its distinguished history were not characteristic qualities among Union graduates, while the reverse was true in the case of those Eastern colleges which we think of as most successful today.

He was valuable to Union as an ambassador to alumni who felt alienated by the changes in the College and by the implicit attitude of the administration that the institution they remembered fondly had been an inferior place. He himself had been a student when standards were lower, Waldron would say—though not as low as those prevailing in his ancestors' day—and while some things of value had been lost, the changes were on the whole necessary and good. He was effective because his voice was independent.

The faculty was not exempt from his strictures:

We feel that teachers often have little knowledge or sympathy for the kind of lives a great majority of their students are to live and, as a result, fail to make any vital connection with them..... We must get away in our undergraduate teaching from the graduate school viewpoint which too often makes of scholarship for its own sake a beginning and an end ... [but] we hope none of our readers have gotten the idea that we stand for what is commonly called "practical education," meaning by that the teaching of subjects to which a student can attach a dollar sign. We do not value highly such education We think a better college is possible and will come into being as the *teaching* profession grows stronger. (1923)

When boys take the trouble to revolt against what they consider inefficient or barren teaching, the College should be thankful. (1932)

Nor did he spare himself, in post-Commencement musings on how he might have done a better job as a part-time professor in the history department:

This is the period when we wish that long ago we had given up our job as third assistant janitor to the whole college, and become a real teacher. (1927)

Waldron's continuing critique of the College was of course only a small part of his output; he devoted far more space to praise and to objective news, and was never in danger of becoming a common scold. But to him, criticism was an inevitable concomitant of his love for the College and an integral part of his duty as editor. He prefaced a 1923 article on the recent high rate of student failures (which he blamed in part on the low quality of instruction consequent on low salaries) with a claim some readers must have found remarkable in that context: "We confess we love Union so much that we would be unwilling to print anything we believed to be a serious reflection on her."

When he complained in 1935 that the MOHAWK DRAMA FESTIVAL, a favorite project of President Fox's, had dragged the College into the depravity of modern publicity, he precipitated a crisis:

Our only criticism [of the first season of the Mohawk Drama Festival] has to do with what we believe a necessary element in the entertainment business. We refer, of course, to publicity. Commercial entertainment apparently must float on extravagant ballyhoo. The "builder-up" is inflating everybody and everything related to the enterprise, without regard to critical standards. We distrust this and should regret to see the name of Union College associated in the public mind with this sort of thing.

That was too much for trustee WALTER BAKER, who wrote to Fox, "I am sick over Charlie's outbreak in the *Monthly*." Baker had remonstrated with Waldron in the past about various issues, and now he, FRANK BAILEY, and board chairman HIRAM TODD held a special meeting to decide what should be done. They apparently settled for further remonstrance administered by Todd. A year-and-a-half later, Waldron editorially defended his alleged indiscretions:

All colleges have their weaknesses, and we have felt for many years that Union is strong enough to warrant admitting publicly her own. We have been criticized for doing this but have been encouraged by [Cromwell's "warts and all" injunction]. The deeper justification in our mind is the fact that a college deals with the most precious of all material—the lives of young people. No partisan loyalty justifies an educator in misrepresentation nor even in hiding important weaknesses from those who plan to enter his institution. In fact, we have found that frankness wins respect.

On the last point, he was certainly correct; the respect he had earned from alumni both stemmed from his independence and protected it. But few would now agree that everything he saw as a weakness in the College deserved that label. He continued in conversation, in meetings, in his warm and extensive decades-long personal correspondence with Bailey, Baker and Todd, and in the *Monthly*, to sound certain favorite themes until Fox and Baker, who simply did not always agree with him, began to find him tiresome. Enrollment, he insisted too often, should be rolled back to six hundred, the ideal size for a college, and at least a quarter of Union's faculty should be made up of its own graduates. ("They are needed very much as yeast is in bread, and the college has suffered very definitely for lack of this leaven of devotion.")

Although he had been instrumental in bringing Fox to Union, Waldron continued to deplore, both privately and publicly, Fox's penchant for involving the College in "side-shows," as Waldron called the drama festival, radio broadcasts, and other initiatives intended to make Union better known. He frequently complained of the public relations director's work ("a college, like a gentleman, should practice restraint in speaking of itself"). Fox should spend more time on the campus, Waldron thought (he had made the same complaint of presidents Richmond and Day), and the College should devote virtually all its resources to educating undergraduates.

Nevertheless, Waldron and Fox, whose offices were across the hall from each other, enjoyed generally good relations, and Waldron was always glad that he had made a point, shortly before Fox's sudden death in 1945, of telling the president what a good job he thought he was doing. The chapter on Fox in Waldron's memoirs presents a shrewd, even-handed appraisal.

Other Positions. At various times, Waldron served Union in several other capacities. He taught courses in American history from 1912 until becoming SECRETARY OF THE COLLEGE in 1932. Little is known of Waldron as a teacher, but his First World War talks to ROTC cadets, emphasizing that America had historically won wars in the same way that other nations did, and not through some "mystic property," suggest that in the classroom, as in the *Monthly*, he was prone to surprise his audience with realism.

Although the Secretary of the College had charge of admissions, the post was considered part-time, and Waldron held it for nine years in addition to his work as Graduate Secretary. The admissions position gave him more ability to affect the nature of the College, but it is impossible to say what practical effect this had; during those Depression years, colleges generally had little latitude in trying to fill their classes. He did make greater use of alumni in recruiting than had his predecessor.

Waldron, who always preferred alumni work, asked the trustees in the fall of 1937 to relieve him of the Secretaryship and admissions work, but the board was apparently unwilling to incur the added salary expense this change would entail. He shed one of his burdens in 1939 by turning the editorship of the *Monthly* over to professor DANIEL WEEKS '28.

By 1940, however, Frank Bailey and other trustees evidently began to feel that Waldron was not doing enough to fill Union's classes. In response to Bailey's concern that an admissions shortfall caused an income shortfall, he defended the College's quota on Jewish students (about ten percent). The only qualified students he was now rejecting, he wrote Bailey, were "Jewish applicants we have over the quota."

Taking boys who are not prepared to do our work, and also—taking in an unlimited number of Jewish students... would damage us seriously.... It very definitely lowers the respect the undergraduates have for the College. It affects school principals and teachers in the same way and keeps them from recommending us to their good students. Also, it weakens the alumni body.

Although Waldron probably did not intend to attribute these consequences equally to accepting unqualified applicants and to accepting more Jewish applicants, his position is plainly an instance where his love for the relatively homogeneous College of his student days clouded his judgment.

A Jewish quota (nearly ubiquitous in Eastern private colleges) probably preceded Waldron's service in admissions, and certainly outlasted it by about a quarter-century. Waldron stated that he would waive the quota if the president told him to, but Fox had also defended the practice. (It should be noted that Waldron, alone among Union's administrators in his time, publicly criticized inequitable treatment of Jewish students who were admitted.)

Though they supported the admissions criteria Waldron was using, Bailey, Baker, Todd and Fox decided that a change was necessary. In early 1941 they made Waldron's graduate secretaryship a full-time position, replacing him in admissions with a full-time director. He relinquished the now-separate position of Secretary of the College in 1942.

Waldron also served during the academic year 1925/26 as acting dean of students, filling in for CHARLES GARIS, who was recuperating from a nervous breakdown. When the placement service was started in 1935, Waldron was initially in charge of it.

Waldron's role in the College was not limited by the titles he held. It is hard now to imagine a director of alumni relations or of admissions influencing student affairs, but Waldron, who was more certain than anyone else of what constituted a healthy state of student morale and more convinced of its importance, found ways to do so. Counseling the president and dealing directly with student leaders, he labored to keep the good traditions alive and reform the vicious ones.

During the FIRST WORLD WAR, he feared that if Union continued too long under a military regime the continuity of College traditions would be irreparably broken. Two weeks after the Armistice, he organized a chapel meeting at which he spoke on Union's traditions.

He played an active role in, and probably instigated, TRADITION NIGHT (1922–28). After the traditional class fights died out in the 1930s, believing that they had promoted class solidarity and led to lasting friendships, Waldron summoned freshman and sophomore class officers to discuss ways of reviving the fights as less dangerous rivalries (see HAZING AND CLASS FIGHTS). In 1932 he was a founder of the student-faculty HALE CLUB.

Historian. Waldron's active interest in the College's history dated from his student days, when, as president of the Christian Association, he retrieved old portraits from the Silliman Hall attic and hung them on the first floor. As graduate secretary, he solicited many reminiscences from elderly alumni, publishing some of them, along with other historical articles, in the *Monthly*, and after he ceased to edit the magazine in 1939, he continued for five years to write a historical column entitled "'Twas Here the Old Alumni Sat." From 1943 to

1945, he also wrote a *Concordiensis* column entitled "Our Union Inheritance."

His alumni magazine column made frequent use of the then little-known diary of Jonathan Pearson '35 (see PEARSON DIARY). Waldron was the first (1928) to point out that the evidence disproved the hoary claim that Union's decline after the Civil War was caused by the loss of SOUTHERN STUDENTS; he had already aired, in a 1935 article for the *Journal of Engineering Education*, the heretical opinion that the fault was really Eliphalet Nott's:

Dr. Nott's great error was to keep all authority in his own hands and rely entirely on his own efforts. As he grew old, the college grew feeble and...he left Union in no condition to meet the competition which younger and better-organized institutions offered.

In a *Monthly* article in 1940, he broached the even more sensitive subject of Nott's fiscal chicanery and the results of the legislative investigation into it; this was probably the first time modern alumni had heard of the issue, and five years later Dixon Ryan Fox choose to ignore it in his short history of the College.

Although his blindness was an obstacle to historical research, Waldron's limited work—together with his memoir, discussed below—did much to set the stage for intellectually respectable historical writing about the College. Codman Hislop acknowledged the debt in his monumental biography of Eliphalet Nott:

There is one man, beyond all others, to whom this book owes its origin: Charles Newman Waldron.... He taught me to seek out the life and drama which is also the history of this college, and, in doing so, he introduced me to a source of knowledge in the field of American studies which would enrich the curriculum of any college or university which would make use of its own institutional and regional records.

Retirement. About 1943, Waldron began to speak of his desire to retire when the Second World War ended, although he would not be sixty-five until 1948. "Even had I been able to see," he wrote in his memoirs, "I no longer had the energy required, especially as we were moving into times bound to be strenuous, and changes that would be painful to a man whose hopes for the College might well be outmoded." Indeed, he felt outmoded already, and doubtless judged that this war, unlike the previous one, had disrupted the College long enough to kill off all the traditions he prized so highly.

When the war ended during the acting presidency of BENJAMIN WHITAKER, Waldron was no longer certain that he should, or could afford to, retire entirely, and various alternatives were discussed. However, a place needed to be found for Waldron's former assistant, Frederick Wyatt '32, returning from service in the Navy; with the encouragement of trustees Bailey and Baker, incoming president CARTER DAVIDSON offered

Waldron a settlement involving the latter's complete resignation. On May 11, 1946, the eve of Davidson's inauguration, with some hurt feelings, Waldron submitted his resignation, effective July 1.

That action by no means ended his work for the College, however. In 1950 he was elected to a four-year term as alumnus trustee, where he distinguished himself as the only board member to object to Frank Bailey's "American Way" resolution (see ACADEMIC FREEDOM AND CIVIL LIBERTIES).

Between 1947 and 1951, with the encouragement of the Graduate Council, he wrote his memoirs, but when the committeemen read the manuscript they had second thoughts about publishing it. Although it presented a wonderfully evocative and on the whole, loving, picture of the College and some of its people in the first four decades of the century, and contained nothing as controversial as many of Waldron's editorial comments in the *Monthly* (for the most part, the author simply omitted to discuss the people of whom he disapproved), it was too frank for the committee.

In their decision not to publish, they were encouraged by Davidson, who was as blind to the value of candor in writing about the College as Waldron was clear-sighted. Davidson warned Baker that Waldron's private publication of the book "is going to be an embarrassing situation for all of us," but *The Union College I remember* has proved since its 1954 publication to be the most satisfying book ever written about the College. Just as young Waldron's enthusiasm for the College brought four of his Detroit schoolmates in his wake, his *envoi* strengthened the affection for alma mater of countless alumni. Reading it for the first time as an undergraduate, the editor of the present volume found its evocation of the past so vivid that he has rarely since been able to see exclusively the College of the moment.

Waldron continued well into old age corresponding with alumni, urging them to support the College, and receiving visitors at his Rensselaerville home. Carter Davidson's successor, President HAROLD C. MARTIN, who had a summer home in Rensselaerville, established warm relations with him.

Personal Life. In 1912 Waldron married his second cousin, the former Dorothy Waterman (1888–1987) of Albany; they had three children. Both of their sons, William Augustus Waldron '35 and T. Van Antwerp Waldron '36, graduated from Union, as have five members of the subsequent generation. William A. Waldron served as a trustee of the College, 1959–75.

The family occupied Eliphalet Nott's former house on the north end of South College from 1925 until 1944, when they moved to Niskayuna. In 1951 they purchased and moved to the Rensselaerville house they had long rented in the summer.

Waldron's vision problems began as progressive myopia, inherited from his mother; even with thick glasses, sustained reading was impossible, and he had to depend on student and other readers as his vision gradually worsened. After his marriage, his wife was his principal reader.

In the summer of 1930, cataract surgery on one eye resulted in much improved vision for a time, but Waldron then suffered a detached retina. Surgery to repair it in 1933 was unsuccessful. At about this time, glaucoma in the other eye left him essentially blind, a condition he faced with great fortitude.

He acquired Heidi, a German shepherd Seeing Eye dog, in 1937. Guide dogs were still uncommon, and Heidi attracted much attention from students and others. Robert P. Tristram Coffin was the best-known of four poets who wrote poems about her, and students and faculty members commissioned Alexander James to paint a portrait of Heidi and her master (1937) which hung for many years in the Hale House student lounge. Following her death in 1948, Heidi's ashes were buried in Hale House Close. Her successor, a boxer named Ginger, served Waldron until her death in 1958. After that, he did not use a guide dog.

Waldron was raised in the Dutch Reformed Church and served while a student as president of the Christian Association, but he later became an Episcopalian. Writing about Sundays on the campus in the December 1929 *Monthly*, he remarked: "The religious training of our youth we have never found sufficient to make church going a fixed habit, and there have been times when nothing but our contributions marked our support of that vital institution."

In politics, Waldron was a Democrat, possibly the only one in the administration in his time. He supported Al Smith in 1928, worked to secure a city manager government for Schenectady, and in 1935 ran an unsuccessful, but high-minded and intellectual, campaign for city councilman.

The College honored Waldron four times, bestowing honorary degrees in 1930 (MA) and 1934 (LHD), the first ALUMNI GOLD MEDAL (jointly with Frank Bailey) in 1935, and the FOUNDERS MEDAL, posthumously, in 1980.

Walls Tell a Story. President DIXON RYAN FOX was always eager to explore the educational and public relations potentials of radio. At his instigation, beginning January 29, 1942, and continuing for at least a year, Schenectady station WGY broadcast a series of weekly talks on historic buildings in the eastern United States, titled *Walls Tell a Story*.

