

ulty. Some committee members believed that exposing students to more than one professorial viewpoint on the same subject would give the course particular value not found in the AAC proposal. Nevertheless, the CAC proposal allowed instructors the option of teaching the entire course themselves in recitation sections.

- 2) "Critical Thinking and Writing," a three-term course designed to improve students' writing abilities and to teach them to regard writing as an intellectual skill.

Three basic applied mathematics and science courses were to be chosen from a limited list of existing department courses—the same courses taken by majors, to which two new courses were to be added; this requirement was stiffer than the comparable AAC requirement.

A language/culture requirement, which had several options, compelled all except engineering majors to achieve more proficiency in a foreign language than Union had mandated since the decline of required advanced Latin and Greek courses in the nineteenth century.

The CAC proposal lost very narrowly (79–78) in the balloting on June 1, clearing the way for adoption of the AAC curriculum. Because the vote had been so close, however, President Morris asked the General Education Board, chaired by Professor Anton Warde, to look into modifying the AAC plan in the direction suggested by the CAC plan. Following further consultation and negotiation with departmental committees, a foreign language sequence was added as an option, and the science/mathematics requirement was shortened but made more rigorous through the creation of new courses designed to teach "real" science to non-science majors. The amended version passed (112–2) on May 11, 1988, and went into effect in the fall of 1989.

The GenEd curriculum, as adopted, kept freshman preceptorials and attempted to force students to venture beyond their majors, usually by taking groups of courses related in some way. Thus, all had to take a two-term survey course in ancient, European or American history, followed by two courses "that associate with the elected history sequence": either a literature and a civilization course, or two literature courses. Students were required to choose one course from a restricted list in the social or behavioral sciences, one in mathematics, and two in basic or applied science, at least one of them a laboratory science and the other either 1) a laboratory science or 2) a course with a mathematics prerequisite or 3) a course which counts for the major in that science. All except engineering majors had also to choose among: a sequence of three courses in a classical or modern foreign language, a related group of four courses in non-Western studies, or four

additional courses outside the division of their major, at least one of them in literature or civilization.

In the eyes of its proponents, the GenEd curriculum embodied a better combination of choice and coercion than its predecessors; after the freshman preceptorials, students had at least one option at every stage, but most of the choices were deliberately limited to what the planners considered meaningful courses of study. Although rejecting on pedagogical grounds the idea of a single "Western Civilization" course, the creators of GenEd made explicit their belief that students must understand their own intellectual background in order to have a context in which to put their understanding of other cultures.

The GenEd curriculum had been in effect for one year at the terminal date of this book.

Dad's Day. Long before the inauguration of PARENTS' WEEKEND in 1950, Union briefly adopted the custom, common in western colleges and universities and among some Union fraternities, of entertaining students' fathers on a spring weekend. After two Dad's Days—May 5, 1923, and April 26, 1924—the Interfraternity Council decided in March 1925 to discontinue the custom.

Daggett (E. Josephine) Prize. Established in 1897 with a one thousand dollar bequest from E. Josephine Daggett, sister of Schenectady physician Nathan G. Daggett '65, the Daggett Prize has since been given annually to a senior for "conduct and character." The Daggett Prize is generally regarded as Union's second most prestigious student prize, after the BAILEY CUP.

From 1952 through 1994, as the result of a clerical error, the prize was awarded as the "Joseph Daggett Prize."

Daggett Prize Winners: George LeRoy Shelley '01; H. Burdett Cleveland '02; Raymond C. Donnan '03; Elbert T. Rulison Jr. '04; Karl F. West '05; Ernest M. Dann '06; CHARLES N. WALDRON '07; Frank R. Stevens '08; John W. Faust '09; Samuel McCrea Cavert '10; Harold W. Baker '11; James H. Potter '12; Don K. Hutchens '13; Stephen B. Story '14; Raymond S. Blodgett '15; Carl F. Danner '16; Don P. Price '17; Pierre Hoag '18; Bernadotte P. Lester '19; Thomas L. Madden '20; Homer P. Goff '21; Hugh C. Campfield '22; ANTHONY DE HOTHLEIGH HOADLEY '23; Francis M. Bishop '24; Reuben D. Head '25; James H. Ripton '26; Arthur H. Abell Jr. '27; William R. Adams '28; Frank R. Zierer '29; Frank M. Knight '30; Horace McNeil Hager '31; James W. Haviland '32; Donald E. Nichtman '33; Daniel F. Flinn II '34; RALPH D. SEMERAD '35; Van Vechten Trumbull '36; Robert C. North '37; Frank B. Gatchell Jr. '38; Richard C. Snyder '39; Joseph E. Paul '38; William T. Thomas '39; Lawrence V. Pellettier Jr. '40; Richard L. Balch '41;

Robert K. Baker '42; Robert M. Bishop '43; Karl J. Klarman '44; Malcolm D. Horton '45; Jack R. Staley '46; Oscar R. Kruesi '47; Lyall Dean '48; Charles F. Stewart '49; Ralph C. Reed '50; Sam Herold Newcomer '51; Jay Norman Cohn '52; Herbert E. Rie '53; Norman E. Scull '54; George J. Zervas '55; Roy H. Nordstrand '56; Calvin H. Knickerbocker '57; Simeon Joseph Gallo '58; Richard D. Ruquist '59; Joel D. Ticknor '60; Fred R. Powell '61; Robert Holland Jr. '62; Raymond V. Gilmartin '63; Jeffrey Y. Fulmer '64; Victor H. Fazio Jr. '65; Jeffrey H. Ratner '66; Robert W. Benjamin '67; James E. Rubenstein '68; Grady C. Aronstamm '69; D. Ross Frazer Jr. '70; Donald A. Kessler '71; James Tedisco '72; Ernest G. Guillet '73; Anne R. Pebley '74; Bruce O. Downsborough '75; John J. Denio '76; Glenn C. Wolfson '77; Robert W. Mofat Jr. '78; Kevin C. Scheuer '79; Laurie E. Brecher '80; Nancy Gagliano '81; Catherine A. Johnson '82; David A. Wollin '83; Melissa Viglielmo '84; Thomas J. Megerian '85; Katherine M. Keaveney '86; Adam L. Rosman '87; Mark G. Webster '88; Craig A. Summers '89; Nadia Duvilaire '90.

