MENT WAR TRAINING COURSE to train workers for war industries. Between December 1940 and June 1945, more than five thousand persons attended brief evening courses at Union as part of this program, which was directed by Professor MORTIMER SAYRE.

On March 6, 1945, the Faculty Council, anticipating that many returning veterans would prefer to attend college part-time, recommended the resumption of evening courses. These first evening division courses given for credit began the next fall under the direction of Professor Sayre. Once again, in 1946/47, the College offered an evening (4 pm to 10 pm) program of freshman studies for area students who could not matriculate at college because of overcrowding. Forty-two students enrolled, including two women.

Although evening division courses began to be offered for credit in 1945, it was not until 1955 that the faculty approved granting the AB and BS degrees for credits achieved in evening courses. This change resulted in an immediate jump in evening division undergraduate enrollments from about 220 to about 600, taught by about two-fifths of the regular faculty. For the first time, an administrative staff was appointed for the program.

Enrollments quickly subsided from that peak, and generally fluctuated between 300 and 500, breaking the upper figure again only in 1965–67, and sinking below 300 only in 1973 and at the end of the period covered by this book. In recent decades Union's undergraduate evening courses have faced stiff competition from less expensive courses offered at the State University and at the Schenectady County Community College.

While undergraduate enrollments remained relatively constant, graduate enrollments increased dramatically. Standing at only 16 in 1948, they overtook undergraduate enrollments in 1966 and peaked at 1,014 in 1970 (the year in which Union began its doctoral programs in "Life Sciences and Systems" and "Administrative and Engineering Systems.") Graduate enrollments soon settled down in the 600–800 range. Many, but not all, graduate courses were given in the evening or late afternoon, though some of those were also attended by regular undergraduate students.

In 1948, following organization of the Union College Secretarial Association, "administrative secretarial personnel" were allowed to take evening division courses tuition free. That benefit was subsequently extended to all of the College's employees, and continues to be offered.

Administration. Professor Sayre was succeeded as director of the evening division in 1949 by Professor AUGUSTUS FOX; he was followed by Professor Frederick Klemm (1952–55) and by Provost Alan Brown (1955–57). After serving from 1957 to 1960, Professor Neal Allen turned the post over to H. Gilbert Harlow, the last member of the regular faculty to direct the evening division. John R. Haines was appointed Director of Special Programs in 1962, and on his departure in 1964, William Weifenbach became Assistant Dean for Special Programs, serving until 1975. His successors, as Dean of Graduate and Continuing Studies have been Aaron Feinsot (1976–85) and Arnold E.S. Gussin, who served through the end of the period covered by this book.

Everyman's Supper. Everyman's Supper was a dinner given at Commencement, 1912–26, for alumni other than those in reunion classes. No presiding officer was designated in advance, and music took the place of speakers. It was abolished for lack of interest.

Faculty. A faculty may be seen as simply the most necessary part of the institution's workforce, a group whose history one might satisfactorily write—given much fuller records—in terms of size, responsibilities, compensation and conditions of employment. But a faculty can also play a larger role that can scarcely be defined, let alone chronicled: the sometime keeper of the institution's intellectual pride, passion and conscience, the fitful determiner—in the long intervals between successful presidential initiatives—of its style. It would be as erroneous to suppose that Union's faculty never played such a role as to pretend that it did so consistently and always successfully.

While it is impossible to write the faculty's full history at either level, it may be useful to gather some of the fragmentary information that would support such a history.

Size and Composition of the Faculty. Union began teaching in the fall of 1795 with a faculty of one, Col. JOHN TAYLOR, who had been in charge of the SCHENECTADY ACADEMY. He served also as the College's acting president until first president JOHN BLAIR SMITH arrived in December and began to share the teaching load. Until a professor of French was added in 1805, the faculty consisted of the president, a professor of Greek and Latin, and a professor of Mathematics and Natural Philosophy. With gradually increasing enrollments, additional faculty were added in these fields, but large areas of the present faculty structure did not exist until much later. The first engineering professorship was established in 1845, and with minor exceptions, all of the separate social science and arts professorships were twentieth-century creations. To the extent that those subjects were taught at all in the nineteenth century, they were usually the minor responsibility of a professor in another field.

ELIPHALET NOTT took office in 1804 with a faculty limited to his brother-in-law, BENJAMIN ALLEN, and two tutors; the classics professorship was vacant at the time. When Nott died in 1866, the active faculty

numbered eleven, exclusive of tutors. At the turn of the century, faced with the need for great austerity, the College cut its teaching force for the only time in its history, dismissing eleven men in 1898–99 and several more in 1902 (see RAYMOND, ANDREW V.V.). Because many of those fired were quickly replaced with low-salaried instructors, the actual size of the faculty dropped only from twenty-seven to twenty-three over this period.

The faculty increased to forty-nine by 1920, and eighty-two by 1930. The Depression then halted growth, and a decade later the College had seventy-nine active faculty members.

The bulge in enrollment immediately after the Second World War necessitated the greatest increase in the size of the faculty in the College's history, from 80 to a temporary total of 125 in 1946/47. By 1950, about half the increase had dissipated. The faculty then grew slowly to an official total of 138 permanent full-time teaching faculty in the undergraduate program at the end of 1988/89. To this could be added the part-time faculty (3.3 full-time equivalent) and the visiting and replacement faculty (37), for a total of 178.3 FTE.

The physical education staff were faculty members from 1931 through 1975/76. The professional librarians have continued to hold faculty status although after the period covered by this book, most of them ceased to be in tenure-track positions.