The College arranged the talks in conjunction with the Albany chapter of the American Institute of Architects, and Fox introduced the speakers, several of whom were from the Union faculty: HAROLD LARRABEE (on RAMÉE and Union College), MORTIMER

SAYRE (on Squire Whipple), Harold Blodgett, FREDERICK BRONNER, Gordon Silber, Harold Sylvester, and WARREN TAYLOR. Giles Y. Van der Bogert spoke on Edward Tuckerman Potter '53. The Union's archives has copies of the scripts for many of the first fifty-two talks.

War Information Center. Union College's War Information Center was one of about one hundred established in the spring of 1942 under the auspices of the U.S. Office of Education. Chaired by Professor Gordon Silber and later by Professor HARRISON C. COFFIN, the center principally produced radio programs relating to the SECOND WORLD WAR: a fifteen-minute Sunday evening program on WSNY, roundtable discussions on the TOWN MEETING OF THE AIR, and a thirteen-week series in the summer of 1942, devoted to "The Post-War World."

War of 1812. Fifty Union alumni are known to have been in military service during the War of 1812. Serving in the American army and navy were one major, five captains, nine lieutenants, three quartermasters, three judge advocates, two sergeants, one adjutant, one orderly, six privates, four midshipmen, eight surgeons, and three chaplains. Two died in service: Capt. Ambrose Spencer Jr. '13 and Second Lt. Robert N. Yates '11.

Four alumni, descendants of Mohawk Valley Loyalists, served in the British army as lieutenants; one, Daniel T. Claus '11, a great grandson of Sir William Johnson, died of wounds received in the Battle of Chrysler's Farm.

Warner Prize. Established in December 1859 by Horatio Gates Warner '26, the Warner Prize has since been awarded annually to the senior who (in the original wording, since simplified) "shall reach the highest standing in the performance of collegiate duties, & also sustain the best character for moral rectitude & deportment, without regard to religious practice or profession." It has been limited to students in the Classical (later, AB) course.

Unlike most prizes, which were endowed with cash or securities, the Warner Prize was originally funded with the income from land in Watervliet.

Washburn Hall. Built in 1883 and razed in 1963, Washburn Hall, a distinctive semi-circular building centered where the library plaza now lies, saw more uses in its eighty years than any other major campus building. At various times it housed classrooms, administrative offices, faculty offices, student publications offices and radio studios, the library, the theatre, and the bookstore. Its basement contained an electrical engineering laboratory and the headquarters of the maintenance department.

Washburn Hall was built during the controversial administration of President ELIPHALET NOTT POTTER, to the designs of his half-brother, architect William Appleton Potter '64. The NOTT MEMORIAL, designed by a third brother, architect Edward Tuckerman Potter '53, had been more or less completed in 1877: though it housed the library, it had proved almost unusable owing to the difficulty of heating it in winter. The president had been severely criticized for the cost and uselessness of the building.

When a donor came forward to fund a new building, the Potter brothers, while continuing the campaign to complete the Ramée campus begun by their grandfather, ELIPHALET NOTT, had also a strong incentive to come up with something useful. Like the Nott Memorial, Washburn Hall mimicked buildings on the Ramée plan, but in a Victorian style entirely different from the French architect's. Washburn Hall was to be the centerpiece of a much larger complex of five Gothic buildings projected by W. A. Potter.

The first building at Union to be named for a donor, Washburn Hall was eventually named for three donors. It was first named for Thomas Henry Powers, a Philadelphian who, though not an alumnus, had given the College \$3,000 for a lecture series and promised much more. He died suddenly without making provision to carry out his intention, but his widow, Anna M. Powers, honored his wish by giving about \$45,000 more, in his name and that of his namesake, their son.

The Powers gift was augmented by donations from the parishioners of New York City's Calvary Episcopal Church in memory of their late priest, the Rev. Edward Abiel Washburn (April 16, 1819–Feb. 2, 1881). Washburn, a Harvard graduate, had only a tenuous connection with Union: in the 1870s, probably owing to an acquaintance with his fellow Episcopal clergyman, President Potter, Washburn gave occasional lectures at Union on Old English literature and on art.

The central section of the building was officially called Washburn Memorial Hall; the wings, the Powers Memorial Building. Most people soon abandoned this confusing distinction and called the whole structure first the Powers-Washburn Building, and later, simply Washburn Hall. It was also sometimes called "Memorial Hall." Though mindful of the scant justice done the honorable Mrs. Powers, we have used the most popular name, Washburn Hall, throughout this book.

A third donor's name was added in 1917 when the building's central section was remodeled as a hall (described below) and named for H. Melville Hanna '60.

Construction of Washburn Hall by the New York City firm of Frank Lyons Jr. began in 1881. The cornerstone was laid on Alumni Day of that year (though not, as had been hoped, by General Ulysses Grant), and the building was in use by January 1883, but the

library did not move into the center section until mid-1884.

Built of red brick with molded brick ornamentation, Washburn Hall bore some architectural carving done by James Whitehouse of New York City; one historian described them as "marvelous, fantastic carved balls which perch precariously above the peaks of the brick facades."

Though it was aesthetically incompatible with the Ramée buildings, most people found Washburn Hall a much easier building to like. The arcade in front of the rooms enabled one to be inside it and outside it at the same time, giving it an intimacy the other buildings lacked. After the Nott Memorial, it was the most memorable building on the campus; especially when ivy had climbed the walls, innumerable photographs were taken of classes and clubs on the steps at the ends of Washburn Hall, and of the campus through the arches.

In contrast to the recitation rooms in other buildings in 1883, those in Washburn Hall were large, well-ventilated, well-lighted and steam-heated. The building had many doors to the outside, however, and with the rise in standards of comfort, Washburn Hall came to be regarded as cold. In the winter of 1959 the dean of students had an orange fiberglass entryway constructed outside his office door; the *Concordiensis*, whose office doors were buffeted by the same wind, mocked it, and it was soon removed.

During the summer of 1907 the walls of every room were covered with burlap, an interior decorating innovation about which nothing further is recorded. More seriously, in the spring of 1923 a section of the roof on the south end collapsed, and workmen found that the roof beams had been laid with no fastening.

Occupants of Washburn Hall. Washburn Hall was originally used for the library, classrooms, and offices. The library occupied the central section for two decades until the Nott Memorial was made usable in 1903. The north section was used as a civil engineering drafting room, and the south end housed the president's office. Other classrooms and faculty offices filled the space between them.

Presidents Potter, Webster and Raymond used the Washburn Hall office, but President Richmond, who came in 1909, did not, and it was probably taken over at that time by the Secretary of the Faculty and/or the Graduate Council; both remained in Washburn Hall until the Administration Building opened in 1919.

The *Concordiensis* office was somewhere in Washburn Hall from at least 1912 until moving to Geological Hall by 1922. It moved to Washburn's south end in the fall of 1928, to the second floor of Silliman Hall five years later in 1933, and back to the south end of Washburn in 1943, remaining there until the building was razed.

Academic departments and individual professors came and went. CHARLES STEINMETZ had his office there even after completion of the first electrical engineering building in 1907. The history department was there in 1900, and classics occupied part of the central section until that was remodeled in 1917, and later returned to the north wing where it remained until moving to Bailey Hall in 1938. Economics had its offices there from 1927 until it moved to Bailey Hall in 1935. Philosophy was housed in the building for some years and moved to Bailey Hall in 1935. JOHN MARCH'S psychology classes, at least, were still there in 1939. BURGESS JOHNSON'S office was at the south end circa 1935-44.

Following a 1938 fire in the central and north section, the north end was rebuilt, and in the spring of 1939 much of that space was given to the BOOKSTORE, which had been in the Administration Building.

During the period of the Navy V-12 program in the Second World War, a naval issues store did business in the central section, and a snack-bar, called "the Scuttle-Butt," operated north of the central section from the fall of 1943. The gift of trustee John Vanneck, it remained until the summer of 1947, and a student activities office was then created in the space; from 1959 until the building was razed, the dean of students' office occupied the space.

After the war, Washburn Hall was entirely devoted to student activities and to the bookstore. Studios were fitted for the student radio station, shortly to become WRUC, in the spring of 1946. The short wave station was also there briefly, before moving to Dewey Hall. The student publications offices filled the south end.

Hanna Hall. The most urgent intended purpose of Washburn Hall was to house the library, and the central section was so used from the summer of 1884. It was an attractive long room, sixty-six by thirty-three feet, with large balconies north and south. The senior ball was held there in 1883 and 1884, and at one time there were plans to put the book stacks on rollers so that dances could continue to be held in the room. For the first decade, the library section of Washburn Hall was unheated, and librarian WENDELL LAMOROUX sometimes had to wear a shawl and keep his feet on a hot brick when working. As one of his first acts, President Raymond installed heat and electric lights in the library in the fall of 1894.

When the Nott Memorial was finally made usable, the library returned to that building in 1903, and the space it had occupied in Washburn Hall was divided into two stories, accommodating classrooms, laboratories and offices for the civil engineering department. That department moved out when the General Engineering Building opened in 1910, but others, including classics and the Press Club—"squatters," President Richmond called them—used the space until 1917.

In that year the central section was entirely remodeled through a \$10,000 gift from H. Melville Hanna '60. Gutted, it reverted to a single high-ceiling room, fitted with oak wainscoting, a teakwood floor, built-in benches along the walls, and a chandelier. The fireplace was restored and a kitchen and toilet were installed in an adjoining room to the north. Architect for the restoration was George B. Post & Sons, and the builder was the Amsterdam Construction Co., New York City.

Re-named Hanna Hall, the room was used for dances, banquets, entertainments and other social gatherings; on at least two occasions, President Richmond gave ballad and harp recitals there. It was considered much more suitable for receptions than the cramped Silliman Hall, and from 1923 to 1941 it was also used for art exhibits.

The Mountebanks had existed since 1911, but because the College had no theatre they had been forced to stage their plays in high schools and in downtown theatres, or make do with Alumni Gymnasium. In 1929, the club borrowed \$5,000 from the Board of Trustees to construct a theatre in Hanna Hall. They bought a prefabricated stage, did much of the work of erecting it themselves, and paid off the debt in a little over three years.

The Hanna Hall theatre was renovated and a new stage built in the summer of 1936. After suffering severe fire damage on November 27, 1938, the theatre served as a naval ships store during the Second World War, and was again completely renovated in 1949/50.

The Basement. From 1904 until the heating plant was built in 1906, a furnace in the basement heated not only Washburn Hall but also Philosophical Hall and North Colonnade. A tall chimney erected behind Washburn Hall in 1904 was pulled down in the spring of 1911 because it was believed dangerous.

The first use of the basement for other than incidental purposes seems to have been by the electrical engineering department. From about 1904-13, the Lightning Arrester Laboratory of General Electric was housed in the Washburn basement and supervised by Elmer Creighton. A basement fire in 1906 destroyed the 500 volt campus switchboard and the "thesis laboratory" of two senior electrical engineering majors. In 1913 another laboratory, "for graduate E.E. students," was installed in the basement, and in 1915 a campus electrical show was partly held in the basement of Washburn Hall. It may be that electrical engineering did not entirely leave until the new electrical engineering building was opened in 1930.

The "grounds crew" or maintenance department—the ancestor of the present Maintenance and Operations Department—had its headquarters in the basement by 1936, where it remained until the Campus Operations Center was opened in 1961.

The End. Although many people liked Washburn Hall in itself, and found it romantic, it undeniably clashed with the older Ramée buildings: on a campus that boasted of a planned architectural scheme it combined with the Nott Memorial to accentuate anomaly. While it was still under construction, the *Concordian* editors cautiously remarked: "It seems to us that the new building is just a step or two too far removed from the plain utility that has been customary."

When the new Psi Upsilon house was to be dedicated at Commencement, 1938, its donor, trustee WALTER BAKER, who took an active interest in campus aesthetic matters, decreed that the building which filled the foreground of one's vista from the front door of the fraternity should be brought into chromatic conformity with the Ramée buildings; in short, the red brick Washburn Hall must be painted gray. Only a dispute about the durability of the specified paint prevented this act of camouflage.

There were other objections to Washburn Hall; it was difficult to heat and expensive to maintain, and its curves made it hard to use efficiently. The building's doom was sealed by the decision to site SCHAFER LIBRARY where it now stands, close behind Washburn Hall.

When alumni and others realized the building would have to be levelled, many expressions of affection and regret were heard. In an appreciation and eulogy in *Symposium*, senior Paul Turner '62 pointed out that Washburn Hall was one of the more interesting works of a major American architect, and that "Union tends to underestimate the architectural importance of its campus, and particularly of its buildings in the 'Victorian' style—a style which is just now assuming an historical role and is no longer considered a bothersome aberration of our grandfathers."

It took a while to relocate all the occupants, but two-and-a-half years after the Library was complete, the Powers Memorial Building, Washburn Memorial Hall and Hanna Hall were razed in November-December 1963.

Way We Were (The). A Raystar Production released in 1973 by Columbia Pictures, *The Way We Were* was the first (and so far, only) major motion picture to be filmed in significant part on the Union College grounds. Based on a novel by the veteran Hollywood script writer Arthur Laurents, the film starred Barbra Streisand and Robert Redford; Sydney Pollock directed.

Various references in the Laurents novel make it evident that he had modeled his fictional college on his own alma mater, Cornell. And, indeed, the film makers had visited Ithaca before deciding, as location manager Russ Saunders commented, that "Cornell didn't look like the right place."

As has often happened in Union's history, Williams College played a significant role in the events that

brought the film project to Schenectady. Originally picked as the site for college scenes, Williams cleared the way for Union by withdrawing permission to film there because work could not be completed prior to the opening of classes. (The producers had forehandedly named their fictional college "Wentworth" and stocked the costume van with appropriate letter-sweaters, obviating the need to block out stray "W" images; when the film crew moved, the Ws came with them.)

Because the producers had already begun to hire extras in the Albany area, they cast about for an alternate location within commuting distance. Sam Morrell, an official with the State Division of Employment Security who had previously acted in a little-theatre group at Union, suggested that they consider Schenectady. He also alerted a friend, English professor Frank Gado, who in turn advised the administration of the film company's potential interest.

Location scouts arrived in late summer 1972. They quickly determined that Union had period vistas appropriate to a college of the late 1930s, as well as an archaic classroom in Carnegie Hall and a suitably antique Alumni Gymnasium. Because Carnegie had been cleared for renovation as a college center, it was thought—erroneously, as it turned out—that by using that building as a principal site filming could be conducted with a minimum of disruption to normal college activity.

In brief summary, the movie recounts the improbable romance between Katie Morosky (Streisand)—Jewish, stalwartly leftist—and Hubbell Robinson (Redford)—WASP, athletic, "so blonde and talented," Vincent Canby wrote, "that when Katie calls him America the Beautiful you know she isn't kidding." They meet at college during the late 1930s, strike a few sparks, part, meet again in wartime New York, marry, and separate for good in the McCarthy years of the 1950s.