Dale, Ernest Edward (Sept. 10, 1888–Dec. 3, 1972). Professor of Biology, 1929–53.

One of nine children in a Waverly, Nebraska, farm family, Ernest Dale graduated from the University of Nebraska in 1913 as a law major. Entering Kansas State Agricultural College in 1915, he interrupted his graduate work in horticulture and botany for army service (1916–18) during the First World War as a second lieutenant, Field Artillery.

After completing his master's degree at Kansas (1920), he taught at the University of Puerto Rico (1920–26), then earned a PhD from the University of Michigan in 1928. He taught for a year at Hunter College before joining the Union College faculty in 1929.

Dale's numerous published papers reported his experiments on the genetics of the common petunia, but he also studied the effects of radiation on plant genetics; seedlings from his cultures were pictured (without attribution) in *Life* magazine, April 12, 1948.

In 1931, Dale reported to the Psychology Club on his experimental ingestion of peyote (he experienced colorful geometric hallucinations and then had to be rushed to the hospital to have his stomach pumped).

Retired to California, Dale continued for several years to experiment with hybridizing petunias. He never married.

Dance. Until the late twentieth century, the only dancing instruction at Union was in extra-curricular ballroom dancing classes. Students are known to have attended a local dancing class, taught by "Professor" Graves, in the spring of 1883. In September 1944 the Faculty Women's Club sponsored a four-class course

for civilian and Naval students. No doubt other such classes went unchronicled.

Instruction in modern dance started informally in October 1969; Gail George, a dance therapist and the wife of biology professor Carl George, later described the beginning in a memo:

While we were still a men's college, several students asked [me] to give one session introducing dance as a means of self-expression and communication. 40 boys came. They asked that this continue once a week. We first set a limit of 6 weeks (until Christmas vacation), they then encouraged me to continue through May. OP MOV (our group name) thus met Wednesdays, 4:00-6:00 P.M. in the Old Chapel—free, open, anyone invited. Campus musicians came and improvised (on piano, flute, recorder, saxophone, drums), records were used, our own sounds, our own rhythm makers. Students from the Arts Dept. came to experiment, bringing strobes, making slides, taking photographs, using mannequins, color, materials; poetry was read; etc. We responded to all this in dance, spontaneously.

We averaged 10–15 students a week, with an occasional faculty member/staff dropping in; several engineers and physicists from GE; some black high school students from off-campus came regularly...

The class moved to Jackson's Garden in the spring. In 1970/71, with President Martin's encouragement, Mrs. George offered two free, non-credit classes weekly, one in technique, and one in improvisation. She proposed regular credit courses, but the Arts Department budget could not absorb the cost, and when one was offered through the evening division in 1971/72, it failed to attract sufficient outside registration to be given. In the meantime, members of the student group interested in performing had adopted the name Modern Dance Workshop, and had begun to travel to see performances and take brief classes in New York City and other places, and to invite guest teachers to Union.

In 1972/73, the Arts Department began to offer, for credit, a practicum in dance: lessons open to registered students and others on payment of a special fee. Mrs. George taught Creative Dance, and arranged for Mary Jane Dike, Helga Prichard and Patricia Castelli to teach Modern Dance Technique. At the end of that year, George withdrew from the program, but Prichard and Castelli continued for fourteen years. In 1978, a practicum in ballet was added, taught until December 1983 by Darlene Myers.

The first regular credit course, involving both dancing and classroom work in history and theory, was "The Dance Experience," introduced in 1984 and taught in its first years by Patricia Peterson, a widely experienced dance instructor and the wife of philosophy professor Sven Peterson, and by Patricia Castelli.

Dances and Weekends. Until the 1960s, the campus social life of students was concentrated on dances and prom weekends.

One could almost as easily enumerate campus fireflies as write a definitive history of dances at Union; this article attempts only to survey the major annual dances. Until the mid-twentieth century, most of them were sponsored by a single class, but smaller, informal dances were common from at least the 1880s, and especially after the rise of fraternity houses early in the twentieth century.

The Commencement Ball. The oldest regular dance was the Commencement Ball, sometimes called the commencement soiree, senior ball or senior prom. Held in the evening of graduation day, it was probably an established part of commencement week when John Howard Payne wrote the earliest surviving description for the August 1807 *Pastime*.

In the evening, a brilliant and fashionable assembly of ladies, attended the Commencement Ball at Rodgers.... But one thing damped the enjoyment of the ball room; the dustiness of the floor, which when danced on, sent forth a mist through which it was hardly possible to distinguish the myriads of lovely faces that were present. Out of respect to the sufferings of the ladies, and the vexations of the gentlemen, we hope Mr. Rodgers will exile all the dust from his ball room, before the next anniversary of commencement.

The ball was held in downtown Schenectady and (after transportation had improved), probably sometimes in other cities (in 1849, President ELIPHALET NOTT opposed student plans to hold it in Troy). Except for a few tickets in scrapbooks, the ball left very few records, and it cannot be said with certainty that it was held in unbroken sequence.

The campus had no suitable place for a formal dance until WASHBURN HALL opened; the Senior Ball then occupied the central section in 1883 and 1884. After the library usurped the space (despite a proposal to place the stacks on rollers so that the dances could continue to be held there), the dances left the campus again for several years. When a removable wooden floor was constructed for the NOTT MEMORIAL in 1891, the Senior Ball moved there through 1910. Round and acoustically live (the orchestra played from the first balcony), the space, which required no further decoration, was probably the ball's most felicitous venue, at least until the library displaced it again in 1903.

