

Grover came to Union at ERNST BERG's invitation in 1920 and remained until retiring in 1946; he served past normal retirement age because the war years placed a heavy burden on the engineering faculty. He chaired the department in 1941/42.

Tall and thin, at least six feet, four inches tall and probably weighing about 160 pounds, Grover was a very quiet man, even bashful. Students dubbed him "Pussyfoot" Grover.

When he arrived at Union he was placed in charge of the electrical engineering laboratories. Very adept at laboratory work, he concentrated on measurement techniques and published thirty papers in that field. While Berg supervised the eight electrical engineering doctoral theses submitted to the College, Grover helped most of the candidates implement their research. One of his students, Sylvester Haefner, credits Grover with helping him design and build the instruments needed for his dissertation.

Tom Hoffman, a student in the early forties, recalled:

I remember two things about Fred. First, while lecturing he always looked out the window... never at the students. Second, he gave long essay-type exams. When you got one back... twelve pages or so... there would be no mark on it anywhere except an '86' or a '92' or something at the top of page 1. His standards were truly inscrutable.

Grover had been interested in astronomy since at least 1899, when he served as a volunteer observer at the Harvard Observatory. He published a paper, "Poetry and astronomy" (1937) and in the same year brought out *Pageant of the heavens*, a book for amateur astronomers. Elected a trustee of the Dudley Observatory in 1944, he served for the rest of his life. After his wife's death in 1959, he travelled on at least three occasions to the southern hemisphere to observe the southern skies.

In retirement, Grover continued to publish technical papers and also busied himself writing about the department's history. His "Notes on the History of the E.E. Department of Union College," written in 1951, is reprinted in E.J. Craig's *EE at Union* (1994).

—Edward J. Craig

Gymnasiums. The college has had four gymnasiums:

- 1) An open-air set of gymnastic equipment was installed between North and South Colleges in 1827. The remarks of President Eliphalet Nott Potter at the cornerstone-laying ceremonies for Old Gym in 1874 contain most of what is now known about this equipment:

Soon after [the disbanding of the cadet corps], a foreigner by the name of Torrey procured for and brought to the college quite an amount of gymnastic apparatus, which was set up in the valley which then separated the college buildings, and became the teacher of gymnastics. For some reason, perhaps for want of a suitable building, the apparatus fell

into disuse, and when Prof. Foster entered college [in 1834] nothing remained of Torrey's collection, and he only remembers that there was a tradition that President Nott had caused the apparatus to be removed on account of some injury which had happened to one of the students.

Another source gives the foreigner's name as Taube. He has not been further identified under either name.

- 2) Another outdoor gymnasium, equally obscure, was apparently installed around the fall of 1860 in the "grove" of trees opposite the Psi Upsilon house. By 1869, the *Union College Magazine* complained, it was falling apart:

It is earnestly hoped that as soon as spring opens, the gymnasium in the grove will be thoroughly repaired and new apparatus added. In its present dilapidated condition it is a reproach to the college. The frames, besides being weakened by age and decay, have lost some of their braces. They are old. They are unfit for use. They are unsafe. Other colleges have spacious halls.

Not long afterward, some members of the Class of 1873, agitating for a "spacious hall," destroyed what remained of this equipment.

- 3) "Old Gym," the first indoor gymnasium, was erected in 1874 (see BECKER HALL).
- 4) ALUMNI GYMNASIUM was erected in 1914 and greatly expanded in 1987.

H.E.L.P. Program. In the aftermath of the Second World War, many returning veterans, fresh from the discovery of how poorly other countries understood America, found the College also lamentably parochial. One veteran, Chi Psi president Charles F. Stewart '49, whose fraternity was already providing free room and board for a foreign student, took the initiative, with the support of College chaplain Victor Brown, in setting up a program to bring several foreign students each year to Union.

The H.E.L.P. ("Higher Education for Lasting Peace") program, modelled after a similar program at Bowdoin, began in the fall of 1948 with seven students to whom the College awarded one-year scholarships while seven fraternities provided them with free room and board. Other fraternities later joined the program as one hundred and four students from twenty-five countries came to Union under the program during its first decade. The Institute of International Education acted as a clearinghouse in placing the students. Because Union's academic credits would not necessarily be accepted at their own universities, few H.E.L.P. students could remain for more than one year.

In the summer of 1958, as the program finished its first decade, President CARTER DAVIDSON used a Rockefeller Foundation grant to visit many former H.E.L.P. students in Europe, assessing the effect on them of their year at Union.

Although considered a success in its time, the program gradually ceased to serve its original purpose as more Europeans became able to visit and study in America on their own and American study abroad became much more common. Growing anti-American sentiment during the era of the Vietnam War decreased demand for the program.

For various reasons, most participants came from Europe; of the first one hundred and four, only nine were Asians and eleven were Latin Americans, while ten came from Denmark alone. In February 1965, Provost Theodore Lockwood and professor Alan Roberts expressed the wish that more fraternities would select non-western students; Roberts explained that "too many fraternities tend to gravitate toward the 'tall, blonde Scandinavian' types because these fellows seem so much like the Americans that they will have an easy adjustment to the members of the fraternity."

The program continued until 1974/75 but brought far fewer students to Union during its last decade than in the earlier years.

Hainebach, Hans (Sept. 30, 1909–Aug. 27, 1966). Professor of French and German, 1948–66.

A native of Mainz, Germany, one of two sons of Heinrich Hainebach, a physician, and Clara Rheinheimer Hainebach, Hans Hainebach studied at the universities at Freiburg, Heidelberg, and Berlin, as well as at the Sorbonne, before receiving his doctorate from Giessen (1936). He wrote his dissertation, on the life and culture of the Archbishopric of Mainz during the eighteenth century, under the direction of Karl Viëtor, later chairman of the Department of Germanic Languages and Literatures at Harvard University.

Prevented by Hitler's Jewish exclusionary laws from pursuing the higher-level teaching career for which he had prepared, Hainebach taught Jewish children at the Landschulheim, Herlingen from 1934 to 1938. He then fled Germany for England, where from August to December 1939 he helped in a refugee camp for Austrian and German children at Claydon, near Ipswich. From Britain he emigrated to Cincinnati, where his brother was living, and taught briefly at the Hebrew Union College.

During the war, as the equivalent of a staff sergeant in the U.S. Army Signal Corps, along with such other German exiles as Klaus Mann, he broadcast propaganda from Algeria and later Italy. After the war Hainebach took postdoctoral courses in American history at Columbia University and worked briefly as a foreign affairs specialist with the War Department, but gave it up for his first love, teaching, at Brown University (1946–48).

He came to Union as an assistant professor of French and German in 1948, advancing to full professor ten years later. After the dissolution of his 1947

marriage to Sourya Pisano, he married Hedda Wagner in 1959.

Professor Hainebach was very fond of children and never turned down a request to help them. One summer, at the Foreign Language Institute of the University of New Hampshire, he taught a demonstration class in German for second and third grade pupils and a course attended by teachers from all over the country on the teaching of foreign languages in elementary school. He did some demonstration teaching at Schenectady's Elmer Avenue School, and when WMHT began as an educational television station with studios in the Riverside School, he presented an introduction to German. In the fall of 1960, he took a leave to serve the American Council on Education, which, under federal mandate, wanted to inventory the teaching of rare languages at American universities.

Hainebach was neither a teacher with a golden tongue nor a highly productive scholar. Yet he was a splendid teacher and a genuine scholar. He loved young people as well as literature, and many students returned that love and responded with affection to his warm humor and wry wit.

Although like most of his colleagues in the easy-going CARTER DAVIDSON era he published little, he thoroughly enjoyed research, for he loved old books and libraries, and devoted many hours to fascinated digging into the life and works of Thomas Paine and of Johann Georg Forster, a key figure in eighteenth-century Franco-German intellectual and scientific relationships. Locally, he investigated the lives of Professor ELIAS PEISSNER and Amalia Schoppe, the German novelist who spent her last years in Schenectady. His bibliography, *German publications on the United States, 1933 to 1945*, appeared in 1948.

The love of music was also an integral part of his life. With his wife Hedda, Hainebach regularly traveled to the Marlboro Music Festival from its earliest days and never missed a concert at Union. As a talented artist he often filled the margins of his programs with comic sketches of the musicians. His letters home from the war likewise contain drawings of people and places, sketched with an affectionate but also a whimsical eye. He enjoyed writing wryly satirical verses and also occasionally played the alto recorder, like the man a mellow, unassertive instrument, much loved in its heyday.

He succumbed at fifty-six to myasthenia gravis. Following his death, his widow, Hedda Hainebach, had charge of the College's modern language laboratory for twenty-two years.

—S.O.A. Ullmann

Hale Club. The Hale Club (1932–70; 1976–78) was established to carry on the traditions of the English Club (1912–32) following the death of the latter's principal founder, Professor EDWARD EVERETT HALE

Jr. Organized February 2, 1912, by English professors Hale and STANLEY PERKINS CHASE, the English Club was composed of members of the faculty and senior students, not all affiliated with the English Department. Fortnightly meetings in CHARLES WALDRON's office in Washburn Hall were devoted to literary and artistic matters, but the early inclusion of an initiation ceremony and a Christmas banquet indicate a style that was convivial as well as scholarly. By 1924 the *Garnet* cited its additional purpose: "to propagate interest in liberal education and in the classical traditions of Union College," and from the earliest years accounts in the *Union Alumni Monthly* (probably written by charter member Waldron) refer to the "delightfully informal" and often barbed humor of the social occasions.

Chase left the College in 1925, but even before then Professor Hale's personality and style so dominated the club that his death in 1932 precipitated a problem for the future of the group. After an abortive plan by the English Department to exclude non-department members, nearly all faculty and students members joined instead a new group named to commemorate the leadership of Dr. Hale.

From its early years the Hale Club strove to maintain the *camaraderie* and traditions which by now strongly marked all its functions. The quiet customs of the Club often served as a gentle mockery of fraternal pomposities. In the beginning, for example, "Spike" Hale served as "perpetual president of the English Club," and in later years the machinery of the Hale Club was managed anonymously by one or two members acting "for the Committee," the mild joke being that there was no such committee. In the years of the English Club, Hale always wrote a little play about an hour before the initiation of new members; new men performed extemporaneously, but the opening scene always began with ELIPHALET NOTT and JOHN HOWARD PAYNE in bed together. The tradition carried on for many years.

Conviviality was not all, however. Early references to the English Club mention sessions mainly literary (the modern drama of Ibsen, Shaw, and "the Irish Plays," for example.) Later, Hale Club talks were often devoted to such topics as entertaining tricks in mathematics (Professor William Stone) or an engaging history of the Darwin-Wallace theories of evolution (Professor Raymond Rappaport). The subjects were always intriguing and informative for a general audience, but the tone was kept light and congenial, indeed a very model of friendly scholarship. Membership to Hale Club was open (by election only) to members of the faculty and junior or senior students who were deemed "clubbable," as the group liked to phrase it. The word merely implied qualities hoped for in all members: a facility of wit accompanied by taste and intelligence, and a liking for the comfortable social mix-

ing of students and faculty. By the 1950s, the total current membership was usually around twenty-five faculty and a like number of junior and senior students. Although its roots were those of a "literary" club, the spectrum of membership was comfortably broad. The 1977/78 roster of faculty, for example, included five from English, six from History or Political Science, three each from Philosophy and Arts, two each from Physics and Psychology, and one each from Mathematics, Engineering, and Biology.

The style of the Club was often to "play off" the baggage of other groups of more solemn purpose. It maintained no constitution or officers and kept no regular minutes; it retained no formal records, provided no club pins, keys or certificates, and proceeded with almost no rules at all. Instead, the Club preferred to go by "tradition," even if it had to make up a tradition as it went along. Above all it abhorred the pompous, and it cultivated a sense of playfulness that pricked balloons of pretension.

The earlier English Club had begun with an ambitious schedule of fortnightly meetings on literary matters, but the sequent Hale Club devolved over the decades into a less frequent and less formal practice. (Hale Club also shunned publicity; listing membership in a student résumé would have seemed gauche.) In the years from at least 1950 to its demise in 1978, the calendar of the year included a fall initiation, one or two additional sessions in each semester, and an annual initiation-picnic in the spring. The highlight of the year, however, was the Christmas Dinner, later altered to a Valentine Dinner when the change to a three-term calendar in 1966 ended the fall term long before Christmas. These formal feasts began with preprandial libations at a campus faculty home and ended with an anonymous exchange (assigned by that year's "Committee") of inexpensive gifts, each accompanied by an anonymous light verse. The poems were expected to be "perfect in form and in good taste, though not necessarily deferential." Each dinner provided some delightful spoofs and parodies, and the authors of the poems were rarely guessed.

Administrators, incidentally, were by custom *not* invited to join the Hale Club, perhaps because they were so much more useful as targets for the irreverent satire of other members. "The Very Model of a Modern College President," Professor HAROLD LARRABEE's much-anthologized whimsy, apparently originated with his recitation of it at the Christmas dinner in 1935.

The Club maintained its quiet manners and customs into the 1960s, but with increasing difficulty during that decade. Most plain was a changing attitude among students, who were clearly less interested in "relating" to people over thirty, or in approving any "elitist" group. Meetings were sometimes cancelled for lack of response, and the last attempt at business was around 1969 or 1970.

After a hiatus of five or six years, a small group of faculty, led by Alan Nelson and Bob Carman, hoped that the weather might be changing. Following some queries to old members in the spring of 1976, they attempted to revive the group in the fall. This required election of a few new faculty, plus invitations to a whole group of students who of course had never heard of Hale Club. And since the College had meanwhile become co-educational, it also gave opportunity for election of female students for the first time. The roster for 1978 shows a list of thirty-two students, eighteen of whom were women.

Still, the Hale Club was not able to achieve its former energy, momentum, or collegial spirit, and it was quietly allowed to die after 1978. The last person acting "for the Committee" placed the odd archives in a small box and eventually contributed the remains, with a brief report, to the College archives.

—H. Alan Nelson

Hale, Edward Everett (Feb. 18, 1863–Aug. 19, 1932). Professor of Rhetoric and Logic, 1895–1903; Professor of English, 1903–32.

Edward Everett Hale Jr. came from a lineage perhaps more distinguished than that of any other Union College professor. Born in Boston, he was the third son and fourth child of the five offspring of the eminent Unitarian clergyman and author (best remembered for his story "The man without a country"), Edward Everett Hale Sr., and Emily Beecher Perkins Hale. Prominent relatives on his father's side included his great uncle, Secretary of State and Senator Edward Everett, and his great, great uncle, the martyr-spy Nathan Hale. On his mother's side the clergyman Lyman Beecher was his great-great-grandfather, while the abolitionist-preacher Henry Ward Beecher and the novelist Harriet Beecher Stowe were his grandmother's uncle and aunt. The novelist, short story writer and feminist Charlotte Perkins Gilman was his first cousin.

The future Union College professor attended Roxbury Latin School and Harvard, graduating from the latter in 1883. After three years of graduate work at Harvard, Hale taught English for four years (1886–90) at Cornell, then obtained a Harvard fellowship to study in Germany at the universities of Göttingen and Halle. He earned a PhD in 1892 from Halle with a dissertation on *Die chronologische Anordnung der Dichtungen Robert Herricks*. On his return he occupied the chair of English at the University of Iowa for three years before accepting an offer to come to Union College in 1895 as professor of rhetoric and logic.

Hale was already familiar with the College and had several connections with it. His uncle, Nathan Hale, had been Acting Professor of Mental and Moral Philosophy, 1869–71, while his father had twice addressed alumni meetings (1869, 1889) and had delivered a lecture in the Butterfield Lecture series in 1894. More im-

portant, Hale himself, following visits to Professor and Mrs. MAURICE PERKINS as early as 1886, had married their daughter Rose in 1893. Like Maurice Perkins, Hale's mother, née Perkins, came from a socially prominent Connecticut family; they were probably distantly related.

Following Maurice Perkins's death in 1901, the Hales occupied, with Mrs. Perkins, the apartment at the west end of SOUTH COLONNADE, a part of the area later named Hale House. A fire in the early morning of January 1, 1910, destroyed the apartment, including Hale's valuable library. The apartment was soon rebuilt.

Hale began producing books while in graduate school at Harvard, editing from manuscript the *Notebook... 1638–1641* of Thomas Lechford (1885). He next joined his father in editing the two-volume *Franklin in France, from original documents...* (1887–88).

He apparently published nothing while at Cornell or the University of Iowa, but at Union, finding his salary inadequate and the College unable to increase it, he turned to producing a spate of schoolbooks, many of them selections from literary classics: *Selections from Robert Herrick* (1895); Milton's *Paradise lost* (1896); Irving's *Knickerbocker stories* (1897); Irving's *The sketchbook* (1897); Longfellow's *Evangeline* (1897); Bunyan's *Pilgrim's progress* (1898); Eliot's *Silas Marner* (1898); Kingsley's *Westward ho!* (1898); Longfellow's *Song of Hiawatha* (1898); Scott's *Lay of the last minstrel* (1899); Goldsmith's *The vicar of Wakefield* (1900); Milton's shorter poems (1900); *Selections from Walter Pater* (1901); Shakespeare's *Merchant of Venice* (1901); Shakespeare's *Macbeth* (1902); *Shakespearian comedies* (1902); Shakespeare's *The tempest* (1903); Tennyson's *The princess* (1903); Addison's *Sir Roger de Coverley papers* (1904); Poe's *Stories and poems* (1904); Shakespeare's *King Henry V* (1905); Burke's *Speech on conciliation with America* (1907), and *Select poems of Matthew Arnold* (1908).

Several of these readers were collected in three volumes in 1925 as "The Hale literary readers." Hale also published nine anthologies for schools: *Poems of knightly adventure* (1897); *Literature: a fifth reader* (1901); *Ballads and ballad poetry* (1902); *American essays* (1902); *English essays* (1902); *Longer narrative poems* (1902); *American stories* (1903); *English stories* (1903), and *American fiction* (1917).

His other textbooks included *Constructive rhetoric* (1896); *Greek myths in English dress* (1902); *Dramatists of to-day* (1905), and *Elements of the short story* (with Fredrick T. Dawson) (1915). *Dramatists of to-day*, discussing several European playwrights not then well-known in America, was the most influential of these; it went through at least six editions.

Hale's best work was probably in the field of biography. A short biography of *James Russell Lowell* (1899)

and a popular compilation titled *Men of achievement* (1902) were contemporary with his schoolbooks, but after he had largely ceased to publish textbooks, he turned his hand to a substantial political biography, *William H. Seward* (1910).

His most lasting book, *The Life and letters of Edward Everett Hale* (1917), discharged a filial obligation. It can hardly be without significance that, although only fifty-four, Hale then ceased writing books.

He also contributed to periodicals, including the *Dial*, *Atlantic Monthly*, and *Outlook*, and wrote the article on Professor TAYLER LEWIS for the *Dictionary of American biography*.

As usually happened to tall, thin men in his time, Hale acquired the student nickname "Spike." Though respected, he was not a widely popular teacher; his greatest strength lay in his intellectual independence and wit. When several of his friends tried after his death to capture the unusual quality of his mind; each saw something different. CHARLES WALDRON '06 wrote:

Dr Hale was not for the many. That touch of the obvious which so often forms part of the popular idol was not found in him. He had no gift for attracting superficial youth, and while most kindly by nature, he believed it a waste of time to struggle with boys who did not wish to learn or who lacked the sensibilities to understand the material with which the course dealt.... His teaching was a pouring out of himself,—a rich experience for those capable of appreciating it but somewhat bewildering to others....

His scholarship was the result of an inquiring mind, never content to take things at secondhand.... He followed his own intellectual bent, entirely free from the egotism that mars so many men who would be different. These qualities were contagious; and while his learning was wide, and, in his own line, deep, it was the example of the man himself that was the most effective part of his teaching.

Like Waldron, JAMES M. CLINE '20 had been both student and colleague:

His every act was charged with a youthful spirit—not with the naïve charm which sometimes attaches to youth, but with the virile essence of a long and disciplined individualism....

The problem of the teacher is to prevent [the student] from learning the things that are not so. And this Dr. Hale strove manfully to do. Some few there were who saw his point and whose lives have been so informed by his discipline that they see much of the world through his eyes.... For the most part, however, they came to his class-room to learn the truth from the very lips of the oracle itself, and they found there only a man who seemed not to be sure of the most obvious things—things they were sure of before they came to college.

Not only was his scepticism disturbing; his manner of teaching was even more so. His lectures—if lectures they might be called—were composed as a man suddenly called upon to speak his ideas. You could imagine that he talked this way in his own house.

He demanded little of the world; but the world has a way of forcing itself upon one.... He viewed such incursions

upon his leisure with tolerant resentment; but he never ceased to put up a strong resistance, nor was he ever more amusing than when he saw that his bulwarks were wavering.

Theodore Baird, who taught English at Union about 1922, later recalled:

We [his colleagues] delighted in his talk, we collected his remarks, we exchanged them and repeated them, keeping up day by day with the flow of his humor and his ideas.... He delighted in a good audience.... He talked about everything, and he found something interesting to say about everything. He believed that he could teach Freshman English as well from an old copy of the *Schenectady Gazette* as he could from Mill's *Civil Liberty*.... and he could have done so, for the activity and originality of his mind was enormous. The slightest thing would set him thinking aloud. He would wind into his subject, analyzing the obvious, marshalling his evidence, all with the strictest exercise of logic.... He would search for a conclusion, and almost always he struck up a new relationship of ideas. Sometimes it was merely eccentric and he would join in a laugh....

When Hale came to Union, English Language and Literature, and Rhetoric and Logic, became separate departments. Hale was at first in charge of the latter field, but in 1902, in a financial crisis, the trustees forced the administration to dismiss either Hale or professor of English JAMES TRUAX. President Raymond seems to have been ambivalent, but Hale stayed and Truax left in 1903. From that year, Hale bore the title Professor of English and was in charge of both areas. Indeed, until Horace McKean arrived in 1905 as Assistant Professor of Rhetoric and Public Speaking, Hale apparently did all the teaching. As the two areas coalesced into an English department, Hale was considered its head.

In 1907 Hale announced a series of poetry readings each Wednesday evening at 10 [!]. "As far as possible poetry will be read from the works of authors not included in the curriculum." Three years later, he formed the highly idiosyncratic English Club; although his colleague STANLEY PERKINS CHASE joined him the following year, the club soon came under Hale's exclusive leadership and lasted until his death (see HALE CLUB). He was also a member of New York City's prestigious Century Club.

About 1902, Hale underwent a religious conversion from Unitarianism to evangelical Presbyterianism. For several years he devoted himself to work among the poor, becoming first president of the City Mission; in the words of Frank Parker Day's funeral eulogy, he "laboured among the waifs and strays of Schenectady." His enthusiasm for this kind of work later waned; in 1930 he wrote in response to an invitation to join a philanthropic organization: "I have shown a good deal of this vicarious benevolence in the course of my life, and I am coming to believe that for people in my position it is not as good a thing to do as it once seemed."

An interest in the Progressive movement, kindled about 1907, led him to run (unsuccessfully) for Con-

gress in 1912 on the Bull Moose ticket. He is said to have edited the *Schenectady Progressive*, a journal of which no files appear to be extant.

A charter member of the Adirondack Mountain Club, Hale frequently hiked and botanized in that region, but he also enjoyed vacation travel in the American west; those trips resulted in articles on such subjects as French place names in New Mexico. Other place name research was incomplete at his death. In the last five or six years of his life he devoted much of his leisure to painting (his brother and sister were both well-known artists).

Union awarded him an LittD in 1928.

Hale suffered a heart attack in the spring of 1932, and the administration announced that he would be stepping down as department head. He was apparently not reconciled to giving up the post, but a second heart attack that summer proved fatal.

Active in the women's suffrage movement, Rose Perkins Hale served as president of the Schenectady Board of Education in 1916 and ran successfully for the Schenectady County Board of Supervisors in 1920; she was said to be the first woman elected to public office in New York State. Each of the Hales' children attended Union (Maurice Perkins Hale '18, Nathan Hale '22 and Thomas Shaw Hale '23), as did grandson Maurice Perkins Hale Jr. '50.

Hale House. In 1935–36, SOUTH COLONNADE was entirely rebuilt as a dining hall, faculty lounge and student lounge, and renamed "Hale House" in honor of Professor EDWARD EVERETT HALE JR., whose home had formerly occupied part of the colonnade.

The western end of South Colonnade had long contained a faculty apartment—perhaps from the time the building was erected. Eliphalet Nott was among those who once lived there.

Professor MAURICE PERKINS lived in the colonnade apartment until his death in 1901, at which time his widow was joined by their daughter and son-in-law, Rose and Professor Edward Everett Hale Jr. It then officially became the Hales' home, although Mrs. Perkins continued to live with them until her death in 1922. The ten-room apartment was badly damaged on January 1, 1910, by a fire in which Hale lost his valuable library. The Hales returned after the apartment was rebuilt and remained until Professor Hale's death in 1932. When Mrs. Hale left the following spring, Professor DAVID MORSE and his family occupied the rooms from 1933 until 1935.