The first Union graduate to join the faculty, tutor John Younglove '01, arrived in 1802, followed three years later by THOMAS C. BROWNELL '04. By 1850, eight of the ten-man faculty were alumni. This proportion inevitably declined as the faculty grew, a development most observers considered healthy, although graduate secretary CHARLES WALDRON '06 frequently urged that a leaven of alumni in the faculty would help preserve traditions. Two faculty members—LAURENS PERSEUS HICKOK '20 and HARRISON WEBSTER '68—became presidents, though neither enjoyed a successful administration.

During the period covered by this book, the longest-serving faculty members were doubtless ISAAC JACKSON and JONATHAN PEARSON, each of whom taught at the College for fifty-one years. More recently, civil engineering professor H. Gilbert Harlow completed fifty-three years of teaching at Union (1940–93). The College's most famous faculty member remains electrical engineering professor CHARLES STEINMETZ.

Responsibilities. One key function of the faculty was recognized by the trustees as early as 1801:

> Resolved that notwithstanding the laws of the College prescribing the studies of the several classes and the order of those studies the faculty is hereby empowered to add to those studies and to vary the order of them at discretion and the times appointed by law to examine the students on those studies.

Since the beginning, the faculty has made an annual report to the trustees. In the early years, the report treated the past year's educational record and problems and then recommended seniors for graduation, but the president soon became an intermediary in most issues, and the faculty's annual report was limited to listing candidates for graduation. At the end of the period covered by this book, the faculty still met to approve that list for transmittal to the board.

The faculty continues to control the CURRICULUM; other responsibilities have varied over the years. Originally, the faculty screened applicants for admission by oral examination. Later, a faculty member serving as SECRETARY OF THE COLLEGE was in charge of admissions. In 1932, admissions became an administrative function, but eventually a faculty Admissions Committee had a role in the process.

The faculty enforced student discipline in the earliest years, but their often heavy-handed judicial proceedings leading to corporal punishment tended, in Eliphalet Nott's opinion, to make matters worse, and about 1809 he took over this responsibility. Many professors remained unreconciled, especially when Nott's methods faltered in his dotage; after his death the faculty tried unsuccessfully to persuade the trustees to restore their jurisdiction over student discipline. Until well past the mid-twentieth century, faculty meetings commonly passed rules relating to such matters as hazing, scheduling of dances, and other student behavior that interfered with education.

The president and the entire faculty signed diplomas until 1873. From 1874 (except for an apparent reversion circa 1885–88), diplomas were signed by the president, the secretary of the Board of Trustees, and the secretary of the faculty. The latter position changed about 1909 to the Secretary of the College. The secretary stopped signing diplomas after Charles Waldron stepped down from the position in 1942, and more recently the dean of the faculty has signed diplomas on behalf of the faculty.

Faculty members have served on committees at least since some were appointed by the trustees to the Building Committee which oversaw construction of NORTH COLLEGE AND SOUTH COLLEGE (1814). As soon as most of the work was completed, however, the board released them, noting that "the interests of the College require that the undivided attention of the Officers of Instruction should hereafter be devoted to the youth who are pursuing their Education in it."

ATHLETICS were originally run exclusively by students, but later some faculty members served as volunteer coaches. They were soon replaced in the major sports by professional coaches, but until near the end of the period covered by this book, an occasional faculty member coached a minor sport.

Although many faculty responsibilities gradually shifted to the administration, in the late 1950s the fac-

ulty began to acquire major (though not final) responsibility for TENURE decisions, formerly entirely an administrative prerogative.

The changing role of the faculty in the GOVERNANCE of the College is discussed in the article on that subject.

Compensation. The full history of faculty compensation is too complex to summarize, but some salient points can be noted. In the nineteenth century, salaries remained unchanged for long periods. Everyone at a given level usually received the same amount; not only were frequent raises unheard of, but a man might teach for most of his career with no raise at all. In general, however, the senior faculty also received housing in college buildings.

Because the faculty salary account constituted such a large part of the College's operating budget, the trustees frequently turned to it when hard times necessitated cuts. The board ordered most professors reduced to $1,000 a year in 1846. With the endowment of the NOTT PROFESSORSHIPS in 1854, the three men given that title began to receive $1,500, and the following year the board raised the balance of the senior faculty to the same level.

Steep wartime inflation caused the board in July 1864 to vote a one-year increase of 20 percent to professors and 10 percent to tutors, but four months later, seven professors petitioned for more relief, and the board authorized raises of up to one-third.

By 1877, the basic professorial salary was still $1,500, but most senior faculty also qualified for an additional $500 for "extra work," which usually meant proctoring in the dormitories. The next year, under the necessity of reducing expenses, the board announced that the free housing most of the faculty received would be their only compensation for extra work. Apparently this reduction could not be effected immediately, and for a few months the College made the extra payments in scrip—five-year interest-bearing certificates of indebtedness. All professor's salaries were then apparently reduced in February 1880 to $1,500, plus housing in most cases. A few may have been raised to $2,000 in 1881, but in 1885 the board was again hoping to reduce salaries; their Instruction Committee reported that any reduction would be "impracticable."

In 1898, most of the senior faculty received $1,750 and housing (reckoned as a total of $2,000); junior faculty got $1,200 or less, with no housing. But in that year, at the same time the board forced president Raymond to reduce the size of the faculty, it also cut the salaries of the senior faculty by $250; i.e., 12.5 percent. Intended to last one year only, the cuts remained in effect for two years, and were restored only when president Raymond gave some of his salary for the purpose.