In 1911 the ball moved to the Mohawk Club for three years, and then in 1914 to the newly opened ALUMNI GYMNASIUM, where it remained until it was held for the last time in 1927.

The Junior Prom. The first Junior Prom was probably held in 1884 in Washburn Hall; the next year it moved off campus to a roller skating rink. The event lapsed briefly, but was revived in 1888. The 1895 Junior Prom at the Van Curler Opera House was called the "first annual"; there was another the next year, but

in 1908 the *Concordiensis* announced "the first Junior 'Prom' in the history of the college." It was held in Albany—all the students of Union University were invited—and it remained there through at least 1913.

An annual dance did not satisfy the junior class, which by 1887 was sponsoring less formal "Junior Hops" several times a year. By 1894, these were held in the gymnasium (i.e., the "old gym," now BECKER HALL) every other Friday during the fall and winter months, and when we hear of the hops for the last time, in 1909, they were still monthly events at Yates's Boathouse. Many Schenectadians attended.

By 1906, a Junior Hop was part of JUNIOR WEEK, a long weekend which also included the Sophomore Soiree and several other events. The Junior Prom soon replaced the Junior Hop in Junior Week. Until 1921, it was usually held in late January or early February; thereafter, usually in May. Junior Week ended in 1940, but the Junior Prom survived, with interruptions, for another quarter century.

When the dance was dropped in 1965, it had for some time been a less important part of spring weekend than the concert, but in its heyday the Junior Prom was the major social event of the year. As the G.A. Trahan Co.'s formal proposal for decorating the gymnasium in 1928 suggests, it was not only a dance but a spectacle:

The entire ceiling of the Gymnasium, under the girders, will be covered with a canopy ceiling of corn color fabric. The permanent lights in the ceiling will be decorated with lantern effects of gold stencilled in black and pink stencilled in green. Additional lanterns will be suspended from the ceiling in order to carry out the decorative theme, i.e., "Feast of Lanterns."

The front of the balcony railing will be draped with blue fabric in front of which will be placed orange satine panels with stencilled hand painted borders. In front of each of the rods supporting the balcony, we will place a golden lattice arch backed with black satine. At the base of each of these lattice setpieces will be a flower box overflowing with natural foliage and artificial flowers. At the line where the lattice meets the fabric ceiling we will drape orange satine from trellis to trellis.

The walls under the balcony will be covered with blue fabric in front of which will be placed at regular intervals orange satine panels with hand painted borders and shrubbery effect as shown on sketch. Between these panels will be placed golden lattice setpieces extending from the floor to the under part of the balcony.

The boxes will be enclosed with ropes of natural laurel supported at the outside corners by wooden pedestals painted gold, upon which will be placed a natural needle pine.

The apparatus room will be decorated in blue and yellow to harmonize with the decorations in the Gymnasium.

We will furnish four floodlights with colored slides and operators.

The Sophomore Soirée. In 1887, the sophomore class weighed in with a Sophomore Soirée, held downtown at Arcade Hall. It soon moved to the gymnasium (old gym), and then in 1894, to the Van Curler Opera House. When the College refused in 1905 to allow the class to hold the dance in the Nott Memorial, it moved to Albany's Ten Eyck Hotel, where it was a part of Junior Week. About 1910, the class began to sponsor several Sophomore Soirées a year, replacing the defunct Junior Hops. By 1913, there was only one a year, still a part of Junior Week.

In the early 1930s, when attendance suffered from the Depression, the dance was cancelled at least twice. Abolished in 1935, it was revived once, in 1939.

The Freshman Dance. The freshman class tried holding a dance in 1918, but did not begin a regular annual spring dance until 1939. In the war years 1942 and 1943, when upperclassmen were few and preoccupied, the class collaborated in a freshman-sophomore dance, described as the year's only informal dance. After the Second World War the freshmen held dances in the spring and fall of 1946, but then apparently stopped.

Seasonal Dances and Weekends. Eventually, the major dances were identified with a season rather than with the sponsoring class; the management—not necessarily a class—changed from time to time.

The fall Gridiron Ball, held on the weekend of a major football game, began in 1938 under sponsorship of the Interfraternity Council. The ROTC took over from 1953 through 1957, after which the dance was replaced until 1962 by a fall prom, organized by whichever class won the bid. Beginning in 1963, Fall Weekend featured concerts rather than a dance.

Spring Weekend, as mentioned above, grew up around the Junior Prom, last held in 1964. A winter prom began in 1945 as a joint Navy-civilian venture and soon evolved into a winter weekend, usually under Student Council sponsorship. The weekend included dancing for the last time in 1966.

By that time, relatively few students anywhere were interested in ballroom dancing (though the ROTC held an "Aerospace Ball" as late as 1969), and the party weekends were filled instead with large and small musical performances, often held in Memorial Chapel.

Weekends focussed on major concerts were eventually found troublesome (several times in the late 1960s the major performers cancelled their bookings) and expensive, losing money more often than not. Single "big blast" weekends were finally abandoned in 1970 in favor of several weekends with smaller events.

Occasional attempts have been made to bring back formal balls. The Social Committee sponsored one at the Ramada Inn in the fall of 1981, and at the end of the period covered by this book, in the spring of 1989 the senior class sponsored "the first annual black tie Senior Ball" at the same venue.

Controversies. Until the 1860s, the College laws prohibited students from attending balls or even dancing school, though an exception was obviously made for the Commencement Ball. Later, the College generally did not interfere with dances, except to insist on the presence of faculty chaperones. Dances sometimes ran very late, reducing attendance at classes the following day. In 1924, the faculty limited "all night dances" to one a semester. After the faculty ruled in 1931 that all campus dances must end by 3 AM, and the student government unsuccessfully challenged the faculty's right to issue such a ban, some of the attendees at that year's Interfraternity Council dance protested by dancing on campus until the closing hour, and then continuing to dance on Saratoga Road until 6 AM.