The closing of the rather primitive COLLEGE UNION in 1929 left the College without a dining hall of any kind; students who did not belong to fraternities had to walk downtown or to a boarding house for every meal. When DIXON RYAN FOX, not long after becoming president in 1934, publicly deplored this situation, trustee WALTER C. BAKER and his wife offered

to convert South Colonnade into a dining hall and lounges.

The College had at that time very few attractive interiors—only the club-like SILLIMAN HALL was regularly available to students—and the Bakers, who were collectors of art and antiquities, wanted to set a standard of elegance. Although they were at first "anonymous donors," they were involved in every phase of the project, with the result that Hale House reflected strong individual tastes rather than the institutional style an architect would tend to select for the public rooms of a college. The Bakers chose the architect (Egbert Lowe) and the decorator (Oscar O. Widmann) and worked closely with both, primarily in Early American style, though many deviations were permitted.

In the entry hall a curved cherry staircase rose to the second floor. The attendant's desk was a scaled-down copy of the George Washington desk in City Hall, New York City. The lounges, furnished with period reproductions, were decorated with an attention to detail that can only be suggested here. The first floor student lounge, intended to serve small meetings as well as individual students, was furnished with antiques: clocks, porcelains, lamp bases and Delft plates; the rug, specifically designed for the room, was hand woven in Austria. Over the fireplace at the west end, on the approximate site of Hale's former study, hung a portrait of Professor Hale by his sister, Ellen Day Hale.

The similarly furnished second floor faculty lounge contained a collection of fine porcelains, at least one of museum quality, as well as dozens of other accessories, such as a Chinese lacquered chess board with red and white carved ivory men. In the "Academic Guest Room" adjoining the Faculty Lounge, the pewter lighting fixtures were specially made with a bold relief figure of Minerva.

At the east end of the dining hall (where meals were served by student waiters) stood a fireplace faced with Italian black-veined marble. The mahogany furniture was Chippendale in design, and the floor consisted of wide oak planks. Portraits of College worthies hung on the walls.

On the building's south side the Bakers created a walled garden. Otherwise, except for the new entryway and the fact that the flat roof over the east end was altered to match the peaked roof over the west end, the exterior of South Colonnade remained unchanged.

Hale House formally opened April 30, 1936; though the effect on the whole College of providing non-fraternity students with better facilities than any fraternity could offer should not be underestimated, everyone understood that Hale House had a larger purpose. The ambiance of the rooms and the quality of the furnishings were intended also to civilize the students (and perhaps their elders as well). The setting was to be lived up to. Although such influences cannot be measured, there is no reason to doubt that for a long time

Hale House did have an uplifting effect on those who used it. Speaking at the opening, President Fox asked, "Why should we teach art in any form, as we do in many forms, if we are afraid to let students live with it?"

To the extent that uplifting influences are needed, there is, in addition to normal wear, inevitable degradation at the hands of the remnant who are not uplifted. Renewal would have demanded the same degree of taste and conviction that the Bakers originally devoted to creating Hale House, and those attributes are personal, not institutional. As the furnishings of Hale House wore out, were broken, stolen or vandalized, they were not replaced with comparable objects. Moreover, in postwar America, and especially from the 1960s onward, fewer members of any segment of the College community wholeheartedly embraced the gentility exemplified by the Bakers' Hale House.

The first retreat from gentility was forced by the War itself. The Navy V-12 men had to be fed, and in late spring of 1943, by placing wooden walls on top of the wall around the garden, the College created a barn-like auxiliary dining hall in the Hale House garden. "Hale House Annex" seated 500 men, served cafeteria style. Crude as the structure was, the College found it hard to relinquish after the War. A sandwich bar (called The Nott Hole) was set up there in the fall of 1946, and by 1955 the hall was being used for non-fraternity dances, jazz concerts, and to house Navy submarine crews and GE or ALCO personnel during periods of labor trouble. When the Annex was razed in the summer or fall of 1955, the Hale House Close was restored.

The Alumni Council renovated the lounges in 1972, and Hale House was formally rededicated May 6, 1972, as the Alumni Center. The following year, the Council replaced the visitor's apartment at the west end of the second floor with a kitchen. Through a gift of Joseph Milano '36 and his wife Betty, the Faculty Lounge was completely refurbished in 1979/80. Renamed the Milano Lounge, it has since been used only for special occasions.

From about 1972 until the College Center opened in 1988, the dining hall was sometimes called the College Commons. By about 1983, it was again insufficient, and a doorway was opened to Old Chapel, which was used as an auxiliary dining hall. Since 1988, Hale House dining hall has been used only for special occasions.

Hall, Russell Alger (Aug. 30, 1893–?). Professor of Civil Engineering, 1930–42.

Born in Blissfield, Michigan, one of seven children of Willis and Luella Luce Hall, Russell Hall earned a Bachelor of Civil Engineering degree at the University of Michigan in 1916 and then served during the First World War as a private in the U.S. Engineers Corps, 1917–19. He married Vera Parren in 1919; they had three children.

Hall taught at the University of Illinois, 1920–30, earning an MS there in 1924. Appointed to the Union faculty in 1930, he became civil engineering department chairman in 1935/36, serving in that position, and for a while as division chairman, until he was called away at the end of 1941/42 to do war-related work at Republic Steel. Before and during his years in Illinois he had worked at a variety of short-term engineering jobs. Now, finding that his responsibilities in the design of blast furnaces to increase steel production were much more satisfying than teaching, he resigned from Union effective June 1, 1943.

From 1946 to 1959, he served as assistant city engineer for the City of San Diego.

Handicapped Access. Like other colleges with old, elevator-less buildings, Union became accessible to the handicapped as laws required it. The first modifications were made in the summer of 1981 to Schaffer Library, Bailey Hall, the Science and Engineering Center, North and South Colleges and the Dutch Hollow Pub.

Several members of the College community have had notable handicaps. TAYLER LEWIS's extreme deafness made him the butt of student pranks and caused the trustees to relieve him of some of his teaching duties. ELIPHALET NOTT was so incapacitated by rheumatism in 1846 that he had to be carried by his servant, MOSES VINEY. Nott recovered, but at the end of his life he was confined to a wheelchair by several strokes.

Henry James Sr.'s leg had been amputated above the knee, and at first he got around on crutches with the help of other students; a few months after entering in 1828 he was fitted for a wooden leg. As a student, CHARLES N. WALDRON '06 was compelled by poor eyesight to seek readers; Rose Perkins Hale was among those who read to him. Later, as a member of the administration, he became entirely blind and used seeing eye dogs.

English instructor Edward Oakes, a paraplegic who lived in Old Gym while teaching at Union circa 1920–23, got around in a wheelchair pushed by a student.

Hans Groot's Kill. The creek that traverses the campus has probably existed since the last glacier receded, about 7,000–8,000 years ago. It originates east of Balltown Road and flows into the Mohawk River at the former American Locomotive works.

The traditional name of the creek, Hans Groot's Kill, is apparently not derived from a person named Hans Groot; rather, in the later seventeenth century Symon Groot had a house on what became the College grounds. The upstream portion of the brook running through it was called Hansen's Kill, for one Hendrik Hansen, and the portion running through Groot's property is said to have acquired an amalgamated

name from that fact. In his diary, Jonathan Pearson uses only the name "Simon's Kill," which was presumably current in the nineteenth century.

The creek's principal function for the College has been aesthetic; it created the hollow in which Jackson's Garden was laid out, and meanders pleasingly through it. Romantic accounts of the Garden always mention the creek, and "the brook that bounds through old Union's grounds," is celebrated by the Alma Mater in a classical parallel with the waters of Delphi.

Practical uses have been fewer. In 1832, and doubtless at other times, students dammed the creek sufficiently to create a swimming hole, and in 1934/35 they used it to feed a skating rink. In the 1860s and as late as 1871, there were two watergates (flood gates) on the College section of the creek.

As the College has developed, the creek has often proved inconvenient, and in recent years much of it has been buried on the campus as it had already been buried between the campus and the Mohawk. The section between Terrace Lane North and Seward Place was contained in a seventy-two-inch underground culvert in 1966, and during the 1984 construction of the North Entry Road, the section from the Alexander Lane bridge south to Jackson's Garden was also culverted, and the bridge thus eliminated. Earlier, during the construction of the Central Utilities Building in 1966, the path of that section of the brook had been altered.

Planning a storm sewer to serve the area east of the College in 1922, the City Engineer proposed to run the pipe across the campus by placing it in the creek bed. The City was persuaded to bury it instead, on the northeast corner of the campus, but that incident was a harbinger of future problems involving the creek and sewers. By the mid-1950s, the pollution of the creek was frequently noted, and student satirists substituted "the creek that reeks" for Fitzhugh Ludlow's "brook that bounds." In November 1970, a student reported to the Protect Your Environment Club that raw sewage was being discharged into the creek just west of the Field House by a storm sewer line which ran from the north. Investigation by a subcommittee of the Faculty Committee on Environmental Studies confirmed this, and also discovered that Union's Central Utilities Building was dumping chemically treated boiler water into the creek.

Five years later, although the College had ceased polluting the creek, the situation was just as bad; students in a civil engineering course found that the coliform count in the creek far exceeded the level the state considered safe for bodily contact. Human wastes were found to be entering the creek from a storm drain just below West Alley, several blocks east of the campus. It was believed to originate in illegal connections of sanitary sewers to storm sewers.

At this writing, the brook remains polluted and the source of the pollution remains uncertain.

The discharge of storm sewers into Hans Groot's Kill upstream, coupled with the fact that the creek is now entirely culverted downstream from Jackson's Garden, has exacerbated the problem of springtime flooding of the garden; water enters the garden faster than it can leave, with at least potential damage to the plantings.

Harris, Ira (May 31, 1802–Dec. 2, 1875). Class of 1824. Adelpic Society. Judge, Senator. Trustee, 1848–75; Acting President, 1868–69.

Born on a farm in Charleston, Montgomery County, New York, the eldest of ten children, Ira Harris moved with his family to Cortland County when he was six. After attending the Academy at Homer, New York, he entered Union College as a junior in the Class of 1822.

Graduating with honors, Harris studied for a year in a law office in Homer, then in the Albany office of Chief Justice Ambrose Spencer. He was admitted to the bar in 1827. After practicing law in Albany for eighteen years, he sidled into politics: while absent on a trip to the West in 1844, he was nominated by the Anti-Rent Party, supposedly without his knowledge, for a state assembly seat. Elected with Whig help, he served during 1845–46, then ran successfully for the state senate in 1847. He resigned the same year to run for justice of the New York State Supreme Court, where he served from 1847 to 1859.

When his term on the court expired, Harris devoted a year to European travel, then in 1861 ran successfully as a Republican for the U.S. Senate seat vacated when Lincoln chose William Henry Seward '20 as Secretary of State. Harris won the nomination in a three-way contest with Horace Greeley and William M. Evarts, because Evarts's backer, the political boss Thurlow Weed, seeing that Evarts could not win, threw the votes he controlled to Harris. Weed later regretted his support, and when Harris sought renomination in 1867 he was defeated by Roscoe Conkling.

As a senator, Harris supported Lincoln but was considered a moderate Republican, refusing, for instance, to join in the effort to expel a senator whose patriotism had been questioned. Harris was not an outstanding orator, and although he served on several important committees he seems to have been better suited to the judiciary than to legislative politics. He was a close enough friend of the Lincolns to ask Mrs. Lincoln why Robert Todd Lincoln was not in the Army.

The 2nd Regiment of New York Volunteer Cavalry, mustered in autumn 1861 and mustered out June 5, 1865, was named the "Ira Harris Light Cavalry."

Harris had been one of the founders of the Albany Medical College in 1838, and was a member of the

first faculty of the Albany Law School in 1850. While in the Senate he lectured at the law school of Columbian College (later George Washington University); after leaving the Senate, he returned to Albany, settled on a farm in Loudonville, and taught equity, jurisprudence and practice at the Albany Law School for the rest of his life. In the spring of 1871 he delivered a course of lectures on international law at Union.

A trustee of Union College from 1848 until his death, he served as acting president between the departure of LAURENS PERSEUS HICKOK in the summer of 1868 and the arrival of CHARLES AIKEN in October 1869.

At the founding of the University of Rochester in 1850, Harris had been appointed "Chancellor til the President shall be elected," but although a president was chosen after three years, Harris remained a trustee and Chancellor of the University until his death twenty-five years later. There is some reason, then, to think that he was more than a little fond of ceremonial office and not eager to relinquish it. As acting president of Union, Harris sometimes visited the campus, where he was later remembered as a portly figure in a silk hat, but most of the time he remained in Albany, leaving day-to-day administration to Professor ISAAC JACKSON. Indeed, during this period Harris encouraged those who wanted to move the College to Albany—see ALBANY (REMOVAL TO).

In September 1868, the students protested the College's inaction on several matters, including completion of the NOTT MEMORIAL and selection of a new president, by holding a mock burial of the trustees (see BURIAL AND RESURRECTION OF THE TRUSTEES); at Commencement the following year, some alumni added their severe criticism of the trustees for failing to fill the presidency. In the excitement (Isaac Jackson reported), Harris collapsed with what another trustee announced reproachfully was a paralytic stroke caused by his untiring labors for the College. Harris recovered promptly and awarded degrees the next day.

Harris married Louisa Tubbs on January 24, 1832, and after her death in 1845, he wed Mrs. Pauline Rathbone, a widow with six children. In 1867, his daughter, Clara Harris, married his stepson, the unfortunate Major Henry Reed Rathbone '57.

He also served his church as president of the American Baptist Missionary Union, and Vassar College as a trustee. Hamilton College awarded him an LLD in 1848.

Harroun, Gilbert King (Sept. 23, 1835–Sept. 12, 1901). Publisher, Inventor. Treasurer of Union College, 1893–1901.

Born in Corfu, New York, near Buffalo, G.K. Harroun (as he styled himself) graduated from the Brockport Collegiate Institute and entered business in 1858

as an owner and the publisher of the *Buffalo Courier*. The paper had a job printing plant, in the mechanics of which Harroun took an interest; with the help of a pressman, James Henry Sanford, he soon invented and patented a press to print consecutively numbered tickets.

Selling their interest in the newspaper in 1860, the two men, with a third partner, formed Sanford, Harroun & Co. to print railroad tickets. The firm flourished, printing tickets for many of the country's railroads, and in 1862 moved to New York City. In 1866, Harroun originated calendars with an aphorism for each day of the year, and in 1883–84 he published *Mastery*, a short-lived magazine intended to teach useful pastimes and handicrafts to young people. At some point he spent three years traveling around the world.

Harroun re-entered the newspaper business in 1889 as comptroller of the *New York Mail and Express*, where he remained until appointed TREASURER of Union College in 1893, succeeding Samuel E. Stimson.

His foremost duty was to manage Union's Long Island City property, a difficult job rendered harder by the College's increasingly desperate need for money (see HUNTER'S POINT, GREENPOINT AND STUYVESANT COVE PROPERTIES OF UNION COLLEGE). After he had found a buyer for the land in 1898, the College no longer needed a treasurer in New York, and the trustees asked Harroun, whose health had begun to fail, whether he wanted to move to Schenectady or retire. He apparently chose retirement, and President Raymond offered the position to James N. Gowenlock '75, who first accepted and then declined. Harroun remained on the job, though seldom in Schenectady, until his death in 1901.

Harroun took some interest in educational matters. He gave an annual fifty dollar prize to the Union senior who wrote the best essay on an economic subject, and in the aftermath of the Spanish-American War he was one of the founders, and a tireless promoter, of the Cuban Educational Association of the United States, whose function it was to "fit the people of Porto Rico and Cuba for self-government" by persuading colleges and schools to grant scholarships to boys from those countries.

Haskins Laboratory. A two-storey brick building stood east of the north end of North College, just outside Jackson's Garden, until razed in 1993 for construction of the Yulman Theatre. It served myriad purposes, high and low, under several names.

The origin of the building is obscure. It served as the barn for BENEDICT HOUSE, erected in 1873, and so presumably belonged earlier to Mrs. Benedict's father, ISAAC JACKSON; if so, it may have been built sometime after Jackson moved to the north end of North College about 1831, or, indeed, may have existed before that.

In the spring of 1873 the *College Spectator* reported that the second floor of "Professor Jackson's stable" had been fitted up as a studio for an elective course in photography and a skylight had been installed. There is room for doubt, however, about the identity of that building: an 1884 photograph seems to show a flat roof on the future Haskins Laboratory and a skylight on another nearby barn, once Professor Newman's and presumably still belonging to the occupant of the other end of North College (see SCULPTURE STUDIO).

In any case, interest in photography waned quickly, and for several decades following Jackson's death in 1877 the building to which this article is devoted served as the barn of the Benedict House and a tool-house for JACKSON'S GARDEN.

The physics department, pinched for space, took over and extensively renovated the barn in 1923, adding new windows and naming it the Physics Annex. Four years later, a major addition to the physics building proper (see ARTS BUILDING), completed in the spring of 1927, probably made the annex superfluous to the physics department.

The college short wave RADIO station, 2XQ, installed for several years in the attic of the nearby "Cat Lab" (later the Sculpture Studio), moved to the second floor of the Physics Annex by February 1926. The Radio Club was out of existence by the spring of 1931, and when it reorganized it located elsewhere, although it returned to Haskins Laboratory much later.

In 1937, at the suggestion of Dr. Willis R. Whitney, the building was turned over to Dr. Caryl P. Haskins, a Schenectady-born independent research scientist, who was appointed Research Professor in Bio-Physics. Haskins assembled his own staff at the College—he had another in Cambridge, Massachusetts—and created a laboratory to pursue biological research, most of it concerning the effects of radiation on living plant and insect cells. Union students sometimes participated in the research.

Haskins' use of the laboratory probably ended about 1941, and in 1949 the upper floor was assigned to Professor Hecker for a Wood Preservation Research Project, but the building continued to be nominally the Haskins Laboratory until about 1965, when part of it was reclaimed for the gardeners' storage.

Birger Nordlander, Research Professor of Chemistry, had an office there (1962–69), as did BENJAMIN WHITAKER (1965–67) in his retirement role as Director of the Social Science Research Council. From 1965 or earlier until after 1990, short wave station W2UC was quartered on the second floor, and students sometimes lived surreptitiously in one of the upper rooms in the summer. The Counselor to Students had an office there, circa 1970. The Photography Club had a dark-room in the building in 1986 and had apparently had one there a few years earlier. Other uses have doubtless escaped notice. When the building was razed in the

summer of 1993, the sign on the door read "Advanced Studies Arts."

Hassler, Ferdinand Rudolph (Oct. 7, 1770–Nov. 20, 1843). Professor of Mathematics and Natural History, 1810–11; first Superintendent of the U.S. Coast and Geodetic Survey.

Born in Aarau, Switzerland, the son of Jakob Hassler, a wealthy watchmaker, Ferdinand Rudolph Hassler studied scientific subjects in Bern, where he came under the influence of mathematics and physics professor J.G. Tralles. He later studied in Göttingen and, about 1793, visited Paris, where he met several important scientists and astronomers. Returning to Bern, Hassler undertook practical geodetic work with Tralles and worked on a government-sponsored geodetic survey of the canton. The French invasion of 1798 and the ensuing Swiss revolution interrupted this work.

Since the age of sixteen, Hassler had held cantonal political positions obtained through family influence. Under the revolutionary government, though he claimed to be non-partisan, he drafted the declaration separating Aarau from the canton of Bern. During this period he also held a variety of local and national offices.

Finding his prospects for geodetic work in Switzerland blocked, Hassler decided to emigrate to America, where he and another man planned to establish a Swiss agricultural colony in the South. With the former Marianne Gaillard, whom he had married in 1798, and their four children, Hassler embarked in 1805, leading a company of 120 artisans and laborers and their families. His personal baggage included ninety-six trunks containing a library of several thousand volumes and some scientific instruments.

The proposed stock company foundered before it began, obliging Hassler to sell part of his library. He promptly became an American citizen and began to lobby for geodetic work in America. Friends convinced President Jefferson of the desirability of a coast survey and of Hassler's qualifications to undertake it. In early 1807, Congress authorized the survey and Hassler was chosen to head it.

Knowing that survey work could not begin for some time, in February 1807 Hassler secured appointment as acting professor of mathematics at the U.S. Military Academy at West Point. Forced to leave when the Secretary of War barred civilians from the faculty, Hassler then accepted the March 1810 offer of Union's trustees, and apparently began immediately as Professor of Mathematics and Natural Philosophy, replacing BENJAMIN ALLEN.

He taught at Union for little more than a year, and apparently not very successfully—he was far from fluent in English and was accustomed to a European style of pedagogy. His significance to the College lies in the fact that he represented President ELIPHALET NOTT'S

desire to make Union's offerings in science as up-to-date as possible, which at that time required European training. Nott boasted of the appointment to his brother Samuel in April 1810:

The mathematical professorship is filled by a learned Swiss—F.R. Hassler—confessedly the ablest mathematician and astronomer that was ever in America. He is the celebrated correspondent of [de Lalande] and goes through a course of lectures in the manner of the most approved European professors.

Nott remained in touch with Hassler for the rest of the latter's life.

Hassler made some scientific instruments in a home workshop and drafted a list of others which the College ordered. There is little further contemporary record of his brief time at Union. Thirty years later, JONATHAN PEARSON recorded some anecdotes he had recently heard, perhaps from one of Hassler's former students. Hassler had so little control of his classes, it was said, that students would leave the room, unnoticed, while he was at the blackboard. The professor made his own bread and came to class with flour on his coat. So absorbed in reading a letter that he tripped and fell in the street, he finished the letter before arising. When required to deliver the Lord's Prayer in chapel, he tried but froze: "I can't pray. I never prayed in my life."

How true or characteristic these old memories may have been is impossible to know. In retrospect, however, it is clear that Hassler was the most distinguished scientist to teach at Union before another famous eccentric, CHARLES STEINMETZ, arrived in 1902.

Hassler resigned July 11, 1811, when the Secretary of the Treasury sent him to England to buy instruments for the Coast Survey; the outbreak of the War of 1812 prevented his return until 1815. The survey began the next year, with Hassler as its first Superintendent, but in 1818 he once again lost his job when Congress, impatient with the pace and expense of Hassler's careful, scientific work, amended the authorizing legislation to bar civilians from employment on the survey.

Through the influence of President James Madison, Hassler was soon appointed to the Northeastern Boundary Line Commission, but a few months later he was fired after a falling-out with the commission's head. He turned his attention to compiling his *Papers on various subjects connected with the survey of the coast of the United States*. Belatedly published in 1825, the book brought Hassler some recognition for the advances he had made in his science.

In the meantime, as he had done when he left Switzerland, Hassler tried (and failed) to pursue the agrarian life. Purchasing four thousand acres near Cape Vincent in northern New York in 1819, he hoped to establish a normal school and agricultural college, but he was forced to settle for supervising a farm. In 1823,

his wife, who had by then borne nine children and was depressed by farm life, left him. Hassler then taught for several years at the Union Hall Academy in Jamaica, Long Island. When the proprietor died in 1827, he taught for a year at a seminary in Richmond, Virginia. He failed to obtain positions at the University of Virginia and the University of North Carolina.

While in Jamaica, with Eliphalet Nott's encouragement, Hassler started writing textbooks: *Elements of analytical trigonometry, plane and spherical* (1826), *Elements of arithmetic* (1826), *Elements of the geometry of planes and solids* (1828), *A popular exposition of the system of the universe* (1828) and *Logarithmic and trigonometric tables* (1830). Hassler's English was still poor; he wrote at least the first of these books in French and had it translated into English. Columbia College professor James Renwick edited the others for him.

The textbooks were quite successful, went through several editions (Union adopted the trigonometry book circa 1828–36), and presumably brought their author some income. Nevertheless, in 1829 he was reduced to working as a gauger in the New York Custom House.

On November 2, 1830, President Andrew Jackson, who held a high opinion of Hassler, appointed him Superintendent of the Office of Weights and Measures, a position he retained until his death thirteen years later. Hassler had long been interested in this field, which was fundamental to survey work; in 1818 he had published "An account of pyrometrical experiments," reporting on his experiments in the heat expansion of metals as a factor in precision measurement. In other experiments he established with new accuracy the temperature at which water is densest (important to measurements of capacity). This work was basic to the advance of the science of metrology.

America had only state and local standards for weights and measures at that time; despite strong urging from John Quincy Adams, Congress had long shirked its responsibility to set national standards. Hassler finally took it upon himself to establish a de facto national standard, following the British standard except for the gallon and the bushel. He reported in *Comparison of weights and measures of length and capacity* (1832).

On July 10, 1832, Congress re-established the Coast Survey; Hassler was re-appointed Superintendent on August 9, 1832, with the understanding that he would continue to supervise the Office of Weights and Measures without additional compensation.