In 1920, the faculty presented the Board of Trustees with a list of eight proposals; if accepted they would have given the faculty a much greater role in the administration of the College. The last proposal was for "a definite and known plan for advancement in salaries and promotion in rank of members of the Faculty. . . ." Perceiving that the root cause of the rebellion was faculty belief that the trustees did not understand the urgency of spending more money on salaries and on the library, trustee EDWIN RICE JR. persuaded the board to disclose the College's financial situation fully. This defused the situation, and not long afterward, when the College received $646,000 from the estate of MARGARET SAGE, the windfall was used to raise faculty salaries by forty percent. They were still quite low, however, and the College's first endowment campaign, launched in 1920, was also devoted to raising them (see FUND-RAISING).

For a few years before the Depression, the board voted each faculty member a fifty-dollar New Year's gift, but in 1932 the trustees had to institute another salary cut, of 8 percent. Under prodding by the AAUP chapter, the board partially restored it in 1936/37, but in 1944 many senior professors were still earning less than they had in 1931.

Throughout the 1940s and 1950s, Union was uncomfortably aware that most of its salaries compared unfavorably to those paid by many other colleges in its class. The fundamental reason was that the College could hardly afford to do much better, but the attitude of treasurer Frank Bailey—who favored paying the best faculty as much as necessary while ignoring the rest—was doubtless also a factor. Presidents Fox and Davidson, themselves former professors, tended to be more sympathetic to the average faculty member, and Davidson, in particular, tried to retain faculty by improving fringe benefits and by awarding tenure and promotions in rank in lieu of salary increases.

Until the Nott Professorships were created in 1854, with provision for a partial salary on retirement, the College seems to have had no formal pension plan for faculty; arrangements for professors who retired were made on an ad-hoc basis, but many continued to teach into their seventies or eighties. The trustees provided in 1884 that faculty members with ten years continuous service who became "disabled by ill-health or by old age or [who] shall be retired from active duty" would receive a pension "not exceeding" half their salary.

In 1905, Andrew Carnegie, shocked at the personal financial situation of the average college professor, established the Carnegie Foundation, with ten million dollars in assets, to provide retirement pensions for professors at private non-sectarian colleges and universities. Neither the professors nor their institutions were expected to contribute. The scheme was based on many faulty assumptions, and after about ten years it became clear that the fund would be unable to meet the expectations it had aroused. In 1918 the founda-

tion set up TIAA (the Teachers Insurance and Annuity Association of America) to provide life insurance and joint contributory retirement annuities.

At the urging of the local chapter of the AAUP, Union joined TIAA in 1920, the board agreeing to match faculty contributions to the TIAA retirement annuity up to 5 percent of salary. Participation was open to all who were not covered by the Carnegie Foundation "free" pension, but it was not compulsory. In 1937 the board made participation mandatory for all faculty over forty, lowering the age to thirty in 1946.

By the late 1920s, faculty in the original Carnegie Foundation pension plan who were facing retirement could expect only an entirely inadequate $1,500 a year; in 1929, Union's board announced that it would take responsibility for maintaining the pensions of retirees in the Carnegie plan at the level which they had originally been assured it would provide: half salary plus $400.

In 1937 the board approved the faculty's request to join the newly offered TIAA group life insurance plan, which provided decreasing term insurance.

In January 1939 interested faculty members organized a group which joined Blue Cross. Even after the College contracted for Blue Cross coverage in 1946, it was at first not mandatory, and all premiums were paid by the insured.

The faculty began in 1956–57 to come under the newly created TIAA group coverage for major medical insurance and disability insurance; Union was said to be the first American college to provide TIAA total disability insurance to its faculty. Before then, notwithstanding the 1884 pension provision, the trustees had apparently been deciding in each individual case of disability whether to keep the man on the payroll (sometimes as a "research professor").

The College has offered some form of FACULTY CHILDREN'S TUITION BENEFIT since the earliest years.

The trustees decided about 1931 that faculty members and administrators could be retired at sixty-five at the option of either the individual or the College. In 1935 the board ruled that retirement at sixty-five would be the norm, and in 1937 they strengthened the rule slightly, making retirement at sixty-five mandatory except in cases where the board waived the rule. Responding to federal laws, the College raised its retirement age to seventy for those reaching sixty-five after August 1, 1982, and after the period covered by this book, again conforming to federal law, it dropped mandatory retirement entirely.

Faculty Statesmanship. "Statesmanship" is not a quality essential to college professors; many inspiring teachers and profound scholars lack it entirely, and yet without some capacity for it a faculty cannot play its full role in the institution. Provost Willard Enteman (1972–77) once raised some hackles by remarking—in irritation that so few professors seemed able to transcend their own or their departments' narrower interests—that the Union faculty suffered from a dearth of statesmen. The complaint is doubtless often valid for college faculties generally, and might be extended with the observation that professors at Union and elsewhere who ascend to administrative work do not always acquire vision and wisdom commensurate with their broadened responsibilities. Nevertheless, Union's history includes some chapters in which the faculty seemed to have a clearer understanding of the institution's needs than the administration or trustees.

Relations between the faculty and the president deteriorated into open warfare during two administrations about a century apart, those of ELIPHALET NOTT POTTER (1871–84) and THOMAS BONNER (1974–78). Personal animosity played some role in each case, but in both instances it is clear that many faculty members (including some in the minority position of supporting the president) took principled stands based on their sober view of the institution's best interest.