From about 1921, the Sophomore Soirée and the Junior Prom were managed by elected student committees. The elections were hotly contested, and by 1929, at least, there was a good reason: in that year President FRANK PARKER DAY discovered and stopped the practice by committee members of printing and selling duplicate tickets, while reporting the sale of only one set.

Another controversy arose in 1948 when Local 85 of the American Federation of Musicians objected to the College's employment of dance bands composed of students who were not members of the musicians' union. If the College had defied the union, it would have been blacklisted and consequently unable to hire name bands for proms. For their part, the student performers rejected the AFM offer of membership because they could make more money during the summer playing non-union jobs. The impasse ended when the AFM agreed to allow the student bands to play at the College without pay.

See also: STUDENT ORGANIZATIONS: MUSICAL.

Danton, George Henry (May 31, 1880–March 11, 1962). Professor of German 1935–47.

A New York City native, the son of Henry and Lucinda Dallinger Danton, George Henry Danton claimed both German and French ancestry, including a distant relationship to the French Revolution leader Georges Jacques Danton.

After graduating from Columbia University in 1902, he taught there in 1902/3 as a graduate assistant, then at Harvard in 1903/4 as a teaching fellow. A New York University fellowship allowed him to study at Berlin and Munich in 1904/5, after which he accepted a position as instructor in German at Western Reserve University (1905–7). In 1907 he received a PhD from Columbia; his dissertation, *The native sense in the writings of Ludwig Tieck*, published that year, would remain his only scholarly book in the field of German literature.

In the same year he married Annina Periam, who had earned a PhD in German from Columbia in 1906.

Probably the first Union College faculty wife to hold a doctorate, she collaborated with her husband in some of his writings, and published several books of her own.

Over the next nine years, Danton taught German at Stanford University (1907–10), Butler College (1910–14) and Reed College (1915–16). (Mrs. Danton also taught at Stanford and Reed.) During that period he was also active in the simplified spelling movement.

An accidental contact in 1916 then provided him with the opportunity to teach German at the Tsing Hua (American Indemnity) University in Peking. The Dantons remained there for eleven years, interrupted by furloughs which he spent as exchange professor at New York University (1920) and as a lecturer at the Universities of Leipzig and Berlin (1925/26). While in China, the Dantons prepared several schoolbooks for Chinese students. In 1919 the Chinese government awarded him the Order of Chia Ho.

When unrest associated with the civil war forced their departure, Danton obtained a position as professor of German and department chairman at Oberlin College, where he taught from 1927 to 1935. Depression-era salary cuts then made him eager to leave at a time when Union president DIXON RYAN FOX was seeking a replacement for German professor ROBERT CROWELL, who was retiring, and for department chairman FRANK COE BARNES, who had died. As he did with several other weak departments, Fox wanted to bring in a chairman with experience of other institutions.

Danton chaired Union's Modern Language Department for the next eleven years (1935–46), stepping down the year before his retirement. A conscientious administrator, he also served as president of the Union chapter of Phi Beta Kappa (1939–41) and as national president of the American Association of Teachers of German (1941/42).

A rather gruff, heavy-set, punctilious man who gave the impression of vanity and seemed to be ready with an opinion on every subject and a pun on any word, he was, at least in his first years at Union, frequently the butt of student practical jokes, to which he could be relied upon to react with outrage. In one nocturnal incident, students penned several sheep from the pasture on the Dantons' porch.

His years in China, which made him fluent in Peking Chinese, and his propensity for introducing the subject of China into discussions of all kinds, made him a slightly exotic element in the faculty but a popular public speaker. He and his wife frequently entertained students at their home on Library Lane (the future JOHN BLAIR SMITH HOUSE).

While at Union, Danton published thoroughly-researched articles on two German-born nineteenth-century faculty members—JOHANN LUDWIG TELL-

KAMPF and ELIAS PEISSNER—and on the popular nineteenth-century German novelist Amalia Schoppe, who had retired to Schenectady. He had earlier edited or co-edited textbook editions of Austrian playwright Franz Grillparzer's *Die Ahnfrau* (1907) and *The Jewess of Toledo* (1913). Four more German textbooks appeared during his Union years: Schäfer's *Stories of the Rhine* (1935), Hausmann's *Abel mit der Mundharmonika* (1937), Hauff's *Die Karawane* and Keller's *Der Schmied seines Glückes* (1939), and an anthology, *Four German stories* (1947).

His more substantial books derived directly or indirectly from his time in China. He completed the first volume of *The culture contacts of the United States and China*, covering 1784–1844, for a German publisher in 1928, but the publisher's bankruptcy delayed its appearance until 1931, and he never wrote the second volume. The lectures on China he delivered during his German furlough of 1925/26 eventually formed the basis of *The Chinese people; new problems and old backgrounds* (1938). In the meantime, the observations of Germany he made at the time of those lectures became *Germany ten years after* (1928). He also translated Richard Wilhelm's *Confucius and Confucianism* (1931) from the German, and with his wife wrote *Wie sagt Man das auf Deutsch? A practical guide to spoken German* (1936).

In retirement, the Dantons lived in Berkeley, where their son, J. Periam Danton, taught library science at the University of California. Their daughter, Adrienne, married future Ambassador to Japan Edwin O. Reischauer.

Davidson, Carter (Sept. 23, 1905–Oct. 20, 1965). Thirteenth president of Union College, 1946–65.

Carter Davidson served as president of Union for nearly nineteen years, a term exceeded only by Eliphalet Nott's unbeatable sixty-two years, and Charles Alexander Richmond's nearly twenty. Like Nott's, Davidson's tenure was to prove profound in its influence on the history of the college, for its beginning coincided with the end of the Second World War, and its length with the course of the revolution in higher education that came about as one of the consequences of that war. When Davidson assumed office, Union was nominally a college of 800 students. When he left, its enrollment had risen to 1,307. The campus he inherited had seen no new academic building since 1930. Under his leadership dormitories and a library were built, and two more dormitories and two major classroom buildings, planned under his administration, were erected shortly after his departure. The mark he left on Union is indelible.