Although the survey progressed, for the remainder of his life Hassler had to deal with almost constant difficulties over its finances, and over the preference of some members of Congress for a survey that would be cheaper, if less accurate and scientific. Hassler insisted, for example, on including geophysical phenomena such as terrestrial magnetism and tides within the scope of

the survey; in the eyes of his successors, his insistence on very high standards has been fully vindicated.

Hassler's death came at seventy-three, while he was engaged in survey work; he contracted pneumonia in trying to save his instruments during a violent storm in Delaware.

In 1958, Union honored Hassler as the thirteenth in its series of UNION WORTHIES.

Hats. Quite unrelated to the beanies mandated for freshmen by hazing sophomores, around the turn of the century distinctive hats were in vogue at Union. The *Concordiensis* noted in June 1897 that "Union hats, made of white flannel with garnet bands, have become very popular and are quite noticeable on the campus." In the spring of 1906, the seniors were reported to have ordered their class hats, and in December 1909 a committee was at work choosing next year's hat.

See also: CANES, PIPES.

Hawkes Collection. From 1967 to 1978 the Union College Library had temporary custody of eighty-nine documents of the Revolutionary War era, including fifty letters by George Washington. The collection, called the W. Wright Hawkes Collection of Revolutionary War Documents, was described in a catalogue prepared by Ruth Anne Evans and published in 1968. Except for Colonel Jameson's letter describing the capture of Major Andre, all the papers were subsequently returned to the owner; the latter remains at the College as a gift.

Hawley (Gideon) Teacher Recognition Award. At Founders Day convocation in 1990 the College inaugurated an annual award for three high school teachers nominated by former students who had enrolled at Union. Named for Gideon Hawley, Class of 1809, and given in conjunction with Union's EDUCATIONAL STUDIES PROGRAM, the award recognizes the teacher's continuing positive influence on the academic life of the nominator.

Hazing and Class Fights. The harassment of individual freshmen, usually by small groups of bellicose sophomores, and perennial battles between the freshman and sophomore classes, were features of student life at Union, as at other colleges, from the mid-nineteenth to the mid-twentieth centuries. (Fraternity hazing is discussed in the article on FRATERNITIES.)

Trials and challenges connected with rites of passage for young men are familiar to anthropologists in many contexts; in academic life, students at European universities had engaged in class fights and hazing for centuries. The history of such activity at Union reflects the American attitude that tradition is highly desirable—and capable of infinite improvement.

Because these rituals were seldom exactly the same for two successive years, and because much of our knowledge of them comes from fragmentary and facetious or exaggerated student accounts, it is impossible to discuss the subject without constant reference to dates—yet it is rarely possible to be as definite about the dates as one would wish.

There is no record of class fights at Union before the 1850s; most early hazing seems to have been directed against vulnerable students generally, rather than being a freshman-sophomore affair. The college at that time had relatively few freshmen to be initiated—none at all in 1831–34—while many sophomores were themselves new at Union, and hence not suitable initiators.

Hazing at this time generally took place in the dormitory rooms, and required the victim to participate in a fiction. Fifty years later Charles West '32 recalled the "Callithumpian Society":

It visited the rooms of novice and weak minded students and spent the night discussing all sorts of questions. One of its rules was that every member should speak for two hours without stopping. In this way the hours of the night were spent and their host victimized.

The "host" was expected to serve drinks; on one such occasion a host turned the tables by distributing beer laced with a powerful emetic and purgative.

"Smoking the inmates out of their rooms," a similar custom, was widespread in American colleges: the victim's hospitality would be abused by pipe-smoking sophomores who, paying an ostensibly friendly visit to a freshman's room, would try to create enough smoke to sicken him. The smokers prudently worked in relays, and would sometimes also ignite a mass of tobacco in a spittoon. "Smoking out" was common enough at Union to be forbidden by the 1858 *Rules*, but the practice survived until at least 1896.

By 1854, hazing had focused on the freshman class, and kidnapping—transporting the victim into the countryside at night and abandoning him there—had become common. In the later nineteenth century, the relatively polite torture once inflicted during visits from the "Callithumpian Society" evolved into the more overtly vicious "setting up." Here is what W.C. Mills, the tallest freshman in the Class of 1885, endured:

"Clear the table, frosh!" He hesitates, but with a despairing look at the crowd he obeys. "Take off your coat; now your collar and necktie; now your shoes. Get on the table." He does so amid the blowing of horns and the encouraging shouts of "Good frosh!" from the crowd. "Give us a song!" "I can't sing." "Oh! cheeky frosh, sing Yankee Doodle," and the horns blow and the canes rap the table oblivious of the fact that W.C.'s feet occupy a fair share of the top. He attempts "Old Grimes is Dead" with doubtful success, the last part being drowned out by the horns. "Now dance." He shuffles his feet awkwardly. "Make a speech." He stutters painfully. "Yell for your class." "Good frosh." "What's your

name?" "Spell it." "Spell it backward." ... "Parse it." "Now lay on the table and swim." [He puts on his vest as swimming trunks and lies on the table] The next moment he is lying on the floor with the table on top of him, the light out and the crowd going down stairs looking for another victim.

Freshmen were sometimes made to "swim" in the tall grass behind Washburn Hall as late as 1902.

By 1873 class rivalries had reached a fever pitch; the *College Spectator* reported

a constant rivalry and disturbance between the different classes. If, for instance, one class has a meeting some other one will try to fasten them in or stone the windows.... It is considered necessary to make a Freshman's life miserable for his first two terms by a series of petty persecutions, such as "smoking out," "putting under the pump," and others of a like character.... The classes at times, forgetful of the sacredness of the place, hiss each other as they pass from chapel in the morning.

Another fictitious society, "Delta Q," was carrying out raids by this time. A member of the Class of 1878 much later recalled:

Usually once or twice during the fall term, some freshman who had been unduly obnoxious was hauled from his bed at midnight, carried out to the college brook, and ducked therein, while solemn sentences were read to him from a book called the "Delta Q Bible"...to haze a man in those days was to initiate him into the Delta Q.

The proceedings sometimes culminated in the mock burial of the victim in a coffin. A photograph in the 1874 class album shows twenty-six Delta Qs in mummer's garb, surrounding a bound victim. "Delta Q" was declared extinct in 1890, but at least the name was invoked as late as 1897.

As the hazing became harsher, the reactions became stronger. In 1876, freshman Robert Alexander, his door having been battered down by a gang of sophomores, drove them off with a revolver. Four years later freshman Arthur Jervis repelled invading sophomores with three shots from a derringer. In 1877/78, six sophomores were expelled for breaking into Alexander Campbell's room. The following year, a freshman tried to sue a sophomore for \$1,000 damages in connection with hazing. In 1887, freshman James Long, brandishing a hunting knife, defied hazing sophomores: "Here I stand before my God. I will knife the first son of a bitch that lays a finger on me."

In the late nineteenth century the custom of "Idol worship" was created: small groups of freshmen were rounded up at night and made to kneel by the IDOL in mock worship ("beseeching our stone image to grant them virtues possessed by the sophomores," CHARLES WALDRON recalled of the Class of 1906) and to paint it green with their hands. Crowds of spectators often gathered, and freshmen sometimes mounted a rescue operation. Later in the night the freshmen would return to paint the Idol red. Idol worship evolved into

the paint fights described below, and a curious change then occurred: the sophomores had forced the freshmen to paint the Idol green as a symbol of the "greenness" of the younger class. During the paint fights, when each class did its own painting, the freshmen continued to try to make the idol red and the sophomores continued to try to make it green, which thus became the sophomore class color.

In the fall of 1884, Dean STALEY, then acting president, caught some sophomores hazing a freshman by making him stand atop the Idol (his offense was carrying a cane when out of town). When Staley suspended four of the hazers, a major confrontation arose, with many sophomores threatening to leave college and upperclassmen supporting them. Staley finally settled for a promise of no more hazing.

Idol worship ended sometime between 1909 and the early 1920s; the practice was briefly revived in the spring and fall of 1946.

A more genteel form of hazing, flourishing around the turn of the century and as late as 1926, cast the sophomore as confidence man/extortionist. He persuaded the greenhorns to buy or rent seats and hymnbooks in the chapel, lockers in the "aviation shed," tickets to the library, and options on space in the freshman umbrella stand, and he sometimes demanded the freshman's socks and necktie as well. The money thus raised traditionally defrayed class expenses in the fall scraps.

By 1893, hazing found regular literary expression in the form of the freshman posters distributed each fall. In the most patronizing terms possible, the posters demanded the attention of the freshmen to a constantly changing series of "rules"; e.g., "Whenever a Freshman shall meet a Sophomore in the [dormitory], he shall quietly withdraw behind a coal box." In 1908 for the first time the freshmen responded with a poster taunting the sophomores. The posters seem to have ceased around 1924.

In the twentieth century, hazing became a quasi-judicial affair, and the jocular "rules" of the posters were reduced to almost-plausible standards of behavior which the sophomores claimed it was their duty to enforce. The first such formal rules, passed by the Student Body in 1910, required all freshmen to wear beanies, to greet upperclassmen on meeting them, and to remain seated in chapel until the other classes had left. The rules forbade freshmen from smoking pipes or cigars outdoors, sitting in the front row of any Schenectady theatre, and entering specified restaurants without an upperclass escort.

These rules were frequently revised in the following years, sometimes to increase the number of violators: freshmen must smoke a corn cob pipe at all times when on the campus or on the streets; freshmen must not use the front door of Bailey Hall; freshmen must not walk

on the grass. Knowledge of the "ODE TO OLD UNION" was always required.

Violators were punished with a close haircut, administered at first by sophomore vigilantes. In 1916 the *Concordiensis* editor had to argue that haircuts must not be inflicted in general hazing, but only as punishment for breaking rules.

By 1924 fraternities were intervening to protect their pledges from punishment, and in 1928 the TERRACE COUNCIL (all seniors) took over systematically testing the freshmen on their knowledge of the *Alma Mater*, and administering haircuts. The latter duty they perhaps found *infra dig*; in 1930 a ten-man Sophomore Discipline Committee was created to do the haircutting under the direction of the Terrace Council, but fraternity interference continued.

In 1933, the prohibition against smoking and the requirement of speaking to all upperclassmen were dropped from the rules (the latter made a brief return in 1946), but increasing numbers of Depression era freshmen resisted hazing entirely; in the fall of 1935, the Sophomore Discipline Committee responded by paddling two freshmen at a Student Body meeting. This first corporal punishment in memory was roundly condemned by the administration, and caused the *Concordiensis* to demand the abolition of freshman rules, which "are not made for the education of the newcomers [as advocates of hazing had always piously insisted], but rather for the sadistic enjoyment of the oldsters."

That commonsense observation was too radical even for the victims; the following fall their own Sophomore Discipline Committee came up with the idea of making freshman violators wear placards announcing their offense, and, if there were enough of them, making them march in pajamas at half-time of the Williams game. The stage was thus set for one of the grander moments in Union student life: when the Sophomore Discipline Committee tried to placard two freshmen on October 20, 1936, a group of defiant freshmen flouted three rules at once by marching beanie-less across the forbidden grass and through the forbidden front door of Bailey Hall, singing the *Marseillaise*.

Two weeks later the Sophomore Discipline Committee retaliated: their leader and a gang of fifteen or twenty hooded sophomores and some upperclassmen raided a dormitory, breaking down a door and cutting the hair of four men. In the aftermath, the Student Council voted to reduce the freshman rules to two (wear beanies and leave chapel last) and to enforce them strictly, punishing second offenders with haircuts at the college barbershop.

Freshmen rules and non-fraternity hazing were moribund, though there would be frequent attempts, in the name of tradition and class spirit, to revive and even expand them. In 1940 President Fox actually

warned incoming freshmen they would be shorn by the college barber if they broke the freshman rules.

The Sophomore Discipline Committee was temporarily replaced by the "All-College Discipline Committee" in 1944, and then resuscitated in 1945 and 1954. By 1946, an unknown patriot had invented the "Block U" haircut, in the administration of which the back and top center of the victim's head were shaved, so that the hair remaining, viewed from above, formed Union's initial. It was still being administered as late as the fall of 1963.

The Student Council voted to abolish the Sophomore Discipline Committee and freshman hazing in March 1952, then reinstituted both in December 1954; the next fall the SDC was kidnapping freshmen and painting them with merthiolate.

The mid-1960s brought a general student rejection of tradition and a heightened sensitivity to everything perceived as oppression. The SDC existed for the last time in the fall of 1963; although the Student Council demanded a return to freshman hazing in the fall of 1964 and again in the fall of 1965, and beanies were worn as late as the fall of 1968, by the fall of 1967 the dean of students was enforcing a ban on freshman hazing. In that year three upperclassmen were placed on disciplinary probation for taking a freshman on a joyride. Non-fraternity hazing was probably entirely extinct by the time co-education began in 1970.

Class Fights. Class fights, also called "rushes" and "scraps," were originally held in the fall. The term "rush" derived from the fact that class fights at other colleges, though perhaps not at Union, often began when freshmen leaving chapel were pushed or "rushed" by the upper classes behind them.

The earliest reference to class fights at Union is an oblique one: the editor of the *Sophomore Independent* was *not* referring to a debating club when he wrote, on November 4, 1854:

The Sophomore and Freshman Debating Club, organized at the commencement of this term, is progressing finely... it far surpasses either of the other societies in the airiness and spaciousness of its hall, and the order and decorum that marks all its proceedings.

The earliest description of a freshman-sophomore fight at Union dates from 1862. In that year, at least, freshmen were the aggressors; they gathered at the entrance to the chapel on the first day of fall term and tried to prevent the sophomores from entering, knocking off their silk hats, grabbing their canes, and attempting to enter the chapel first and bar the door against the sophomores.

A few years later the freshmen and sophomores clashed each fall in horse chestnut fights, sometimes impromptu skirmishes, but at other times hour-long organized battles. Such fights certainly occurred in the fall of 1868, 1869 and 1870, and perhaps as early as

1864. Following the fight in 1870, which resulted in a large number of injuries, President AIKEN forced the freshmen and sophomores to sign an oath to end the practice; the following fall his successor, ELIPHALET NOTT POTTER, enforced the ban. The cane rush, already popular elsewhere, filled the vacuum in 1873.

The Cane Rush. At many colleges a class picture fight was customary, as freshmen and sophomores attacked their assembled adversaries, trying to steal the photographic plates or at least disrupt the sitting. These fights occurred at Union (1873, 1897), but were apparently not major events. In 1873 however, a cane-carrying freshman appeared for his class picture, in defiance of the rule forbidding freshmen from carrying canes before third term. Sophomores attacked and the cane was broken in several pieces, but the freshmen retained possession of the head and so were considered victorious.

Thereafter, some form of cane rush was an annual fall event at Union for sixty years. Originally the battle often lasted an hour and moved around the campus (in 1878 it spilled into Jackson's Garden; alarmed at the damage to the shrubbery, Mrs. Benedict came out on her balcony and fired several shots from a revolver). There were at first no rules for determining the winner, but in the early years the fight began when a freshman appeared carrying a cane. Circa 1876–1881, a member of the Class of 1878 much later recalled, this would happen in chapel:

Some morning a freshman, well-guarded, would slip into [old] chapel with a huge cane. This was a signal for the sophomores to bolt chapel and wait for the offender outside. Out he would come, surrounded by his classmates, and a battle royal would ensue. The sophomores tried to pull the freshmen off, and the freshmen fought to drive the sophomores away, hurling them over the terrace if need be. The cane was tugged back and forth and sometimes was borne clear across the campus to north college. Sometimes the combatants struggled for nearly an hour until all were worn out or the cane was smashed to pieces....

Sometimes (1878, 1879, 1881) the cane or a part of it would be carried away entirely and hidden. It may be that only the first fight, in 1873, was over a real cane; the next year the object of contention was described as "an ornament usually called a cane," and in 1894 the "cane" was five feet long and two inches thick. By that time the winner was the class that had the greatest number of hands on it when time was called. The next year an ordinary baseball bat was used, and by 1897 it was a "well greased" one.

By 1890 the cane rush was regularly held during the freshman-sophomore baseball game in late September; by 1895 it was held immediately after a freshman class meeting in the chemistry laboratory. The football team began supervising the event by 1900; the Terrace Council later sometimes played this role.

In 1895 the rush lasted fifteen minutes, but probably at the same time the football team became referees, and certainly by 1912, a whistle ended the rush after three minutes, and a winner was declared. Three minutes were not enough to exhaust anyone, however, and fighting generally continued as individual wrestling matches.

In 1916, revised rules shortened the rush from three minutes to one. The classes lined up two hundred feet apart, and the bat was supposed to be tossed in the middle. Pistol shots began and ended the clash.

The cane rush, and the preliminary salt and tomato fight described below, were held in the pasture after the first few years. The last of the traditional cane rushes occurred in 1933, though they returned in a much altered form in 1939–41.

Canes are, of course, functionally a symbol of seniority and morphologically a symbol of manhood. As early as 1868, wearing top hats and carrying canes was a privilege granted to Union freshmen in the third term, but later it seems sometimes to have been deferred until the sophomore year. The significance of the cane rush was codified by the Terrace Council in 1914, but it seems to have been essentially settled by 1878: freshmen could begin to carry a cane only after MOVING-UP DAY, and only if they had won the cane rush. If they lost (and in the later years they usually did, because the bat-tosser favored the sophomores), they would have a second chance as sophomores. If they lost again, they could never carry a cane. This was humiliating, though cane-carrying had long since ceased to be fashionable, and most of the victors exercised their right only on the day they acquired it (see CANES).

Salt and Tomato Rush. By 1896, a salt and tomato fight (sometimes called a "salad fight") had become a preliminary to the cane rush; it would remain so until shortly before the cane rush died out.

In the salt and tomato rush, the freshmen threw rotten tomatoes (cantaloupes in 1909, when the sophomores stole the tomatoes) and the sophomores hurled small (half-pound, in 1909) bags of salt. Salt was supposed to be appropriate because the freshmen were so "green." Bags of salt had been thrown at freshmen entering chapel (and perhaps in the chapel itself) circa 1878–81. Historical precedent was claimed for the custom of "salting" freshmen; Anthony Wood wrote in the seventeenth century of Oxford freshmen being given salted beer if they declaimed badly.

As the salt and tomato rush/cane rush became a scheduled event, it also became customary for the sophomores to kidnap freshmen and force them to pack the bags of salt that would shortly be thrown at them. In a further refinement, about 1914 the sophomores extorted a "salt tax" from freshmen and used it to buy the salt. In 1924 the levy became an official twenty-five

cent per man tax on both freshmen and sophomores, used to buy paint, salt and rotten tomatoes.

When all the salt and tomatoes had been thrown, combatants would wrestle; when the referees certified that a student had been pinned, he was *hors de combat*. After a salt and tomato fight had run its course, the cane rush would begin.

Fall Idol Fight. A few years after the cane rush acquired a prelude in the form of a salt and tomato fight, a formal Idol fight was added as a sequel, and from 1911 to 1932 the first week of the college year concluded with that triptych of scraps.

Painting a campus object, often a large rock, was an annual ritual in some American colleges; at Union the Idol had been painted since it was set up in 1876. Class battles over the Idol occurred by at least 1902. By 1910 a regular spring Idol fight was a feature of the early morning hours of Moving Up Day. A fall Idol fight was added to the schedule in 1911: when the cane rush had degenerated into individual wrestling matches, a report would come that the Idol was being painted, and everyone would run thither, where the two classes, armed with buckets of paint, would vie to leave the Idol red (freshmen) or green (sophomores).

By 1927 the Idol fight, like the other rushes, was conducted according to formal rules, overseen by the varsity football team. Each class picked a team of about forty. Originally, the freshmen were the defenders of the Idol, but by 1930 the referees decided which class would defend. The defenders would paint the Idol their color, then surround the Idol with linked arms and try to fend off attempts by the other class to change the color. The attackers would often throw paint, much of which would land on the defenders; in preparation the defenders would wear old clothes and grease themselves. The attackers would try to pull the defenders away from the Idol and engage in individual wrestling matches; if the referees declared a man pinned, he was out of the contest. When time was up (twenty minutes in 1927), the referees determined which color predominated on the Idol.

These rules probably changed frequently, and over the years several strategies were tried. In 1924 the freshmen formed a human pyramid to protect the Idol with their bodies from thrown paint, and sophomores countered with bags of green powder, which clung to anything wet. In 1928, the sophomores used a fire hose from the gymnasium to drive the freshmen away. In 1930 and 1931, the defending sophomores wrapped the Idol in heavy paper or burlap, and were bombarded with paper bags of paint. After the 1932 fight, the Student Council banned the Idol fight, and though impromptu Idol-painting has continued until the present, the formal class Idol fight was revived only once, in 1943.

The sequence of three rushes became a popular spectator sport; in 1909 an estimated one thousand spectators, mostly from the town, lined the Terrace for the rushes. In 1915, music was provided by the Frehofer's Bakery bandwagon, and the fights were filmed by Pathe newsreel service in 1916. Trying in vain to reduce outside attendance, in 1917 the administration discouraged announcing the date in advance. In 1925 the rushes were moved to the Nott Street Field, and in 1929 the crowd was estimated at two thousand. In 1931 the event was broadcast on radio station WGY.

Unorganized Fights. The administration tolerated the fall scraps as an organized and relatively harmless outlet for adolescent energies, but in the first three decades of the twentieth century at least, the fights seem to have been a spur to unorganized and more dangerous conflict. By 1902 a "chapel rush"—a fight inside the chapel a couple days before the cane rush—had been "long in vogue." The fight frequently damaged furniture, and President Raymond warned in 1905 that if it happened again, he would ban student meetings. The next fall he had to keep his threat and there were no student body meetings until April 1907.

At about this time, Hugh Davis of the Class of 1907 recalled, "both freshmen and sophomores were like bantam roosters, ready and willing to wrestle, box, or enter into any other form of physical strife, without urge or thrust or reason." The competition between them "was bitter and continuous, urged on by juniors and seniors.... Sometimes a pugnacious member of one class would meet one of the other class and wrestling would start. Soon reinforcements arrived and a free-for-all would begin."

By 1911, the opening week of college saw impromptu paint fights at the Idol every night, leading up to the official fight. The advent of vans and trucks made kidnapping more efficient, and also made it possible to transport one's own class with lessened danger of kidnapping. In 1912, there were several scraps on the days preceding the cane rush, and freshmen used a fire hose to shoot water into the Old Gym via the skylight, to prevent the packing of salt. Fifteen bound freshmen were rescued from a basement on Union Street.

Students fought on Eastern Avenue in 1915 and in the bed of the old Erie Canal in 1919; they painted class numerals on downtown sidewalks and buildings that year, and when sophomores holed up in Old Gym, the freshmen stormed it. Inspired by the war, the sophomores obtained an airplane, decorated it with class numerals, and swooping back and forth above the pasture, tried to drop bags of salt and "sophomore instructions" on the freshmen in the salt and tomato rush.

Sophomores used trucks to transport large numbers of freshmen into the country shortly before the 1922 rushes, and students fought on Nott Street in the aftermath of the rushes. The management of Proctor's

Theatre drove a gang of freshmen away with a revolver that year. The following year saw street fighting downtown on the evening of the cane rush.

By 1917, freshmen had got the hang of kidnapping, and both classes roamed the city in cars or trucks looking for victims. The freshmen were sometimes able to rescue salt-packing classmates from such places as a barn on Glenridge Road (1928) or the Schenectady Race Track (1929). In the latter year, on the evening of the rushes there was a class brawl by head lamps on a lonely country road.

In 1930, freshmen paraded through Proctor's arcade with captured sophomores. By 1933, shortly before the rushes were given up, a new element was added to the unofficial fights: several town "roughs" engaged in kidnapping freshmen and sophomores indiscriminately.

Winter and Spring Fights. Although the major fights were grouped on one day near the beginning of the academic year, there were also regular fights in winter and spring.

Class snowball fights doubtless occurred as soon as class rivalries emerged, and an 1899 *Concordiensis* editorial, after calling them "a time honored custom," went on to deplore the innovation of throwing one's opponents over the TERRACE WALL. That innovation, however, would be the future of the event, which became an analogue for chess: throwing snowballs was a prelude; victory was achieved by forcing opponents, and especially the opposing class president, over the wall and keeping him there, while protecting one's own class president from the same fate. That was best done by sitting on him.

In the snowball phase of the fight, the freshmen tried to ambush the sophomores by leaving Old Chapel and waiting outside; the sophomores sometimes outflanked them by jumping out a rear window."

In 1905 the event was already being managed by upperclassmen, who sometimes had to coerce the two classes into fighting; the Terrace Council took over in 1910 and formalized the event still further: the more numerous class lined up with its back to the top of the Terrace Wall and the other class faced them. Fighting lasted eight minutes, reduced the next year to three, and the number of members of each class over the wall was then counted, with a bonus for class presidents.