Location shooting in Schenectady and Ballston Spa occupied a bit more than two weeks. Among the sites a Union audience might recognize are Jackson's Garden; the old asymmetric cinder track around Alexander Field; the Hale House faculty lounge, tricked out as a sorority house; the fraternity houses along Library Lane; the Arthur statue; and, inevitably, the Nott Memorial, backdrop for an important scene in which Streisand delivers a fiery, anti-fascist speech before an audience of jeering fraternity men.

Less recognizable are Old Chapel, turned by the magic of set decoration into the college library, and Alumni Gym. The latter, supposedly a key attraction to the picture's art director, appears swathed in hundreds of yards of white muslin for the pivotal prom scene, its period ambience buried in acres of drapery.

Because director Pollock was reluctant to position dewy sophomores alongside such comparatively geri-

atric undergraduates as Streisand (30), Redford (35), and best friend Bradford Dillman (42), the few Union students who made it into the picture appeared only as extras in larger crowd scenes.

Some faculty members survived the cut to appear as campus strollers in wide shots. Former athletic director Wilford Ketz performed off camera, coaching Redford in track technique and javelin throwing for a quick-cut montage establishing Hubbell's athletic prowess.

The story opens with a twenty-three minute flashback to the college years (the picture runs 118 minutes in all). Alas, its editors excised the scene explaining the link between events on campus and the eventual collapse of the marriage. As a result, the plot ultimately makes no sense.

Critics were generally unimpressed. Vincent Canby of the *New York Times*, a writer with a gift for opacity himself, called it "a 747 built around an elephant." Stanley Kauffman, writing in *New Republic*, described it as "a comedy-romance, going from the late '30s to the early '50s, about a WASP man, apolitical, and a Jewish girl, Communist. . . . And you have no idea what a hindrance anti-fascism and anti-McCarthyism were to the course of true love." He concluded: "Not one moment of the picture is anything but garbage under the gravity of false honesty."

Nevertheless, the film proved popular with audiences, perhaps in part because of an Oscar-winning theme song of the same name composed by Marvin Hamlisch, sung by Streisand on the sound track, and heard in elevators ever since. As of 1980 the picture had accumulated total rentals of \$25 million, tying it with the Disney version of *The Jungle Book* and *Revenge of the Pink Panther* for fifty-sixth place on a list of the two hundred top money-making films of all time.

Union received \$10,000 and no screen credit for use of its grounds. It was identified, however, in a preview "trailer" promoting the film.

—Bernard R. Carman

Webb, Helmer Lewis (Sept. 10, 1896–Aug. 25, 1970). Librarian of Union College, 1936–62.

Although Helmer Webb was born in Toronto, his father, a clergyman, was a naturalized U.S. citizen. Helmer attended West Philadelphia High School and then entered Denison University in Ohio in 1914. Leaving school to join the U.S. Army in 1917, he served with the 134th Field Artillery AEF until his discharge in 1919.

Returning to Denison, he earned a PhD degree in 1921, then went to the University of Rochester to do graduate work in English literature; while there he worked as an assistant in the university library, 1922–23. He next enrolled at the University of Illinois, earning an MA in 1927 as "a major in library science with

two years minor in economics and taxation." His thesis was on the recreational reading of college students.

After two years as an assistant to the librarian at the Seattle Public Library, 1927–29, Webb was appointed director of the Tulane University Library. During his seven years in that post he completely reorganized the library and taught courses in its use; a fourfold increase in circulation of books rewarded these efforts. Elected president of the Louisiana Library Association in 1936, he had to step down before the year was out when President DIXON RYAN FOX called him to Union College as successor to JAMES BREWSTER, Professor FREDERICK BRONNER having served as acting librarian during the months since Brewster's departure.

The first library director to bring to Union the experience of administering another academic library, Webb was told when he was hired that Union would soon erect a new library building. Even before he arrived to take up his duties, however, that plan changed; using a gift from FRANK BAILEY, the College thoroughly remodeled the NOTT MEMORIAL to make it a more efficient library. At the same time, the book budget was tripled and two positions were added to the staff. Although the need for a new building would gradually re-assert itself and grow increasingly acute as the library's collections and the College's enrollments rose, the goal of a building designed as a library would not be reached until a year before Webb's retirement.

Inevitably, then, making the best of ever more difficult circumstances while planning for the future was the constant theme of Webb's twenty-six year tenure as librarian. President Fox, who led the College until 1945, had a more personal appreciation of the value of libraries than did his successor, CARTER DAVIDSON, but under both administrations the library shared at least modestly in the College's increasing prosperity. Lack of space, however, magnified routine difficulties and turned almost every advance into a major problem.

Some of the shifts and contrivances to which Webb was forced, including moving fifty thousand volumes to annexes, are described in the articles on LIBRARY and LIBRARY ANNEX. He necessarily became something of an expert on interlibrary cooperation and on the theory of optimizing book collections, writing articles and giving addresses on the subjects, but it is noteworthy that his conception of the role of a library never narrowed to fit the Nott Memorial.

In 1952, offered the voluminous papers and six-thousand-volume library of John Bigelow, Class of 1835, a collection which included many rare books on the French Enlightenment and other subjects, Webb rose to a challenge most directors of small college libraries would have felt virtuous in dodging. Union not only accepted the gift, but indexed the papers and published a catalogue of the more than two thousand books in the collection which were not reported in any other American library. Webb explained that the cata-

logue was "a token repayment from a small library for the great help freely given by the larger institutions through interlibrary cooperation." His belief in cooperation also led him to serve on the committee in charge of the second (1943) edition of the *Union List of Serials*.

Owing to the low salaries Union offered, Webb frequently had to recruit new staff. "We have been forced," he complained in a report, "to a policy of securing able young men and training them for the ultimate benefit of other libraries." Though not infallible, he proved a better-than-average judge of ability.

A short (five feet, seven inches), pipe-smoking man with a small mustache and a receding chin, Webb sometimes indulged in posturing. Most students found only amusement in his appearance, manner and name (predictably re-christening him "Spider"), but people who knew him well usually concluded that his real abilities entitled him to the respect he sometimes too obviously craved. No remote administrator, he understood the needs of both students and faculty and was committed to meeting them as far as possible.

Although a forty-eight year-old veteran of the First World War, Webb took a leave of absence from the fall of 1944 until the fall of 1945 to serve in the Second World War. He made separate trips to England as a scientific liaison officer with the Office of Scientific Research and Development, and as a consultant on documents with the Operations Analysis division of the Army Air Forces.

He had been elected president of the New York Library Association in 1944 but did not take office owing to his war work; he later served as president of the College Section of the Association of College and Research Libraries in 1953 and of the College Section of the New York Library Association in 1955. Active in Schenectady's Freedom Forum, he chaired its board in 1951.

In 1951, Webb and his wife, Mae Parkinson Webb, also a librarian, spent his half-year sabbatical in England, where he investigated some aspects of Union's history and bought books for the library.

During the years leading up to the construction of Schaffer Library in 1960/61, Webb had to consider and negotiate over numerous plans for the long-awaited new library. Architects proposed both additions to the Nott Memorial and separate buildings; Webb's most frequent criticism was that the proposed structures would be inefficient because they would require much larger staffs. He was outspoken in opposition to several features of Schaffer Library as it was built, especially the mezzanine and the permanent struts supporting it, but in other respects the building reflected the ideas matured during his career.

Under his administration, the book collections grew from 92,000 to 200,000 volumes and the staff increased from four (including the director) to thirteen.

A year after occupying Schaffer Library, Webb reached retirement age; for several years thereafter he taught as a visiting lecturer in library science at the State University of New York at Albany. The Alumni Council awarded him its Distinguished Service Citation in 1961.

Webster, Harrison Edwin (Sept. 8, 1841–June 16, 1906). Class of 1868. Professor of Natural History (1873–83); eighth president of Union College (1888–94).

No other Union president had origins as humble as Harrison Webster's. Born in Angelica, rural Cattaraugus County, New York, he was the son of Edwin Webster, a scythe-maker. His mother's name has not survived, nor is it known whether he had siblings. His parents were originally from New England, and Webster insisted with characteristic earthy wit that he was consequently a Yankee: "If you bake a dead cat in an oven, would you call it a loaf of bread?"

The family moved to Clayville in Oneida County when Harrison was seven, and with the exception of a year at the nearby Sauquoit Academy, he prepared for college largely on his own. Entering Union's Class of 1862 as a sophomore in 1859, he withdrew after one year. Accounting much later for the ensuing year, he quoted Thomson's *The seasons*: he had busied himself "teaching the young idea how to shoot." In August 1861, four months after the beginning of the Civil War, Webster enlisted as a private in Company G, 117th New York Volunteers.

Although his company participated in the bloody assault on Fort Fisher on January 15, 1865, Webster came through the war unscathed and was mustered out that spring with the rank of sergeant. After teaching for a year, he re-entered Union in the fall of 1866 and graduated in 1868. He was a member of Phi Beta Kappa and of Zeta Psi.

Before his graduation, it was arranged that he would return for the third term in each of the two succeeding years to instruct the senior class in Natural History. To prepare, he put himself through the equivalent of a graduate course: during the summer of 1868 he studied in Eastport, Maine under Professor Addison Verrill of Yale, a well-known specialist in marine invertebrates, and then in the fall he took courses at the Sheffield Scientific School. The following summer he organized a party of five students from Union and one from Yale to collect marine specimens. That fall he took courses in anatomy at the College of Physicians and Surgeons in New York City, and subsequently he spent three or four months working with the collections at the Smithsonian Institution.

Promoted from Tutor to Adjunct Professor in 1871, and to Professor in 1873, Webster collected marine specimens along the Atlantic coast from Maine to Florida for ten or twelve years. These extensive collec-

tions, totaling about five thousand specimens, were added to Union's natural history museum (of which Webster was curator by 1879), and Webster became an authority on sea worms (*Annelida Chaetopoda*).

He was the first Union College faculty member to conduct and publish substantial scientific research. A succession of monographs appeared under the auspices of scientific societies: *On the Annelida Chaetopoda of the Virginian coast* (1879), *Annelida Chaetopoda of New Jersey* (1879), *The Annelida Chaetopoda from Provincetown and Wellfleet, Massachusetts* (1884), a chapter on *Annelida Chaetopoda* in John Matthew Jones's *Contributions to the natural history of Bermuda* (1884), and *The Annelida Chaetopoda from Eastport, Maine* (1885).

In addition to teaching all the courses in geology and biological sciences, the versatile Webster was frequently called upon to teach such other subjects as English (1871), Latin (1881), the History of Philosophy (1882) and Metaphysics (1883). From 1875 until 1879, he also lectured on Physiology at the ALBANY MEDICAL COLLEGE.

A bearded man of medium stature whom students dubbed "Web," he was by all accounts a popular, effective teacher. An anecdote suggests that he struck an exemplary balance between the demands of teaching and research. One day when his laboratory work on sea worms had been constantly interrupted by students, his assistant urged him to lock his door. "I will," Webster is said to have replied, "when a worm is worth more than a boy."

He had, in fact, a highly developed sense of human worth. The clergyman and social reformer Walter Rauschenbusch, Webster's student at the University of Rochester and a close friend in later years, recalled that

to his friends he gave unstinted devotion and fidelity. He was an exceedingly companionable man, ready to meet any man, swift to find the plane of ideas and interest on which the man lived, and most adaptable in meeting him on his own level. If he found any measure of intellectual candor or of the love of truth and justice, he adopted the man into the great family of his friends and never forgot him again.... He picked out people for their human qualities. What he hated was obliquity....

His intellectual interests ranged around the horizon.... He was a wrestler and loved nothing so well as to strip and grapple with a heavyweight. His best work was done in conversation. In public speaking and in writing he lacked the stimulus of opposition. I do not think I have ever met a keener talker.

The same man-to-man stance and "utterly fearless" thinking characterized his relations with students, according to Rauschenbusch:

He was witty and quick in repartee in the class. He was wholly unconventional in his talk and bearing, perfectly free and easy with the men.... It is no wonder that his students fell resistlessly under his spell, and the best men most.

They quoted his epigrams and drank in his philosophy of life.... His work did not end with the classroom. He found ways of attaching the promising men to himself, induced them to visit him, and sat up to the small hours of the night to talk over their difficulties with him.

Webster's approach to student discipline was equally informal. He would offer, in the most genial way, to throw malefactors out the window, and one day when every student but one conspired to cut class, Webster told the unfortunate strike-breaker, "As you are present I shall give you a perfect mark for attendance and recitation, and this may give you an advantage over some better man in your class. If you were my son, I should do the same thing, and follow it with as thorough a thrashing as I were able to administer."

Webster's concern with the whole life of students found particular expression in his talks on religion, which were more like reports on the results of investigations than attempts to transmit traditional wisdom. Because they reflected his own spiritual evolution from youthful leadership of a free thinker's group to an intense religiousness which combined what he could accept of Presbyterianism with elements of rationalism and agnosticism, they reached students deaf to more orthodox teachings.

Rauschenbusch, whose own very influential religious and social thought was strongly affected by his contact with Webster, saw him as "in his way... a real pastor of a new type, a shepherd of souls to a class of man not reached by many pastors, the intellectual young man who is in doubt." To Arthur S. Wright, who was Webster's student and later a member of his faculty, "His influence was especially marked with the wayward and he saved many a fellow from evil ways.... Religion, which to him was simply living the Divine life, was, I am convinced, the motive and mainspring of his work and life."

Although Webster knew enough about metaphysics to teach the subject, and he had had near-mystical experiences in which he felt Christ's spiritual presence as tangibly as if he were in the room, his focus was directly on the teachings of Jesus. "Jesus is my God; I haven't any other God," he would say, quite heretically. Rauschenbusch remembered how "he suggested that any man in doubt about religion should read the Gospel of John and mark anything that he could not assent to, knowing well that there would be very little."

In 1870 Webster married Isabella McKechnie; they had two daughters and three sons. On her death November 3, 1882, at thirty-nine, the children were apparently sent to live with relatives.

Webster had been a student at Union during the administrations of Presidents Nott and Hickok, and joined the faculty at about the time Aiken became president. During the administration of ELIPHALET NOTT POTTER (1871-84), Webster, always a forthright man,

emerged as the most outspoken of Potter's faculty opponents, and reportedly vowed to make Potter's removal from office his purpose in life. The story of their conflict is told in greater detail in the article on Potter.

After Potter had narrowly survived the "trial" resulting from faculty charges in 1882, the fight was continued by the alumnus trustees, but a majority of the board believed, perhaps correctly, that Webster was actively encouraging the continued opposition to Potter, and at a trustees' meeting during the extremely contentious Commencement weekend of 1883, Webster was fired.

He had lost his wife and his job within a few months. After conferring with President Anderson of the University of Rochester, Webster departed for a long vacation in England, paid for by friends and students, leaving a friend with the authority to negotiate his acceptance of a position on the Rochester faculty.

He took up his duties in November 1883 as professor of geology and natural history. The University of Rochester faculty was at that time about the size of Union's, and Webster was again the only professor teaching those fields. During Christmas vacation, a little over a year after Isabella's death, he married her younger sister, Rachel McKechnie.