Harry Carter Davidson (he dropped the Harry early in his career) was born to a highly respected professional family in Louisville, the eldest of three chil-

dren of British-born Virginia Gags Davidson and Dr. Harry Adolph Davidson, a successful obstetrician/gynecologist and medical school professor. His brother, Lloyd, became an English professor and dean of faculty at the Virginia Military Institute.

After studying in local schools, where he acquired a lifelong friend in NORMAN JOHNSON, Davidson entered Harvard College at sixteen, and took his BA (1925) after only three years. He earned an AM from the University of Louisville in the following year, while teaching at his former high school, then served for two years as assistant professor of English at the University of Idaho before entering the University of Chicago graduate school in 1928. With a PhD in English from Chicago (1930) he joined the faculty of Carleton College in 1931 and later became assistant to the president. During this period he published *Poetry: its appreciation and enjoyment* (1934), co-authored with Louis Untermeyer. In 1936, at thirty-one, he was appointed president of Knox College in Galesburg, Illinois, an institution founded by Union graduate George Washington Gale, Class of 1814. When Knox celebrated its centenary the following year, the principal address was delivered by Union president DIXON RYAN FOX, on whom Davidson bestowed an honorary degree.

During his ten years at Knox, Davidson made a favorable impression on many, including some Union College trustees; consequently, when Dixon Ryan Fox died suddenly in January 1945, Davidson was chosen to succeed him. He arrived in Schenectady on March 1, 1946, and was inaugurated as president on May 11th.

Within six months, enrollment at the college had been doubled by the influx of returning veterans, and it continued to rise until 1950. Between his arrival and the opening of classes in early September, Davidson recruited fifty new faculty members, most of them through his own searches and interviews. Even sooner, he had to resolve the problem of housing the returning veterans and the expanding faculty, and shortly before he was inaugurated, work began on nineteen "temporary" residential buildings on Nott Street, followed a few months later by five more in the Pasture (see DUTCHMEN'S VILLAGE and VETERANS' HOUSING). Another flimsy structure was thrown up in the fall of 1947 to house the Modern Language Department. Through the tempestuous crowding and the inevitable complaints, Davidson moved with cautious efficiency, as a result of which Union survived the wrenching changes with few scars, a stronger and better college than it had been.

From the beginning Davidson was a mover and shaper of higher education in New York State and beyond. Shortly after his arrival in Schenectady, he and other presidents met with Governor Dewey to lay plans for absorbing the flood of new students throughout the state; the several new colleges created to meet

this need were later absorbed into the State University of New York. Davidson was named first chairman of the Empire State Foundation of Independent Liberal Arts Colleges in 1952.

During Davidson's first ten years at Union, the endowment rose from \$5,000,000 to \$19,500,000, largely owing to shrewd investments and personal gifts and bequests on the part of FRANK BAILEY, long-time treasurer of the College, who died in 1953. During that boom decade, Davidson oversaw the completion of two major buildings—WEST COLLEGE Dormitory and Dining Hall (1950) and the MEMORIAL FIELD HOUSE (1955)—and several smaller projects. He proved a successful fund raiser on his own for specific projects, like the Memorial Field House and SCHAFFER LIBRARY (1961). By the time his term ended he had also built RICHMOND HOUSE (1960), and the plans for the HUMANITIES BUILDING and SOCIAL SCIENCES BUILDING (1967) as well as the dormitories eventually named FOX HOUSE and DAVIDSON HOUSE (1967), were conceived during his tenure.

What makes a good college is ultimately not its buildings but its faculty and student body. Davidson sought out faculty members with high academic credentials, insisting on doctorates wherever possible and on sound teaching experience at other institutions. He claimed with pride that he had chosen some of the best faculty in America, and he was reluctant to impose his own pedagogical views on them, though he could do so if he felt it was important enough. He abolished the long-standing and highly successful BS in Physics and BS in Chemistry programs because he believed they were too narrowly professional for Union; he terminated the latter program in 1950 over the strenuous objections of the department chairman, whom he eventually had to remove from that position. He eventually brought three Knox College faculty members to Union, Norman Johnson to serve as Director of Religious Activities, Harold Way as chair of Physics, and GEORGE REED to head the Chemistry Department.

Davidson took the initiative in adding a Department of SOCIOLOGY and regular courses in ART ("I feel that it's a sad state of affairs to have a liberal arts college without any art"). Returning in 1959 from an international conference convinced that Union's curriculum needed to become less parochial, he quickly instituted courses in the civilizations of East Asia and Africa, and a rudimentary language laboratory.

In general, however, he preferred to let departments change on their own. When the English Department tightened its formerly casual requirements for the major by demanding a broader range of required courses and, eventually, both written and oral Major Field Examinations, Davidson went along willingly and even encouraged the department in its plans, yet he took no initiative in the decision and made no suggestions of his own, though he was technically a

member of the department (by self-appointment as a Professor of English).

One fellow administrator who worked with Davidson for many years and admired him expressed his views of leadership well: "Carter never imposed his well-considered opinions on others; he was too strong a believer in trying for consensus." Around 1960 he asked a faculty committee to share responsibility for promotion and tenure decisions that had formerly been his alone; it evolved into the Salaries, Promotion and Tenure Committee. Davidson once described his role as sending up trial balloons for the faculty to shoot down, but even the balloons were few. Some critics have faulted him for a lack of academic leadership, but it can be argued that the College is best served by allowing programs to spring from faculty ideas. Davidson seemed to understand that faculty members do not necessarily regard presidents as their academic superiors (or even equals), and he was properly modest and unaggressive about his own role in their activities. Whatever the wisdom of his approach, Union was academically a stronger college when he left than when he arrived.