The sophomores were usually outnumbered because many of their classmates, remembering the misery of the previous year, stayed away, but those who participated had the advantage of having learned a strategic trick: gangs of four sophomores, one on each limb, would throw freshmen over the wall, one at a time. The dangerousness of this technique became evident in 1910, when Milton Wend '13 was thrown onto the wall instead, permanently injuring his spine. As a result of that and other injuries, in 1912 a roped

ring was formed on the football field, and opponents were thrown out of the ring instead of over the wall. In 1913/14, the sophomores voted not to have a snowball scrap, because it had become too dangerous; 1912 may have been the last year it was held.

The snowball scrap occurred anytime from January to April, but organizers preferred slushy conditions, which made for more lethal snowballs and nastier wrestling; the men thrown over the wall often landed in deep mud.

Nobody seems to have had good memories of the snowball scrap; Charles Waldron '06 called it a "miserable scuffle in the slush," and Hugh Davis '07 didn't "remember much feeling of glory one way or the other, for if you were in the fight you were a soggy, bruised, cold and completely exhausted creature."

In 1923 a student letter to the *Concordiensis* deplored the practice of having snowball fights inside the chapel, prior to student meetings.

Flag Rushes. Flag rushes were common at many institutions, but seem to have occurred at Union only circa 1903-06, usually in November. In 1903, the freshmen ran their class flag up the flagpole on the dome of the Nott Memorial, and the sophomores took it down; a fight followed. In November 1905 the flagpole on the Physics Building (present ARTS BUILDING) was used, followed by another brawl. In 1906 the freshmen hoisted their flag on a pole they had apparently erected, and the sophomores, allegedly with the permission of Assistant Treasurer C.B. POND, chopped it down, ending what was apparently the last flag rush.

Spring Idol Fight. The Moving Up Day ceremony was reinvigorated in 1903; by 1910 it was customary for the freshmen to paint the Idol the night before and, by the light of a bonfire, to try to protect it from sophomore redecoration throughout the night. The main fighting would commence about 5 AM. In 1910 the freshmen inaugurated the custom of burning their beanies in their fire.

In the spring of 1918 a series of wrestling matches was substituted for the Idol fight, and although the fight returned in 1920, it soon ceased entirely. However, the custom which had been established by 1903 of concluding the Moving Up Day ceremonies by painting the Idol white to symbolize class harmony continued until 1933.

Other articles in this book deal with three other forms of class fights: the CREMATION OF TEXTBOOKS was by 1879 a freshman spring ritual harassed by sophomores as well as by town boys. The freshmen's spring PLUG HAT PARADE was likewise attacked by both sophomores and town boys from at least 1882 until it ended in 1892. CLASS SUPPERS were held from at least 1880 onward, and in keeping with the custom at other colleges, from at least 1892 until 1920 the sophomores would try to kidnap the class officers be-

forehand and find and break up the freshman suppers, sometimes eating the food and/or breaking dishes and furniture.

Reform and Abolition. The scraps were criticized almost from their beginning, and hopefully pronounced dead on many occasions. President Aiken ended the horse chestnut fight in 1871, and President Potter tried in 1878 to stop the cane rush by confiscating the cane in chapel. In 1880 the faculty apparently banned the cane rush for a year, and the *Concordiensis* said it was time to give the custom up. Following the death of a student in a cane rush at MIT in 1900, Amherst, Rutgers and the University of Chicago voted to ban the custom, but Union took no action. By 1904 the football coach forbade his varsity players risking participation in any class scraps.

As mentioned above, a freshman was seriously injured in the 1910 snowball fight, and following the 1914 cane rush a freshman was hospitalized with a rupture and internal hemorrhages; he did not return to College. The *Concordiensis* argued lucidly for total abolition of class scraps, but a Terrace Council decision in 1916 to limit the cane rush to ten men from each class was immediately reversed. In that year the faculty passed a rule abolishing hazing and requiring that freshmen kidnapped to pack salt must be released by 7 AM in order not to miss classes.

It may be that, as some contemporaries warned it would, codification of the fights eventually destroyed them. Whatever the reason, in 1932 only twenty sophomores turned out for the fall scraps, and the Student Council abolished the salt and tomato and Idol fights, effective in fall 1933, substituting a flour fight and a tug of war. The winning class would paint the top of the Idol, the losing class the bottom. Turnout was still low—a quarter of the freshmen and even fewer sophomores. Some freshmen proposed that the scraps would be more interesting if the sophomores stood to forfeit certain privileges if they lost, but in the fall of 1934 the Student Council voted to end the fall scraps entirely. A prolonged campus debate ensued, but no more class fights were held for several years.

Alumni Secretary Charles Waldron, while deploring the more dangerous aspects of the class scraps, had always encouraged class rivalries, believing they enhanced the student's college experience and built lifelong loyalties which would benefit the College. In the early twentieth century, the administration had promoted freshman-sophomore athletic events in the evident hope that they would supplant the scraps. In the fall of 1938, Waldron summoned freshman and sophomore class officers to discuss means of reviving freshman-sophomore rivalries.

The following fall, several members of the faculty supervised a tug of war and a revised cane rush, employing thirteen canes. An unscheduled tomato fight

followed, as it did in each of the next two years. It is not clear whether the Idol was painted in 1939, but it was burned with gasoline, and in 1940 errant freshmen were forced by the Sophomore Discipline Committee to paint it. Turnout was poor in 1941, and no class fights were held the next year. In the fall of 1943, probably in response to Waldron's descriptions of the class scraps of yesteryear, sophomores revived the Idol fights, kidnapped freshmen and made them worship and paint the Idol, etc. Then everyone was overwhelmed by the reality of the Second World War, and there were no more class fights at Union.

After the war, a substitute called Freshman-Sophomore Rivalry Week was instituted in the fall of 1948, featuring a series of sporting events; by 1950, these included ping pong, tennis, two basketball games, bridge, swimming, football, chess, pool, and a tug of war. The tug-of-war was omitted in 1952 for lack of a strong enough rope; next year the contests were canceled entirely. Declining interest forced at least two other cancellations before the events were held for the last time in 1960.

Health Services. Because President ELIPHALET NOTT thought the College should be in a parental (rather than a formal, or legalistic) relation to undergraduates, the first buildings on the present campus—in a break with the tradition imported from Europe—housed both students and faculty members. It also followed that the College would take some responsibility for health care.

Student Health in the Nineteenth Century. The prevalence of tuberculosis and such epidemic diseases as typhus and typhoid fever made their control an inescapable problem whenever a large number of people lived in close proximity. Swampy areas were also thought unhealthy; in 1807, the Board of Trustees

Resolved that no student between the months of June and November may go anywhere upon the flats south of State Street or upon the bank of the Mohawk or bathe in the waters of the same west of the City of Schenectady.

In 1835/36 the College first listed "a Hospital" among its buildings in its annual report to the Regents. This was a apparently a quarantine house—the "Remur" house near the south end of the present Alexander Field—in which a smallpox victim is known to have been isolated in 1854, but it was seldom used and in 1861 it was converted to a faculty house (see BUILDINGS (MISCELLANEOUS)).

A student succumbed to tuberculosis at Union in 1832, but most undergraduate victims of that common disease withdrew from college and died at home. When the great cholera epidemic of 1832 neared Schenectady in July of that year, most of the student body decamped before Commencement. Although the cholera returned several times over the next two

decades, killing many Schenectady residents, it apparently touched the College only once, when Professor JOHN AUSTIN YATES succumbed to the disease in August 1849.

An outbreak of what was called typhus in the fall of 1836 killed three students at the College; most of the student body caucused and went home, where an estimated ten more died. Another student succumbed to the disease in 1843.

No fatalities resulted from an outbreak of at least a dozen cases in the fall of 1854; most of those afflicted went home to recover. A year later, a student died at the College of what his doctors called typhoid fever. In 1875, a student diagnosed with that disease was cared for by classics professor HENRY WHITEHORNE, who billed the College for the service.

At Union as elsewhere, typhus and typhoid were eventually controlled by improved sanitation. Heraldizing the benefits of a new water supply pumped from wells in Rotterdam instead of the Mohawk River, President Raymond observed in 1898,

In the past so much has been said of the dangers facing young men coming to Union College, and the frequent appearance of typhoid among our students seemed to justify the unwillingness of parents to send their sons to us.

A year later, he could report that the College had seen no new cases of any contagious disease.

College Physicians. The first of several local physicians designated "College Physician" was apparently Dr. Thomas Featherstonehaugh '71, who held that title in 1879. A former tutor at Union (1873–76), Featherstonehaugh had graduated from Albany Medical College in 1877 and established a practice in Albany. Like all of the early College Physicians, he probably came to the College only when summoned.

All his known successors until 1946 were Union graduates. Because the health problems of twenty-year-olds normally pose few challenges to a physician, the College probably had to depend on the loyalty of alumni to fill the position.

Dr. William L. Pearson '68, son of JONATHAN PEARSON '35, was College Physician in May 1882 and resigned in early 1883; he was assisted by chemistry professor MAURICE PERKINS, an expert in public health and in toxicology. In 1882 Perkins took the initiative in outfitting an infirmary on the second floor of North Colonnade; the three-room suite consisted of one room for the sick man (and, if quarantine required it, his roommate); a second for a nurse; and a third for a kitchen. It was used in 1883, but thereafter disappears from the records; a student stricken with malaria in 1893 was confined to his dormitory room, as was another, diagnosed with pneumonia in 1899. Ellis Hospital opened in 1893 on Jay Street and moved to its present location in 1906, but it is not known when the College first sent ill students there.

In the spring of 1894, the College proposed to vaccinate all students, probably against smallpox; some resisted.

During the period 1892–1918, three of the four men in charge of physical education at Union were medical doctors (C.P. Linhart, 1892–97; Herbert L. Towne, 1900–06; Stewart A. McComber, 1906–18). There is no evidence that they served as general physicians, but their availability to care for athletes may account for the lack of a College Physician during this period.

Alumni Gymnasium was completed in 1914; as soon as the First World War ended (McComber was a casualty), the College gave increased attention to athletics. The supervision of physical education became a purely coaching job, and the physician was no longer given coaching duties.

Dr. D. Glen Smith '12, a physician with a Schenectady practice, was hired in the fall of 1919 to look after the athletes and to lecture, like Drs. Linhart, Towne and McComber, on Physiology and HYGIENE. Hoping eventually to create an infirmary, Smith established a dispensary in the basement of the gymnasium, where students could receive free medical treatment during specified hours every day. Smith apparently stepped down after a year to become physician at the General Electric plant; his successor, Dr. Jonathan Pearson '09 (Dr. William L. Pearson's nephew), served for three years as College Physician and Instructor in Hygiene, leaving at the end of 1922/23 to head the Tuberculosis Division of the New York State Health Department.

Dr. G. Marcellus Clowe '11, a Schenectady physician who later served as Chief of Staff at Ellis Hospital, succeeded Pearson, remaining at the College until 1946. Assisted by Dr. Charles F. Rourke '20, Clowe steadily improved the College's health services; in a new consulting room in the northeast corner of the first floor of the gymnasium, the two doctors held regular office hours from four to six each afternoon, and examined all new students. In 1938 the office moved to a part of the trophy room on the second floor.

Rourke published in the *Union Alumni Monthly* a survey of the results of the freshman physicals from 1924 to 1927. Later Clowe presented more substantial research at the 1937 annual meeting of the New York State Student Health Association, in a paper entitled "Incidence and care of illness and injury in a student body of 800 over a fifteen-year period."

With the decision of the Board of Trustees to open an infirmary in 1946, it became necessary to hire a full-time College Physician, but it proved difficult to fill the position. The first man hired withdrew before assuming his duties, and his replacement, Dr. Murray Wagner, resigned after a year owing to the illness of his parents. Dr. Clowe and Dr. Marvin A. Humphrey '39

then filled in on a part-time basis until Dr. Alexander J. Arony '42 could be released from service in the Army.

Arony served from September 1948 until mid-1954, leaving to devote his full time to private practice. His successor, Dr. Robert L. Raleigh, (who also coached freshman football) departed after two years to serve as physician at Eastman Kodak in Rochester. He was replaced in 1956 by Dr. Myron M. Weaver, who had earlier served under President CARTER DAVIDSON at Knox College and had more recently been the founder and first dean of the University of British Columbia Medical School. Compelled by his own health to step down from that highly responsible position, Weaver played a larger role at Union than other College Physicians, holding the title Professor of Health and serving 1959–63 in the nominal position of Dean of the Graduate School of UNION UNIVERSITY.

Following Weaver's death at the end of 1963, Dr. Francis L. Carroll, a retired Army Medical Corps colonel, succeeded him as College Physician and Director of the Health Service. On Carroll's retirement in June 1970, the College ceased to employ a full-time college physician, relying instead on the Infirmary's nursing staff and on the part-time service of a succession of local physicians. Initially, Drs. Robert Gilston '41 and Gerardus Jameson '55 jointly filled the position, but later as many as six doctors were provided on a rotating basis under contract by local health maintenance organizations or hospitals.

When the College first had a full-time College Physician, his responsibilities included examining every incoming student (a duty that was later dropped), inspecting all kitchens and food storage areas, and giving annual examinations to all food handlers and college maids. On several occasions the College took action in response to the College Physician's reports on sanitary conditions in fraternity house kitchens and in the RATHSKELLER.

At the creation of the infirmary in 1946, Eleanor Sarnacki, a former Army nurse, was appointed College nurse (later, head nurse), serving until her retirement in 1978. From 1981, Mrs. Sarnacki's successor, Doris J. Richards, bore the title Director of Health Services. Sandy A. Mosher, a staff nurse for seven years, became Director of Health Services on Richards's departure in 1988. At the end of the period covered by this book, the College had a nursing staff of four, and doctors were available, as they had been in 1946, for two hours a day, Monday through Friday.

The Infirmary. The Delta Upsilon fraternity house (LAMONT HOUSE) had been converted to an infirmary during the First World War, and the KAPPA ALPHA HOUSE served as a Navy sick bay during the Second World War. Both buildings reverted to fraternity houses when the military departed.

At his first meeting with the Board of Trustees, in January 1929, President FRANK PARKER DAY recommended that the College open an infirmary. No action was taken during those depression years of cost-cutting, though the *Concordiensis* took up the cause, editorializing in favor of an infirmary in 1932, 1935 and 1937 (in 1939, the editor advocated a hospitalization plan instead of an infirmary).

The Board of Trustees gave serious consideration to an infirmary in 1942, and after the war, at their January 1946 meeting, they accepted the strong recommendation of acting president BENJAMIN WHITAKER, endorsed by Drs. Clowe and Rourke, to hire a full-time physician and open an infirmary.

Created on the second floor of SILLIMAN HALL in 1947, with seven beds, the infirmary has expanded and contracted within that building. By 1953, the infirmary was receiving 4600–5000 office visits a year, and admitting about 100 bed patients.

Following Dr. Weaver's death, President Davidson tried in 1964 to raise money for a new health service building, to be located near Alumni Gymnasium and to be named in Weaver's memory. Nothing came of that plan, and in 1969, as part of a major renovation of Silliman Hall, the infirmary increased its capacity from seven beds to eleven. At about the same time, the Health Service took over the first floor for additional examination and treatment rooms. The apartment on the third floor, formerly sometimes used by the College Physician and the athletic trainer, became the home of nurse Patricia Little and her family, who remained until the summer of 1983. Her presence enabled the infirmary to provide twenty-four hour professional nursing care, though the earlier system of hiring a student grant-in-aid to spend the night in the building was continued.

In 1982, the College changed the infirmary to a walk-in clinic that closed at 11 PM, with no overnight patients. The following year it contracted to the second floor.

The admission of women to Union in 1970 expanded the range of problems with which the Health Service had to deal. Quietly reversing an initial decision not to provide contraceptive devices or information, the Health Service began in the early 1980s to dispense birth control pills and diaphragms.

Since 1962/63, the College has required all students to carry health insurance.

See also: COUNSELING CENTER.

Heating Plant. Before a coal-burning heating plant was built on a site just north of the present Schaffer Library, most campus buildings had their own stoves or furnaces. Construction of the plant began in October 1905, and from its opening in 1906 until its replacement by the Central Utilities Building in 1967, it sup-

plied the campus with steam heat—though probably only the nearby campus at first.

A central plant had obvious advantages, but it was ugly and belched smoke; objections to its location at the heart of an attractive campus persisted throughout its life. So great was the early opposition to the plant that in 1911 President Richmond proposed to banish it to the locomotive works on lower Nott Street and convey the steam to the campus through conduits.

In 1918/19, a yellow brick smokestack replaced the original metal one, and new grates were installed in an unsuccessful attempt to reduce the heavy smoke. The ramshackle building was replaced in 1921 with a stuccoed brick boiler house and the boilers were upgraded. A 1922 map shows steam lines to nearly the entire campus, including the fraternity houses on the periphery.

Mrs. Dixon Ryan Fox had evergreen shrubs planted around the heating plant in 1941 to block it from the view of Memorial Chapel and the General Engineering Building. In the summer of 1948, having rejected a plan to move the plant as too costly, the College rebuilt it with modern boilers and a dust and cinder collector, preserving only the shell of the old building and its smokestack. The contractor was James E. Lowe & Sons.

On December 4 of that year, the campus experienced one of its few fatal accidents when Robert McIntyre, a College employee, fell into the coal hopper and was suffocated.

The burner was converted from coal to oil in the fall of 1959, but after Schaffer Library was built a few feet away in 1961, it was obvious that the plant would eventually have to go. Upon the opening of the CENTRAL UTILITIES BUILDING, the old heating plant was razed in March 1967.

Hebrew. Union probably offered Biblical Hebrew from the earliest years; Thomas Romeyn '97 kept a notebook of his Hebrew lessons at the College. It became an optional course for seniors, usually taught in the second and third terms, when most students had completed the required curriculum. Only a few students, presumably those intending to continue with the study of Christian theology, elected Hebrew, and during some periods it was taught only in alternate years. It was apparently not offered at all from 1855 through 1859.

The principal teachers of Hebrew were JOHN AUSTIN YATES and TAYLER LEWIS '25, but JOHN NOTT '23 also taught the subject occasionally. Lewis, on the faculty from 1849 until his death in 1877, was a scholar of Hebrew and other biblical languages, as well as of Greek; the other instructors probably knew only enough Hebrew to teach an introductory course.

After Lewis's death, Hebrew was offered only sporadically. Timothy Darling served as Acting Professor

of Mental Philosophy and Hebrew in 1879/80, and Latin professor George Dean taught Hebrew to a weekly class of five students in 1880/81. In each of the following two years W.D. Maxon '78, a Schenectady clergyman, taught Hebrew for one term. Thereafter, the subject was taught at Union only by Schenectady rabbis who offered their services gratis: Rabbi Rudolph Farber taught Hebrew in 1885/86, but in June 1893 students had to petition the trustees to establish a course in the language. Rabbi S. Schaumberg offered courses in 1895/96, 96/97 and 98/99, and an unidentified rabbi taught in 1910/11. Biblical Hebrew is not known to have been taught at Union after that.

Commencement ceremonies frequently included a brief student oration in Hebrew until 1852, and occasionally thereafter until 1882.

Modern Hebrew has been offered since 1969/70, when a few students formed a volunteer course, taught by David Welkovich under the auspices of Hillel. The next year, with partial financing from a grant by the Jewish Community Council, the College offered a credit course. When the grant expired, the administration decided, in a time of financial austerity which allowed for no increases without offsetting reductions, that the College could not afford to offer a full program of introductory and advanced courses in Hebrew.

The announcement that Union would henceforth offer only introductory courses, and only as a qualification for the Term Abroad Program in Israel (advanced courses would be taken in Israel), aroused strong student and alumni objections. In a letter to the *Concordiensis*, two students attributed the decision to "institutional anti-semitism." The charge, not valid at that time in Union's history, was withdrawn after President Martin challenged it, but the issue remained an emotional one until a compromise was found. The courses were reinstated, but for the first year, though offered during the day, they were administered by the EVENING DIVISION, which could make them pay for themselves by opening them to non-undergraduates.

Hebrew instructors since 1970 have been: David Welkovich, 1970/71, 1972/73, 1974/75; Stephen Katz, 1975/76; Dvorah Heckelman, 1976—

Hebrew Inscription on the Nott Memorial.

Designing the slates on the dome of the NOTT MEMORIAL, architect Edward Tuckerman Potter '53, wanted "something more interesting than a meaningless ornament. Something which cannot be copied readily in other buildings—the form of the Hebrew letters struck me as lending themselves to such a design as I want in that place."

Responding to his request, classics professor TAYLER LEWIS, a widely respected Hebrew scholar, selected a sentence from the Mishnah. Potter then asked him to reduce the original sentence to eight words so

that each could be placed in a compartment formed by the sixteen ribs of the dome, alternating with blank compartments, and Lewis complied with the request on February 22, 1875.

The length of the third word made Potter's intended layout impractical, and in the event he spaced the letters out around the dome without regard to the compartments. The inscription begins above the south door—the door facing Payne Gate—and reads from right to left, or clockwise.

The letters slant because each of the horizontal rows of slate from which they are constructed is offset from the one below it, and overlaps it, shingle-style, to keep water out of the joints.

Potter originally intended to place the inscription on the inside of the dome as well, accompanied by a Latin translation supplied by Lewis ("Dies brevis, Opus multum, Merces magna, Magister domus urget.") For reasons unknown this was never done.

Lewis found the Hebrew words in line twenty of the second chapter of the book of "Avot" or "Pirkei Avot" ("The Chapters of the Fathers"), which is contained in the Mishnah, a part of the Torah. It dates from the second century of the Common Era (i.e., A.D.). The complete passage has been rendered: "Rabbi Tarfon said: The day is short, and the work is great, and the laborers are sluggish, and the reward is much, and the Master of the house is urgent."

Lewis made two significant changes; to reduce the sentence to the required length, he dropped the reference to sluggish laborers, and he changed the Hebrew word for Master. He replaced "Ba-al Habayit," which usually refers to an employer or the head of a household, with "Ha-adon," meaning "the Master." The latter is shorter and because it shares the root for one of the Hebrew names for God, Adonai, it emphasizes the theological meaning of the sentence.

The words on the dome are:

הַיּוֹם קָצֵר, הַמְּלָאכָה מְרֻבָּה, הַשָּׂכָר חָרֵב, הָאָדוֹן דּוֹחֵק.

Transliterated, the words are: Hayom katzar / Hamelachah merubah / Hasachar harbeh / Ha-adon dohek.

A literal translation of these eight words would be: "Short [is] time vast [is] labor [but] great [is] reward [and] master [is] urgent." The words are of course intended to be understood metaphorically (the "day" is the span of human life, and the "Master" is God), but Lewis was well aware, on a literal level, that the building had been begun seventeen years earlier, and that President ELIPHALET NOTT POTTER had struggled to find the money to complete it.

If the inscription's many English translations could be on the dome as well, they might impress young scholars and old with the desirability of becoming independent of translations.

Lewis rendered it: "The day is brief, The work is vast, The reward is great, The master of the house is urgent."

Some other English versions:

"Life is short, the work is vast, the reward is great, the Master is urgent."

"The work is great, the day is short, the master presses the workmen."

"The day is short, the reward is great, the laborers are few, the master urges."

"The day is short and the labor great, and the laborers sluggish, but the recompense is ample and the master of the house is urgent."

"The day is short, and the work is much; and the workmen are indolent, but the reward is much and the master of the house is insistent."

Hemenway, Curtis Leland (Sept. 11, 1920–Nov. 18, 1982). Professor of Physics, 1949–64; Director of the Dudley Observatory, 1956–77.

Born in Hope, Maine, the son of Leland and Clara Hemenway, Curtis Hemenway was raised in Newton Center, Massachusetts. He graduated from Colby College (AB, 1942), then served as chief petty officer in the U.S. Naval Reserve while engaged in war-related research on underwater electronic devices. After the war, he earned an MS (1946) and a PhD (1950) at Rutgers University. He married Vivian Bennett in 1948; they had two children.

After teaching physics at Rutgers, 1943/44 and 1947/49, he joined the Union College faculty in 1949, replacing Harold E. Clark. Hemenway's dissertation work was on atomic physics, and Union originally hired him to teach electronics. Although he eventually co-authored a textbook in the latter field (*Physical electronics*, by Hemenway, Richard Henry, and Martin Caulton. 1962; 2nd ed., 1967), his principal research interest had by then long since shifted to astrophysics.

After a sabbatical year working on meteors as a research fellow at the Harvard College Observatory, Hemenway succeeded Benjamin Boss in 1956 as Director of Albany's DUDLEY OBSERVATORY, then a part-time position. The observatory had a long record of valuable work in optical astronomy, but the advent of radio astronomy had changed the field radically, and Hemenway was successful, for a time at least, in finding a new role for the institution.