Webster was as popular a teacher at Rochester as he had been at Union (and again threatened unruly students with defenestration), but he seems to have ceased doing scientific research. The collections on which he depended had remained at Union; in any case the intellectual stimulation of the new Darwinian theory, which had been the original impetus to his taxonomic work (and which he, unlike many of his contemporaries, found entirely compatible with religion), gradually gave way to an interest in larger questions. "I'm glad I studied bugs," he said, "but I'm glad I don't have to study them any more." He became particularly interested in the economic theories of Henry George.

A few months after Webster arrived at Rochester, Eliphalet Nott Potter resigned as president of Union. For the next four years, the trustees were unable to agree on his successor, and trustee JUDSON LANDON served as president *ad interim*. Perhaps because Webster was seen as Potter's opposite—casual where Potter was pompous, forthright where Potter was duplicitous, and much Potter's superior in scholarship—many people favored him for the presidency, but he was of course for the same reason entirely unacceptable to Potter's former supporters, and others, mindful of the paramount importance of peace, were wary.

Webster was probably aware throughout his time at Rochester that Union might call him back. The College fared very poorly under Landon's interim administration; after four years, morale and enrollments were equally low. In 1887, Landon tried to resign in favor of Professor HENRY WHITEHORNE, a seventy-two year-old man with no discernible qualification for the pres-

idency, but the other trustees demurred. Landon had published a severe criticism of Webster in the aftermath of his dismissal and presumably found it difficult to accept the prospect of Webster's return. To clear the way, he resigned from the presidential search committee, and in January 1888 two of its remaining members visited Webster and persuaded him to be a candidate for president.

In the meantime, the students had run out of patience; the senior class had spent four years in a college without a real president. When the trustees failed to take any action on the presidency at their January 27, 1888, meeting, the student body met and agreed on an ultimatum to the board:

Resolved, that unless a president shall have been elected before the end of the present term, we, the undergraduate students, shall feel it due our own interests to withdraw all loyalty and allegiance to the College and transfer our interests elsewhere.

They then paraded through Schenectady in a driving snowstorm, with a drum corps, and burned the trustees in effigy.

Although Monroe Cady '66, Edwin Rice '54, David Van Horne '64 and John Frederick Hartranft '53 were mentioned for the presidency, only Webster enjoyed wide support, and at a special meeting of the trustees on May 23, 1888, he was elected with seven votes, the other five being scattered. Webster was the first non-clergyman to become president of Union, and he remains the only president with a scientific background.

It is unclear whether the trustees were shamed by the student protest into electing Webster, or whether they were already prepared to take that action, but it was not an astute choice. The College needed, above all, a president who could unite the faculty, alumni and trustees as much as possible, and a man with some ability to raise funds. Webster had no administrative experience, several of the trustees who had voted to dismiss him were still on the board, and there is no evidence that he was at ease among the wealthy. Election was a personal vindication for him—and one which he did not use to settle old scores—but the choice was probably contrary to both his and the College's best interests.

The principal reason the College made little progress during the six years of Webster's administration, however, was that the Long Island property derived from the NOTT TRUST FUND was tied up in expensive litigation, while the hope that it would eventually prove a bonanza forestalled effective action to raise money elsewhere. Throughout those years, the College lived very austere but nevertheless beyond its income. Webster succeeded in raising some money to make essential repairs in buildings, but nothing more could be undertaken.

At Webster's urging, the faculty changed the curriculum by introducing, as an alternative to the regular scientific course, the so-called Latin scientific course leading to a PhB; it was essentially the classical course with some science and modern languages substituted for Greek. Webster made Geology, and Human Anatomy and Physiology, required courses for everyone (teaching the latter himself) and eliminated the course in military training introduced by Potter. The only building erected during his administration was the first Psi Upsilon fraternity house.

Nevertheless, having a president again at least boosted morale (on news of Webster's election, students—none of whom knew him—rang the Old Chapel bell for three hours). The College's very low enrollments trebled during his administration, and Webster proved as popular a president as he had been a professor. His Sunday afternoon religious discussion meetings were well attended.

Webster is said to have abolished an espionage system by which the physical education director gathered information on students for the faculty, but on the whole he approved of Nott's system of "parental" government which made the faculty responsible for the moral and physical, as well as the intellectual, development of students. He wanted to see a Union College of about 250 students, drawn from a wide area: "Old Union should not become a local college; it has not been such in the past, and it must not be so in the future." He encouraged fraternities.

On December 8, 1892, Webster suffered a second, and crushing, bereavement in the sudden death of his twenty-year-old daughter, Jessie. A few weeks later, the trustees granted him leave for the remainder of the academic year to recover from what was described in retrospect as a physical breakdown, accompanied by nervous prostration "brought on largely by overwork." Webster and his wife went south, and then abroad, for several months of recuperation, but on his return he felt unable to continue, and in January 1894 he resigned.

Returning to Rochester, the fifty-three year-old Webster would spend the remainder of his life in virtual retirement, delivering occasional public lectures on such subjects as "public ownership of railroads." He suffered two paralytic strokes in 1903 and died in 1906. He is buried in the College Plot, with his first wife and his daughter.

Webster, Noah (1758–1853). On June 18, 1805, the lexicographer wrote to the College to propose that, in exchange for the College's aid in publishing three of his books in New York State, he would give Union a royalty on all future copies printed in the state, the proceeds to be used to support a professorship of languages, or some other professorship. The royalties—fifty cents for each thousand copies of the revised edition of the *American spelling book*, and two dollars

for each thousand copies of the revised edition of the *American selection of lessons in reading and speaking*, and of the *Elements of useful knowledge*—would have been payable for the full term of the copyright.

Webster probably believed that, because ELIPHALET NOTT had just been very influential in passage of New York's Common Schools Bill, Union's sponsorship of the books would boost their sale to schools. The College apparently never responded to what would have proved an extremely lucrative offer; published in New York without Union's help, the books sold in enormous quantities.

Webster House. A dormitory since 1973, the building in the southwest corner of the campus was erected as Schenectady's public library in 1903.

In 1901, as the College was preparing to sell some of its land west of the present campus, it sold a lot in the Pasture to the Schenectady Free Public Library Association as a site for a new library building. Founded in 1894, the library had been housed in the Fuller Building on Erie Boulevard.

Construction began in November 1901, and the library opened in June 1903. Schenectady County took over the library system in 1949; twenty years later, in need of more space, the library moved to the corner of Liberty and Clinton Streets.

The College had sold the land with the restriction that subsequent owners could use it only for library purposes. On May 5, 1970, Union successfully bid about \$40,000 to purchase the land and building. For the next three years the building was used by student organizations, and by VITA, the Capital District Library Council, and the UPWARD BOUND PROGRAM.

In the spring of 1973, with its dormitories crowded, the College began to renovate the building for use as a dormitory, at a cost of \$400,000. The trustees named it Webster House in April 1973, honoring President HARRISON WEBSTER.

The new dormitory, which had single and double rooms and six lounges, was first used in the fall of 1973 by fifty students. Since 1987/88, it has been used by "theme houses," starting with International House for foreign and American students, and the Cultural Unity Center, conceived by the Black and Latin Alliance of Students to bring together minority and non-minority students.

Weeks, Daniel Richard (Oct. 20, 1904–April 29, 1988). Class of 1928. Professor of English, 1928–67.

A native of South Gardiner, Maine, the third of the four children of Daniel Simpson Weeks, a chiropractor, and Elizabeth Noble Weeks, Dan Weeks worked as a reporter on the Lewiston *Daily Sun* before following his older brother, Arnold N. Weeks '17, to Union College. He joined Phi Gamma Delta and contributed to the first issues of the *Idol*.

As soon as he graduated in 1928, Union hired him in the dual capacity of instructor in English and assistant secretary of the Graduate Council. In the latter role, he helped CHARLES WALDRON '06 to edit the *Union Alumni Monthly* (see ALUMNI MAGAZINES). After Waldron stepped down as editor in 1939, Weeks filled the position until 1942, demonstrating a capacity for casual, witty writing not easily found in academe.

Because his responsibilities were divided for the first thirteen years, Weeks was not held to the usual expectations of faculty members. Though he finally earned a master's degree in 1937—after taking a leave for study at Columbia—he published no scholarly work in his field, seventeenth-century literature. He was a conscientious and kindly teacher who never shed either his Maine accent or that region's characteristic dry, understated style of discourse; the latter doubtless contributed to his reputation as a rather uninspiring lecturer.

At the end of the Second World War, by then a full-time faculty member, Weeks obtained a leave of absence (November 1945–June 1946) to return to Columbia, where he hoped to finish doctoral course work and examinations. Instead, by his later account, he found he was too old for the sustained effort required to earn a PhD, and he consequently became almost the last tenured member of his department to lack that accomplishment. His colleagues liked and respected him, however, and often quoted the Down-East quips that reflected his ambivalence toward the College—which, in his eyes, had failed to reciprocate his loyalty. (The best-known averred: “Whenever Union College discovers the spark of genius, it waters it.”)

In 1930, Weeks married Olive Flanders, who became a high school teacher; they had one son. The family moved in 1951 to Galway, the state's smallest incorporated village, which Weeks served as trustee, and (1961–63) as mayor. He repaired clocks as an avocation.

After chairing the Humanities Division, 1965–67, he retired early, at sixty-three, and moved back to Maine.

Welch, Ransom Bethune (Jan. 27, 1824–June 29, 1890). Class of 1846. Professor of Logic, Rhetoric and English Literature, 1866–77.

The youngest of fifteen children of John Welch, a Greenville, New York, farmer, and Hannah Van Erten Welch, Ransom B. Welch taught in country schools from the age of fifteen to earn money for further education. After attending the Gallupville and Greenville academies, he entered Union in 1844, at the advanced age of twenty. He joined Delta Upsilon and was elected to Phi Beta Kappa.

Following graduation in 1846, Welch taught for two years as principal of the academy at Red Hook and at the Jonesville Academy, then began the study of

theology. He spent two years at the Andover Seminary (1848–50), and the next two at Auburn Seminary, where he studied under LAURENS PERSEUS HICKOK '20. Licensed by the Presbytery of Onondaga in 1851, he was called in 1853 to the Congregational church at Oswego, but—in the words of a eulogist—“the lake winds proved too severe for his weak lungs, and he declined to be installed.” Instead, he spent 1853–54 traveling by horseback in Mississippi and elsewhere in the South, distributing the religious publications of the American Tract Society.

As pastor of Dutch Reformed churches at Gilboa, New York (1855–56) and Catskill (1856–59), Welch preached very successfully, presiding over large revivals, but a pulmonary hemorrhage then compelled him to resign. After traveling in Europe, Egypt and Palestine in 1859–60, sending articles back to several periodicals, he made a brief final trial of the ministry in Albion (1860). In 1861 he married Lydia G. Kennedy of Clifton Park, New York, where he made his home for the next six years as he studied, wrote for various periodicals, and traveled in this country. He served as one of the editors of the *Presbyterian Review* and subsequently of the *Presbyterian and Reformed Review*.

Shortly after succeeding to the presidency of Union, Laurens Hickok hired Welch in 1866 as Professor of Logic, Rhetoric and English Literature, filling the vacancy left by the departure of the Rev. Nathaniel G. Clarke (1863–66). In 1869 Welch was president of both the Senate and the House, which were essentially student debating societies. New York University and Rutgers awarded him honorary DDs in 1868, and in 1872 Maryville College conferred on him an LLD.

Welch purchased JONATHAN PEARSON'S former house at 189 Union Street from the College in 1875, but at the end of 1876 he left to take up the professorship of Christian theology at Auburn Seminary (Hickok's former chair), remaining there until his death.

While at Union, he published his only book, *Faith and modern thought* (1876), with an introduction by TAYLER LEWIS: it sought to diminish the significance of the scientific claims of Darwin, Tyndall and others.

Wells, William (April 4, 1820–Dec. 12, 1907). Professor of Modern Languages and Literature, 1865–1903.

Born in New York City, William Wells was raised in Philadelphia. He attended that city's Franklin Institute and demonstrated an aptitude for languages but apparently never enrolled at an undergraduate college. In 1846 he went to Vienna, where he spent a year as an “unofficial attaché” at the American legation while studying at the university.

After taking a PhD from the University of Berlin in 1848, he served as secretary of the special American embassy to the German parliament in Frankfurt. While there he also became a foreign correspondent for

the *New York Herald*. Following further study in Paris and travel throughout Europe, he returned to the United States in 1851; he was later said to be "perfectly conversant" in seven languages.

Wells' five-year residence in Europe spanned the revolutions of 1848. While watching German street fighting he sustained a saber wound to his scalp which caused an oddly-shaped bald spot.

After a year in Cincinnati, where he was chosen to deliver the address of welcome to the visiting Hungarian patriot Louis Kossuth, in 1852 Wells became professor of modern languages at the recently-founded co-educational Genesee College, in Lima, New York, an antecedent of Syracuse University. During his twelve years there he also served as principal of the affiliated Genesee Wesleyan Seminary, and married Alice Yeckle. Their only child, Alice M. Wells, was born in 1857. On the basis of his experience at Genesee College, Wells became a strong advocate of co-education.

Called to the chair of Modern Languages and Literature at Union College in 1865, replacing WENDELL LAMOROUX, Wells later said he accepted in part because the move would bring him nearer to New York City, where Philip Schaff had undertaken the general editorship of an English version of Johann Peter Lange's thirty-eight volume Bible commentary, *Theologisch-homiletisches Bibelwerk*. It is not known what role Wells originally had in the work, but at Union he assisted TAYLER LEWIS, co-editor of the *Genesis* volume (1868), with the translation from the German, and then took entire responsibility for the translation of the *Ecclesiastes* volume (1870), to which Lewis contributed additional commentary.

For a decade or more after joining the Union faculty, Wells frequently published articles on foreign countries in *Hours at Home* and its successor, *Scribner's Monthly*. He also wrote for the *Methodist Quarterly* and for two decades edited its foreign department. In 1871 he expanded one of his *Hours at Home* articles into his only book, *The heroine of the White Nile; or, What a woman did and dared. A sketch of the remarkable travels and experiences of Miss Alexandrine Tinné*.

Wells taught the College's entire modern language offerings (French, German, and sometimes Spanish and Italian) until the department began to expand in 1887. Under pressure from President Raymond, he finally retired in 1902, at eighty-two; in his later decades his teaching had become so routine that the jokes he would tell were recorded in their proper place in the margins of textbooks that were handed down from class to class. (An inspired practical joke based on Wells' predictability is described in STUDENT PRANKS AND MISCHIEF.)

Edward Cameron of the Class of 1887 later recalled Wells for the *Union Alumni Monthly*:

Short of stature, his height seemed even less because of a full scrubby beard and a long black coat. His coat sleeves were always long enough for him to hold the cuff between palm and fingers; a turned-down collar covered the ends of a black bow-tie; and two studs in a stiff shirt completed a costume which, if not impressive, fulfilled all the requirements of a college professor of his day....