That the faculty became strong so early was in large measure the result of Davidson's enlightened policies. At a time when many colleges were slow to recognize the changing nature of academic needs, he persuaded the trustees to finance regular sabbatical leaves (a practice that had become almost forgotten at Union) and to provide generous benefits through the Teachers Insurance and Annuity Association and the College Equities Retirement Fund, and he arranged for the College to guarantee total disability benefits—all significant in attracting a strong faculty (see the separate article on FACULTY).

In athletics, Davidson stuck resolutely to the old-fashioned high standards of his predecessors, Presidents Richmond, Day and Fox. Dean Huntley reflected Davidson's own view when he said during a particularly disastrous football game, "As long as we win some and lose some I'll be happy. It's when we begin to win them all that I'll worry about where the college is headed." Davidson was willing to fire coaches who lost too often, but unwilling to go to extremes in pursuit of victories. He encouraged the idea of making the "Little Ivy League"—an informal athletic league including such prestigious small colleges as Williams, Hamilton, Amherst, Trinity, Middlebury, Colby, and Wesleyan—into a permanent football conference, and when that effort failed, in 1964 Union helped found the I.C.A.C., an organization of six upstate private colleges.

Davidson's methods were quiet and gracious. He allowed the engine of the college to run by itself, limiting his own role to changing the oil and greasing the joints. He insisted that the members of the faculty call him by his first name, and he kept the door of his of-

fice always open. He once said publicly that he thought every member of the faculty should be "entitled to at least one good heart-to-heart talk with the President or some other top administrator at least once a year," and he boasted that he was available to any student. He took an active part in the social affairs of the faculty, attending the annual Thanksgiving dinners and the winter gatherings (at which he volunteered to sing for his supper). In 1955 he instituted the popular pre-registration Faculty Retreat, at which new faculty members and administrators mingled with old. He regarded the members of the College as one big family. Instead of having separate identification stickers for faculty and staff cars, he insisted that both be issued the same sticker, so that the lowliest snow shoveler was placed on an equal footing with the most senior professor.

Davidson did not demand of his faculty that they be scholars. He wanted teachers, and his general estimate of a faculty member was determined largely by how well he inspired his students. He disapproved of the policy of "publish or perish"; whether the intellectual level of the College was raised when more emphasis was later given to research and publication is an open question. Davidson also placed a heavy emphasis on community involvement, encouraging the faculty to participate in civic affairs, though he was not always happy with those who sought office, especially since most chose to run on the Democratic ticket.

Davidson's own political views were moderate in theory, conservative in practice. In his Commencement Address in 1948 he set forth his position:

In between Conservatism and Radicalism stands Liberalism, which is eager to try the new but wants the change made gradually so that the best of the old can be kept. I like to think of myself as a Liberal-Conservative, and education should strive to create such an attitude in students.

Those calling themselves liberals were baffled to find Davidson claiming fellowship with them, however. Despite his assertions that he tried to keep to the middle of the road, when he veered it was seldom into the left lane. It must be said that he was sorely tried throughout his tenure by a relentlessly conservative board of trustees, and especially (until 1953) by the college treasurer, Frank Bailey. An alumnus who made his fortune in business and finance, and who regarded Franklin Roosevelt as an enemy of the people, Bailey was also a generous and effective college treasurer whose acumen helped raise the college endowment even through difficult economic times, often by injections of his own resources. He was one of Union's principal assets and, obviously, a man not to be crossed. But his social and economic views came straight out of the late nineteenth century. He forced Davidson to fire a long-time member of the faculty who had expressed admiration for the Soviet Union in the classroom. "I am not willing to continue to con-

tribute to build up and pay the salaries of those who wish to destroy what I believe in and what I have accomplished," he told Davidson, and added, "I'll be very blunt with you, Doctor, either they go or I do." Davidson knew how to temper the wind to the unshorn lamb and so the hapless left-winger quietly disappeared from the campus.

In 1952, angered by the long reign of the "socialistic" Roosevelt-Truman Democrats, and alarmed by a reading of William Buckley's *God and man at Yale*, Bailey insisted that the trustees commit the College to teaching "the American way." The result first appeared in the 1953/54 Catalogue:

Union College gives special emphasis to the principles underlying the American system of free enterprise—private property, personal economic freedom with reward for individual effort on the basis of personal productivity, the profit system with its inducements to individual initiative and free enterprise and the control of economic activity by free market. [This view] is studied and contrasted with the functioning of the principles of socialism, communism, and fascism, in the experience of other nations. Union believes in the affirmative presentation of American principles, *keeping always in mind the need for free inquiry and sound scholarship.* [Italics provided].

Many members of the faculty were understandably irritated by this attempt to control their thinking and teaching, and Davidson came under heavy fire for yielding to Bailey's pressure. What the faculty could not know at the time was that Davidson worked hard with Benjamin Whitaker as a go-between with the faculty, to produce a draft satisfactory to all parties. When, after the board had adopted and publicized the resolution, Bailey discovered to his fury that the last clause was understood to effectively negate all that preceded it, Davidson spent what he described as his worst two weeks as a college president in intense diplomacy to prevent Bailey from writing the College out of his will. During this period, Davidson and board chairman Walter Baker assured each other that if Bailey's expressed disdain for academic freedom became the rule at Union, they would consider resigning.

Davidson did nothing to enforce Bailey's resolution. Bailey died not long after its issuance, and eventually the problem simply went away. Davidson's skill in defending intellectual freedom against the recalcitrant Bailey without alienating him could hardly have been made public, but it may well be that it constituted his finest act as president. (See also: ACADEMIC FREEDOM AND CIVIL LIBERTIES).