During the earlier conflict, most of the senior faculty risked petitioning the board for Potter's dismissal, and found themselves having to retain a lawyer and prosecute Potter on specific charges during a "trial" before the trustees. Though badly damaged, Potter survived the trial and in the aftermath he secured the dismissal of his principal antagonist, Professor Harrison Webster.

To the faculty, probably the most alarming of the several controversies which beset the Bonner administration concerned the corruption of admissions procedures in the attempt to build a strong hockey team. This issue was first publicly broached when Professor Neal Allen rose at a general faculty meeting in the fall of 1976 to present facts discovered by Professor Alan Nelson '46. As the conflict deepened, in 1977 the faculty passed (102–29) a resolution of "no confidence" in Bonner.

During the McCarthy years, the administration took equivocal positions in defense of ACADEMIC FREEDOM AND CIVIL LIBERTIES, but philosophy professor HAROLD LARRABEE dared to speak out strongly against academic witch-hunts.

The faculty took the initiative in hiring the first black professor (1958) and the first regular tenure-track female professor (1965); although the administration opposed neither innovation, it was wary in the first instance, withholding approval until the trustees had been polled. The recommendation of a faculty committee was crucial to the decision to admit women in 1970. On the few occasions when votes were taken, the faculty was less disposed than the administration to see a useful place for FRATERNITIES at Union, but as far

as is known, the faculty never formally objected to Union's quota on Jewish admissions, which (in its final form of a geographical quota) was quietly ended by incoming president Harold Martin.

The Faculty Community. Faculties rarely speak with a single voice. Recalling the only two unanimous votes he had seen at general faculty meetings, Professor NORMAN JOHNSON (1953–68) once quipped that the Union College faculty agreed on only two issues: their salaries should be higher, and the Gillespie Street gate should remain open.

In the College's earliest years, bad feeling in the very small faculty forced the 1809 departure of professor Benjamin Allen. Later, a protracted quarrel between professors Isaac Jackson '26 and Laurens Perseus Hickok '20 virtually polarized the faculty in Eliphalet Nott's last years; although Hickok became president on Nott's death, faculty and trustee animosity doomed his administration. Since the 1845 introduction of engineering, the difficulty of reconciling the educational views of liberal arts and engineering departments has complicated some faculty decisions (see BALANCED COLLEGE CONCEPT).

The simple growth of the faculty affected its internal dynamics. By the end of the period covered by this book, few if any faculty members knew by sight all of the junior faculty in other divisions. Whether this can be explained solely by growth, however, is doubtful; there may have been several concurrent factors, including a decrease in free time, a more guarded attitude on the part of untenured faculty, and changing notions of professionalism.

By 1990, attendance at general faculty meetings had declined sharply from mid-century, and many faculty members avoided participation in academic processions. Another consequence of growth, however, was that personal conflicts within the faculty could no longer affect the whole College.

Campus building also brought social and perhaps political consequences for the faculty. The liberal arts departments, until then scattered through several buildings, were brought into proximity by the construction of BAILEY HALL (1927); physical consolidation, with the catalyst of certain faculty members such as WILLIAM WHIPPLE BENNETT, contributed to a much enhanced intellectual camaraderie in what came to be called "the Bailey Hall faculty."

Four decades of growth forced that faculty to divide between the HUMANITIES BUILDING and the SOCIAL SCIENCES BUILDING (1967); the arts faculty remained scattered until it occupied the ARTS BUILDING in 1972. In 1971, the science and engineering departments were brought together in the SCIENCE AND ENGINEERING CENTER, which, however, was so big and so segmented that contact between departments remained largely optional.

Until the late 1960s, much of the College's organized social life was the special charge of the wives of faculty and administrators, whose all-college teas and holiday gatherings cut across organizational lines (see FACULTY WOMEN'S CLUB.)

The very genteel faculty lounge on the second floor of Hale House, created in 1936 and named the Milano Lounge in 1980, was once a frequent casual meeting place for faculty members, but it gradually ceased to serve that function after mid-century. Faculty lounges in the newer classroom buildings filled a similar purpose but they were too close to work to be used in the same way as the Hale House lounge, and they were rarely visited in the evenings or by the inhabitants of other buildings.

An "Instructors Club" existed in 1897, and a FACULTY MEN'S CLUB, organized in the spring of 1933, held monthly meetings for social and recreational purposes; it survived, with some breaks, until the early 1960s. In the early 1970s some faculty members gathered on Friday afternoons in the Social Science building lounge. Near the end of the period covered by this book, dean Terry Weiner started a "Faculty Soup and Books Club," later known as the Faculty Soup Kitchen. At about the same time, former dean C. William Huntley '34, who had retired in 1986, organized a monthly luncheon gathering on campus for retired faculty and administrators, a group he dubbed "the Over-the-Hill-Gang." As the name suggests, it was a modest attempt to counteract the feeling of many retirees that they were no longer a part of the College. It has continued since Huntley's death.

Members of the faculty are known to have played on a "College Hill" golf team at the turn of the century; later, circa 1933, the faculty formed baseball and golf teams and competed in handball, tennis and horseshoe tournaments. Although less formal faculty athletic activities have continued, they have left no mark on the record.

Annually from 1955 through 1964, most of the faculty and administration spent three days before the opening of college in discussion and recreation at a "Faculty Retreat." Held most years at the Osborne Inn at Speculator, it served—among other purposes—to introduce new faculty members to their colleagues.