Billy Wells' classroom was located in North College, south section. It extended from front to rear of the building, being about sixteen feet wide and thirty-five deep. Billy's desk, set up on a platform at one end of the room, was a monstrous affair which eclipsed him from the students seated nearest. Settees against the wall on three sides of the room provided seating, if not comfort, for the class. A large coal stove moved in during October and as mysteriously disappeared in May....

At the sound of the bell across the campus the recitation would begin 'Gentlemen, ava, ava, turn to page 117 and Vroman you may begin.' No one was ever able to discover whether the 'ava' was a physical or an academic stutter, whether unintentional or a professional drawl; and no one had the courage to inquire, although it was frequently imitated outside the classroom.

Wells and his family occupied the south faculty house in North College throughout his years at the College. Although he stirred up a controversy with his outspoken opposition to billiards and similar amusements when he first joined the faculty, he was ultimately reckoned a kindly man with a genial disposition; students nicknamed him "Uncle Billy."

President ELIPHALET NOTT POTTER employed him in 1875 to raise funds for the College. Although Wells found the assignment "onerous, difficult and unpleasant," Potter persuaded him in 1879 to undertake the task again. In 1882, Wells, along with most of the regular faculty, petitioned the trustees to investigate Potter's conduct and fitness for office, and testified at the resulting trial.

Wells traveled extensively, returning to Europe three times and visiting the American west at least once. He spent most of his seventy-second year, 1891/92, on a trip that took him, inter alia, to Alaska, Palestine, Egypt and North Africa. More than two hundred alumni and members of their families, on a garnet be-decked boat bearing a celebratory cannon and a band, met his returning steamer in New York harbor.

From at least 1885 through 1897, perhaps taking up the custom begun by HENRY COPPÉE, Wells gave a course of lectures each spring on current history or on his travels; topics included "The troubles in Bulgaria," "Alaska," "The story of the Canadas," "Greece and the Greek Athletes," "Northern Africa and Moorish Spain," "The Language and Literature of the Norse-land," and "All the Russias." He also lectured in other cities across the country.

Active in the Methodist church, he served for more than twenty-five years as superintendent of the Sunday School at the State Street Methodist Episcopal Church. He helped to found Drew Theological Seminary and

sat on its board of trustees. Indiana Asbury University awarded him an LLD in 1875.

"Professor Sammy Lee" of "Concord College," a main character of the novel *Whispering tongues* (1902) by Homer Greene '74, is said to be based on Wells, to whom the book is dedicated.

Wells House. About two months after the death of Professor WILLIAM WELLS, the trustees' Building Committee granted his daughter, Miss Alice Wells, a life lease on a plot of campus land on Union Avenue, northeast of Sigma Phi. It was understood that the house she would build there would revert to the College on her death.

Designed by Frederick Lacy Comstock '90, later the architect of the Beta Theta Pi (1911) and Delta Phi (1915) houses, Wells House was begun in 1908 and occupied by April 1909. Alice Wells lived there with ESTHER ELY, eventually registrar of the College; after Miss Wells' death on January 8, 1930, Miss Ely remained until 1932, when the College rented the house to Professor JAMES MAVOR.

Converted to administrative offices in 1946, Wells House provided quarters for the Graduate Council (later called the Alumni Office), the *Alumni Review* (later called the Publications Office), the Director of Public Announcements (later called the News Bureau), and eventually the Placement Office, which remained after the other offices moved to Lamont House in 1967. The Industrial Administration program filled the vacancy, continuing for five years until it moved to Bailey Hall in the fall of 1972. As the Placement Office had moved to Seventeen South Lane the previous year, occupancy of Wells House now passed to the offices of Graduate and Special Programs, and to the Counsellor to Students. The latter office moved to Old Gym Hall in 1979, and in the summer of 1994, Graduate and Special Programs moved to Fero House. The building was then remodeled as a dormitory.

In the summer of 1980, the rear entrance, facing the campus, was transformed into a landscaped main entrance.

West College. When West College opened for freshman in 1950, it was Union's first new permanent dormitory in 136 years. Yet President Raymond had consulted Frederick Law Olmsted about the siting of a new dormitory as early as 1895, and every subsequent administration had acknowledged the need for one.

Several factors contributed to the long delay, but in the last analysis, Union managed without new dormitories because it could depend on fraternity houses, into which most freshmen moved almost immediately on arrival at the College. Though many administrators considered this educationally undesirable, the College could offer no alternative. The post-war in-

crease in admissions, coupled with the availability of federal loans, finally forced the issue.

Designed by MCKIM, MEAD AND WHITE, West College was built by E.J. Rappoli of Boston. The decision to place it in the center of the pasture was of considerable aesthetic significance, for it ended the Ramée plan's symbolic openness to the west. The building was constructed of prefabricated concrete slabs, cast on site, but its cupola replicated the one on top of the old West College (*infra*), as seen in an 1854 woodcut.

So urgent was the need to vacate the rapidly deteriorating VETERANS' HOUSING that students moved to the completed West College in mid-term, on November 19, 1950.

The dormitory was originally painted tan, which was expected to turn brown with exposure to smoke from the American Locomotive Co., but the factory soon went out of business, depriving West College of the patina from the anticipated air pollution. The College painted the building blue, and then, in the summer of 1964, gray and white.

Increased enrollments necessitated an expansion of the cafeteria in 1971, and the rather spartan interior of the dormitory was renovated in the summer of 1984; a courtyard was added in front of the building at that time.

When the building opened, the "West College Library," an attractive lounge outfitted under the supervision of WALTER C. BAKER with good furniture, a fireplace and a few hundred books, occupied the southwest corner of the first floor. It was eventually both underused and abused, and the Kosher Kitchen took over the space.

In 1971 the College ceased to segregate freshmen, and upperclassmen have since been allowed to live in West College. By 1974, some floors were co-ed.

West College (old). Union College began in the former SCHENECTADY ACADEMY building on the northwest corner of Union and Ferry Streets. In 1798, three years after the College was chartered, the trustees began a new stone building facing south at the northwest corner of the intersection of Union Street and the present Erie Boulevard. The site was at that time on the edge of the city; only a few houses were farther east. The College owned the property now bounded by Union Street, College Street, Green Street and Erie Boulevard.

Although the documentary evidence is weak, it is generally accepted that the architect was the renowned Philip Hooker of Albany. The plan for the approximately 60 by 150 foot structure was apparently influenced by the design of Princeton's Nassau Hall. Work progressed quickly at first, and Timothy Dwight, passing through Schenectady in September or October 1798, found the building

raised to the base of the third story. It is built of leaden colored stone dug up in the neighborhood, and fortunately discovered since the edifice was projected. The windows are arched with a brown freestone, and based with a dark colored marble of a fine texture, lately found here also.

Work soon slowed or stopped owing to lack of money; in 1798 the trustees sold (but did not vacate) the old Schenectady Academy building to raise money for the new one, and on March 7, 1800, the Legislature appropriated \$10,000 toward the structure and authorized the trustees to borrow another \$10,000, to be repaid by the state. Although apparently not quite complete, the building was occupied in the fall of 1804. Using money borrowed against anticipated income from the LOTTERIES authorized by the state in 1805, the College then finished the building and erected two dormitories (LONG COLLEGE AND EAST COLLEGE) nearby.

For the next decade the new three-and-a-half storey edifice (the largest in Schenectady at that time) housed all of Union College. Sometimes called "Stone College," but without a formal name, it contained classrooms, a dining hall, a chapel and another high-ceilinged room in the center, a residence for the president and (on the top floor) student dormitory rooms. The grammar school connected with the College had its own section. The student rooms were heated with fireplaces; under the amended laws of 1805, the occupants were required to keep the hearths cleanly swept. A large playground lay behind the building, flanked by Long College and East College.

Not long after Eliphalet Nott became president in 1804, the trustees began planning a much larger college farther from the city, and by 1806 the building was over-crowded; the College moved in the fall of 1814 to the present CAMPUS. Once again, Union had sold its building well before vacating it; on December 15, 1812, the City bought Stone College for three thousand acres of "common lands" in Schenectady County. A minority of Common Council members strongly opposed the transaction, and when the College eventually sold the lands for a total of over \$71,000, one Schenectady resident is said to have complained that Nott had "Yankee-Doodled" the city out of its land.

The building subsequently housed city and county offices and served as a courthouse, jail and public meeting place until June 15, 1831, when the College, in need of more classroom and dormitory space, repurchased it for \$10,000.

For the next twenty-three years, Union was divided. Eventually, if not at once, freshmen and sophomores lived and attended classes in the old building, a peculiar choice on Nott's part, given that the routing of the Erie Canal directly in front of Stone College in 1825 had made the city—from which Nott was much concerned to protect his charges—a seamier place.

After the work began on the new college in 1812, and again when Union repurchased Stone College in 1831, the building was called "West College" because it was west of the campus.

About 1816, soon after the City bought Stone College, a Lancasterian school—a precursor of the public school system—was built in the rear. A brick building, one full storey with a second storey under a steep roof, it stood between Stone College and Long College on North College Street. The school sold it to Eliphalet Nott in 1834 and erected a new wooden building on the west side of North College Street. In 1840 the library was moved from North College and installed in a room in West College that was also used for trustee meetings, while the MUSEUM was moved to the brick building, thereafter called Geological Hall.

In 1854, over the objections of Mayor Mordecai Myers, who resigned in protest, the City again purchased West College, this time for \$6,000. The structure became Schenectady's first public school, called the Union School. Razed in 1890, it was replaced with a red brick building called The Union Street School, which was in turn razed in the 1940s. The site is now partially occupied by the parking lot of the Van Dyck restaurant.

Wheatley and Pfordte Mineral Collections.

The Geology Department mineral collection has been growing since 1809 when mineralogy was first taught. Professor THOMAS CHURCH BROWNELL began the collection in 1809/10 with purchases on behalf of the College in England. He collected additional specimens during his ten years at Union, and on his departure in 1820 he left a catalogue of nearly one thousand samples, and perhaps an additional one thousand uncatalogued samples. Mineral samples from Mt. Vesuvius were added through the efforts of an alumnus traveling in Europe in the 1820s, and a local collector of carbonate cave deposits contributed a number of specimens in the early 1840s.

The current collection's core, the Wheatley Collection, came to the College in 1858 after trustee Edward C. Delavan, President Eliphalet Nott's close friend in the temperance movement, bought it from Charles Wheatley for the sum of \$10,000. Owner and operator of the Bristol Mine in Connecticut and the Wheatley Mine near Phoenixville, Pennsylvania, Wheatley was an avid mineral and shell collector who preserved exceptional specimens from his own mines and from other important mineral localities throughout the world.

At the time he sold the collection to Delavan, it numbered approximately six to seven thousand specimens, with numerous duplicates, and was considered one of the country's finest private collections. During the next several years the College sold or traded many duplicate specimens in order to broaden the collection.

At the present time a large proportion of the three to four thousand original Wheatley specimens remaining at Union are quite rare, since the deposits from which they were obtained have been mined out for decades. In this sense the collection is priceless, because most of the specimens are virtually irreplaceable. The trust deed by which Delavan transferred the collection to the College specifies conditions for the care and treatment of the mineral specimens to insure their value in perpetuity. Unfortunately the College has not always carried out its responsibilities as delineated in the agreement, and the collection has periodically suffered neglect, and even losses.

In 1938, Otto Pfordte, a mining engineer and mineral collector living in Coxsackie, New York, left the College a collection emphasizing ore minerals. The Geology Department preserved many of the collection's three to four thousand specimens as museum specimens, incorporating many others into the teaching collection for use in laboratory sessions.

In addition to these major gifts, alumni and friends have donated minerals to the College collection through the years. It is impossible to say how many specimens have been part of the mineral collections at one time or another; they probably number more than ten thousand. Recording of the specimens in the collection has been sporadic, usually in response to a major acquisition, as in the case of the Wheatley Collection (which was labeled and catalogued by Josiah Dwight Whitney, subsequently first director of the California Geological Survey), or because a new faculty member took special interest in the collection, as did CHARLES PROSSER when he arrived in 1894.

The collection is now being entirely recatalogued in electronic format, complete with digital images of each specimen. This will provide not only easier access to information about individual specimens, but also an extra measure of security, a consideration that received emphasis in the mid-1970s when a major theft resulted in the loss of about one hundred fine specimens. The loss has been estimated at about \$100,000, and even described as having destroyed the collection. Thankfully, although too many valuable and beautiful samples were lost, the collection, and especially the rarer pieces, remains essentially intact.

Because very little of the collection can be safely displayed in the Geology Department, the more valuable specimens are kept in secure storage.

—George H. Shaw

Whipple, Thomas King (March 7, 1890–June 3, 1939). Instructor in English, 1916–18, 1919/20.

T. K. ("Teke") Whipple joined the Union faculty in 1916 after earning his AB (1913) and PhD (1916) from Princeton, and left in February 1918 to accept a professorship at Rice Institute. He resigned from Rice shortly afterward to enlist in the Marine Corps in the

First World War, but became ill on reaching France and never saw action. He returned to the Union faculty for 1919/20, and at the time of his premature death was professor of English at the University of California, Berkeley, under the chairmanship of JAMES CLINE '20, who had been a Union undergraduate when Whipple was on the faculty.

Whipple became an astute critic of American literature; his *Spokesmen: modern writers and American life* (1927) was one of the first books to appreciate fully the literature of the 1920s. Another collection of essays, *Study out the land*, appeared posthumously, but nothing Whipple wrote for publication has been more widely read than a sentence in a letter to his friend from Princeton days, Edmund Wilson, quoted in an article on Whipple in Wilson's *Classics and commercials* (1950). The inhabitants of Schenectady, Whipple lamented to his fellow exile, are "devoid alike of the attractive qualities of men and of animals."

Whipple Truss Bridge. One of five bridges of a type patented by Squire Whipple '30 known still to exist in eastern New York State, Union's Whipple Truss Bridge was originally built sometime between 1855 and 1869 over the Cayadutta Creek in Johnstown. It was installed on the Union campus in 1980.

Given to the College in 1979 by the City of Johnstown, the fifty-six-foot long, eight-foot high bridge was dismantled, moved and re-erected over Hans Groot's Kill, between Achilles Rink and Memorial Field House, as a Civil Engineering class project. It was dedicated October 15, 1980, and designated a "National Historic Civil Engineering Landmark" in 1982 by the American Society of Civil Engineers.

Whitaker, Benjamin Palmer (July 30, 1899–June 25, 1974). Professor of Economics, 1939–65; Comptroller, 1943–45; Acting President, Feb. 7, 1945–Feb. 28, 1946.

A native of Newburgh, New York, the son of Lewis Samuel Whitaker and Mary Elizabeth Palmer Whitaker, Ben Whitaker attended Colgate University, where he was elected to Phi Beta Kappa. After graduating (AB 1921) he worked as a bond salesman in New York City, at the same time taking graduate courses (1921–23) at the New York University School of Business.

Entering graduate school at Yale in 1924, he took an MA (1925) and served as an instructor there (1925–31) and at New Haven College (1928–31) while earning a PhD (1931). In 1925 he married Helen Frances Johnson, with whom he had two sons and one surviving daughter.