Carter Davidson was of more than average height, and had to fight a tendency to gain weight. What most remember about his appearance was his quite misleading Hitlerian mustache. He took pains to conceal the high intelligence which had taken him through Harvard in only three years.

He was proud of his voice and would sing songs at almost every opportunity. At one faculty winter festi-

val he announced he would sing the two most popular songs from each year beginning with 1910; he had to have the microphone wrenched from his hands after a half hour had passed and he had only arrived at 1920. His wife told the local newspaper, "You know, he gets more enjoyment out of his singing than even his audience," and few there were on the faculty who would disagree.

He had married Capitola Brown, his high school sweetheart, in 1926. They had two children, Christopher and Cynthia, and during their long stay at Union Capitola was always at his side, a mainstay of the Faculty Women's Club and a gracious Southern hostess at the President's House.

In 1935 he was ordained a Congregational minister, not, he once explained, because he planned ever to be a pastor, but because he would then be able to speak with greater authority on the relation of Christianity to liberal education. The ordination qualified him the next year to be president of Knox College, and while at Union he occasionally preached in local churches and conducted weddings and funerals.

Davidson's idiosyncrasies were of a kind we associate with lovable leaders rather than martinetes. For example, he could write extremely well, but chose to present a commonplace prose to his audiences. His citations for honorary degrees were unspeakably flat, and at commencements after the war he awarded the wives of the graduates the degree of "Ph. T.," which he defined as "putting hubby through"; he smiled at the vulgarity as an embarrassed faculty cringed.

At Harvard he had been, he believed, unjustly denied election to Phi Beta Kappa, and in revenge he privately published (as "Hollis Thayer-Smith") *Sonnets of a sorehead*, a witty and clever collection of poems which he never publicly acknowledged. He also tried unsuccessfully to conceal his authorship of "The Making of a College President," an amusing essay in the *American Mercury* (April 1931), in which he outlined the steps an ambitious young man must take to reach the top—steps he himself followed faithfully. Most of his writings, appearing in educational journals, were sober articles with such titles as "Is college administration a profession," and "Government support of private colleges and universities." In 1947 he published, with Carleton College President Donald J. Cowling, *Colleges for freedom; a study of purposes, practices and needs.*

He was capable of incredible gaffes. Once he offered the St. Andrews exchange professorship simultaneously to two senior professors. He made more serious blunders. After the assassination of President Kennedy, the students, deeply moved by the tragedy, asked to have a holiday declared so those wishing to could attend the funeral in Washington. Carter declined, announcing before a large gathering in the Memorial Chapel that the students were merely looking for an excuse to avoid classes. The outraged cries of

the students made him change his mind, but he seemed unaware of the depth of their feelings. Yet such mistakes were rare, and most who knew him regarded Carter as a kindly and compassionate father figure, one in whom the good outweighed the bad.

Davidson had few adversaries among the faculty, but inevitably, as time went on, their number grew. Many felt he missed good opportunities for making fundamental changes. Union, unlike many other colleges, did nothing about liberalizing the racial policies of fraternities until compelled to do so by the Civil Rights Act, and at the end of Davidson's tenure, his ADMISSIONS Office was still enforcing (in the guise of "geographical distribution") the quotas on Jews that Davidson had inherited from Dixon Ryan Fox.

These failures sprang naturally from Davidson's essentially conservative views rather than from a deliberate attempt to thwart progress. Those views and his own innate sense of caution often led him to leave well enough alone, even when what he left alone was not well enough. In the view of some he did not dare boldly.

Davidson's relationship with the Board of Trustees was not always easy. In his struggles with Bailey, chairman Walter Baker was, as we have seen, a staunch ally, but by 1960 Baker was pressuring an apparently reluctant president to proceed with the re-organization of his administration, to delegate more responsibility, and to exert "more leadership in certain areas," including revamping the curriculum. After Baker's retirement in 1963, some of the newer trustees saw a need for a different kind of president. When they complained to Davidson that he was spending too little time on campus matters and too much on outside committees, he must have seen the handwriting on the wall.

The decisive moment seems to have occurred at the October 1963 Faculty Council meeting. Davidson had for some time been trying to persuade the faculty to adopt a new calendar (see CALENDAR AND DAILY SCHEDULE), but as chairman of the Faculty Council he declined to cast the tie-breaking vote that would have put his calendar into effect. To his admirers, that was gratifying evidence of his belief in consensus; to his critics on the board, it showed that Union needed a stronger leader. Nine months later he submitted his resignation, effective February 1965.

He explained his resignation partly in terms of his health, observing that many college presidents had died young from the stress of their jobs. But it was too late. A few months after he began his new job as president of the Association of American Colleges, he died suddenly on a street corner in Washington while waiting for a bus.

Those who have written their recollections of Carter Davidson for this article—even those who did not always agree with him—are virtually unanimous in

their admiration of him as a person and their respect for his accomplishments as president. He asked the faculty to remember him with the phrase: "He believed in democracy," and perhaps that is his most fitting memorial. But there may be another: one who knew Carter Davidson well and served under him for many years said that while he may not have been a great leader, he was "just what Union needed *at that time.*" He fulfilled his responsibilities with talent. He kept the ship on an even course in stormy seas. He chose to make small incremental changes for the better rather than attempt to create Utopia overnight. The same observer added: "He was a man for his time at Union but certainly not for all seasons."

Carter Davidson's reputation as a presidential leader has grown with the years, and the stamp he placed on the College is still on it.

—William M. Murphy

Davidson Fellows. On December 4, 1968, Mr. and Mrs. HENRY SCHAFFER gave the College \$100,000 in memory of the late President CARTER DAVIDSON, to be used to underwrite short stays at Union by visitors distinguished in fields related to undergraduate interests. The first three fellows were George Wald (1969), Gunnar Myrdal (1970) and Ian McHarg (1971). With the donors' consent, the fund was subsequently transferred to the College Center.