In the same year that he took the Dudley position, he assumed the chairmanship of Union's physics department and introduced a course in astronomy, long absent from the curriculum. As a teacher at Union and later at the State University, he placed special emphasis on finding and encouraging gifted students.

As a researcher, Hemenway pioneered in the collection and analysis of micro-meteorites, or "space dust." He directed the 1961 experiment in which a

NASA rocket flight retrieved the first sampling of particles from about fifty miles above the earth (Union physics major Ivan R. Linscott '64 also actively participated in that experiment). Not long after, he was invited to collect space dust using a rocket flight in Sweden. Other experiments gathered micro-meteorites with a funnel suspended from a balloon, and with NASA's Sky Lab.

Many of Hemenway's more than forty papers, all with co-authors, concerned the observatory's work with space dust. Until the Sky Lab experiments, the technology used in collection was arguably inadequate to ensure that the samples collected remained uncontaminated, and the work became controversial as other scientists suggested that some of the material retrieved was probably terrestrial in origin. In retrospect, it is evident that Hemenway insisted too strongly on the validity of some of this work, especially that based on the Swedish collection.

Hemenway also served as a consultant to the Atomic Energy Commission, 1953–54, to Revere Copper and Brass (on "classified countermeasure problems"), 1954–71, and to the Smithsonian Astrophysical Observatory, 1957–58. A "designee" of the Atomic Energy Commission from 1954, he served on its security boards. He saw his research in the context of the Cold War, and after attending a conference in Russia in 1958, he concluded that the Soviet Union was ahead of the United States in the field of astrophysics.

From the time he became director of the Dudley Observatory (on whose grounds he and his family lived until the building was sold), Hemenway worked to bring that institution into closer relations with the State University of New York at Albany. About 1962–63, the observatory had the prospect of obtaining very large NASA grants to fund launches from a proposed research facility at Churchill, Manitoba. The funding would have been channeled through Union College, but President CARTER DAVIDSON vetoed the plan, fearing that, with its substantial administrative and accounting responsibilities, it had the potential to distort the College's traditional focus on undergraduate teaching.

In 1964 Hemenway accepted an offer to head SUNYA's newly-formed Astronomy and Space Science Department, a move that provided him with much greater opportunities to work in astrophysics. Although he continued to hold the status of Research Professor at Union, he never again worked at the College.

During much of Hemenway's tenure at Dudley, the institution obtained increasingly large NASA research grants. That income peaked at \$1,300,000 in 1972, but the grants were then rapidly phased out over the next five years, forcing the observatory to drastically curtail its programs and its staff. Concurrently, SUNYA closed its astronomy department, and Hemenway resigned from both institutions in 1977.

At the time of his sudden death five years later, he was teaching at the University of Maine.

Herrick, Raymond Morse (Dec. 28, 1892–Aug. 30, 1956). Professor of English, 1924–56.

A native of Watervliet, New York, Raymond Herrick attended Colgate University for two years, then transferred to Columbia University, where he received AB (1916) and AM (1917) degrees. While teaching English at Swarthmore College (1917–20), the U.S. Naval Academy (1920–22), and Columbia (1922–24), he undertook further graduate study at the University of Pennsylvania and at Columbia, but he never earned a PhD.

Called to Union in 1924 to replace JAMES CLINE, he remained for the rest of his career. He succeeded EDWARD EVERETT HALE JR. as department chairman in 1932, serving until President Fox persuaded him to step aside in 1935. Slender, elegant, and strikingly handsome, he was married in 1927 to Annie Ghio of Rhode Island, who shared many of his interests in literature and drama. There were no children.

Herrick was known to many students in his latter days as "Mad Ray" or "The Monk of Bailey Hall" because of his intense gaze, low and urgent voice, and general air of apprehension. Even in the warmest weather, he customarily wore somewhat frayed dark double-breasted suits, and during his lectures sweat would gather in his hair and on his pale face.

Although he taught Victorian literature successfully, his true passions were advanced composition and the history of the drama. In the latter course in particular, his presentations were delivered vividly with slow trembling gestures toward the blackboards he had covered with notes in his jagged script. The lectures were widely imitated. They were also remembered.

His corrections of themes and papers were the stuff of legend. His comments, especially if he took an interest in a student's work, would be written between the lines and in the side, top and bottom margins, often exceeding in length the original text. He would re-cast sentences, showing how they could be strengthened and varied, and if he detected an ill-chosen word, he would quote Mark Twain: "The difference between the right word and the almost right word is the difference between lightning and the lightning bug."

His encouragement of young authors played a major role in the establishment of *The Idol* (1927) as the student literary magazine. Charles Newman Waldron '06, wrote in *The Union College I remember*, that "while Mr. Herrick was its guiding hand, it brought out the best undergraduate writing I have known on the campus."

In furthering his other great passion, the drama, he successfully urged that Hanna Hall, the wood-paneled auditorium in the center section of Washburn Hall, be converted "temporarily" into a performance space for

the Mountebanks in 1929. In following years, despite the economic severities of the Depression, his diplomatic approaches to the administration produced a permanent steel-framed proscenium, a professional lighting system, dressing rooms, a box-office, and other accoutrements of a true theater. During the same period he was the prime mover in the foundation of the Schenectady Civic Playhouse and served as its first president, 1928–50.

Herrick's courses in the history of the drama invariably began with a definition—"A play is a story devised to be presented by actors on a stage before an audience"—which he would then analyze in detail. He enjoyed describing his Columbia days, when he would travel to lower Manhattan to attend Yiddish plays, whose language he did not understand, but whose emotions were powerfully evident.

Another early lecture was based on the proposition, "Drama is conflict," followed by examples of Man vs. Fate, Man vs. Man, Man vs. Society, and finally, as an instance of the rise of Freudian psychology, Man vs. Himself. In his treatment of modern drama, no text was more important than Shaw's *The quintessence of Ibsenism*, from which he poured, in his modulated voice, decorous scorn on *la pièce bien faite*, the so-called "well-made play" of the nineteenth century, with its contrived and predictable plots.

With the death of his wife in 1950, Herrick became progressively more anxious, depressed, and eccentric. Following a long illness he died in 1956, aged sixty-three.

His cousin, Robert McNulty '47, taught English at Union in 1952/53.

—Vincent C. De Baun

Hickok House. Built in 1957 as the PHI SIGMA DELTA fraternity house, Hickok House, at 1301 Lenox Rd., has been a college dormitory since 1971.

Phi Sigma Delta, which owned a house on Seward Place, was the last fraternity at Union to build quarters on the campus. It was allotted a plot just north of Kappa Nu, at that time Union's other predominately Jewish fraternity. Designed by Leon M. Einhorn of Albany, architect of the Kappa Nu house (1949), the building was constructed at a cost of \$108,000 by Cozzolino Builders, and dedicated December 8, 1957.

Phi Sigma Delta merged with Zeta Beta Tau under the latter name in 1969 and disbanded in 1971. The College acquired the building in the fall of 1971, renovated it at a cost of about \$100,000, and named it for President LAURENS PERSEUS HICKOK. The Black Student Alliance, formerly in Davidson House, occupied Hickok House from 1973/74 until 1979/80; it then became a general College dormitory until 1991, when it was assigned to Gamma Phi Beta sorority.

When the house underwent extensive renovation in the summer of 1982, rooms were added and wide

cracks caused by the settling of the foundation were repaired.

Hickok, Laurens Perseus (Dec. 29, 1798–May 6, 1888). Class of 1820. Professor of Mental and Moral Philosophy and Vice President, 1852–66; fifth president of Union College, 1866–68.

Born in Bethel, Connecticut, the son of Ebenezer and Polly Benedict Hickok, farmers, Laurens Perseus Hickok attended local schools and then, after teaching briefly, entered Union College in 1819 as a junior. One of ELIPHALET NOTT's "boys," Hickok graduated in 1820, a classmate of his later colleague TAYLER LEWIS and also of future Secretary of State William Henry Seward. While at Union he joined the Philomathean Society and earned election to Phi Beta Kappa.

In Bethel on October 8, 1822, he married Elizabeth Benedict Taylor, the daughter of Squire Seth Seelye; they had no children. Ordained a Presbyterian minister in 1824 at Kent, Connecticut, Hickok served as pastor there until 1829, when he moved to the church in Litchfield, Connecticut. After twelve years as a clergyman, Hickok gave up the active ministry in 1836 to accept appointment as professor of theology at the Western Reserve Seminary in Hudson, Ohio. He left Western Reserve in 1844 to fill a similar position at Auburn Theological Seminary in central New York, where he published his first book, *Rational psychology* (1849). Hamilton College conferred the honorary degree of Doctor of Divinity on Hickok later that year.

When Nott's son-in-law and hand-picked successor, Vice-President and Professor of Moral Philosophy ALONZO POTTER, resigned in 1845 to become Episcopal Bishop of Pennsylvania, he left a College headed by a sometimes feeble seventy-two year-old president with a lifetime appointment and no one designated to act for him should he become incapacitated. At the Commencement meeting of 1849, the trustees resolved that "there shall be a professor of moral philosophy and rhetoric who shall act as Vice-President and who, under the President, shall have the general superintendence of the police of the College [i.e., be responsible for discipline]." Two years later the board unanimously appointed Hickok "Professor of Moral Philosophy, and Vice-President."

However, in a letter to the trustees written a few months later, in December 1851, Hickok made it clear that he was not eager to leave Auburn, nor was he willing to come to Union unless assured of immediate participation in "the management and discipline of the College," with a guarantee that he would assume the presidency "when the providence of God shall call for a successor to the present incumbent." Apparently Nott chose not to show Hickok's letter to the trustees, and despite a protracted correspondence between Nott and Hickok during the winter of 1852—a correspon-

dence Hickok later (1859) published—the issue was never fully resolved. Although Hickok finally accepted the post, his situation would be troublesome for him and for the College during the unexpectedly long remainder of Nott's life.

In January 1852 Hickok wrote: "It would not be consistent for me to leave [Auburn Seminary] simply, as a teacher in Union College, or that my succession to the Presidency, when vacated, should stand on any other contingency than my own life and health." Nott's responses were equivocal, never rejecting Hickok's terms, but never explicitly accepting them either. What emerges during the correspondence is the possibility of a graduate department funded by Nott's financial settlement with the College (later called the "Nott Trust Deed"—see NOTT TRUST FUND). For Hickok, greatly interested in establishing graduate education in the United States comparable to that in Germany, this was an important consideration:

I am sure my decision would have been against leaving [Auburn] to take the Presidency of Union College, merely as a College. Your princely endowment put another face upon the whole matter, and awakened the conception and wish that a higher department might be added. That was the main motive in my mind, inducing an assent to have my name presented to your Board with such a connection in view.

But he added that, in light of the reluctance of the trustees to regard his acceptance as settling the question of his presidency, he had "no other alternative than most respectfully to decline the acceptance of their appointment." In the end Nott convinced Hickok that the board would agree to the latter's terms, and in March 1852, Hickok accepted, reiterating his understanding of the appointment (he added the italics when later publishing the correspondence):

It is in this light of an *immediate participation in the government of the College and ultimately an entire administration of it*, that I have been disposed to contemplate the subject ... I would hereby notify the Trustees that *if I have above rightly apprehended their design in the appointment, and their purpose therein still remains unchanged, I am prepared to accept the same ...*"

The trustees received this letter at their Commencement 1852 meeting, and the new vice-president arrived in time for the fall term.

Eliphalet Nott was then emerging from a lengthy legislative investigation into the College's financial affairs and in particular the allegation that he had claimed as his own assets really belonging to Union. Although the president was officially exonerated, the resolution of the matter resulted in the Nott Trust Deed (executed January 1854) through which the College was to receive from Nott assets valued at about \$600,000. These were to be allocated for various purposes, including professorships and scholarships, all carefully spelled out in the deed—the "princely en-

dowment" Hickok saw as opening up the possibility of graduate education at Union.

In 1853, Hickok published an article in *Bibliotheca Sacra* advocating a "Graduates Department" to produce "a learned class of men who are not professional," that is, not a school of law, medicine, or theology, but "the distinctive department of philosophy, which properly includes literature and science." Hickok wanted, in short, to establish a graduate school of arts and sciences:

There should be in the United States, immediately, at least one institution where literature and philosophical science, natural, mental and moral, may be pursued as thoroughly and as comprehensively as in any other portion of the world.

This was however not to be a "place for learned ease or literary lounging, but each student will be subjected to severe study, and patient, persevering discipline." The department would have five professors: natural science; mathematics and astronomy; ancient philology and literature; history; and metaphysics. The last would of course be Hickok's domain, and his detailed description of it reveals the influence of the German philosopher, Immanuel Kant. For example, rational psychology, reflecting distinctions in the *Critique of pure reason*, is divided into three parts: the "Law of Perception, Law of Thinking in Judgments, and Law of Comprehending in the Absolute."

Hickok supports "a more paternal mode of administration" in his hypothetical Graduates Department, citing Union College specifically as an example of the success of this method. He is of course indirectly praising his mentor, Nott, whose "paternal method" of discipline would be specifically mandated in section 82 of the Nott Trust Deed:

The continuance of the same paternal government now established in Union College, and the same system of reporting delinquencies by the Professors and other officers, to the President, and of correspondence by him with the parents of delinquents, and of privately dismissing from College, with the least possible injury to the offender, where reformation is hopeless, as is now practiced, is earnestly recommended with respect to all the Officers and Pupils in the Institution; and the same is explicitly required with respect to the incumbent of every Professorship, and Assistant Professorship and Scholarship founded by this trust, and it is expressly enjoined on the Visitors [the supervising trustees] to insist thereon.

Nott was imposing his "mode of administration" upon his successor, and his successor was endorsing it. The two men had come to an understanding: Hickok would accept Nott's methods, and Nott would fund Hickok's "Graduates Department." In the ensuing fifteen years, both arrangements unravelled.

From the time of his arrival at Union, although he occupied Nott's former residence at the north end of South College, Hickok encountered difficulties that prevented him from participating fully in College gov-

ernance. First, after nearly fifty years of autocratic "paternal" control of all aspects of the College, Nott was incapable of really delegating authority to his vice-president, despite his sporadic attempts to do so. Moreover, Nott's mode of discipline required patience and tact, neither of which were characteristic of Hickok; in fact, his colleague JONATHAN PEARSON describes Hickok as "a large, goodnatured, frank (sometimes blunt and abrupt) man, honest and without much craft and worldly wisdom or, as some would call it, expediency. He may be deficient in tact."

URANIA NOTT, the Doctor's third, much younger, wife, sometimes meddled in College affairs in ways that were at odds with Hickok's attempts at administration; Mrs. Nott's influence became especially troublesome after Nott suffered his strokes in 1859 and was more-or-less incapacitated.

Finally, Hickok never enjoyed the full support of his faculty colleagues, nearly all of whom were Union alumni indoctrinated to Nott's methods. Most of them had been at Union for well over a decade by the time Hickok arrived, and some may have resented the appointment of an "outsider" to a position of authority over them. ISAAC JACKSON '25, professor of physics and mathematics, led the opposition; when Hickok published *Rational cosmology* in 1858 (revised edition, 1861), Jackson arranged for a hostile review in a prominent periodical and urged the trustees to prohibit its being taught in the College on the grounds that it contained serious scientific errors. (Since 1856 the faculty had been required to use only textbooks approved by the board.) In fact, unlike his textbooks on moral science and on mental science, Hickok never incorporated *Rational cosmology* into the curriculum, although he did discuss it on a voluntary, extra-curricular basis with interested students. All of these factors, as well as division among the trustees as to Hickok's right of succession, conspired to make wresting control of any aspect of the College from Nott extremely difficult.

The Graduates Department fared no better. Despite the apparent largesse of the Nott Trust Deed and its stated provisions for such a curriculum, its assets remained unavailable. For several years in the mid-1850s the catalogue promised graduate work "to commence with the coming year," but only the Analytical Chemistry Laboratory ever enrolled students, and then only a few and at considerable initial cost to the endowment. By the end of the decade all promise of a Graduates Department had disappeared from the catalogue, and Hickok found himself still teaching philosophy only to undergraduates.

In his teaching and writing, Hickok presented a systematic form of absolute idealism, influenced by the "new theology" of Jonathan Edwards and by the philosophy of Immanuel Kant. In his 1857 description of the Department of Mental and Moral Science, Hickok

writes: "The end determined to be secured is a systematic and not merely elementary or fragmentary apprehension of the subjects in hand. Each part has its relation to a whole, and its connections and place in the whole are necessary to be apprehended in order to any adequate knowledge of the fact itself." Here we see not only the essence of Hickok's idealism, but also the density of his prose. His *Rational psychology* has been termed the only American "philosophic work of the first two-thirds of the 19th century to show any direct and serious assimilation of Kant's thought," and the same historian calls Hickok "the foremost figure of American philosophy between the time of Jonathan Edwards and the period of the Civil War," yet, paradoxically, he left "no influential disciples."

One possible reason for Hickok's lack of influence is not hard to discern: his books are almost unreadable. The combination of a somewhat arcane, "new school" Presbyterian theology with the jargon of Kantian distinctions put to new and Christian use, all presented in a dense, repetitious and convoluted prose style, is enough to baffle even the most serious and experienced students of philosophy. Although it is true that his textbooks, *Elements of moral science* (1853) and *Empirical psychology* (1854), which he used in his courses at Union, are less technically difficult, the prose is still very Hickokian, and his classes must have been quite a challenge for Union students.

More importantly, what Hickok is trying to do, namely, reconcile Presbyterian theology with Kantian philosophy, cannot be done. Kant famously denies the possibility of knowing the nature and existence of God; for Hickok no facts can be understood without a knowledge of God. New school Presbyterianism follows Jonathan Edwards in claiming that individual responsibility for moral choices is compatible with the determinism of predestination; Kant argues that moral acts can only be performed by individuals who are autonomous, that is, capable of free choices not determined by external factors. In fact, Hickok uses a lot of Kantian distinctions and terminology, but accepts little of the substance of Kant's non-Christian philosophy.

As the titles of several of his books suggest, the key concept in the whole of Hickok's canon is rationality. For example, in ethics Hickok, like Kant, claims that man is a compound of the sensual, animal being and the rational, spiritual and immortal being, and follows Kant (and, not incidentally, Edwards) in claiming: "All moral responsibility originates in the spiritual, inasmuch as in this only is there rational freedom, while in the animal the appetites are necessitated." Finding a version of Kant's categorical imperative (to take as maxims of action only those rules that can be elevated to universal laws) implicit in a proper understanding of human nature, Hickok justifies the rather severe morality of traditional Presbyterianism:

every man's duty to himself is to beat back and tread down every appetite that in its gratification would debase and degrade the spirit; and his duty to his fellows is, never to hinder but ever to help the same rigid self-control in all. Every man ought to so exert his influence that the end of the spiritual ... shall everywhere stand paramount, and thus the rational being every where be made sovereign.

But all of this is just the ethics of the natural man, not the ethics of the Christian man, which requires the supernatural influence of the Absolute Spirit, or God. According to Hickok, once one recognizes the role of the Absolute Spirit in making individual moral responsibility possible, "the rational in humanity can no longer stand as the central sovereignty of a moral system." In the end, Hickok rejects Kant's position that, for purposes of morality, we can only suppose that God exists but not have knowledge of God's existence; for Hickok, only our knowledge of God's existence and nature as Absolute Spirit (pure rationality) can make possible a full understanding of our own spiritual and potentially morally responsible human nature.

After settling in at Union, rearranging the Department of Mental and Moral Science, and writing his two textbooks, Hickok apparently realized that so long as he had no immediate knowledge of President Nott's interactions with the Board of Trustees and no regular opportunity to influence the trustees himself, he would remain at a severe disadvantage in trying to gain administrative authority. Consequently he attempted to get himself elected a trustee (Nott had been a trustee since 1800, prior to his appointment as president). The trustees balked, on the ground that Hickok was a member of the faculty, but allowed him to attend meetings from 1855 on "by courtesy."

Hickok's assumption of the presidency proved to be as long delayed and contentious as his election to the board. Although the trustees resolved, in 1855, "The President may authorize the Vice-President to perform any of the duties required to be performed by the President," in many cases Nott did not exercise this option, leaving Hickok without authority to act. But Hickok was developing a good relationship with the resident trustees, local board members who served between annual meetings as an executive committee with authority to act on behalf of the full board. Like his colleague, College Treasurer Jonathan Pearson, Hickok came to realize that his only avenue of influence was to go around President Nott to the resident trustees. Although the full board reiterated in 1856 that their view of Hickok's relation to the College accorded with that expressed in Hickok's letter of acceptance "recorded in the minutes," Hickok still had much less than full "participation" in the governance of the College.

Relations between Nott and Hickok deteriorated badly in 1858 and 1859. On July 14, 1858, Hickok told Jonathan Pearson that he would resign at Commencement. He did not, and a year later, after Nott

had suffered a stroke, Hickok called on the president and achieved what he thought was a reconciliation. But soon afterward he received a long letter that Nott had written earlier—it was delayed because it was sent first to Alonzo Potter for advice—setting forth Nott's grievances against Hickok, mostly to the effect that Hickok had consistently balked Nott's plans. Hickok replied in July, and a little later Tayler Lewis negotiated a truce, which Nott soon repudiated. Hickok then published his correspondence with Nott, for circulation to the trustees. Although copies were closely guarded, the *Daily News* reprinted it in August, making the whole dispute a public one.

In July 1861 the trustees received and approved a letter from the ailing and much debilitated President Nott requesting that the vice-president be authorized to act in his absence "without consultation." This letter spurred a trustee resolution appointing Hickok "to act as President," with additional salary, even when Nott was in residence. But the equivocal and even paradoxical nature of Hickok's position is best reflected in two further resolutions passed at the same meeting. First,

this Board deeply sympathize with Doctor Nott in his continued ill-health, and desire to express to him their undiminished confidence and regard, and to assure him of their earnest wish that he should continue at the head of the Institution as its President—that in thus remaining, they do not expect or wish, that he should take an active part in the performance of College duties: feeling assured that the College will be amply compensated by the use of his name; so long, and so illustriously connected with its past history.

Further,

it is the wish, and intention of this Board to conduct the affairs of the College on the principles recognised, and so long carried out by its Venerable President.

This formal commitment to Nott and his principles is then followed by a resolution affirming that "the foregoing resolutions shall not be construed to interfere or effect [sic] the resolutions ... empowering the Vice-President Rev. Doct. Hickok, to act as President." In the College catalogue for 1862, Hickok begins to be listed as "Acting President."

Although the Nott Trust Deed had increased the endowment of the College, it produced relatively little additional income because it was tied up in land that needed to be improved before it could be sold. Moreover, the CIVIL WAR had diminished enrollment by about a third, so in 1864, with approval of the trustee finance committee, Hickok attempted to launch a capital campaign to raise \$100,000 for new dormitories, renovation of existing dormitories, completion of Graduates Hall [the future NOTT MEMORIAL], and library acquisitions. Meanwhile faculty members, suffering from wartime inflation, were petitioning for salary increases, student term bills were increased, and

money was being borrowed for necessary repairs to College buildings. In 1865, most of the faculty received a pay raise and the trustees authorized Hickok "to appoint an agent to solicit funds for the benefit of Union College." If such a person was appointed, a successful campaign does not seem to have resulted.

Meanwhile, relations between Acting President Hickok and some prominent members of the faculty continued to be contentious. At the Commencement 1865 board meeting, each side presented in writing its views on "the powers and duties of the President and Faculty." The whole matter was referred to a special committee of the board, which reported at a special trustee meeting in December 1865. With resident trustee ALONZO PAIGE dissenting orally, the committee recommended continuance of Nott's paternal principles in regard to questions of discipline, but all other "questions pertaining to the College administration . . . shall be decided by the Faculty [President and Professors] as follows: President to have one vote (and a second in cases of ties), Professors, Assistant Professors, and Adjunct Professors one vote, Tutors no vote but the right to be present and express opinions." Ordinary discipline cases would be decided by the president, "others" by a two-thirds vote of the faculty. Regular faculty meetings were to be held at stated intervals, while special meetings would occur at the president's discretion "on the request of three or more professors." With the ninety-two year-old Nott now entirely unable to participate in the affairs of the College and implement his methods, the trustees were imposing a formal scheme of governance on the acting president and his faculty opponents, one which radically diminished the president's power.

At this same special meeting, the resident trustees (Paige, Backus, Clark B. Cochrane and Jacob Van Vechten) tried to move the trustees to the immediate selection of Nott's successor, but the board refused, on a four to six vote. Nott died a few weeks later, on January 29, 1866, and at a special meeting in March the trustees first elected Robert Denniston, rather than Hickok, to fill Nott's board seat, and then voted to ask the Regents for a charter change putting the president's tenure within the board's control, thus ending the concept of the presidency as a lifetime office and proving that trustees do learn from experience.

After defeating some delaying motions, the board then elected Hickok president by a twelve to five vote, all of the resident trustees in the affirmative. After fourteen years of struggle, at the age of sixty-seven, the Reverend Doctor Laurens Hickok was the president of Union College.