After two years as a senior staff member of the Brookings Institution in Washington (1931–33), Whitaker served for six years in Connecticut state government, as research director successively of the Special Tax Commission and of a commission on the reor-

ganization of Connecticut state departments, then as Budget Director (1937–39).

President Dixon Ryan Fox brought him to Union in 1939 to replace the recently deceased economics professor and department chairman, EARL CUMMINS. Although Whitaker's teaching experience had been limited to graduate school instructorships, the College hired him as a full professor. He proved a superb teacher and the kindest of gentlemen. Everyone who majored in economics took his courses, especially corporation finance, in which his personal experience augmented his deep theoretical knowledge of the field.

Whitaker served as division chairman and as COMPTROLLER (1943–45), giving up that position when the trustees appointed him acting president a week after the death of Dixon Ryan Fox. His year in the president's office—February 7, 1945, to February 28, 1946—was an exceptionally difficult one, during which the Navy dismantled its V-12 training program on an erratic schedule (see *SECOND WORLD WAR*), and the College tried to prepare for the anticipated postwar influx of veterans (see *DUTCHMEN'S VILLAGE*).

After Whitaker turned over the office to President CARTER DAVIDSON, the trustees rewarded his service with an LHD in 1946, and in that year he was named to the Armstrong Chair of Economics. Davidson turned to him for counsel on several occasions, in particular to blunt trustee FRANK BAILEY's 1952 attempt at binding the faculty to teaching "the American Way."

He was widely sought after as a speaker, but although he took notes on every economic topic and carefully filed them in note boxes for the leisure time that he thought retirement would bring, he never wrote the planned "big book" in economics.

He spent 1957/58 at Keio University and Sophia University in Japan on a Fulbright lectureship, and 1963/64 on a sabbatical leave studying national economic planning in relation to governmental budgeting in the Scandinavian countries.

An active force in founding the GRADUATE MANAGEMENT INSTITUTE, he served as secretary of its Council from his retirement in 1965 until his death. In retirement, he was given the title Research Professor and an office where he could work as the unpaid director of the Social Science Research Center.

Whitaker was actively involved in many areas in the larger community. For more than a decade he was Chief Inspector of Elections at General Electric's annual meetings. Concurrently with his teaching at Union, he served in several New York State government positions: Secretary of the Assembly Ways and Means Committee (1949–50), fiscal aide to the Senate majority leader (1957–64), and director of highway toll studies and other fiscal inquiries (1959–64). He was also consulted by other state governments on tax issues.

Locally he served on the boards of the Schenectady Industrial Corporation, (1950), Ellis Hospital (1963–71), the Schenectady Foundation (chairman, 1969–71), and the YMCA.

From 1940 until his retirement, the Whitakers lived in the south faculty apartment in South College—the section now named Whitaker House. Some of the student roomers they took in became virtual members of the family, and thousands of other alumni benefited from Ben Whitaker's many kindnesses and his old-fashioned common-sense economics.

—Joseph Finkelstein

Whitehorne, Henry (Jan. 6, 1815–Sept. 29, 1901). Professor and Principal of the Classical Department of the Union School, 1863–1868; Professor of Greek Language and Literature, 1868–1901; Dean of the College, 1886–1894.

Henry Whitehorne's father, S.R. Whitehorne, who owned a large indigo plantation at St. Anne's, Jamaica, died when the boy was a few months old. Six years later, after Mrs. Whitehorne had settled her affairs, she took her children to England to be educated. Henry attended Shrewsbury School and after several years of private tutoring by a Church of England clergyman, he studied at Wadham College, Oxford, 1833–37. These were the first years of the religious controversies called the Oxford Movement, and Wadham College was the center and principal meeting place of the faction opposing John Henry Newman and his allies.

Whitehorn was coxswain on the varsity crew. Although he is usually described as a graduate, college records indicate that he left without taking a degree.

Emigrating to Canada, he worked for several years clearing land, then removed in 1841 to Brooklyn, where he taught school for four years. He married Matilda Watts Cooper in 1845, and soon afterward became a teacher of Latin and Greek at St. Thomas Hall, an Episcopal church school in Holly Springs, Mississippi, which was intended to become a theological seminary. He advanced to rector in 1847 but resigned in 1852 to conduct a private school in Memphis. In 1857 he was called to the University of Mississippi as professor of Greek.

He served the university also as librarian, and, at the request of a league of Southern colleges and universities striving to become independent of Northern textbooks, he edited two plays of Euripides for publication. The outbreak of the Civil War prevented their appearance and a few months later, on October 6, 1861, with virtually no students, the university closed, amid feelings of great animosity toward all who were unsympathetic to secession. Whitehorne—one of three professors whose chairs the board declared vacant—was forced to flee without his library and other possessions; only by calling on Jefferson Davis, whom he already knew, was he able to get a passport to trav-

el north. He feigned a willingness to consider Davis's proposal that he go to England as a Confederate agent.

Back in New York, he worked for a while as the war correspondent of a Russian newspaper. In May 1863, he responded to a request from ALONZO POTTER, Episcopal Bishop of Pennsylvania, for testimonials regarding Whitehorne's teaching in Mississippi, explaining that the usual references had been made impossible by the war. Potter, President Eliphalet Nott's son-in-law and a former vice-president of the College, was still a trustee, and it is probably as a result of this correspondence that Whitehorne was offered the position of principal of the classical department of the UNION SCHOOL, replacing BENJAMIN STANTON.

Whitehorne moved to the College faculty as professor of Greek in 1868, to strengthen that department as TAYLER LEWIS's health failed. He and his family lived in the faculty apartment at the south end of South College from at least 1873 until 1901.

Whitehorne made a strong impression on his students; an alumnus later recalled "the deep growl of his voice as he berated us, most justly, for our stupidity, or his deep chested laughter as he shook with merriment at some unusually delicious blunder.... How he loved the Greek, and how he strove to make us transform into fitting form our halting English." He was notorious for making students toe a chalk line in front of his desk while reciting; in later years he relented to the extent of allowing them to sit in a chair nailed to the floor in the same position. There is also abundant testimony, however, to his kindness, and he sometimes lent money to impoverished students.

Whitehorne was appointed dean in 1886, replacing CADY STALEY '65, who had resigned, and the following year the College awarded him an LLD. The job's responsibilities at that time encompassed the duties later divided between the dean of students and the dean of the faculty. It also included the supervision of buildings and grounds; Whitehorne was credited with a marked improvement in the appearance of the grounds.

His eight-year tenure as dean spanned Union's darkest years (see LANDON, JUDSON), and during three separate periods much of the responsibility for running the College fell on him: in the first two years, whenever *ad interim* president Landon was occupied with his judicial duties, again during President HARRISON WEBSTER's extended leave in 1892, and during the interregnum after Webster's resignation. Whitehorne's wife died in 1888.

Citing his age and health, the seventy-nine year-old dean resigned that office when his former student ANDREW VAN VRANKEN RAYMOND '75 became president in 1894, but he continued teaching until his last illness.

The Whitehornes had three sons, each of whom attended Union, and two daughters.

Williams, Clinton Earl (July 24, 1907–April 30, 1975). Professor of Civil Engineering, 1948–73.

A native of Watertown, New York, Clinton Williams graduated from Clarkson College of Technology in 1930 with a BS in Civil Engineering. He married Helen Hinckley in 1932; they had three children.

Williams held a variety of engineering posts, including eight years with the New York State Highway Department, before turning to teaching at Mohawk College in Utica in 1946.

Union hired him in 1948, primarily to teach engineering drawing, but he later developed courses in structures and in highway engineering.

Wilson, Peter (Nov. 23, 1746–Aug. 1, 1825). Scots-born classical scholar at Columbia College.

The first recipient of a Union College LLD (1798), Wilson was offered the College's presidency after JOHN BLAIR SMITH resigned in 1799. In declining, he cited his doubt that the College would be able to pay his salary and the fact that his wife, who had "always implicitly resigned herself to my determination," now "absolutely refuses...with a constancy altogether unexpected" to move from New York to Schenectady.

Earlier letters to his friend DIRCK ROMEYN suggest that Wilson had other concerns; hearing that Romeyn had enemies, he feared entering such a difficult situation—there was local sentiment against identifying the College too strongly with the Dutch Reformed Church, to which Romeyn and Wilson belonged.

When President JONATHAN MAXCY resigned in 1804, Wilson was among the men the trustees considered to succeed him; they chose ELIPHALET NOTT.

Wittner, John Harold (Aug. 25, 1896–May 26, 1972). Class of 1920. Director of Athletics, 1931–54; Director of Physical Education, 1954–62.

Born in New York City, J. Harold Wittner—known to friends as "Hal"—earned All-Manhattan honors in football, baseball and basketball at the High School of Commerce. He chose to attend Union College because his high school football coach, Fred T. Dawson, had just accepted a position at the College.

Wittner joined Phi Delta Theta and served on the Terrace Council, but he cut his widest swath in sports, earning nine letters in baseball, basketball and football. As a freshman, he immediately became quarterback of the varsity football team, leading it in his first year to Union's only defeat of Columbia University (3–0) and to a scoreless tie in a later encounter. In baseball, converting from an outfielder to a catcher, he caught every inning of every game for four years. His basketball career was undistinguished.

Shortly after America entered the First World War, Wittner enlisted in the U.S. Naval Reserve, serving until his discharge eighteen months later. Because the Navy gave him leave to spend his sophomore year at

Union, he missed only the fall term of his junior year, and graduated with his class in the BS course.

After working for two years as a soap salesman in New York City, Wittner accepted the position of coach and assistant director of athletics at Union. In the same year he married Marguerite Gardner, whose brother, professional wrestler Carroll A. "Pink" Gardner, coached WRESTLING at Union.

During his coaching career, Wittner's teams (varsity baseball, freshman basketball and freshman football) compiled a record of 98-66-2.

In 1931, President FRANK PARKER DAY dismissed Athletic Director Harold Anson Bruce—who had given disproportionate attention to track, and had run up large deficits in the department's operation—and appointed Wittner as acting director, with a mandate to introduce fiscal discipline. Wittner carried out the assignment admirably, and was rewarded with a full appointment as Athletic Director in 1934. Conscientious attention to details was his forte, and through at least 1950, he always returned a surplus in the department's budget.

For thirty-six years, Wittner also officiated at high school basketball (1,374) and football (477) games. He served on rules committees, was four times president of the regional association of basketball officials, and headed the N.Y.S. Association of Certified Football Officials. His field of special professional interest—he repeatedly informed faculty questionnaires—was "Improvement in the ethical practices and the techniques of basketball and football officiating."

The same forthrightness, self-assurance and deep conservatism that earned Wittner wide respect and made him a natural referee also limited his administrative capacity at Union. Anticipating that the broader sports program which Memorial Field House would soon make possible would require "new and more vigorous policies" than Wittner's "standardized and inflexible" ones—the words were Wittner's summary of President CARTER DAVIDSON's view—in 1954 the trustees divided the responsibilities of the position and made Wittner Director of Physical Education, while appointing Wilford Ketz Director of Athletics.

After retiring in 1962 Wittner continued to assign officials in several high school leagues. True to the physical education program's long emphasis on carry-over sports, he remained active in golf and curling and never rose significantly above his college weight. In 1970 the Alumni Council awarded him its gold medal for meritorious service.

Wizard (The). Responding to two other student satires, now lost—*Diabolus Ridens* (laughing devil), issued March 2, 1837, and *The Nondescript*, issued November 18, 1837—an anonymous member of the Class of 1838 published a satirical attack on several members of the faculty, entitled *The Wizard*.

In verse and play form, the twenty-eight-page publication portrays Eliphalet Nott as "not burthened with too much conscience." ("A betrayed trust may compel even the most limited amount of conscience to feel, however deep it may be buried in the intricacies of policy and speculations.") The author scores off faculty members ALONZO POTTER, JOHN AUSTIN YATES, and THOMAS REED (depicted as a tippler) as well as senior A. Judson Crane, one of the editors of *The Nondescript*.

Wold, Peter Irving (Nov. 27, 1881–June 17, 1945). Professor of Physics, 1920–45.

Born in Norway, South Dakota, one of five children of Ivor Peterson Wold (a Norwegian immigrant) and Gurine Gimse Wold, Peter Wold was raised in Nebraska, where his father served as a missionary to the Santee tribe of the Sioux. Most of the boy's playmates were Native Americans, and the Wold family's good relations with the tribe were credited with dissuading it from joining the Ghost Dance unrest of 1889–90. Nevertheless, clashes sometimes occurred, and the adult Peter Wold bore on his forehead the scar of an arrow wound incurred at the age of three.

When the boy was fifteen, his father died and the family moved to Oregon. As a student at the University of Oregon, Wold began teaching even before graduating (BS 1901), serving as instructor in physics for three years from the start of his senior year. In 1903 he took an EE degree.

He then spent two years as a patent examiner with the U.S. Patent Office, before enrolling in the PhD program at Cornell University and accepting an instructorship there. After three years, his work at Cornell was interrupted for six years when he returned to the Patent Office as an examiner of patents in the field of radio telegraphy and telephony, 1908–10, and then, in 1910, accepted a position as professor of physics at the Tsing Hua College in Peking. In 1909 he married Mary Helen Helff.

One of eighteen Americans on the first faculty of Tsing Hua College, which had been established with the portion of the Boxer Indemnity Fund returned by the U.S. to the Chinese government, Wold was selected to head the physics department because the dean had been his student at Cornell.

Returning for a final year at Cornell on an Andrew Dickson White fellowship, Wold took a PhD in 1915 and then accepted what was intended to be a three-month job with Bell Laboratories. Under the pressure of war work, it lasted five years.

President Richmond recruited Wold in 1920 to take charge of Union's physics department. He directed it for the next twenty-five years, a period of growth in both personnel and facilities, including the inauguration in 1922 of the special BS in Physics course, the 1926 addition to the physics building, and the renovation begun in 1945. He helped launch the SUMMER

INSTITUTES FOR TEACHERS and the cooperative research program with the American Locomotive Co. From 1940 he was chairman of the Science Division.

Outside the College, Wold served as president of the Schenectady Council of the Boy Scouts of America (1931–35) and as an elder of the First Presbyterian Church. A specialist in the electrical properties of metals and vacuum tube phenomena, Wold frequently consulted for Bell labs during the summers, and he continued his own research in radio telegraphy and related fields, securing at least ten patents. In addition to technical papers, in 1937 he published a revised edition of A.L. Kimball's *A college text-book of physics*.

Some of Wold's work had a broader scope. He patented a new method for measuring gravity in 1934, and two of his 1935 papers in the *Physical Review* attracted wide attention; he suggested there and elsewhere that the so-called "red shift" in light reflected by distant stars, which Einstein, LeMaitre, Jeans, and others had interpreted as evidence for an expanding universe, might instead be explained by the hypothesis that light slows over time, or as a result of passage through radiation. He failed to prove this bold theory experimentally, however, and it has been largely forgotten.