Faculty Children's Tuition Benefit. The Board of Trustees decided in 1797 to allow the sons of faculty members and administrators free tuition at Union; as far as is known, the benefit has been continually available since then. In recent decades other College employees have also qualified for it.

Reciprocal tuition benefits with other institutions began in 1947 when the College provided for the daughters of faculty and staff members by entering into an agreement with Skidmore College and Elmira

College, both then still women's colleges. Hamilton (then a men's college) joined the following year, so that faculty children from any of these colleges had at least one free alternative to attending the home institution.

Professor Frank Lee of Columbia University initiated a broader program in 1952. Union immediately established reciprocal arrangements with about twenty other colleges, but although the program eventually grew into the Faculty Children's Tuition Exchange, with wide participation, Union and several other highly-ranked colleges soon had to withdraw. Because so many parents wanted to send their children to more prestigious institutions than the one at which they taught, the number of Union's faculty children attending other colleges in the system was greatly exceeded by the number of eligible students whose tuition the College was obliged to waive.

Following the lead of Dartmouth, Wesleyan, and a few other institutions, the College took a fresh approach to the problem beginning in the fall of 1962. Children of all faculty members, and of other employees with at least five years' service, became eligible for cash tuition grants of up to fifty percent of Union's current tuition.

Alarmed at the escalating cost of the program, the Board of Trustees revised the benefit in 1971, capping it permanently at $1,250 (then half of Union's tuition), and imposing additional limitations on the benefit for all faculty and staff hired after 1971. No more than two children of each new employee would be eligible, and the five-year requirement was extended to the faculty as well as the staff.

Many members of the pre-1971 faculty and staff strenuously objected to this change in their benefits, which they regarded as a breach of contract; in response to a strong recommendation from outgoing president Harold Martin, in 1973 the board restored the benefit to the pre-1971 employees. Sometime after 1983, the cap was also removed from tuition benefits for post-1971 employees.

Faculty Council. Introduction of the divisional system (see DEPARTMENTS, DIVISIONS AND CENTERS) in 1933 led to what President Dixon Ryan Fox later called a "governmental crisis." The former weekly general faculty meetings, which had become too large for efficiency, had been discontinued. All of the faculty members of the Curriculum Committee were delegates from the divisions, and because new proposals could originate only with the divisions, all were seen in a factional light. There was no forum through which the faculty were expected to consider the welfare of the College as a whole.

In March 1941, President Fox asked board chairman WALTER C. BAKER to head a Committee to Study the College and make recommendations to the faculty, particularly concerning the curriculum. The Baker's committee urged, *inter alia*, creation of a legislative body with broader powers and responsibilities than the Curriculum Committee. A faculty committee under Professor Harold A. Larrabee then drafted a new faculty constitution, creating a Faculty Council.

From October 1, 1941, the council was the faculty's first general representative body; it consisted of six ex officio members: the president, the dean, and the four division chairmen, together with eleven members elected for two-year terms: two elected by each division and three elected the faculty at large.

The faculty constitution, ratified at the end of 1941/42, defined the council as holding all power conferred on the faculty by the trustees, and described its mission as "the betterment of instruction at Union College without regard to divisional lines."

Explaining the new body in the *Union Alumni Monthly*, Larrabee cited two principles that his committee had deemed essential:

> The first was that the great bulk of the educational measures passed by any faculty, if they are to be effective, have to be carried by large majorities. Since morale is of such transcendent importance in education, teachers have to be persuaded in advance, and not coerced by dictation. The second principle, closely related to the first, was that most educational changes come about slowly after prolonged study and debate. These two considerations pointed toward a form of faculty government which was geared to leisurely study and unanimous (or nearly unanimous) action. But at the same time it was recognized that some votes are close, and that crises sometimes arise in which swift decisive action is necessary, so that provision must be made for meeting emergencies upon a somewhat different basis. To combine the two in a single document under the shadow of an impending war was not an easy task.

The council's normal procedure at its monthly meetings was to discuss proposals originating in the faculty (though provision was made for administrative, trustee or student proposals) and then to refer them to the next meeting of the divisions. The divisions would determine how their representatives should vote at the following council meeting. If the proposal received support by two-thirds of the council, it became law unless vetoed by the president (in which case the trustees would make the final disposition—but the situation apparently never arose). If the proposal passed the council with less than a two-thirds majority, it went to the a special general faculty meeting, where a simple majority would prevail. Since nearly two months might elapse between the conception of a proposal and its adoption, the council had the power, if no more than two members objected, to bypass the divisions and immediately adopt "emergency proposals."

Though far from typical, the council's consideration and reconsideration of President Davidson's proposed new calendar, detailed in the article on CAL-

endar and Daily Schedule, provides a good example of the way the council functioned in relation to the divisions and to the general faculty meetings.

Faculty Council committees included student liaison members for the first time in late 1962, but students never attended meetings of the full council. Student demand for greater participation in governance led in 1966 to creation of the All-College Council, with six student members and five from the faculty and administration. The function of this body was never fully defined, but it did not replace the Faculty Council.

One afternoon in the spring of 1968, as the council met in the Social Science building to consider an unpopular revision of the grading system, an estimated two hundred students rallied outside the building, their leaders conducting a chanted responsory characteristic of the times: "What do we want?" "A SAY!" "When do we want it?" "NOW!" The students demanded to have their "say" through representation on a proposed "All-College Academic Council."

They got it three years later when, following the recommendations of the Committee on Campus Governance, chaired by Professor Charles Gati, a College Senate replaced both the Faculty Council and the All-College Council. Its membership consisted of twelve faculty members chosen by the divisions, six undergraduates, one graduate student, three deans, and the president of the college, who chaired the meetings.