The board then defeated (8-10) resident trustee Backus's compromise resolution apparently intended to pacify the new president's faculty and trustee opponents by establishing a four-man faculty committee to confer with the president on discipline cases. Instead,

the board affirmed the paternal principles of Section 82 of the Nott Trust Deed as "the system of government of the College." Nott would have his influence even from the grave. As a final slap at Hickok and his strongest trustee supporters, the board repealed the 1822 resolution authorizing the resident trustees to act in the absence of the full board. Hickok was the president, but he could no longer act in concert with the local trustees. This greatly weakened his authority.

At the 1866 Commencement board meeting a few months after his election, Hickok reported on the "present condition and future prospects of the College," referring especially to the erection of Graduates Hall, the increase of the library, and the appointment of a vice-president and professor of rhetoric and political economy. His suggestions were referred to committee. Meanwhile the trustees proposed making faculty salaries dependent upon the number of students taught, a painful prospect for the faculty at a time of decreasing enrollment. Yet they reimbursed Mrs. Nott for expenditures on the President's House and awarded her an annuity of \$1,800 per year.

A year later, at the July 1867 meeting, the board finally elected Hickok to a recently-vacated seat (though he still held the title: Professor of Mental and Moral Philosophy), and approved some of his requests, including a major calendar change that Nott had long resisted (see CALENDAR AND DAILY SCHEDULE). Hickok also gained approval for the appointment of RANSOM WELCH as Professor of Logic, Rhetoric, and English Literature, but no vice-president was appointed.

These were small victories; the major projects languished in committee. Moreover, Hickok was losing some of his strongest supporters on the board; the deaths of Cochrane, followed closely by Chancellor Walworth, and, finally, by resident trustee Alonzo Paige in March 1868, may have contributed to Hickok's decision to resign. His continuing struggles with some faculty members, especially Jackson and JOHN FOSTER, surely also were a factor. At a special board meeting in April he submitted his resignation, citing "the deep disagreement in spirit and action which now prevails and for years has existed in the College Faculty, and which has spread its influence in to the Board of Trust[ees]," the resignation to be effective July 22, 1868, the anniversary of his original appointment in 1852. After a committee had determined that he was "decided in his purpose," the trustees accepted his resignation, expressed their gratitude, and wished him health and prosperity in his new endeavors. Actually, at the age of sixty-nine, Hickok, though healthy, was going into retirement.

Hickok's nephew, Julius H. Seelye, professor of philosophy and eventually (1876) president of Amherst College, had received an honorary DD from Union in 1862. (Another nephew, Laurens Clark Seelye '57, became founding president of Smith Col-

lege.) Hickok retired to Amherst, where, with help from Julius Seelye, he produced several new works: *Creator and creation*, and *Humanity immortal* (both 1872), and *The logic of reason* (1874), as well as a revised edition of *Empirical psychology* (1882).

Laurens Perseus Hickok died in Amherst May 6, 1888; he is buried in Bethel, Connecticut, as is his wife, who survived until January 13, 1895.

—Jan K. Ludwig

Histories of Union College. Three significant books have attempted to present the full span of the College's history. By 1990, five other books devoted to limited periods had also appeared.

1) The first history, the eighty-one-page *Historical sketch of Union College: (now a branch of Union University) founded at Schenectady, N.Y., February 25, 1795* (Washington, Government Printing Office, 1876), by Franklin B. Hough '43, has retained its utility better than either of its successors. The author brought to it the experience not only of writing several heavily documentary volumes of New York State and American history, but also of compiling a New York State gazetteer, a catalogue of Adirondack plants, and a volume devoted to state meteorological records; in addition he had served as superintendent of the 1870 U.S. Census.

Hough's approach to history was essentially that of a scientific collector; his book on Union is especially strong in the precise presentation of facts and of documents pertaining to the College's financial and legal history, but entirely conventional in interpreting the evidence.

Although JONATHAN PEARSON had proposed in 1860 that Hough write Union's history, he withdrew the suggestion when others urged postponement until after Eliphalet Nott's death, "because such a history during his life-time must be a glorification of him or it would not please him."

With the approach of the national centennial celebration in 1876, the U.S. Bureau of Education, where Hough was by then employed, hoped to produce a collection of newly-written college histories. Hough's history of his alma mater was intended to be an example (a "specimen") for other institutions to follow. Although Hough obtained Pearson's aid in gathering statistics, this is the only history produced independently of the College. It did not even occur to Hough until the last minute that Union might want to purchase some copies (it bought two hundred).

A few years later, Hough compiled *Historical and statistical record of the University of the State of New York, during the century from 1784 to 1884* (Albany, 1885). It includes a briefer, slightly more up-to-date, chapter on Union's history.

At its Centennial in 1895, Union published *A record of the commemoration... of the one hundredth an-*

niversary of the founding of Union College, but this volume cannot be counted among the College's histories. Its historical content was limited to windy after-dinner speeches on the College's glorious past (a few of them including personal reminiscences of some value), and an entirely uncritical forty-page history of the College by Robert Alexander '80. The institution was just emerging from a nearly fatal, decades-long decline, and it probably seemed profitless to cast a clear-sighted look backwards, especially as the College's future was by no means assured.

2) Twelve years later, the Lewis Historical Publishing Co., a firm specializing in local histories designed to flatter as many potential buyers as possible, issued the three-volume *Union University; its history, influence, characteristics and equipment, with the lives and works of its founders, benefactors, officers, regents, faculty, and the achievements of its alumni* (1907).

Although the title page credits President ANDREW V.V. RAYMOND '75 as the author, he called himself the editor and made clear that he wrote only a part of the first volume. Much of the history is told in the form of articles on the successive presidents, written by others, and articles on special topics written by the publisher's staff. The second and third volumes consisted of the publisher's fawning biographies of (mostly living) alumni, and a valuable catalogue of all alumni, living and dead, compiled by JOSEPH BROWN '03.

Much more easily found than Hough's book, Raymond's makes many documents available, and includes rudimentary histories of the Albany branches of Union University, but otherwise its unremittingly promotional intent renders it difficult to read, while its lack of critical research makes it too unreliable to be very useful to the historian. SIDNEY ASHMORE's chapter on President ELIPHALET NOTT POTTER, for example, breathes no hint of the controversy that had overwhelmed that administration, and the publisher's chapter on the state legislative investigation of Nott's finances is no more than a whitewash.

3) President DIXON RYAN FOX (1934-45) was one of America's pre-eminent social and economic historians, co-editor with Arthur Schlesinger Sr. of the "History of American Life" series and author of several notable books of his own. Fox took a strong and intelligent interest in Union's history and encouraged others to do so. With the approach of the College's Sesquicentennial in 1945, he began writing a brief narrative history to be published in connection with the commemoration. His sudden death on January 30, 1945, left the book nearly completed down to its intended terminus, the beginning of his own administration, but unrevised. Mrs. Fox and Professor HAROLD A. LARRABEE prepared the manuscript for publication as *Union College, an unfinished history* (1945). To Fox's sixty-three pages they added the text

of a speech he had recently made on the College under his own administration.

Fox's thin volume is much the most readable survey of Union's first 140 years, the only creditable analytic treatment of the subject, though of course now badly dated. If he could not write with as much candor as he would have allowed himself in addressing other historical subjects, still Fox had too much professional integrity to falsify the record. Thus, summing up his deliberately vague treatment of the last third of the nineteenth century, he writes "Nearly every old institution finds in its history a period of depression.... By a combination of factors, which we have tried to recapitulate as tenderly as truth would tolerate, this period in Union College was protracted for a long time."

4) Professor Codman Hislop '31, though an English professor by vocation, produced books on the history of Albany (1936) and the Mohawk River (1948). In 1971, thirty years of research and writing culminated in the publication of his *Eliphalet Nott*, a thorough critical account of a long and complex career. Although Hislop disclaimed any intention of writing the full history of the College during the years of Nott's presidency (1804–66), the book inevitably presents a great deal of information essential to readers interested in aspects of Union's history beyond Nott himself. Much of the ground Hislop covered has still not been investigated as thoroughly or as objectively by any other researcher.

Readers should not neglect the book's endnotes, and should be aware that the author's oft-remarked penchant for indirect narration serves not only the obvious purpose of setting dramatic scenes; it is also sometimes a device which allows him to tell as full a story as the evidence permits, without making explicit the gaps in the evidence. In other words, if one surrenders to the temptation to mentally simplify the narration, one risks introducing errors the author had carefully skirted.

5) An interest in Union's motto (see SEAL AND MOTTO) led Board of Trustees chairman SAMUEL B. FORTENBAUGH JR. '23 eventually to write a full length account of the College's founding, *In order to form a more perfect Union: an inquiry into the origins of a college* (1978). Although it is easily the best account of the subject, based on nearly all of the available sources, highly readable (thanks to the labors of Union College Press editor Bernard R. Carman), and handsomely printed, the book is not quite the definitive history it appears to be. A lawyer by profession, Fortenbaugh did not always adhere to normal scholarly standards in the transcription of documents, and his interpretations are sometimes questionable. Nevertheless, the book is the logical starting point for any investigation of the movement for a CHARTER, the SEAL AND MOTTO, and the formation of the first Board of Trustees (see TRUSTEES, BOARD OF). Unfortunately, Fortenbaugh,

who became alienated from the College, never carried out his intention, announced in the preface, of depositing the book's working papers in the College archives.

6) Three memoirs also make a significant contribution to the College's history. CHARLES WALDRON '06 devoted the early years of his retirement to writing an evocative account of the College in his undergraduate days and during his service as Graduate Secretary and in other posts. *The Union College I remember (1902–1946)*, was commissioned by the Alumni Council, but after reading the manuscript their committee decided it was too candid to sponsor. Waldron then published it himself in 1954, to nearly universal praise. Part of its value, indeed, stems from its candor, but for the most part Waldron simply avoids mentioning the people of whom he disapproved.

7) Another account of student life by one of Waldron's coevals was Hugh Garnett Davis's *A memoir of Union College life, 1903–1907*, edited by C. William Huntley (1989). A vividly written reminiscence by a Virginia native who came to Union on a Wolfe scholarship, it includes accounts of hazing, dormitory and fraternity life, social life, athletics, and several professors and members of the administration and their families.

8) The decades following Waldron's retirement are covered in *Thirty years in the life of a college* (1985), by C. William Huntley '34, psychology professor and long-time dean of the faculty. Huntley's memoir starts after his undergraduate years, and is regrettably much more dependent on his research in the *Concordiensis* than on his own experience as a member of the Davidson administration, about which he is entirely discreet. Nevertheless, the rather disjointed book does preserve his essentially conservative thinking on many issues the administration faced, and it includes a full and fairly accurate account of the THOMAS BONNER administration's various crises.

History Department. At the end of the period covered by this book the History Department, consisting of twelve members offering over forty courses with a total annual enrollment of more than two thousand students each year, was one of Union's largest departments. It had not always been so.

In a sense history has been part of Union's curriculum from the earliest days. The charter application to the Board of Regents in December 1794 stipulated creation of four professorships, among them one in "History, Chronology, Moral Philosophy and Natural Jurisprudence." The founders provided initially for only two professors, however, and delegated to the president the job of teaching history, as well as chronology, moral philosophy, and jurisprudence.

The first by-laws, adopted in December 1795, named the four years of college for the principal stud-

ies undertaken in them; the second year was the class of "History and Belles Lettres," in which "students shall be acquainted with...Roman History and Antiquities, the History of America and the American Revolution, ...or instead of the Greek with the History of the French Revolution in French" and, before graduation, with the Constitution of the United States and those of the several states as well. Since the College started with only one professor, however, that expectation was visionary, and the trustees were forced to report to the Board of Regents in November 1796 that the "want of means" to establish additional professorships had forced President John Blair Smith to instruct the classes in "history, chronology, antiquities, geography, natural and moral philosophy, criticism, logic, constitution of the United States and of the different states, and languages."

Only later did Union students begin to read Greek and Roman historians (in the original languages) and occasionally to hear lectures on Greek history as well. The first published *Laws of Union College* (1802) still prescribed that "the Senior Class shall study select portions of ancient and modern history," but there is no record of what they studied. By the next edition of the *Laws* (1807), freshmen were required to read Xenophon in Greek and juniors to read Tacitus in Latin, but there was no longer a senior history requirement, and modern history was not mentioned. By 1824, Herodotus, Thucydides, and Livy had been added to the freshman course.

The first history course in the modern sense was offered when the alternative scientific curriculum was introduced in 1827/28. Sophomores choosing that option spent one term with Alexander Fraser Tytler's *Elements of general history, ancient and modern*, an updated eighteenth-century British work. By 1833, the requirement had been increased to two terms, taught by the Rev. THOMAS C. REED '26, the Adjunct Professor of Intellectual Philosophy who remained as Professor of Political Economy and Intellectual Philosophy until 1851. The American edition of Tytler's book included a brief history of the United States "with additions and alterations by an American gentleman," an even briefer history of Latin America, and forty-four pages of "Questions for the Examination of Scholars" prepared "by an experienced teacher."

When the curriculum was divided into eight "departments" in 1838, the field of history was entrusted to the Department of Moral and Political Science. It received a major, if temporary boost with the appointment in that year of JOHANN LUDWIG (at Union he styled himself J. Louis) TELLKAMPF, who by 1841 had become Professor of German Literature, and Lecturer on Civil Polity and History. A refugee from the University of Göttingen, where he had just begun to teach when political upheavals struck that venerable institution, Tellkampff was the first member of the Union fac-

ulty to have "History" in his title. He replaced the Tytler text with the eminent French historian François Guizot's *History of civilization*, and offered lectures on the philosophy of history as well. Tellkampff left Union in 1843 to accept a new chair (in German!) at Columbia, and returned to his native country in time to become involved in the revolutions of 1848 and to sit as a delegate in the Frankfurt Parliament. He went on to become a professor at Breslau, a sometime member of the Prussian upper house, and a member of the first Reichstag from 1871 until his death in 1876. He published several books on political economy and law.

At Union he had no real successor, and the teaching of history fell into the doldrums. The senior History of Civilization course disappeared in 1846, leaving only the freshman course on Herodotus and Thucydides, a sophomore history course in the scientific curriculum and occasional lectures on historical subjects.

With the College growing rapidly, and the prospect (never realized) that the NOTT TRUST FUND would underwrite a substantial increase in the faculty and establishment of a graduate school, the catalogue announced in 1854 and again in 1855 an imminent reorganization of the academic offerings into seventeen departments, one of which was to be a Department of Ancient and Modern History. But though the teaching of history expanded somewhat under the 1854 divided curriculum, which added a freshman course in U.S. History to the sophomore history course already in the scientific option, no such department materialized, and only Political Economy bore any responsibility for history.

That was probably the nadir of history at Union. Some history courses continued to be offered and entering students were required to pass qualifying examinations in the subject, but for the remainder of Eliphalet Nott's presidency and beyond, history played a very small role in Union's curriculum.

A revival began in the administration of ELIPHALET NOTT POTTER. In 1871, as a first step toward his goal of "secur[ing] a complete course in History, by means of both lessons and lectures," he re-introduced a senior year course on the Constitution. In 1872 he hired the graduating ISAAH B. PRICE as Tutor in Mathematics and History, and in the following year the "department" of Political Economy became History and Political Economy. It was the first time history (other than natural history) appeared in a departmental title. In 1875, the College first used the services of HENRY COPPÉE, LL.D.

Coppée was a man of considerable distinction. A Southerner who had begun his studies at Yale but graduated from the United States Military Academy and served in the Mexican War, he had returned to West Point to teach French, geography, history and ethics, then in 1855 accepted the chair of English Literature

and History at the University of Pennsylvania. At the outbreak of the Civil War he had opted for the North and written military manuals for the Union army. A prolific and effective writer, he had published a series of texts in rhetoric, logic, and English literature, as well as *Grant and his campaigns* by 1866, when he was named the first president of Lehigh University. In the same year, Union College awarded him an honorary degree.

In 1875, the fifty-four year-old Coppée stepped down from the presidency of Lehigh, though he remained a faculty member. In the same year, at the invitation of President Potter, who had once been on Lehigh's faculty, Coppée came to Union to give a course of lectures on history. He returned for eight more years as Professor of History and English Literature, delivering a few weeks of lectures in those fields, and at least once teaching a regular course. He also lectured on international law at the Albany Law School. His most significant historical work, the two-volume *History of the conquest of Spain by the Arab-Moors* (1881) was the first serious work of historical scholarship published by a member of the Union College faculty.

By 1877, American history became a required course for all sophomores (later, juniors; still later, seniors). Seniors still took a "History of Civilization" course using Guizot and a required course in constitutional law, though by the 1880s many took the option of substituting an elective for Guizot. In 1879/80, Rev. Egbert C. Lawrence '69 joined the faculty as assistant professor of history. But this apparent renaissance proved short-lived. During his administration's latter years, Potter was locked in combat with much of the faculty; when he resigned in 1884, Coppée followed suit. Lawrence had already left two years earlier, and Price now devoted all his attention to mathematics and physics.

The College, badly damaged by the Potter wars, went into a steep decline, and history at Union was temporarily in the hands of Judge JUDSON LANDON, interim president and "Lecturer on the Constitution of the United States and its History," and of Greek professor HENRY WHITEHORNE. In the catalogue for 1886/87, when chairs of the various departments were indicated for the first time, only the Department of History and Political Economy had none. The senior History of Civilization course became fully elective, and history courses were entrusted to Arthur Silas Wright '82, Adjunct Professor of Modern Languages and History, and WILLIAM WELLS, the long-time Professor of Modern Languages and Literature, to whose title Lecturer on Current History had been added. Wells regularly lectured to seniors on a variety of imaginative, if wildly eclectic historical subjects. Perhaps it was prescience which led him to choose "The Pacific Slope and its History" in 1889, and nostalgia that in-

spired "Greece, Turkey, Egypt, and the Nile" in 1892. In the spring of 1889, President HARRISON WEBSTER, a zoologist, taught the senior course in the History of Civilization, again required, and the next year the College introduced a senior elective in European History, taught by philosophy professor FRANK SARGENT HOFFMAN.

The year 1894, when the appointment of ANDREW VAN VRANKEN RAYMOND as president began the rebirth of Union College, brought the second, and this time lasting, renaissance of history. BENJAMIN HENRY RIPTON '80, until then a professor of mathematics, was given an honorary PhD and named Dean of the College. More importantly, he was appointed Professor of History and Sociology and chair of a new department bearing that name. He was to hold that position for more than a quarter century. Though without formal training in history, Ripton had a genuine interest in the field and a flair for teaching it. One of his students later recalled: "Dean Ripton gave us a new conception of the real meaning of history. It came to mean to us something more than a chronological record of past events.... It became a record of human life...." Nine history courses were listed in the first offerings of the Department of History and Sociology, together with one course each in sociology and economics.

In 1897, after Raymond had complained to the trustees that one man could not teach all the history courses and serve as dean, Ripton was joined in the department by Frederick Robertson Jones, the first person with an earned PhD to teach history at Union. A native of Maryland, Jones had acquired his doctorate at Johns Hopkins in the seminar of Herbert Baxter Adams, the pioneer of PhD training in history in the United States. What amounted to his dissertation (on the history of taxation in colonial Connecticut) had been published in the prestigious *Johns Hopkins studies in historical and political science*, and he was about to launch his *The colonization of the Middle States and Maryland* (a volume in Guy Carleton Lea's *The history of North America*).

Jones remained at Union for six years, teaching not only history, but economics and sociology as well. Dismissed in a severe financial retrenchment (see ANDREW VAN VRANKEN RAYMOND), he left for Bryn Mawr in 1903, and two years later abandoned academe to enter the insurance business, in which he became both prominent and wealthy.

History at Union was again relegated largely to Dean Ripton, who, although the College had scarcely three hundred students, introduced an honors course in 1907/08, "designed to give training in historical method and the use of sources." Jones' successors, though "history" appeared in their titles, were not historians and soon moved on to successful careers in other fields.

With creation of a new Department of Economics and Sociology in 1910, the Department of History and Sociology became "History and Government." The College was again growing; enrollment passed 400 in 1913/14, and would reach 600 in 1919/20, 700 in 1923/24 and 800 in 1925/26. In 1912, CHARLES N. ("Charlie") WALDRON '06, already Graduate Secretary—a position in which he was to become a legend—began two decades of teaching a course in American History. Four years later, the department acquired another full-time member. Both the College and the Department of History and Government prospered during the First World War and in its immediate aftermath, and when Ripton resigned the deanship in 1919, the department became responsible only for history. But after Ripton retired from teaching in 1921, the department again became "History and Government," and the search for a proper successor proved to be somewhat complicated.

Though LEONARD CHESTER JONES, a Princeton graduate with a doctorate in letters from the University of Geneva, was hired in 1921—he was to stay until his premature death twelve years later and stake his claim to fame on the discovery, in the Bodleian Library at Oxford, of a "lost" pamphlet about a sixteenth-century plot to seize Geneva—it was Robert Hudson George, a Harvard PhD then teaching at Yale, who was brought in as chair in 1922, because, according to the *Union Alumni Monthly*, "this department has been disorganized since Dean Ripton left."

Unfortunately, George himself left for Brown after only a year, and the disorganization continued. In 1924, however, the fifty-eight year-old JAMES WILLIAM BLACK was lured away from Colby, where for thirty years he had filled the role Ripton had played at Union. The inducement was not only the chairmanship and the challenge, but also the John Bigelow Professorship. Established in 1916 with an initial gift of \$38,000, the Bigelow chair was now filled for the first time (see ENDOWED PROFESSORSHIPS).

Black had earned his PhD at Johns Hopkins in 1891, and studied there with Woodrow Wilson (a fact of which he reminded students and colleagues ad nauseam), but although he was reputedly a dull teacher, history in fact prospered under his stewardship. Before President Day forced Black's retirement in 1932, the number of persons teaching history—broadly speaking—grew from three to five, the unholy alliance with political science was broken and a separate history department created in 1927, whereupon the new department moved from cramped quarters in WASHBURN HALL to six spacious and well-equipped rooms in the newly erected BAILEY HALL. The two additional positions in history, moreover, had gone to men who were to provide the department with strength and continuity for four decades.

FREDERICK L. BRONNER began his teaching career immediately after graduation from Union in 1923. He took leaves during the twenties to acquire first an AM and then a PhD in American history from Harvard, but continued in the department in the relatively new field of social history until his retirement as the third John Bigelow Professor in 1965. JOSEPH D. DOTY, a Rhodes Scholar from Southern Methodist University with a doctorate from the University of Pennsylvania, arrived in 1928 and succeeded Black as chair in 1932, retaining that position until he retired in 1961. During the Second World War, he developed the course in military history for which he is still remembered. Throughout the '30s, '40s, and '50s, these men—the acerbic Bronner and the personally very private but pedagogically quite histrionic Doty—were to epitomize a department which, largely through its two-semester Western Civilization course, required for all students, played an important, even if not a central part in the intellectual life of the college.

The year 1934 brought two noteworthy developments that affected the History Department in opposite ways. History received a boost when DIXON RYAN FOX, a truly distinguished American social historian whose standing Union had already recognized with the award of an honorary degree three years earlier, was persuaded to accept the presidency of the College. During his first year, he listed himself as teaching a course in the department. Though that arrangement proved unworkable, Fox continued as a practicing historian, publishing his highly regarded *Yankees and Yorkers* in 1940 and *The Completion of Independence* (with J.A. Krout) in 1943, and writing a posthumously published short history of the College.

But history suffered from the establishment, also in 1934, of the division system and the related curricular reforms, designed in part to save money in a deepening Depression (see CURRICULUM AND DEPARTMENTS, DIVISIONS AND CENTERS). In a major reform, the departments were grouped into four divisions, each with a single chair and coordinated course offerings. History fell into the Division of Social Studies, where the changes were the most drastic. Departmental designations disappeared entirely—initially even from the course offerings—and Doty was no longer listed as chair of the History Department, but merely as "in charge of the field." The required Western Civilization sequence remained in place, but history offerings in general were reduced and replaced by those in other fields within the Division.

History, however, proved to be a sturdy survivor. In part that was due to the tenacity with which Doty and Bronner defended (and sought to expand) their remaining turf, but it owed something as well to Fox, who in 1938 was instrumental in bringing to Union a junior colleague from his Columbia days, WALTER C. LANGSAM. The Vienna-born Langsam was the best-

known historian ever associated with the department, having made his mark with a monograph on the Napoleonic Wars and German nationalism and with a widely used textbook, *The World Since 1914*, which was eventually to go through six editions. His presence strengthened the department considerably, and despite its submersion in the divisional structure it was able to retain its identity—and its suite of rooms in Bailey Hall. Langsam was called to Washington in 1944 to join the Office of Strategic Service (OSS), the predecessor of the CIA. He did not return to Union, but instead accepted the presidency of Wagner College. He subsequently served as president of Gettysburg College and of the University of Cincinnati.