Davidson House and Fox House. RICHMOND HOUSE was opened in 1960. The need for dormitory space continued to increase in the following years, and the problem acquired a new aspect when BETA THETA PI, DELTA UPSILON, KAPPA ALPHA and PHI GAMMA DELTA became financially unable to maintain their houses on campus. The fraternities agreed to turn the houses over to the College (which razed three of them), and the College undertook to build two new dormitories in which the four fraternities would have sections.

Both dormitories were designed by Steinman and Cain, and construction by Vappi & Co. of Cambridge, Massachusetts, began in August 1965. Davidson House, on the south, was occupied January 1967, Fox House, to its north, in March 1967. Both buildings were dedicated in the latter month. Their total cost was four-and-a-half million dollars.

The dormitories were named for former presidents Carter Davidson and Dixon Ryan Fox. Each building originally contained fifty-nine three-room/four-person suites and seventeen single-occupancy rooms. Except for an 1872 experiment in South College, they were the first dormitories at Union to use the suite system. Rooms were added to the lower level of both buildings in the summer of 1983.

For a few years after Davidson and Fox opened, there was room for all non-commuting students to live

on campus, and it became College policy to require them to do so. Since 1972/73, Fox House South has had a co-ed floor, and from 1974 on, both dorms have had women's floors, men's floors and co-ed floors.

The siting of Davidson and Fox in the PASTURE, so close to South College, was criticized because it radically altered the west-facing outlook that was a major feature of the RAMÉE plan, and because the red brick buildings did not conform to the Ramée color scheme. The buildings were placed there largely to counter a recurrent threat by the City to build a road across the southwest corner of the campus (see THRUWAY).

Davidson House originally housed members of Beta Theta Pi and Kappa Alpha, in addition to other students. Beta Theta Pi moved to the present FERO HOUSE in 1972, and its space was occupied for one year by the Black Cultural Center, which then moved to HICKOK HOUSE. ZETA BETA TAU was assigned to Davidson House on its revival in 1977.

Kappa Alpha was moved to MCKEAN HOUSE in 1981 because it had been unable to meet the minimum occupancy rate in Davidson; its former space was then assigned to the newly founded sorority, DELTA DELTA DELTA.

Fox House was originally occupied by Delta Upsilon, which was expelled at the end of 1975/76, by Phi Gamma Delta, which remains, and by other students. PHI SIGMA KAPPA moved there in 1977/78 and remains.

Davis, Henry (Sept. 15, 1771–Sept. 22, 1852). Professor of Greek, 1806–9; President of Middlebury College, 1809–17; President of Hamilton College, 1817–32.

Born in Easthampton, Long Island, the son of a farmer who was also a tanner and shoemaker, Henry Davis attended the Clinton Academy there before entering the sophomore class at Yale College in 1793. At his graduation in 1796 he delivered an oration entitled "Condemnation of Theatres."

After two years as a tutor at Williams College, Davis studied theology with Charles Backus and was licensed to preach by the association of Tolland County, Connecticut; he never had a church, however.

Becoming a tutor at Yale in 1798, Davis was appointed Professor of Divinity in 1801, but poor health prevented his assumption of the duties of that office. Apparently suffering from tuberculosis, he resigned in 1803, but travel, including several months' residence on the coast of Labrador, seems to have arrested the course of the disease.

Sufficiently recovered to work again in 1806, he accepted appointment as Professor of Greek at Union College, which had recently moved from the Schenectady Academy building to West College. Since the death in 1803 of TIMOTHY TREDWELL SMITH, if not from an earlier time, Greek had apparently been taught

by tutors and by President Nott; the professors, including Nott, numbered only four.

Dignified, conservative, old fashioned in dress—he favored short clothes of faded blue homespun and silver-buckled shoes—Davis seems to have remained a little more removed than his colleagues from the direct conflict with rebellious students that culminated in Benjamin Allen's resignation in 1809 and Nott's assumption of all responsibility for discipline.

At the end of 1809, although his wife, the former Hannah Treadwell, was initially "mulish about leaving Schenectady," Davis accepted an offer to become the second president of the nine-year-old Middlebury College in Vermont.

Union awarded him a DD degree in 1810 and in 1814 tried unsuccessfully to hire him back as Professor of Languages. Between 1814 and 1817, Davis traveled almost constantly, raising funds for Middlebury, but although he had a wife and five children to support, his trustees allowed his pay to fall two thousand dollars in arrears. Yale and Hamilton offered Davis their presidencies in 1817; he rejected both, but finally, in desperation, accepted a renewed offer from Hamilton.

That college barely survived Davis's extremely contentious fifteen-year tenure as its second president. Locked in combat with some of the faculty and with trustees who undermined his efforts at discipline and favored a more vocationally oriented college than Davis wanted, he was also unable to agree with the board on terms for his departure; both sides shifted ground with bewildering frequency, while the decline of Hamilton's reputation brought enrollment down to nine students in 1829. Davis's supporters finally gained control of the board in that year, clearing the way for Davis to step down in August 1832. He remained a board member until 1847, publishing in 1833 his only book, an account of the recent struggle entitled *Narrative of the embarrassments and decline of Hamilton College*.

While president of Hamilton, Davis was one of the founders of the Auburn Theological Seminary in 1820 and served as its first board president.

Day Care Center. The house at 856 Nott Street was built by Delta Chi as a fraternity house in 1929. The fraternity had moved from Albany Law School to Union in May 1927, absorbing Alpha Gamma Phi and taking up residence in its house at 1054 University Place. In the fall of 1928 the trustees assigned Delta Chi a plot on Nott Street and agreed to hold a mortgage on the house; construction, begun in October or November, was completed in April 1929.

Like all Union fraternities, Delta Chi was inactive during the Second World War, and the College used the building for faculty housing; the first occupant was FRANKLIN CHILLRUD, followed by Kingsley Given. In the fall of 1944, the board decided to reacquire the