Faculty Housing. At the foundation of Eliphalet Nott's idea of a college lay his belief that the faculty should live in the college buildings with the students. North and South Colleges were designed with houses at each end, occupied by faculty members or administrators until the latter part of the twentieth century. As the College grew, faculty members also lived in other buildings, or built houses on campus.

The faculty residents of various buildings are enumerated in the articles on: Administration Building; Day Care Center; Fero House; McKean House; North College and South College; Seventeen South Lane; Silliman Hall; John Blair Smith House; South Colonnade and Wells House. Two other College-owned houses (never given names) on Nott Street served as faculty residences.

To raise sorely needed funds, the College sold lots and houses on the campus along the south side of Nott Street in 1906; it repurchased those properties piecemeal between 1936 and 1965.

628–30 Nott Street was occupied by Professor Thomas Wright before the College sold it in 1906. After its repurchase in 1938, Walter Langsam occupied the house until he resigned in 1945; it was then rehabilitated for Chaplain C. Victor Brown. When Brown left in 1950, the building became the residence of Jonathan Pearson III from 1951 until 1964. It was razed November 17, 1966.

642 Nott Street was the residence of C.B. Pond before he built Seventeen South Lane in 1906. By the time the College repurchased the house in the fall of 1936, it had been divided into four apartments; the record of their subsequent occupancy is incomplete. The first residents were Dr. and Mrs. Charles H. Stubing, Dr. and Mrs. Theodore C. Weiler, Mr. and Mrs. Joseph Shipman, and Emily Briggs. Chaplain Herbert Houghton lived there briefly, 1941–42, before moving to Silliman Hall. Milton Enzer left in August 1942. Ernest Dale lived there until he left the College in 1953, and Mrs. Mildred Doyle, the West College Hostess, moved in at that time. Also in 1953, Professor and Mrs. Harrison Coffin replaced Mrs. Briggs. The house was razed during or after 1963/64.

The College repurchased and razed 636–38 Nott Street, the last privately owned part of the "college parcel," in 1965; it was apparently never used for faculty housing.

Faculty Men's Club. After the faculty formed a Faculty Men's Club in the spring of 1933, members gathered one evening a month in the trophy room of Alumni Gymnasium to talk, smoke and play bridge, chess, ping pong and caroms (billiards). With completion of Hale House in 1936, the club began to use its upstairs faculty lounge (probably sacrificing ping pong and caroms); by 1942, the group served tea every Tuesday afternoon.

In the fall of 1954 it was necessary to revive the club, which then survived until the early 1960s, holding evening social events and, jointly with the Faculty Women's Club, sponsoring a family picnic and a covered dish supper.

Following the demise of the Faculty Men's Club, a faculty house committee continued until about 1970 to oversee the use of the lounge for bridge-playing and meetings of the Faculty Women's Club.

Faculty Rank. The modern structure of the faculty, in which most members do essentially the same kind of work while normally advancing slowly through several ranks, evolved from a quite different system.

During Union's first thirty-four years, the faculty consisted of **professors** and a subordinate rank, originally called **tutors** but later also called **fellows** (or the Latin equivalent, "**socii**"). The trustees resolved in 1826 that:

> the instructors at any time employed subordinate to professors may be designated either as Fellows, Tutors, or Assistants, at the discretion of the president.

Professors were normally hired with that rank; tutors—often young men preparing for the ministry—

were retained to drill students in elementary subjects, especially languages. In the early years they seldom became professors even when vacancies at the higher level did occur, and they often left the College after two or three years. JONATHAN PEARSON'S 1836 appointment as a fellow was for a period of three years, and that may have been the norm. Until at least 1848, fellows and tutors were forbidden to marry.

Of the twenty-four men who served as tutors during the period 1795–1818, only two advanced to higher rank (another left and returned later as a professor). None of the others remained more than four years. Of the next two dozen tutors, however—those serving between 1819 and 1846—half advanced to higher rank at Union.

The first known use of an intermediate rank between tutors/fellows and professors occurred when ISAAC JACKSON, THOMAS REED and JOHN NOTT were listed as **assistant professors** in the 1829 report to the Regents. Two years later, Jackson and Reed were called **adjunct professors**. That term (which evidently did not have the modern meaning of a part-time teacher who is outside the regular faculty) continued to be used intermittently until 1849, again from 1865 to 1890 and from 1902 until 1917, but never for more than two people at a time.

Three or four men held the title assistant professor between 1840 and 1843, but otherwise it, too, was a rare rank, bestowed on (at most) one person at a time until 1862, then (except for the years 1871 and 1880), no one at all until it became a regularly used rank about 1890.

Teachers were occasionally designated "**lecturer**" from 1837 until 1862. President ELIPHALET NOTT POTTER revived the title in 1874 and by 1880 had eleven lecturers on his faculty. ("[They] are not permanently in residence at the College. Several of them give instruction by textbooks as well as by occasional lectures or other methods.") The title enjoyed another boom under President Richmond (1909–28), and continued to be used occasionally until recent times, usually to designate a teacher without faculty status.

The title "**instructor**" was given by 1832 to PIERRE ALEXIS PROAL, who taught French and Spanish until 1836. It reappeared, 1849–54, when it was held by WENDELL LAMOROUX and ELIAS PEISSNER at the beginnings of their careers at Union; thereafter, until it became a regular academic rank in 1889, it was used only for an occasional gymnastics or drawing instructor, or a part-time teacher of Hebrew.