The real upswing for the History Department, however, owed less to the Langsam appointment—no one else joined the department during Fox's tenure—or the efforts of Doty and Bronner, than it did to the effects of the Second World War. Among these were a further increase in the size of Union's student body, and a heightened awareness of the world and of the relevance of its history to the interests of the United States. The results were clearly visible by 1946. Not only did the number of persons teaching history increase (Joseph Finkelstein '47 was recruited in that year to teach in the department before his class had even graduated!), but new areas of history made their appearance in the curriculum. Up to this point, only the history of the United States and that of Western Europe (largely England and France) had been taught at the college. Now courses in the history of Latin America and of "the Orient" were begun, the concept of Western Europe was extended to include the Soviet Union, and even African history was occasionally taught. A Department of History was once again mentioned in the catalogue (at least as a component of the Social Studies Division), and Doty regained the title of chairman. In 1948, he was also named the second John Bigelow Professor.

In the same year, the department cemented its commitment to a broader history curriculum by bringing in William B. Bristol and James W. Morley. Bristol was to teach Latin American history until his retirement in 1985, and even beyond. Morley went on, after seven years, to greater glory at Columbia, where he eventually became director of the East Asian Institute. One of his students there, Donald R. Thurston, became his eventual successor at Union. In 1949, when postwar enrollments under the G.I. Bill had swollen the College to unprecedented size—1,539 students and 117 full-time faculty—President CARTER DAVIDSON singled out History in his annual report as one of the four departments "with very large upper class enrollments."

Though the student body began to shrink slowly after that, the History Department continued to prosper. It was strengthened by the 1951 appointment of

Neal W. Allen Jr., and by Finkelstein's 1953 return. Allen, in his long and distinguished career as resident medievalist and American Constitutional historian, chaired both the department and the division, and became the first Dean of the Center for Social Sciences and Humanities (1964–66) and the fourth John Bigelow Professor of History (1968–81). Finkelstein, now equipped with a Harvard PhD which strengthened his expertise in British and American economic history, succeeded Allen as chair of the department, playing a major role in its further development and in that of what is now the GRADUATE MANAGEMENT INSTITUTE as well. By 1963, when Manfred Jonas, an American diplomatic historian, joined the faculty, the History Department had grown to include six full-time members, five of whom had earned their doctorates at Harvard. Jonas would later chair both the department and the division, and become the first Washington Irving Professor of Modern Literary and Historical Studies (1981–86) and the fifth John Bigelow Professor of History (1986–96).

The Harvard dominance was broken, however, during the 1960s, when the department experienced another period of rapid growth and moved into more spacious quarters in the new Social Science Building (1967). Thurston and Russian historian Stephen M. Berk (Columbia), modern Europeanist Erik Hansen (Cornell), and American colonialist and demographer Robert V. Wells (Princeton)—all of them still with the department in 1990—were among those who joined it during that decade, and its regular complement grew to ten despite the curricular reform which brought Comprehensive Education to the college in 1966 and led to the dropping of the college-wide Western Civilization requirement. The resulting sharp reduction in enrollment in what had been for decades the department's most heavily populated course was offset by broadening course offerings into new areas such as African history and Jewish history and adding topical courses of particular relevance to the time. The department also began to contribute heavily to the growing number of interdisciplinary programs such as AMERICAN STUDIES, Latin American Studies, and Comparative Communist Studies. In 1974, for the second time in its history, the College chose a historian for its president. THOMAS N. BONNER, like Fox before him, tried to teach in the department, but ultimately taught only one seminar—which he interrupted with his honeymoon.

For the first 170 years of its existence, Union had an all-male faculty. Women had occasionally taught courses (Librarian Ruth Anne Evans taught history in 1959), but no woman received a regular, full-time teaching appointment until 1965. When Union moved toward coeducation and began actively to seek women faculty, the history department had no regular openings for many years. It was able, however, to fill a

series of temporary vacancies in the early 1970s with women at the start of what have proven to be very successful careers. Among them were Helen Lefkowitz Horowitz, the first so hired, who went on to become professor of history at Smith, Sherry Penney, who became Chancellor of the University of Massachusetts at Boston, and Barbara Flynn, at one time New York State's Assistant Commissioner for Higher Education Policy Planning. Not until 1979, however, was the department able to offer a regular appointment to a woman. Catherine Clinton, who came in that year and published her first book, *The plantation mistress*, in 1982, left for a position at Harvard in 1983. She was succeeded at Union by Faye E. Dudden, a specialist in nineteenth-century U.S. history. Four years later, Latin Americanist Teresa Meade joined the department.

Reforms instituted by President HAROLD C. MARTIN in the early 60s promoted serious faculty scholarship and made it possible through generous leave policies and a reduction in teaching loads. The history faculty, which even by Union's then anemic standards had produced little in the way of scholarship during the Doty/Bonner years, began to build up an impressive research record and to publish numerous journal articles and monographs. Beginning with Manfred Jonas's *Isolationism in America, 1935-1941* in 1966, members of the History Department have produced books in a wide variety of areas. Among these have been Donald R. Thurston's *Teachers and politics in Japan* (1973), Robert V. Wells's *Revolutions in Americans' lives* (1982), Steven D. Sargent's *On the threshold of exact science* (1982), Faye E. Dudden's *Serving women* (1983), Stephen Berk's *Year of crisis, year of hope* (1985), Mark Walker's *German National Socialism and the quest for nuclear power* (1989), Joseph Finkelstein's *The American economy from the great crash to the third industrial revolution* (1992), and Andrew Feffer's *The Chicago Pragmatists and American Progressivism* (1993). Jonas's *Roosevelt and Churchill: their secret wartime correspondence* (1975) became a History Book Club selection and a Book-of-the-Month Club alternate, and was translated into Russian and Italian.

In 1989, the College adopted a new general education program which was intended to promote the coherent study of the Western heritage. Originally proposed as a series of chronologically or regionally divided multi-disciplinary courses, it was adopted, in part at the suggestion of the history department, with a core consisting of two history survey courses and two related literature and civilization courses. The re-institution, after a hiatus of more than twenty years, of a college-wide history requirement resulted in the growth of the department to include twelve full-time members, and a substantial increase in the number of students majoring in the field. More than ten percent of all course enrollments at the College have since that time been in history courses.

Of the eight hundred or so living graduates who majored in history while at Union, the overwhelming majority went on to careers in business or the law. Substantial numbers entered, as well, government service and the practice of medicine.

—Manfred Jonas

Hoadley, Anthony de Hothleigh (Jan. 28, 1901–April 30, 1974). Class of 1923. Professor of Civil Engineering (1923–66); Comptroller (1931–42; 1945–49).

The son of Swarthmore College physics professor George A. Hoadley (Union 1874) and Swarthmore College German professor Marie Antoinette Kemp Hoadley, Anthony Hoadley might be said to have been programmed to become a college professor. His mother died when he was five, and he was raised in Swarthmore with an eventual total of eight half-brothers and half-sisters from his father's earlier and later marriages. After preparing for college at St. John's Military Academy in Wisconsin, he entered Union in 1919.

At Union he served as assistant editor of the *Concordensis*, managed the baseball team, and joined his father's fraternity, Kappa Alpha. He was elected to Sigma Xi and won the prestigious E. Josephine Daggett Prize for conduct and character.

Immediately after earning a BS in CE in 1923, he joined the faculty as an instructor in civil engineering. A year later he enrolled at the Massachusetts Institute of Technology, receiving an MS in 1925. He then returned to the civil engineering faculty at Union and, after he had spent the summers of 1926 and 1927 designing bridges for the Westchester County Park Commission, he had the normal academic preparation for teaching engineering at that time: a master's degree, a professional engineer's license and appropriate experience.

Although his specialty was structures, and he eventually published a textbook on *Essentials of structural design* (1964), the unusually versatile Hoadley felt comfortable as far afield as hydraulics and fluid mechanics. He especially enjoyed working in the Fluid Mechanics Laboratory. Laboratory equipment in those days was usually designed and built on campus, and Hoadley proved innovative and ingenious in working with the very limited available resources. He served as acting chairman of the department, 1931–32 and 1942–45.

Like his father, who had served for two decades as Swarthmore's vice president, Hoadley's showed considerable administrative ability. In 1931, seeking to replace assistant treasurer HARTLEY F. DEWEY with someone who would be less confrontational in dealings with the faculty, President Day turned to the soft-spoken Hoadley. The job, which at first carried the title "Bursar and College Engineer" (changed in 1934 to "Comptroller"), gave him responsibility for both the

College's business operations and its physical plant. In 1942 the unexpected departure of a member of the civil engineering faculty made it necessary for Hoadley to return to full-time teaching, but three years later comptroller BENJAMIN WHITAKER's appointment as acting president following the death of President Fox brought Hoadley back to the comptroller's post.

In the immediate post-war years the influx of veterans placed a great strain on the College, and especially on the comptroller, as the institution struggled to erect temporary housing fast enough (see VETERANS' HOUSING and DUTCHMEN'S VILLAGE), and to cope with unpredictable finances. Hoadley managed these crises calmly and effectively, but he eventually paid a personal price, suffering a breakdown in the fall of 1948. After three months of recuperation, he came back to work at the end of 1948, and in the next academic year he returned permanently to full-time teaching. Throughout his years in administration, except for 1947/48, he had continued to teach his "Theory of Structures" course.

In 1926 he married Elma Elizabeth Little, daughter of an Albany minister; they had two daughters and a son. From 1943 through 1962, the Hoadleys occupied the house near the Nott Street gate now known as Fero House. They were gracious hosts who believed that the honor of residing on campus carried with it an obligation to entertain students, faculty, and guests invited to the campus.

Hoadley took an active part in the community, serving on the Zoning Board of Appeals and the boards of the Chamber of Commerce and the YMCA, as president of the Mohawk-Hudson Chapter of the American Society of Civil Engineers, and on a panel of the American Arbitration Association which dealt with litigation in connection with construction contracts. He was a deacon and elder of the First Reformed Church.

His son, Hugh A. Hoadley '55, and three granddaughters attended Union.

—H. Gilbert Harlow

Hockey. Union students played hockey in three distinct periods: club hockey against local and intramural teams intermittently from 1904 through 1911; varsity intercollegiate hockey on outdoor rinks from 1919 through 1949; and again in Achilles Rink from 1976 to the present.

In its first game, the Union hockey club defeated the Union Classical Institute on February 3, 1904; it played at least three other games that year, including a 1-4 loss to RPI. The team had no home ice, and the long-continued efforts to create and maintain an outdoor rink in Schenectady's climate make an almost comic story, told in detail in the article on HOCKEY RINKS. The team played a maximum of three games a

year from 1906 through 1911. In 1909, failing to gain admission to a city league, the team played the College's Canoe Club—and lost.

By the 1910 season the Athletic Board had recognized hockey as an intercollegiate sport, but no intercollegiate games were actually played after that because the Union students could not afford the fifty-dollar guarantee the other colleges demanded for a trip to Schenectady. When last heard from in early 1911, the team was hoping to arrange games against the Boat Club or the Golf Club. The team's total record in known games during those early years was 5-7-1.

Varsity Hockey's First Era, 1919-49. Hockey returned in 1919/20 with a full schedule, including two intercollegiate games, but the next season was canceled because of the mild winter and the expense. From 1924 on the team played other colleges almost exclusively.

A rink was constructed in Central Park for College use, but the last half of the 1925 season had to be canceled after the ice melted. In 1928 the ice permitted only two practice sessions. When the Williams team arrived for a scheduled game in 1932, and found an unusable rink, they drove the Union team to Williamstown, defeated them, and brought them back to Schenectady. All home games that season had to be canceled.

As an austerity move, the Athletic Board voted in the spring of the Depression year 1933 to drop varsity hockey, but strong student protests secured a reversal. The team thought to solve the ice problem by playing at the higher altitude of Mariaville Lake, where they had earlier practiced, but that proved impractical. Using the Central Park rink, the team completed a 3-3 season in 1933/34.

The next year, against the advice of the Athletic Director, the Student Council financed a much more ambitious rink than had previously been attempted. Constructed under the supervision of Civil Engineering professor ANTHONY HOADLEY, at a cost of \$5,000, the new rink near the present Field House proved as unsatisfactory as its predecessors.

The team did not play during the war years 1943-45. Resuming play in 1948 on a new rink formed by flooding a portion of Graduate Council Field, the team again had serious ice problems. During one February game that year, the ice was so uneven that the last period had to be divided in two to give each team an equal opportunity to "kick the puck downhill."

After losing the only game that could be played in the 1949 season, the College gave up hockey. Many away games had also been canceled, and the *Concordiensis* reckoned that in the past thirty years, the team had played only one-third of its scheduled games. Poor or non-existent ice also limited the team's practice time.

Under coaches Ambrose M. Clark '15 (1919/20; 1924); Elmer Q. Oliphant (1923); Henry H. Gardner (1925); HAROLD A. LARRABEE (1926–30); William Harkness (1931–33); LEONARD CLARK & H. LAURENCE ACHILLES (1934–35); Arthur C. Lawrence (1936; 1940–48); and Walter J. Nelson (1937–39), the players had compiled a total record of 38–83–8.

The Harkness Years, 1975–77. A hockey club formed in the winter of 1966/67 became a recognized student activity in the fall of 1968, and played occasional games against local junior varsity teams through 1974. Hockey might have remained a club sport at Union if former coach and director of religious activities H. Laurence Achilles had not offered in 1974 to give the College one-and-a-half million dollars for an indoor rink. President HAROLD C. MARTIN announced the gift on the last day of his administration, June 30, 1974, but all the details were worked out in the THOMAS BONNER administration. Within a few years, many observers believed that the College took a crucial wrong turn at that time. Because the new hockey program precipitated a crisis in the College as a whole, the episode is treated here in much more detail than three years of a sport would ordinarily merit.

Because the gift was made on short notice, the cost of a rink had not been estimated with any precision when the announcement was made. In retrospect it is clear that, while Achilles envisioned a modest building devoted equally to curling and to a low-profile hockey program (un-recruited teams, he later explained, involving as many undergraduates as possible), the Bonner administration thought in terms of a rink comparable to those of other northeastern colleges. Moreover, Bonner, who came to Union from the presidency of the University of New Hampshire, a Division I hockey power, saw athletic success as a means of raising Union's visibility.

Because construction of the rink consumed all of Achilles' gift (including the part originally set aside as a maintenance endowment), and more, substantial ticket sales and other revenues became essential to balance the rink's budget, and a high-profile hockey program seemed a solution to both fiscal and public relations problems.

In mid-January 1975, about six months after taking office, Bonner announced the appointment of Nevin ("Ned") Harkness to build and coach a varsity hockey team. As coach and general manager of the Detroit Red Wings since 1970, Harkness was one of the best-known coaches in professional hockey. Earlier, guiding the RPI and Cornell University teams, he had compiled an overall record (350–117–9) unparalleled in college hockey. Explaining his interest in the Union position, he cited a desire to escape the pressures of big-time hockey. With the Red Wings, he said in words that would seem more significant a couple of years

later, "[I was] not able to control my own destiny." Moreover, he had spent much of his youth around Union College, where his father, William Harkness, coached lacrosse (1929–40) and hockey (1931–33).

Announcing the appointment just two weeks after he had named former West Point coach Tom Cahill to coach football, President Bonner said that the two extraordinary appointments "signal that we intend to be competitive and to establish a winning attitude at Union."

Ned Harkness's reputation enabled him to recruit twenty good players in the short period between his appointment and Union's (extended) admissions deadline. For the first time, the College began to enroll significant numbers of Canadians. Most of the few Division III colleges in Union's region which played hockey had weak programs, so Union's team began in Division II, but with the explicit intention (on Harkness's part at least) of moving quickly to Division I.

The mostly-freshman team won nineteen of twenty-three games in its first season, the best record in ECAC Division II. Two of the four recorded losses were games that Union won but was later required to forfeit after discovering that it had used an ineligible player. Achilles Rink, sold out for all but one home game that year, operated in the black, and the team went to the ECAC Division II playoffs, losing (2–3) to Army in the first round.

Soon after the end of the inaugural season, however, the first scandal broke out. The *Concordiensis* obtained ("accidentally," the editors claimed, but reportedly by going through trash) a computer listing of student financial aid and published on May 12, 1976, an analysis showing that athletes tended to receive more than twice as much aid as the average student and a higher percentage of it in the form of direct grants rather than loans. It also showed that hockey players did better financially than any other athletes. This article sparked a dual controversy: over the favoritism it seemed to reveal, and over the impropriety of the newspaper's having the information.

At about the same time, the faculty began expressing concern over the academic qualifications of some members of the hockey team. The issue came to a head when former Center One Dean Neal Allen rose at a general faculty meeting in the fall of 1976 to speak on behalf of an anonymous colleague (later revealed to be Alan Nelson), who had been disturbed to find that one of his advisees, a hockey player, was manifestly unqualified for admission to Union.

Subsequent investigations by the Admission Committee, and later by the provost, uncovered evidence of improper actions by the director of admissions, and on April 8, 1977, the Presidential Advisory Board established a committee (called a Task Force) under Allen's chairmanship to look into the matter; its findings are described below.

Meanwhile, the team had been even more successful in its second season, 1976/77, with a record of 20–2–1, and a second-place finish in the ECAC tournament. Demand for seats in Achilles Rink became so intense that students frequently complained of inability to gain admission to games. In March 1977, however, the scandal deepened.

In the spring of 1976, Harkness had visited a prospective student in his home, a violation of the NESCAC league rules. President Bonner, informed of this, questioned Harkness, who denied the charge. The coach apparently also induced a Union student to telephone the object of the illegal visit (who had not matriculated at Union) to persuade him to write a letter claiming that he had never met Harkness.

But on March 14, 1977, Bonner received a copy of a letter from Williams College president John W. Chandler to President Hedley Reynolds of Bates College, Chairman of the NESCAC Executive Committee, detailing the mounting evidence of the violation. The next day, Bonner suspended Harkness for the violation and for lying about it. Commenting to the *Albany Times-Union*, Harkness said, "I guess if you win, you pay for it somewhere down the line." A couple of days later he explained to the *New York Times*, "I lied, but I lied to protect my hockey program."

By this time, the College was embroiled in complex controversy on several interlocking issues: the hockey program, athletic leagues, Harkness, Bonner, and some other members of his administration. Allies on one issue might disagree on others, and feelings ran very high. Off the campus, however, hockey was the only issue. Legions of local residents and alumni had become ardent fans of the team, and some, encouraged by sports journalists, were quick to denounce anyone connected with the College who seemed an impediment to the team's continued success. Ugly mockery in the media not infrequently suggested that Union College had been raised from insignificance through the agency of Ned Harkness.

A central issue of debate became whether the College should remain a member of NESCAC (the New England Small College Athletic Conference). Union had joined the eleven-member league on its formation in 1970, along with Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC imposed strict limitations on recruiting and on post-season play, effectively precluding any establishment of final rankings beyond the regional level, but the greatest frustration to many Union hockey fans was its refusal to allow members to play in Division I. If Union was to fulfill Harkness's plans for the team, it had to leave NESCAC, but many on the campus saw Union's membership in NESCAC as the best guarantee that athletics would remain secondary to academic concerns, and as a recognition that association with other prestigious institutions would prove

more valuable in the long run than transitory success in sports.

Harkness and Bonner favored leaving NESCAC and moving to Division I, as did the athletic department, the local alumni club and the Hockey Booster Club. A faculty Task Force on Athletics opposed the proposed change in a January 1977 report. When the faculty voted on the question, the Humanities and Social Sciences divisions overwhelmingly supported the Task Force's recommendation, the Science division was divided, and the Engineering division opposed it. Student opinion, measured rather unreliably by polls, seemed sometimes to support remaining in NESCAC and sometimes to favor leaving.

The president's tactics in advancing his desire to leave NESCAC deepened the personal opposition to him of many faculty members, but the full story of the skirmishes in that battle belongs to the history of the Bonner administration. What is important for the history of hockey is that on March 30, 1977, two weeks after Harkness's suspension, the executive committee of the Board of Trustees voted to reinstate Harkness and recommended that Union leave NESCAC while remaining in Division II. The full board later affirmed the recommendation by a vote of 12–8, and Union left NESCAC for the ECAC.

On June 9 of that year, the Allen committee submitted its report on the admissions department's handling of applications from hockey players and on Harkness's recruiting violation. Its findings (released to most of the faculty only in summary form), though not surprising, were damning.

The admissions department's usual procedure was to submit for a faculty admissions committee review and vote all applications the staff considered problematic. Because most applications from Harkness's initial recruits arrived late (the deadline had been extended), this procedure was bypassed in 1975, and several students with low scores—including two with verbal SATs below 400—were admitted without review by the full committee.

In 1976, Harkness endorsed thirty applications. Nine were eventually accepted, leading to the matriculation of seven students. Two of them had especially unpromising academic credentials: SATs of 260/360 and 370/420. (Union seldom accepted students with combined scores below 1,000). After conferring with President Bonner, admissions director Jasper A. D. Shupe '68 accepted the first applicant without submitting the case to the faculty admissions committee. Exactly what transpired between Shupe and Bonner was the subject of close but inconclusive examination by the Allen committee; most faculty members accepted Shupe's eventual explanation that he had believed he was carrying out Bonner's implicit, if unarticulated, wishes.

In the second case, Shupe covertly accepted an applicant who had already been rejected by the committee, altering his docket to conceal that fact.

The Allen committee also formally reported what many suspected: at the end of the winter term of 1976/77, eight of the team's twenty-five members were on academic warning, and nineteen were in the bottom quarter of their classes. The committee further reported a study by associate dean David Potts showing that more than half of the upperclass team members had a poor prognosis for satisfying the graduation requirement of a minimum 2.0 grade index in the major; indeed, some had taken a selection of courses which would preclude their forming a major at all.

This report was in sharp contrast to claims Harkness had been making. In November 1976, he had told an alumni audience that eight of his players were on the dean's list, and he had told the author of a *Sports Illustrated* story published February 7, 1977, that nine players were on the dean's list. The truth, Dean Potts reported in a letter to the *Concordiensis*, was that one player was among the 250 students on the dean's list.

In retrospect, it is clear that Union had entered, without sufficient forethought, a situation from which no good outcome could be expected. Recruiting the first team late, the College was largely limited to promising hockey players who had not already committed themselves to other institutions; these would inevitably include few whose academic records made them attractive. Ned Harkness was predictably eager to coach teams of his usual quality, while President Bonner, his own impatience for accustomed hockey glory aside, must have felt that Harkness—whose ability to balance the rink budget was vital—would not remain long at Union if seriously thwarted. Whether anyone was sufficiently cynical to bargain for a year or two of playing from students who had no prospect of academic survival at Union cannot be known, yet the only alternative explanation seems to be a refusal to face the realities with which professional educators are most familiar.

The end came quickly. After the first-term examinations in the fall of 1977, the Committee on Standing of Students informed four members of the hockey team that their grades made them ineligible to play—information somehow obtained by the local press. The four would be allowed to skate in the upcoming tournament at Dartmouth but not in the next regular season game. Four days after the ruling, on December 23, 1977, Harkness called a news conference to announce his resignation, of which he had not previously informed the College.

Complaining that he had been "confronted by a series of setbacks that have compromised my effectiveness as a hockey coach..." Harkness deplored a lack of stability in the athletic department caused by the fact that there were four athletic directors in a year-and-a-

half (creating scheduling and other problems) and of the delay in forming a junior varsity, but most provocatively, he criticized "harassment of my team by the student paper, the snubbing of prospective hockey players by Union admissions, and the cruelly indiscreet handling by the College of private matters relating to members of my team."

"All of these difficulties culminated," Harkness said, "in a needless controversy that cast dubious light on my recruiting methods...." He claimed that virtually all the prospective hockey players he had recruited for 1977/78 were rejected by the faculty admissions committee, and that most of them were now playing hockey at such colleges as Harvard, Dartmouth, Yale, and Cornell.

Many of these claims were disputed (there were corresponding charges of harassment by team members of the *Concordiensis* editors, and it is very unlikely that the College leaked news of the four players' academic ineligibility), but Harkness's last charge was the most troubling; local hockey fans and sports journalists were quick to repeat it, often with great scorn.

The facts seem to be that the four or five Harkness recruits Union accepted for 1977/78 all chose to go elsewhere, while five of the six recruits Union rejected did enroll in Ivy League schools. Their fate after the first term of their freshman years (when Harkness made the claim) is unknown, but not all at the College would concede the inferiority of Union's judgment in such matters. Still, it is quite possible that in the immediate aftermath of the revealed corruption of normal admissions procedures, Union's admissions department and its faculty committee became excessively rigid in their treatment of applications from hockey recruits with academically marginal records.