During the Second World War, Wold was frequently away from the College engaged in war-related work on radar. At Pearl Harbor from November 1940 until September 1941 he worked for U.S. Naval Ordnance; at MIT's Radiation Laboratory from January to November 1943, he served as technical aide to the Navy Liaison Officer; and again with Naval Ordnance in Washington for part of each week during the spring and early summer of 1944, he worked on means to prevent accidents in which the Allies shot down their own planes. The government would, in fact, have taken even more of Wold's time, but President Fox had to reject some requests because Wold was needed on the campus to direct the work of the physics department, which was heavily involved in the Navy V-12 program.

After Wold's death, MIT president Karl Compton wrote to Union that Wold's service in Hawaii, Cambridge and Washington had been "rendered at a critical time in the over-all planning of the American program for research and development in the field of radar and had considerable bearing on the further direction of this program."

Wold took a leave during the last term of 1944/45 to conduct research at Bell labs in New York City. While back on the campus in June 1945 to make final arrangements for the General Electric Science Fellows program, he succumbed to a heart attack.

The Wolds lived in the north faculty house in North College from 1926 until 1944, when they moved to McKean House. They had a daughter and two sons, both of whom attended Union (Ivor Peter-

son Wold '34 and John Schiller Wold, '38). John Wold has served as a trustee of the College since 1981; in 1988 he and his wife endowed a chair in geology.

Women at Union. When Union College's trustees voted to admit women in the class entering in September 1970, they struck down a 175-year tradition. Few decisions in Union's history implied such extensive change as the decision to "go coed," which initiated alterations in the tone and texture of Union College life not yet complete some twenty years later.

As Union College was founded in an era when higher education for women was unknown, the drafters of its charter did not think it necessary to specifically exclude women. American society of the 1790s assumed that women either were not intelligent enough to profit from higher education, or, if capable, would be spoiled by the experience of study for their essential role as wives and mothers. The feminist pioneer ELIZABETH CADY STANTON, for example, whose brother attended Union, could go no further once she had completed the courses at Emma Willard in Troy. In 1837 the first stirrings of the women's rights movement brought the first experiment with collegiate coeducation, at Oberlin; the same year saw the beginning of teaching at Mount Holyoke. After mid-century first-class private women's colleges like Vassar (1865), Wellesley (1870), Smith (1871) and Bryn Mawr (1880) began to be founded. Women could also enroll at many of the land grant colleges established under the Morrill Act (1862); these were often coeducational from the outset because duplicate facilities for men and women were judged too expensive.

As higher education became routine for women of a certain social class, private men's colleges might concede that it was handy to have women nearby for social reasons: hence the founding of the Harvard "Annex," later Radcliffe, or a coordinate women's college like Barnard. But since Union was fortunate to have the independent women's colleges Skidmore and Russell Sage locate nearby, as well as the co-educational State College for Teachers at Albany, there was no spur to change. The presence of women on campus was such a novelty that, according to the *Union College Magazine* of June 1872, residents of North and South College had established a custom of shouting "Heads out!" whenever a woman walked past, presumably so that other students would be alerted to have a look at the rare sight. Until 1970, then, women appeared at Union mainly in supporting roles—as service workers, dates, librarians, or faculty wives.

The first exceptions to this pattern appeared in the Evening Division and in graduate courses. In 1922, Miss Florence Fogler, a General Electric employee with a BS from MIT, was permitted to take graduate courses in electrical engineering, though the College was careful to stipulate that she was not enrolled as a degree

candidate. By 1928, the trustees were ready to permit women to complete graduate degrees, prompted in part by the fact that Miss Fogler, now Florence Fogler Buckland, had completed the requirements for a master's degree in electrical engineering in 1925.

Such concessions did not exactly open the flood gates, nor did the College administrators intend that they should. As College Treasurer FRANK BAILEY told acting president BENJAMIN WHITAKER in 1945, "I don't think we want to become a co-educational institution and ... we must be very careful to not get ourselves where we will have pressure for that purpose." Whitaker agreed, and the College accordingly refused to admit women students in extension courses as candidates for undergraduate degrees, lest the policy establish a "moral obligation" on the part of the College to offer the courses required by these women. The College was willing to grant a bachelor's degree to a woman in 1958, however, when Sally Brown Van Schaick had managed to accumulate enough night school credits. She thus became the first woman to earn a bachelor's degree from Union. By that time the College had realized that an occasional evening school degree granted to a woman, whether graduate or undergraduate, was not going to snowball into a change in the institution's character.

American higher education expanded rapidly in the post-Second World War era, but women's rights were not on the national agenda. The absence of serious agitation on the issue of coeducation is evident in a piece that appeared in *Concordiensis* on February 21, 1947. A "night school girl" named Grace Jorgensen stated her wish that Union become coed "so that other girls can also have the good times and get the good education given me." But lest it seem that anyone was pushing the issue, the editors carefully pointed out that they had solicited Jorgensen's article, which "represents only her personal opinion which otherwise would not have been made public." (Dr. Jorgensen is now board president of Schenectady's Bellevue women's hospital).

At Union, as at other men's colleges, an all-male student body seemed to dictate an all-male faculty. Although many women earned PhD degrees, Union did not hire them. The male faculty's reasoning was probably similar to that offered in 1937 by College Librarian HELMER WEBB, who told President DIXON RYAN FOX that he wanted to hire a man as a reference librarian: "In a college such as this I think that it is very advisable that we have a young man on the staff who can work more effectively with the students and faculty than the ladies can." In fact, however, the College librarians were the first sector of the faculty to accept women, when Ruth Anne Evans was hired in 1952, with faculty status but not rank. Eventually, in 1973, she became the school's first female full professor. During the Second World War, personnel shortages had

prompted the College to engage Doris Larrabee, a faculty wife, to teach math courses. In 1955 Barbara Rundo, a faculty widow, was hired to fill a part-time, temporary opening in the English Department. The first woman to hold an entirely regular appointment in the teaching faculty was Nanette Funk, appointed in the Philosophy Department in 1965/66. A small handful of other women, including Mira Wilkins (Economics and History), Ruth Parker (Philosophy) and Jocelyn Harvey (English), were appointed to the faculty before coeducation, all in the late 1960s.

1968 was a shattering year in America's history, a year marked by assassinations, war protests, and talk of revolution. Even in the quiet atmosphere of Union College, a whiff of change was in the air. In 1967 a "July Committee" of faculty had recommended that the College become coeducational, and early in 1968 President HAROLD MARTIN appointed an ad hoc committee, chaired by Professor Carl Niemeyer of the English Department, to study the question. The Niemeyer committee's report recommended coeducation and in September 1968, a general faculty meeting voted in favor of coeducation with one dissenting vote. Such unanimity was a "great surprise" to President Martin, who confessed to the trustees that the question had been practically decided by "the Princeton Report," which the Niemeyer committee had been permitted to see several months before it was published. The Princeton Report surveyed secondary school students and found that single sex education was decidedly unpopular. Only 3.3 percent of the men indicated an interest in a small male liberal arts college. Other men's colleges were eyeing the same data and drawing the same conclusion. When Union faculty voted to become coeducational, they were aware that Colgate and Wesleyan had just taken such a step, and that Bowdoin, Williams, and Amherst were seriously considering it. Thus radical change came to Union, but because it was based on market research it took on the aspect of hardheaded realism. As the chairman of the Board of Trustees, SAMUEL B. FORTENBAUGH JR. '23, would tell the alumni in May 1969, "To put the matter bluntly, the market for single-sex colleges is shriveling. The college seeking a healthy future cannot ignore that fact."

President Martin slowed the decision-making process, using the academic year 1968/69 to make sure that alumni and students would support the change. A poll of alumni, circulated in the Winter 1968/69 issue of *Symposium*, was returned by 2,513 recipients and showed 60 percent in favor of coeducation and 32 percent opposed. A majority of all cohorts, save the eldest, the pre-1930 alumni, approved of coeducation. The poll revealed that those few respondents who reported dissatisfaction with their Union experience felt strongly that coeducation would have improved college life. Tellingly, alumni reported their

own sons and daughters preferred to attend coeducational institutions. Student opinion, which had consistently opposed coeducation in the past, now also supported the change.

Of course, the opponents of coeducation weighed in, offering colorful jeremiads and repeating assumptions that had prevailed earlier in the College's history. One alumnus who believed "woman's place is in the home" wrote, "Merely entertaining the thought of admitting the weaker sex through the portals of an honored institution of learning pains me dearly." One student, who tried to form a Committee Against Coeducation, doubted women's intellectual capacity. He had spent his junior year at University College in London and found that "female members of his philosophy, history, and English courses had nothing enlightening to add." Such opinions were strongly held, but they were clearly outdated.

The one serious objection to coeducation was that it might injure the sciences, Union's traditional strength. Since women did not tend to major in science and engineering as readily as men, replacing male students with females might subject science departments to a shortage of students; they might then have to cut faculty and the number of courses taught. It was unusual for a college of Union's size (then 1,600) to support a physics department of twelve, a chemistry department of eleven, and a math department of twelve. The solution was to introduce women by addition rather than replacement: the decision made by the trustees in June 1969 called for the student body to grow by 100 per year for four years, from 1,600 to 2,000. The additional 400 students were to be women. President Martin's caution reflected the fact that a larger student body would place pressure on physical plant, faculty, and staff, although it would bring in added tuition, too.

Once the decision was made, there was work to be done. First RICHMOND HOUSE and then NORTH COLLEGE were renovated to provide women's dormitory space, and these changes, together with a new residential policy permitting a larger number of upperclassmen to live off-campus, made room for the women. As preparations went forward, President Martin told the trustees, "I suspect that the wisest course is to think in terms of some extra human beings more than in terms of a second sex of students except for such elementary considerations as ironing boards, increased closet space, and full-length mirrors."

In the fall of 1970 the first undergraduate women arrived on campus, 126 of them among 450 first-year students, plus 25 transfers. In fact, the first individual admitted to the Class of '74 proved to be Katherine M. Stout, described as "a top 10 percent scholar, track star, basketball player, sailplane pilot, musician, and girl."

As the first Union women arrived on campus, they were evaluated by Union men in comments that re-

flected the "social concerns" that had long helped to justify women's presence in higher education: it was quite important that the young women were pretty. The *Symposium*, for example, after informing alumni about class size and SAT scores, could not resist concluding, "The first group of women is a remarkably attractive collection. And happily for Union's men, they do not admire the midi-skirt." Union was no different from the country at large, and many "coeds" themselves, in evaluating women by standards that included the requirement of good looks. When *Glamour* magazine selected Katherine White '72 to appear on its cover as one of the country's "Top Ten College Girls," no one had to wonder whether prettiness was a necessary criterion. Of course, social concerns were of interest to the women students as well; they were often teased about "the ratio" (of men to women) and the social opportunities it conferred. One woman student recalled, "There were a lot of guys to choose from and they were all after you."

The first women students mostly suffered their discomforts quietly and revealed them only in retrospect. Some of the first women could recall incidents in the dining halls when men asked the new "coeds" to stand so they could yell out numbers rating the women's looks. Others recalled male students who didn't want women as lab partners, or fraternity men who were hostile because they feared that coeducation would kill the "Big Weekend." They also remembered being annoyed when professors would turn to them in class and ask for "the woman's perspective." And they did not appreciate it when professors told dirty jokes in lecture. Finally, they found the College quite unprepared for women's athletics. At first there were no women's locker rooms, and no women's athletic teams. Even swimming was restricted to certain hours. Not until the 1974/75 academic year did women's sports emerge as a regular part of the intercollegiate athletic program.

By 1974, President Martin could report to the trustees that coeducation at Union was clearly a success: "The curricular problems we foresaw in 1969 have been less worrisome than we thought they might be; overall enrollment goals have been regularly filled, as it is doubtful they could have been without coeducation; and in ways too numerous to mention the presence of women at the College has enhanced every aspect of undergraduate life." There was, however, a problem with the College's assumption, so matter-of-fact in 1969, that it could impose a quota on the numbers of women it would accept. The courts' developing interpretation of the 1964 Civil Rights Act would not permit such discrimination. Although a small private college like Union might have been able to claim exemption from federal anti-discrimination guidelines, the College found compelling reasons of its own for abandoning the quota. A special committee of admin-

istrators and trustees appointed to consider the admissions quota heard from Admissions Director Jasper A.D. Shupe '68, who told them, "I must be emphatic about the absolute necessity of avoiding a quota based on sex. These are not good times for private college admissions.... If our office is denied the flexibility to choose those people who are best for the College—the brightest, most personable people, without regard to their sex—we could lose ground to the competition that could well take 10 years to regain." The Committee accordingly concluded, "The College's major problem for the future is the general one of increasing the quality and quantity of our applicant pool. That attempt will be hurt by announcements of sex—based quotas." Accordingly, in 1974 the trustees abolished admissions quotas.

The decision to judge all candidates strictly on the basis of their qualities as individuals was encouraged by the expectation that, for the foreseeable future, male students would remain in a comfortable majority, due to the appeal of science and engineering. President Martin reassured the trustees that the College would "probably settle at something like a 2.5:1 or 2:1 ratio." Over time this, too, would come to seem outdated. By the mid-1980s, Union classes were commonly about 60 percent male and 40 percent female; the Class of 1992 was the first to achieve a 50–50 ratio.

With women joining the regular student body, the College faculty began to see a need to recruit women, especially when the early women students noticed and pointed out how few women faculty were available to them as mentors. At a panel discussion in November 1972, for example, Deborah Davis '74 deplored the lack of alternative "role models" in the form of women with professional status on campus. Throughout the seventies Union regularly announced female faculty "firsts": in 1973, for example, the first woman engineering instructor was hired. In 1975 Helena Birecka of the Biology Department became the first female full professor among the teaching faculty. In 1975–76 Ruth Stevenson of the English Department became the first woman full-time head of a department. Yet overall progress was slow: in 1975, for example, seventeen faculty were female, but only four of those had a rank above assistant professor. And once the flush of firsts was past, change moved at a stately—not to say glacial—pace. In the fall of 1990, 25 of 153 tenure-track teaching faculty were women.

The first woman in Union's administration, MARGARET PEISSNER, had served as registrar 1883–1904, with some interruptions. Her successors included ESTHER ELY (1919–33) and CHARLOTTE RAPELJE (1947–63). With coeducation, women began to appear in the College's top administration. In October 1969 Sheila Jayne Beam was appointed assistant dean of students, becoming the first woman dean in Union history. In February 1970 the Board of Trustees elect-

ed its first woman member, Muriel Kauffman. A second female trustee, Lois Duffie Baker succeeded her husband, WALTER C. BAKER '15, in 1972. In 1976 Dr. Paula Brownlee, a chemist, was selected as dean of the faculty. In administration too, the picture was mixed, for these decisive "firsts" coexisted with a pattern of continuing male domination in top administrative posts. In 1990, the great majority of top administrative posts were still held by men, and twenty-four of twenty-six trustees were men as well.

The advent of women at Union brought programming and curricular changes as well. In 1974 the College sponsored the first "Women's Week," which featured lectures, films, panels and workshops devoted to women's issues. In 1975, President THOMAS BONNER formed a President's Commission on the Status of Women; it collected information on the status of women, offered support to women in all positions at Union, encouraged faculty to incorporate material on women into courses, and sponsored programs to increase campus awareness. During the 1980s the College began to open itself to the burgeoning scholarship on women in fields like literature, history, sociology, and psychology. As experts in these fields joined the faculty and student interest grew, a long succession of speaker's series, workshops, and study groups finally coalesced into an interdisciplinary WOMEN'S STUDIES PROGRAM in 1989.