The picture of nineteenth-century faculty structure is further complicated by two other ranks of uncertain function. From 1858, when President Nott gave CHARLES CHANDLER a trial appointment, until 1902, the title "**acting professor**" was occasionally used; no more than one person ever held it at a time, and usually only for one or two years. During 1889–1891, Arthur S. Wright held the rank of "**junior professor**," having been promoted to it from adjunct professor.

The title "**emeritus professor**" first appeared at Union in a form so unlikely that one is tempted to imagine it was misunderstood. At their July 11, 1846, meeting, the trustees resolved:

> That whenever any Fellow or Tutor shall have taught with reputation in Union College during three years his name may (at the discretion of the President) be entered on the catalogue as Emeritus Professor, & shall continue to be so entered so long as his services shall be required.

Thirty-year-old WILLIAM MITCHELL GILLESPIE, who had been a lecturer, and tutor Robert M. Brown were thereupon made emeritus professors. Gillespie held the title until 1849, when he became Professor of Civil Engineering; the following year the emeritus title was given to the recently retired ROBERT PROUDFIT, and it has since served only its modern function. As late as 1964, however, the College's press releases described "emeritus" rank as "a title of distinction that is not automatically conferred upon all retiring faculty."

In 1848, the trustees removed "the discretion of the president" from the award of the lower ranks, resolving that tutors reappointed for a second year were to be called Fellows, and those appointed for a third year, emeritus professor.

The title **associate professor** was first bestowed in 1910 on electrical engineering professor Olin Ferguson, and has been used regularly since then.

The first **visiting professor** was named in 1917. The title was used occasionally for professors from other institutions teaching at Union for a year, often on an exchange program (see SAINT ANDREWS EXCHANGE PROGRAM). In the 1960s it began to be used primarily for relatively young faculty members who were hired with a terminal contract and were not candidates for tenure. The term "visiting" was combined with a regular rank; viz, visiting assistant professor. At the end of the period covered by this book, Union had forty visiting professors.

In what was probably the first attempt to codify the conditions for promotion, the Board of Trustees adopted in June 1921 the recommendation of its Education Committee:

> 1) Instructors shall be appointed for a term of one year.
>
> 2) Every instructor shall in the second semester of his third year of service have the right to know whether he is in line for advancement to an assistant professorship, and if so, when such appointment may be expected.
>
> 3) Usually after five years of service an instructor shall be advanced to an assistant professorship or else not retained.
>
> 4) Assistant professors shall be appointed first for one year, next for two years, then for three years. At the end of this six-year period, the status of each shall be determined by the Trustees.

5) The status of associate professors and professors shall be determined by the Trustees on the basis of the productive work in science and scholarship, of amount of teaching and success in teaching, and of general service rendered to the college. Their appointment shall be without limit of time.

6) Nothing in these rules shall be interpreted to limit the appointing and removing power of the Trustees.

In 1974, the number of people with the title instructor began to fall rapidly as the College found that the academic job market permitted it, in most cases, to hire new faculty members who had already earned a PhD and would consequently start with the rank of assistant professor. In contrast to the rapid promotions common early in the twentieth century, it has been the usual practice at Union since at least 1943 to promote a faculty member to associate professor when he or she is granted tenure, and to full professor about ten years later.

Throughout the nineteenth century, with the exception of only a few scattered years, at least half the faculty had the rank of professor, but until 1931/32, in keeping with the European practice, there were never two full professors of the same subject at the same time; the titles always varied, even if the men were in the same field.

As the faculty grew in the early twentieth century, the proportion with the rank of professor fell below fifty percent in 1901, below forty percent in 1914 and below twenty percent in 1923. Although it rose again to about forty percent in 1959, by the end of the period covered by this book it had fallen below thirty percent.

See also: TENURE.

Faculty Take-Off Day. The venerable sport of lampooning the faculty probably elicited the best of undergraduate wit from the College's earliest years, but except for such publications as *THE LEECH*, it remained *sub rosa* until twentieth-century students found ways to institutionalize it.

The FRESHMAN PEERADE (1910–31) ridiculed faculty members as well as prominent local, national and international figures. From 1937 until at least 1942, the outgoing staff of the *Concordiensis* threw a late spring party, sometimes called the Concordy Carouse, which included skits roasting college personalities. President Fox and the faculty were both guests and targets at the 1942 event.

After the war, faculty take-off day was "reinaugurated" in Memorial Chapel. It is uncertain whether it was considered a revival of the Concordy Carouse or of a similar event, unrecorded because it occurred after the last issue of the newspaper. Around 1950 the chapel program was managed by the Gridiron Ball Committee, later by the Student Council. The often-elaborate skits were sometimes criticized for bad taste, but many faculty members attended until the tradition died out after 1960.

Faculty Women's Club. The social world of the Faculty Women's Club when it began in the 1920s was closer to the ways of 1795 than to 1995. Despite the "modern" inventions that would seem to have changed the way they lived—telephones, flush toilets, central heating, and the automobile—the role of the wives of faculty members was controlled and restricted in a manner that is now unimaginable. Faculty lived on or near the campus, most women were full-time housewives, and their lives revolved around their husbands and the College.

There may even have been more formality in the first decades of the twentieth century than at the end of the eighteenth, because the Victorian concern for social standing and proper behavior had introduced such customs as calling cards and formal dinner parties to the middle-class academic world. A maid (either regularly employed or hired for the evening) served dinner so that the hostess and her friends could wear evening gowns, and the men did not rebel against wearing tuxedos. The professor, who prided himself on being a gentleman and a scholar, chose a wife who could match his gentility.

Women had the vote and unmarried middle-class women could work at white-collar jobs, but they usually quit when they married. No faculty wife could imagine working in the late months of pregnancy or when she had young children at home. By the time the children had grown, she no longer had marketable skills. Many wives suffered from the empty-nest syndrome, a condition that was not yet named.

Yet these wives had intelligence and often a formal education that made them suitable mates for college faculty members. They were active in volunteer organizations and filled leadership positions in organizations like the Y.W.C.A. and the American Association of University Women. The more daring participated in the League of Women Voters and Planned Parenthood. All these organizations met in the afternoon. Evening meetings to accommodate working women were still far in the future in the first decades of the Faculty Women's Club's existence.

No one expected a bachelor to take care of himself, although a few did so. Others had a mother or an unmarried sister keeping house for them. In the early years membership included an occasional daughter who neither worked outside the home nor had achieved the widely accepted goal for every woman: marriage. Thus the club's name was "Faculty Women" not "Faculty Wives," which made it possible later to take in the first women appointed to administrative positions.

Record of the early years of the group that became the Faculty Women's Club comes from the memory of "Charter Member" Mrs. Frederick Grover. Faculty women had been meeting to sew for soldiers and sailors at the home of President Richmond throughout the First World War, and Mrs. Richmond had encouraged programs such as book reviews during their sessions. In November of 1920 she asked Mrs. Ellery and Mrs. Garis, wives of the Dean of Faculty and Dean of Students respectively, to join her in appointing committees. This suggests that the faculty hierarchy also applied to the Women's Club. Perhaps it did at first; certainly the president's wife often set a tone of formality or democratic equality. Mrs. Day, next wife after Mrs. Richmond, in effect turned the organization over to its members. At her suggestion in 1928 the Faculty Women's Club held elections, collected dues, and took minutes; it was at last a recognizable organization.

In addition to the expected president, treasurer and secretary, the club had two special officers: the first vice-president was in charge of programs for the monthly meetings while the second vice-president wrote notes to the bereaved and called on the ailing, the new wives, and the mothers of new babies. In 1931 Mrs. Ellery requested that this officer be called "Angel in Waiting, Ever on Guard," but only a few secretaries could bring themselves to use this title.

The ladies (always referred to as "ladies" despite the club's name) accepted their roles as housewives and provided cookies or little sandwiches by the hundreds not only for Friday afternoon club teas, but also for receptions after concerts, coffee hours for parents of entering freshmen, and any other social occasion that came up.

The Club's china and flatware could be borrowed by members, a godsend to young faculty members entertaining their academic superiors.

The most frequently scheduled programs were book reviews, brief concerts by local talent, and travel talks, especially with movies and eventually colored slides. Another popular program was a talk by a faculty member on a hobby or interest outside his field.

The minutes always referred to members by their social titles: Mrs. William Bennett or Mrs. Burges Johnson. Not until 1962/63 do the minutes use the woman's first name. In this as in all its activities, the club accurately reflected what was happening in the outside world, although its members enjoyed some protection from its harshest impact. For instance, during the Depression Union College always met its payroll. That in turn appealed to the local banks, and faculty members were able to obtain mortgages to buy gracious houses in the "GE plot" east of the campus that would be impossible dreams in the post-Second World War inflationary era.

When that war began in Europe, the minutes reveal members' concerns by recording announcements of activities for China Relief, Russian Relief, and "Bundles for Britain." In 1942 the club took over the scheduling one day a week of a booth in the downtown Woolworth's that sold defense stamps.

When many married veterans entered the College after the war, the Women's Club considered admitting student wives, but finally voting against such an egalitarian move (a STUDENT WIVES CLUB then flourished for a few years). The post-war baby boom also occurred among the faculty, overwhelming the long tradition of presenting a sterling silver teaspoon decorated with the college seal, which ended with a vote on October 18, 1946. However the minutes for October 20, 1950, record a partial return: a baby feeding spoon.

The social ferment of the 60s and 70s diminished the club's role. Women began to join the faculty, especially after Union College became coeducational in 1970. Many faculty wives worked, and more faculty bought homes in the suburbs or in the country, finding their social friends where they lived.

The Women's Club tried to adapt to the new conditions by scheduling lunch time and evening meetings, but attendance continued to fall. A 1974 name change to Union College Women's Association, attracted no more active members. Finally in 1976 the remaining members met to act upon a motion to dissolve, postponing the final vote to a special, widely publicized June 3, 1976, meeting. When it failed to draw a quorum, those present telephoned three more members who agreed to come for the vote. While waiting, they reminisced about what membership had meant to them, agreeing that they liked best the opportunity to meet and socialize with other women connected with the College whom they wouldn't normally see.

Beyond the Club's value to its members, it served through most of its history as Union's major organizer of truly collegial social contacts, such as the annual Christmas tea, that cut across all lines for the professional staff—departments, divisions and administration.

To the very end the organization reflected accurately the social life of its time. In our highly specialized professional fields and our fragmented personal lives, collegiality is all too rare in colleges or business offices. We long ago dropped the language of "Angel in Waiting," and we can do without twelve dozen porcelain teacups, but the loss of occasions to meet and socialize with people who may share our ultimate goals and ideals is a regrettable one.

See also: STAFF ASSOCIATION; FACULTY MEN'S CLUB.

—Barbara Rotundo