By 1990, women were a normal presence on the Union College campus, but there remained subtle (and not so subtle) ways in which they did not enjoy the same conditions or status as Union men. A Committee on Coeducation chaired by Professor Douglass Klein of Economics and Professor Ruth Stevenson of English had concluded in 1989 that there was much unfinished business for Union. The committee recommended hiring more women faculty, putting more women in the upper ranks of the administration, bolstering women's sports, aiming for more equity in housing arrangements, eliminating bias in the classroom, attracting more strong women applicants, and educating students to prevent sexual harassment.

See also: FACULTY WOMEN'S CLUB; STAFF ASSOCIATION; SUPPORT STAFF; STUDENT ORGANIZATIONS; FRANCES TRAVIS.

—Faye Dudden

Women's Studies Program. The impetus for the Women's Studies Program formally launched in 1989 came primarily from a small group of faculty and administrative staff. During the 1985/86 academic year, the President's Commission on the Status of Women at Union, co-chaired by Linda Patrik of the Philosophy Department and Joanne Tobiessen of the Career Development Center, organized a lunchtime speaker series. Faculty, staff and students came to hear Union faculty discuss a variety of women's issues. These infor-

mal seminars and the fact that Union already had several courses dealing with women and gender issues, provoked discussion of creating a women's studies program. Speakers from Colgate, Siena, and the State University of New York at Albany were invited to talk about institutionalizing women's studies.

During the summer of 1986, a subcommittee of the Women's Commission—consisting of Patrik, Tobiesen, and Margaret Schadler of the Biology Department—developed a proposal for a pilot program in woman's studies which was funded by Union's Internal Education Foundation. In 1986, Martha Huggins of Sociology became the first director of the pilot women's studies program and pursued an active agenda of speakers and workshops aimed at course development and the integration of gender and women's issues into Union's curriculum. Through the work of Pat Rush, Director of Corporate and Foundation Support, Union joined a Ford Foundation-supported consortium of colleges, headed by Colgate University, pursuing ways of integrating gender issues into the curriculum. As with women's studies itself, Union's proposal was interdisciplinary and incorporated diverse projects from faculty in several departments. The receipt of the Ford Foundation-Colgate grant in 1987/88 enabled women's studies to continue for two more years under the joint administration of Huggins and Faye Dudden and Robert Wells of the History Department.

People became involved in women's studies for many reasons. Committed feminists were naturally interested in the subject matter. Other faculty became interested primarily as a result of their own scholarship and a recognition of the dramatic impact feminist theory was having within their disciplines. They realized that the new paradigms feminism was building (as well as the old ones it was breaking down) needed to be taught in the classroom. They believed that the way to accomplish this was to institutionalize women's studies as hundreds of other colleges and universities had already done. Some people also anticipated that a women's studies program would counterbalance Union's male atmosphere, the result of the social dominance of the fraternity system and the College's 175-year history as an all-male institution. It was hoped a formal women's studies program would empower women students by signaling that Union truly valued them.

Most Union faculty supported women's studies once they understood the extent to which it reflected legitimate branches of scholarship in many disciplines. A minority, however, objected to the idea because they regarded women's studies as a separatist program of peripheral interest or else because they suspected it of being politically motivated.

In 1989, several years of dedicated work by a core of committed faculty and administrative staff paid off when the general faculty formally voted to approve the

program. Donileen Loseke of Sociology became Acting Director of the Women's Studies Program in 1989/90, followed by Sharon Gmelch in Anthropology in 1990/91. The next year Gmelch was appointed the first permanent Women's Studies Director, and the Program acquired its first official home—an office and resource center, a seminar room, and a student lounge in North College. In 1992, Amy Joslin became the first Union graduate with a major in Women's Studies.

Launched at the end of the period covered by this book, women's studies in its earliest years offered Union students an interdisciplinary major and minor in a program that placed gender at the center of analysis. Students could focus on one of four concentrations—"theoretical and literary perspectives on women"; "gender in American history and society"; "gender in cross-cultural perspective"; and "psychological and biological perspectives on gender"—and choose from over thirty cross-listed courses in eleven disciplines. New courses, such as "Gender and Society" and "Women in African Literature," began to be developed. Joanne Tobiesen observed that the knowledge gained by students in women's studies courses had a ripple effect that "creates a different kind of atmosphere on campus...a more questioning environment and [one that is] supportive for people to speak out on a variety of issues."

In addition to its academic program, women's studies regularly sponsored prominent speakers on women's issues, bringing new issues and diverse perspectives to the College and stimulating discussion. It organized a faculty reading group meeting several times a year to discuss books in different fields and established the Minerva Prize to recognize the student whose work best combined the scholarly study of women or gender with activities that enhance the life of women on campus. It worked closely with the Womyn's Union, a student organization.

At the twentieth anniversary of women at Union in 1990/91, the program co-sponsored with the Women's Commission a week-long celebration and discussion of co-education, which brought in prominent speakers and involved faculty, students, and alumnae in workshops, seminars, a film series, an art exhibit, cabaret, and other activities. In 1992, the program produced *The Union woman's handbook*, a guide to opportunities, programs, and social issues of special interest to women on campus.

See also: WOMEN AT UNION.

—Sharon Gmelch

Woo, William Tsung Chien (July 1, 1911–Jan. 27, 1989). Professor of Chinese, 1965–76.

A native of Peking, the son of Tzean Woohuan, a diplomat who became Chinese Consul General in London, William Woo received his early education in

Hawaii, Singapore and London, and then a bachelor's level degree from the University of Nanking in 1933. In 1935 he married Phoebe Chu; they had five children.

After attending the Customs College in Shanghai, Woo worked from 1934 until 1957 for Chinese Maritime Customs, rising to the rank of Appraiser. In the latter year he left Communist China for Hong Kong, where he taught Mandarin at the Institute of Oriental Studies, University of Hong Kong (1957–63). During the same period he was employed by the American Consulate General in Hong Kong to do research work on mainland Chinese newspapers.

Emigrating to the U.S., he served as visiting lecturer at the State University of Iowa (1963–64) before joining the Union College faculty in 1965. Because neither Union nor the State University at Albany needed a full-time professor of Chinese, both institutions initially appointed him jointly, to teach part-time in both places and direct the Area Colleges Chinese Area Studies Program. After 1971, he devoted all his time to Union.

Regarded as an excellent teacher, Woo had a particular interest in developing new methods of instructing westerners in Chinese; the little research he published focused on pedagogy. In 1971 he produced a locally-printed textbook for his classes, *Hsüeh Hui Shuo Hua, Hsüeh Hui Shih Tzu* (Speak Chinese and learn 300 characters). Under the Comprehensive Education curriculum, he also taught a course in Maoist thought. An accomplished violinist, he sometimes played at department social gatherings.

Wrestling. Intramural wrestling began at Union in 1921, simultaneously with the reintroduction of intramural BOXING. To coach the sport the College hired an active professional wrestler Carroll A. "Pink" Gardner, who was at Union intermittently through 1924. Gardner simultaneously held the middleweight wrestling championship, 1921–23. When he went on tour, his brother "Pete" substituted for him at the College. (Later "Pink" held the light heavyweight championship, 1932–34, served as Schenectady County Sheriff, and had a long career as County Clerk.)

The coaches apparently hoped at that time to develop a team that would gain "minor sport" status and enter intercollegiate competition. Instead, in 1925 the College began an annual intramural Wrestling, Boxing and Fencing Tournament (fencing dropped out in 1940). Except for the war years, the tournament continued until 1949.

Intercollegiate wrestling came to Union in 1956/57, under coach John J. Mulligan, with an abbreviated four-match schedule; the College won three. Bruce Allison coached the squad for the next ten years (1957/58–1966/67), with winning records in half of the seasons, and a total record of 41–46. The team was

quite successful (13–3) in Allison's last two years, and did even better under Ronald Coleman (1967/68–1968/69), who began with an undefeated season and ended with a record of 18–2. During the later 1960s, when it won two conference championships, Union dominated upstate small college wrestling. Gerald Everling (1969/70–1972/73) guided the team to 35 wins while it lost 18 and tied one. The team enjoyed winning seasons under four of his five successors, but turnover in the job was high: Gale C. Knull (1973/74–1974/75; 14–11); Bruce Freeman (1975/76; 12–5); Warren Crow (1976/77; 11–5); Al Bagnoli (1977/78; 6–9); and Mike Paquette (1978/79; 9–6). The team's performance then worsened dramatically, to 3–10 in 1979/80. After recording only one win each in 1980/81 and 1981/82, under coach John Lovett, and finding little student interest in continuing the sport, the College dropped intercollegiate wrestling. A 1984 attempt to revive it as a club sport failed.

Wright, Thomas Wallace (Aug. 3, 1842–Sept. 13, 1908). Professor of Physics, 1885–98; Professor of Mathematics, 1898–1905.

A native of Galloway, Scotland, one of six children of Alexander Wright and Mary Wallace Wright, Thomas Wright prepared for college at the Galt Collegiate Institute in Ontario and graduated from the University of Toronto (BA) in 1863.

After eight years as a teacher of mathematics and physics at the Galt Institute, Wright enrolled at Yale's Sheffield Scientific School, from which he earned a CE degree (1872). He spent the next decade (1873–83) as a civil engineer with the U.S. Survey of the North and Northwestern Lakes and on the Survey of the Illinois River, then returned to teaching as Instructor in English at Lehigh University (1883–85). In 1884 he published the first of his two books, *A treatise on the adjustment of observations, with applications to geodetic work and other methods of precision*, based on methods he had developed in his survey work. Though intended for use in the field, it was adopted as a textbook at Columbia. A second edition appeared in 1906.

In 1885, possibly through the influence of HENRY COPPÉE, who had been teaching at both Lehigh and Union, Wright was appointed to succeed Winfield S. Chaplin as professor of physics at Union. A few weeks later, the *Concordiensis* awarded him high marks: "Prof. Wright's method of conducting his classes gives the greatest satisfaction to the students under him, his particular excellence consisting in his exactness, his thoroughness and his simplification of the difficult." In 1887 Wright and two other new faculty members founded the Union chapter of SIGMA XI.

Despite criticism from professor emeritus JOHN FOSTER, Wright undertook a revision of the physics curriculum, adding electives. In 1890 he published the first edition of his *Textbook on mechanics*, which

(retitled *Elements of mechanics*) went through nine editions, the last in 1914. He also published several articles in scientific journals. Union awarded him an honorary PhD in 1891.

When James L. Patterson resigned as professor of mathematics in 1897, and at the same time HOWARD OPDYKE, assistant professor of mathematics and physics, left for two years of study in Switzerland, the financially-strapped College asked Wright to take responsibility for mathematics as well as physics. On Opdyke's return in 1899, he was appointed to the chair of physics, leaving Wright in charge of mathematics.

Poor health kept him out of work for several months in 1900/1 and continued to trouble him thereafter. When a sabbatical leave in 1904/5 failed to bring the hoped-for improvement, he submitted his resignation in May 1905, aged sixty-two.

Wright's first marriage (1873), to Frances E. Boughton, produced two sons, both of whom graduated from Union. The eldest, William Howard Wright '95, a chemist, founded the Schenectady Varnish Co. (later Schenectady Chemicals and now Schenectady International), and served as a trustee of the College, 1931–59. William's son, Henry Wright, sat on the board from 1965 to 1977. Another of Thomas Wright's grandsons, Thomas Boughton Wright, coached fencing at Union in the 1920s.

Frances B. Wright died in 1877. In 1879, Wright married Margaret Taylor Hood, by whom he had three daughters. In his later years on the faculty, Wright and his family lived in the College house at 628–630 Nott Street.

Writing Board. To monitor and certify courses that make up the "Writing Across the Curriculum" program which began in the fall of 1990, the Academic Affairs Council set up a Writing Board in January 1990. Its first chair was Professor Bradley Lewis.

Writing Center. As a consequence of increasing faculty concern over the quality of student writing, a Writing Center was established in the fall of 1984 on the second floor of Old Chapel. Under the direction of English professor Alan Nelson '46, a corps of trained student tutors counseled students with writing problems. The center moved to the second floor of Whitaker House in the fall of 1987 and Margaret Wadehra became director in 1989.

Yates, Andrew (Jan. 10, 1773–Oct. 13, 1844). Professor of Ancient Languages, 1797–1801; Professor of Moral Philosophy and Logic, 1814–25.

Born in Schenectady, Andrew (originally Andreas) Yates was the seventh child and third son of Col. Christopher P. Yates and Jannetje (Bratt) Yates. From his father, who died when Andrew was twelve, he eventually inherited considerable wealth. His oldest brother,

Joseph, became governor of New York and served as a trustee of the College, 1795–1834; his brother HENRY YATES served the College for many years as treasurer and trustee; their uncle, Abraham Yates Jr., was a trustee of the proposed CLINTON COLLEGE and first chairman of Union's Board of Trustees.

After graduating from Yale in 1794, Andrew Yates, from youth a member of the Dutch Reformed Church, studied theology under the Rev. John H. Livingston on Long Island, where he was licensed to preach in 1796. He then returned to Schenectady to become Union's first professor of Latin and Greek.

Accepting a call in 1801 as assistant to the pastor of the East Hartford Congregational Church, he succeeded the pastor on the latter's death in 1803, serving until 1814. Despite being an unexciting speaker and a strong temperance advocate at a time when most clergymen were not, he became one of the most popular preachers in Connecticut.

Trouble with his voice made preaching difficult in his later years at East Hartford, so he turned most of his attention to conducting a school for classical and theological students. Finally compelled by his health to give up the ministry, he accepted an 1814 offer to return to Union (then just moved to the present campus) as the College's first professor of moral philosophy and logic. Several of his theological pupils followed him to Schenectady. Yates occupied the faculty residence at the south end of North College.

Francis Wayland '13, who joined the faculty in 1816, later characterized Yates at this time as

a most faithful officer, a strict disciplinarian and a singularly simple hearted and pious man. During my connection with the college, its steadfastness of discipline depended more on him than on any other person. Always at his post, always prepared for the discharge of every duty, plain in his appearance and unostentatious in his manners, he was a most valuable example to the younger officers.

Yates was evidently drawn equally to education and to the ministry. In 1818, while still on the Union faculty, he aided in the formation of a Dutch Reformed Church in Ballston, which he served as pastor. He had also a strong interest in missionary work; in 1821, as an agent of the Northern Missionary Society, he made a summer trip to the Indians of the Michigan peninsula to choose a location for a missionary establishment. He took JOEL NOTT '17 along to make a geological survey.

Yates' view of college discipline differed quite markedly from President ELIPHALET NOTT's; the resulting friction, at least in part, led to Yates's departure in 1825 to become principal of a school that his brother, John B. Yates '02, had founded in Chittenango, New York.

One of the earliest industrial arts schools in the country, the very ambitious Polytechny succeeded in attracting students, yet it required the Yates family's