Assistant coach Andy Rickard resigned with Harkness, and a few days later the entire varsity quit: "We came to Union because of Ned Harkness, and though all of us wish to continue our education, we do not wish to participate in intercollegiate athletics at Union College at this time." Within ten days, however, eight players had reconsidered their desire to continue their education, and had left to play professional hockey. It is hard to dispute the conclusion of a Hartford *Courant* editorial: "the college was being used as a training ground for aspiring professional athletes, far more interested in sports than education."

Responding at his own press conference to Harkness's action, President Bonner criticized him for breaking his contract without notice and abandoning his responsibilities in mid-season, and said Harkness's charges showed "a complete lack of understanding or disregard of the efforts being made by many to resolve the problems which remained from the difficulties of last spring." Regarding alleged discrimination against students on the hockey team, Bonner said, "Some of the charges are misrepresentations; some were true a

year ago, but are no longer so." The whole affair was aired soon afterward in *Time* magazine.

Recovery. When Harkness resigned, the 1977/78 team had played four regular-season games, winning all, and had won one and lost one in tournament play. In the aftermath of the varsity's resignation, the College canceled its Holiday Hockey Tournament and the first regular game of 1978, and then finished the season with the junior varsity, under coach Robert Driscoll, losing all thirteen scheduled games, usually by lopsided scores.

Union took the only position possible for an institution: that no individual is indispensable. Nevertheless, the College was very fortunate to quickly replace Ned Harkness with Charles Morrison, a first-rate coach who was thoroughly committed to the traditional view of the proper place of athletics in a small college.

Named hockey coach effective April 1978, Morrison immediately disclaimed any interest in seeing Union play Division I hockey. Nor was he equivocal about the reason his players were at Union: "I ask [recruits], 'If there were no athletics on this campus, would you be happy here the next four years of your life?' Because that's our primary function here. We're a community of learning." His record showed that these sentiments were not lip-service; in his seventeen-year career (at Mount Allison, Lake Forrest, and Union) up to 1985, only two of his hockey players failed to graduate.

After one season of building (5–21 in 1978/79), Morrison's teams began to win a respectable number of games, even though they continued to play some Division I teams. In 1980/81, Union went 13–10–1 in Division II (but 13–15–1 overall). In 1982/83, the team finished second in both the ECAC tournament and in its first appearance in the NCAA national tournament. Thereafter, it would be invited to the ECAC Western Division playoffs most years (winning in 1985), and several more times to the NCAA playoffs. In 1985, the NCAA restructured its hockey divisions and moved all the institutions remaining in Division II to Division III, abolishing the former.

Morrison resigned as hockey coach in March 1988 to become Director of Achilles Rink and Memorial Field House, but died unexpectedly about a month later. His successor, Bruce Delventhal, hired from R.I.T., was at first even more successful (19–8–2 in 1989; 16–8–3 in 1990). Overall, from the second post-Harkness season (1979/80) through 1989/90, Union's hockey record was 147–136–14.

After the period covered by this book, the team moved up to Division I in 1991, while its collective grade point average was sometimes reported to exceed that of the student body as a whole.

Hockey rinks. Before Achilles Rink was put in service in 1975, Union had a long, inglorious tradition of trying to build outdoor rinks on campus. Every such attempt was defeated by soil problems or by the weather.

In the winter of 1902/3, the students agitated for a rink, and Assistant Treasurer Pond agreed to allow one to be built, on two conditions: that the City Water Co. would supply the water, and that the students would "keep out the rough element." For whatever reason, no rink was built that year, and the next year, although Union played HOCKEY for the first time, it had no rink on campus.

In the fall of 1905, the students hired a plow and scraper to make low earth banks and created a skating rink on the field north of Chi Psi, now partly occupied by Memorial Chapel. The water seeped away in the sandy soil and the weather was often uncooperative; although the area was again flooded in the following two winters, the ice was only rarely usable. A rink was made on the south end of Alexander Field in 1919/20, but it was apparently not used after that winter.

Tennis courts seemed to offer a better base for a hockey rink; one of the College's courts was flooded in 1922/23, with some success, but the process damaged the courts and the next winter the administration forbade it. For the following seven years the hockey team used the Central Park rink as their home ice, but that was not much better; condition of the ice forced cancellation of four of the five scheduled home games in 1926/27. In the winter of 1928/29, the team practiced on a rink made by H. LAURENCE ACHILLES by flooding his home tennis court.

In the fall of 1929 the College used some money given by HAROLD RYDER to build a concrete hockey rink, convertible to four tennis courts, with floodlights to permit night play of either sport. Designed by civil engineering professor WARREN TAYLOR, the rink replaced the faculty tennis courts just west of Bailey Hall. It measured 190 by 115 feet, had forty-inch sideboards and, presumably, a good base, but once again the weather defeated the plans: on account of bad ice, only two of five varsity home games could be played in 1929/30, and none at all in 1931/32. There may also have been problems in using the rink for both hockey and tennis. In the summer of 1934, it was converted to permanent tennis courts.

However, the athletic program was still to a considerable degree under the direction of the Student Council and its Tax Committee, and the students were determined to have hockey. In the winter of 1934–35, against the wishes of the Athletic Director, students contributed an enormous amount of labor and five thousand dollars of student tax money to build a new rink under the supervision of civil engineering professor ANTHONY HOADLEY. Concrete dams and retaining

walls diverted creek water to the site on the north side of the College creek, near the present Field House, but once again the skaters were defeated by leakage and warm weather. In the 1938/39 season not a single home game could be played.

The rink returned to the Graduate Council Field for the next three years, and hockey was probably then put aside for the duration of the war. In 1946/47 and 1947/48, there were again rinks (with poor ice) on Graduate Council Field. There were sporadic later attempts to make a rink (the tennis courts opposite Bailey Hall were again flooded in 1963/64), but it had become clear that a reliable outside rink was impossible in Schenectady's climate.

Achilles Rink. On June 30, 1974, the last day of his administration, President HAROLD C. MARTIN announced H. Laurence Achilles' gift of one-and-a-half million dollars, to be used to build an enclosed skating rink. Construction of the rink, designed by Schenectady architects Link and Cullen and built by the Hanson Construction Co., was begun November 7, 1974, and the building was dedicated November 15, 1975.

The building was controversial; first, because its placement north of Daley Field abolished one of the campus's last wooded areas, and later because, in retrospect, it seemed to many observers that building such a large facility (Martin had envisioned something much more modest) had committed the College to an overly ambitious hockey program, thereby contributing to the scandals and deep divisions that wracked the College during 1976–78 (see BONNER, THOMAS).

Achilles Rink contained a regulation-sized hockey rink with seating for 2,504, and curling sheets on a lower floor. Because the building could seat more people than Memorial Chapel, and was less rustic than the Field House, Achilles Rink has also been pressed into service for some other College functions: Commencements in cases of rain, student dances and concerts (despite poor acoustics), and even, circa 1978, a play production.

Hoffman, Frank Sargent (Feb. 9, 1852–Dec. 21, 1928). Professor of Mental and Moral Philosophy, 1885–1917.

Although born on a large ranch at Sheboygan Falls, Wisconsin, Frank Sargent Hoffman grew up on the New Hampshire farm to which his parents, Wendell and Mary Currier Sargent Hoffman, moved when he was a small child. Another move, when Frank was seventeen, took the family to Galesburg, Illinois, where, failing to get the railroad job to which he aspired, he taught in grammar schools for a little over a year. He spent the summer of 1870 traveling the bank of the Mississippi between Dubuque and St. Louis, peddling a twenty-five cent map of the region of the Franco-Prussian War made by a friend in Chicago.

That fall he entered Knox College in Galesburg, where he roomed with the future poet Eugene Field. After two years, he left to teach in Galesburg High School, then entered Amherst College, from which he graduated with an AB in 1876. Following a year as a high school instructor of Latin and Greek, he entered Yale for further study of Greek, but changed his mind and took a bachelor of divinity degree in 1880. A Yale fellowship then enabled him to spend much of the years 1881–83 in Berlin and Heidelberg, studying theology and philosophy, with the intention, never fulfilled, of earning a PhD.

Hoffman joined the faculty of Wesleyan College as an instructor in philosophy in 1883. Two years later, on the recommendation of his former Amherst professor Julius Seelye (by then president), and Seelye's brother, Smith College president L. Clark Seelye (Union, 1857), Union College hired Hoffman as Professor of Philosophy.

Under ad interim president JUDSON LANDON, the College was then in the weakest condition of its history. The faculty was small; the student body was small and declining (it shrank fifty percent between 1884 and 1888) and the whole institution was thoroughly demoralized. Responding, no doubt, to the College's needs, but also to his own inclinations, Hoffman taught in several fields. He later wrote:

For several years I had the academic seniors in nearly all their studies. Psychology, Logic, Ethics and the History of Philosophy made up my regular course. But if the boys wanted to take up some other studies in addition to fill out the 15 hours required—I would get a good textbook on the subject and put them through it.... In this way we went through "Walker's Economics," "Woolsey's International law," "Monroe's History of Education," and a work on "Comparative psychology." One term I had a class in the "Odes and Satires of Horace," as the Professor of Latin was sick at that time and away in Europe.

In his early years at Union, Hoffman spent some of his vacations superintending students doing maintenance work about the college. He also worked on cataloging the library and supervised the removal of the books from Washburn Hall to the Nott Memorial. For several years he served as editor of the annual College catalogue.

A tall, thin man, bearded at least in later life, Hoffman was an ardent but eccentric tennis player: he moved slowly and used both hands for all strokes, yet had considerable success within the College. He taught Sunday school at the Dutch Reformed Church, and sometimes taught a Bible class at the College.

CHARLES WALDRON '06 later recalled that although Hoffman did not enjoy the esteem of his colleagues, he was the most popular teacher of his time:

Classes were discussion periods, and we could ramble wherever we willed. It was thrilling to our young minds to be free to discuss what seemed adult matters, and to do so without

being rigorously held to a given set of facts. As I look back, I realize that this was superficial, but it was stimulating and encouraged us to do what we called "think." If we collected a lot of clichés about the good and true and beautiful, and if all of Hoffy's courses were very much alike, it was nevertheless an experience which we enjoyed at the time, and I am inclined to believe had merit for those whose intellectual curiosity was stimulated...

Unfortunately, since Hoffman was Union's only philosophy professor, his stimulation was not followed up by the more rigorous teaching of others in that field.

Hoffman wrote five books, the first four of which he used as textbooks: *The sphere of the state; or, the people as a body politic* (1894); *The sphere of science: a study of the nature and method of scientific investigation* (1898); *Psychology and common life; a survey of the present results of psychical research with special reference to their bearings upon the interests of everyday life* (1903); *The sphere of religion* (1908); and *The tales of Hoffman* (1926).

During the term he announced questions, accompanied by page references to his books. Retained on slips of paper, the questions became the basis for examinations: each student had to choose two or three slips at random and answer the questions orally. He seldom gave a grade lower than B.

Though the evidence is inconclusive, there is some reason to think that presidents Webster, Raymond and Richmond did not value Hoffman's services. In June 1889, during Webster's presidency, the Board of Trustees resolved, "that in view of the desire of the board that the President take part in the work of instruction, the resident Trustees, with the President, be a committee to arrange with Professor Hoffman for his resignation on the basis of his letter of June 4, 1887, to the President [i.e., acting president Landon]." The letter in question is apparently lost, and the resolution of the issue was not mentioned in later trustees' minutes. On November 11, 1919, the *Concordiensis* wrote: "A certain professor who severed his connection with the college about two years ago, served thirty years without an increase in salary." Only Hoffman fits those dates, but his salary is unknown. However, raises were few for any faculty member during that period of austerity (see FACULTY).

Hoffman married Jessie B. Lathrop of New York City on June 23, 1887 (i.e., nineteen days after his letter to Landon). If the marriage gave him some financial independence (there is no evidence that it did or didn't), that might have been a factor in whatever proposal he made to the College, and it would also have affected his future salary.

Apparently about the time of Hoffman's marriage, Landon invited him to occupy half of the "Potter House"—the future ADMINISTRATION BUILDING—then empty and probably a choice accommodation. Landon joked that he wanted the building occupied so

that, if it burned, the College could collect insurance. Hoffman lived there for the next thirty-one years, but Jessie Hoffman died in 1893 after a long illness, having borne two daughters.

Amherst awarded Hoffman an honorary doctorate in 1896, and a sabbatical leave then took him to Edinburgh University, Bailliol College, Oxford, and the universities of Berlin and Heidelberg. In 1900 he married Rebecca Russell Lowell, the forty-three year-old daughter of former Union College professor ROBERT TRAILL SPENCE LOWELL. The Hoffmans regularly entertained the senior class in small groups at Sunday dinners. "She was a Lowell," Waldron later wrote, "and all that a lady should be."

While at Amherst, Hoffman had joined PHI GAMMA DELTA. In 1893 he helped students found a Union chapter, and about 1899 he arranged for the fraternity to occupy the other half of the Potter House, where it remained until 1907. (In 1968 Phi Gamma Delta dedicated its living room in Fox House to Hoffman's memory.)

In 1911, Hoffman was named to the newly-created Ichabod Spencer professorship of philosophy (see ENDOWED PROFESSORSHIPS). At the end of 1916/17, at sixty-five, he was retired at his own request, on account of illness. He later recovered and asked to be allowed to resume teaching, but the request was denied.

He continued to live in the Potter House, however, until a fire on April 19, 1918, gutted the building, killing his three-year-old grandson, Wentworth Micks, and the boy's nursemaid, Alice Sullivan.

Hoffman then moved to New York City for several years. During that period he served on the state board of moving picture censors (before talking pictures) and occasionally lectured at Cornell and elsewhere. He later returned to Schenectady, where in 1926 he published *Tales of Hoffman*, a collection of miscellaneous essays, many of them partially autobiographical.

He survived his wife by a little more than a year.

Holland, Alexander (1817–March 12, 1885). Treasurer of Union College, 1839–54; Registrar of Union College, 1843–54.

Born in Schenectady, the son of Union College treasurer and registrar JONAS HOLLAND and his wife Margaret, the twenty-two year-old Alexander Holland became acting TREASURER of the College on his father's death. The trustees soon gave him the job on a permanent basis, and four years later appointed him REGISTRAR as well. He had had, the trustees reported at the time of the initial appointment, "a regular mercantile education." He had probably also lived for a time in Philadelphia, selling NOTT STOVES.

In addition to the regular duties of the College treasurer, Holland handled many of President Nott's personal financial affairs, and thus was heavily in-

volved in the real estate and other transactions which eventually necessitated establishment of the NOTT TRUST FUND. From about 1845 until 1851, he lived with his wife, the former Sophia Butterfield, in the South Colonnade apartment.

In 1850, his father-in-law, John Butterfield, merged his express firm with several other companies to form American Express. Appointed treasurer of the new firm, Holland moved to New York City in 1851.

Because he was originally expected to be gone for only two or three years, others were appointed to his College positions on an "acting" basis, but he resigned in 1854 and spent the remainder of his career with American Express.

Holland, Jonas (March 10, 1784–March 25, 1839). Registrar of Union College, 1817–39; Treasurer of Union College, 1833–39.

Born in Massachusetts, Jonas Holland came to Schenectady as a boy and later worked as an apprentice carpenter. After serving as an officer in the War of 1812, he was always known as "Major." He became the College's first registrar in 1817, and succeeded HENRY YATES as treasurer in 1833. About 1826 he took charge of the student cadet corps (see STUDENT ORGANIZATIONS: MILITARY).

Holland married the former Margaret Peek, a Schenectady native; their son, ALEXANDER HOLLAND, succeeded to the treasurership on Jonas's death in 1839. Father and son had previously (1836–38) collaborated in an agency to sell NOTT STOVES out of Philadelphia.

Characterizing his predecessors, treasurer Jonathan Pearson confided to his diary in 1858

there seems to have been a perfect looseness in the transaction of business among all the officers from the President down except in the case of Jonas Holland who so far as he knew kept his papers and books with care. With him the difficulty was that he was ignorant of any system of book-keeping.

Homecoming Weekend. In 1923, after studying other institutions' mid-year alumni gatherings, the Graduate Council scheduled College Day for November 2, the day of the home football game with Hobart. College Day or Alumni College Day became an annual event until the Second World War interrupted it after the fall of 1939.

In 1935 the Council moved the day (which had sometimes been scheduled as late as November 13) back to early or mid-October, when the campus is more attractive. Resuming in 1946, the fall alumni gathering was renamed Homecoming. Union's opponents in the football game have included RPI, Hobart, Hamilton, Williams, Amherst, Vermont, and Norwich, but "traditional" homecoming rivalries have been short-lived.

From the early years, the College has scheduled additional events, such as parades and visits to classes, for Homecoming Weekend.

See also: ALUMNI DAY.

Honor System. Union had an honor system from 1909 until 1925, and flirted with the idea at several other times.

President ELIPHALET NOTT's methods of molding the characters of his charges contained the germ of an honor system, as he tried to inculcate a sense of personal honor in place of a fear of punishment. In his day, however, examinations were oral and there was little opportunity for cheating.

Formal written examinations had been introduced by 1872, when the senior class called a student body meeting to denounce and pass resolutions against dishonesty in taking them. "This combined cheating and lying, which is glossed over by applying to it the slang term 'Shenanigaging,' is a disgrace," wrote the *College Spectator* reporter.

Long in use by some Southern colleges, honor systems migrated north at the end of the nineteenth century; Princeton adopted one in 1893 and has maintained it ever since. The earliest known attempt to institute a formal honor system at Union came in 1895/6, when the freshman class adopted one unilaterally. The next year's freshmen declined to follow suit, believing that it wouldn't work unless the sentiment for it was nearly universal; by spring the originating class had given up in the face of violations.

The seniors in the Class of 1897 solved the problem by drawing up plans for an honor system to become effective as soon as they had graduated, but their successors, already burned, apparently ignored the challenge.

An honor system was finally introduced entirely at student initiative in the spring of 1909, following a cheating scandal. Passed at a student-body meeting by an inauspicious 146–60 vote (with about a third of the students not present or not voting), the system required an undergraduate who detected another cheating on an examination to warn the guilty party not to hand in his examination. If the warning was not heeded, the witness was supposed to report the matter to the president of the honor court. In the negotiations leading up to adoption of the system, the students persuaded the faculty to count final examinations for no more than forty percent of the final grade; this was intended to reduce the temptation to cheat. Students were required to go to the College office at the beginning of each term and sign a book containing the constitution of the honor system.

The honor court consisted of representatives from each fraternity and from the independents. In 1914, the court was also given jurisdiction over the "No Deal

Agreement" governing student elections (see STUDENT POLITICS AND GOVERNMENT.)

Although it had acknowledged the year before that most students would not report violations, the *Concordiensis* claimed in 1916 that the honor system had been highly successful. In 1919 the system was revised; the court became smaller, its proceedings became secret, and it imposed a single penalty: expulsion. Apparently the College did indeed expel students entirely as a result of student proceedings; the *Concordiensis* reported that several freshmen were expelled in 1919/20, but there is no record of the number of cases. Further amendment of the constitution in 1920/21 gave the court the power to compel testimony, and allowed it to recommend that an expelled student be eligible for later re-admission.

By 1924/25, the system was in trouble, and some faculty members had begun remaining in the room during examinations. An attempt was made to strengthen the system by allowing the option of less severe punishments, but a student letter to the *Concordiensis* summed up the problem: "No amount of regulation or revision can make the Honor System effective at Union, unless the students themselves forsake the idea that it is a betrayal of their personal honor to report evidence of its violation."

In the spring of 1925, on recommendation of the student Terrace Council, the faculty voted to abolish the system. It was estimated that ten percent of undergraduates were cheating. For a few years, the faculty continued to require a non-cheating pledge on examinations even though examinations were now proctored. At the request of the Terrace Council, the faculty removed the pledge in the spring of 1929.

When the Student Council conducted a poll in 1965, students rejected the introduction of an honor system by a three to two margin, and in 1981 when the Vice President for Academic Affairs proposed importing from Haverford the system of allowing students to schedule their own examinations, the *Concordiensis* was lukewarm to the idea. The Student Forum again considered the possibility of an honor code in 1989 but took no action.

Honorary Fellows. In one of his first acts as president, DIXON RYAN FOX created the position of Honorary Fellow. Twelve non-academic men, each prominent in a field represented in Union's curriculum, were to spend a few days on the campus twice a year for a term of three years, lecturing and talking informally with faculty and students. Coming to Union from Columbia University, Fox was acutely aware of the need to combat Union's parochial atmosphere; a secondary purpose of the innovation was to make the College more widely known outside academe.

Fox announced the first appointments late in 1934: Henry Seidel Canby, editor of the *Saturday Review of*

Literature; Harry Willson Watrous, painter and President of the National Academy Association; William LeRoy Emmet, electrical engineer and author; Walter Winston Price, broker; Walter Guest Kellogg, special counsel to General Electric and a former Regent of the State University of New York; James Emmet Finegan '02, President of the Municipal Civil Service Commission of New York City; George Herbert Daley '92, Sports Editor of the *New York Herald-Tribune*.

Four more fellows were appointed in January 1936: Frank Pierrepont Graves, educator; Irving Langmuir, physicist; Arthur Pound, historian; Clayton Hamilton, playwright.

Tyler Dennett, former president of Williams College and a scholar in the field of international relations, and Sheldon Cheney, a theatre and art historian, were appointed in January 1938. A few months later Fox added financier Bernard Baruch and Arthur E. Morgan. The College invited some of the early appointees to serve a second term, but with the onset of the Second World War, the program was quietly abandoned. No formal appraisal of its effectiveness was made, but in later years visiting lecturers would serve the same purpose in a less systematic way.

Honors Programs. Union's first honors program is known only from a description in the trustees' 1843 report to the New York State Regents:

The embarrassment which is occasioned by diversity of talent and attainment among the different members of a class, requiring that the progress of the whole should be too much retarded in respect to some, and too much hastened in respect to others, has been partially obviated in two ways. 1. By providing more difficult text books for a portion of the class, and inducing the more advanced members to adopt such text books. 2. By furnishing instruction without expense, in studies not belonging to the regular course, but additional to it; which shall entitle those pursuing such studies, and at the same time maintaining their full standing in the regular course, to some distinction.

That description could serve broadly for all subsequent honors programs; the reasons for the program's failure, if known, would probably also sound familiar.

Beginning in 1926/27, students with averages of eighty-five or higher, called "honor men," were exempted from absence requirements, but they took the same course as their classmates. One of the first acts of President FRANK PARKER DAY, coming to Union in 1929 from Swarthmore College (which was known for its pioneering honors program), was to propose such a program for Union. He set up a campus committee with student and faculty members, and in conjunction with his inauguration in May 1929 he convened a national conference on honors programs, presided over by Swarthmore president Frank Aydelotte. The trustees quickly endorsed the plan, and the faculty approved it on November 14, 1929, to begin in the fall of 1930.

The *Union Alumni Monthly* reported:

The plan adopted by the faculty provides that in the first two years, whenever possible, the abler boys be segregated in sections. At the end of the sophomore year the different departments will designate the men they think are capable of doing Honours work; and then, if these boys choose to undertake this work, they are to choose the field in which they wish to do it; and here they are given freedom from the lockstep of the classroom, and as a substitute, personal conferences with their teachers, who lay out for them a course especially adapted to their abilities and inclinations. Such courses would be the equivalent of from two to three times the work covered in the normal course, the assumption being that these boys are both able and anxious to get the most out of the subject they are to study. There is no obligation on any boy, even should he qualify, to take such work: but if he does so and completes the course successfully, he will be known as an Honour Student and graduated as such. Our hope is that there might be from five to ten men in a department, choosing this work. It will involve more labor on the part of the faculty and may well lead to the need of additional teachers: but by undertaking this change Union joins the ranks of that small group of colleges which are trying to save democratic education from the blight of mediocrity.... The action of the faculty was very modest in its scope, but it is a beginning.

It was a good beginning by a strongly committed man, but the required extra funding simply could not be found; the deepening Depression necessitated budget cuts instead. Day was dismissed in 1933, and the enfeebled program expired at the end of 1934/35.

In 1956/57, the College began a so-called "Extendibles" program, under which certain incoming freshmen, on the basis of their high school record, were designated "Extendibles" and were allowed to take an extra course at no charge (as well as unlimited cuts and unlimited loan of library books). They did not, however, take more difficult courses than their classmates. After four years, at the end of 1959/60, the College briefly considered changing the program to one in which about fifty upperclassmen who were doing superior work could apply to be "Union Scholars" with similar privileges; the idea was then dropped entirely.

Meanwhile, the Faculty Council rejected a proposed honors program in 1959, probably because it was not accompanied by additional funding. A couple of years later that objection was removed when a gift to the College from Robert LeBaron '13 made possible the institution of honors courses in the departments of English, biology, history, government, economics, philosophy and mechanical engineering beginning in the spring term of 1962. They were open to students with a grade point index above 3.0 (of 4.0) and entailed special courses, usually in the form of seminars open only to honors candidates. Three departments added a faculty member. After the grant ran out at the end of 1962/63, the trustees funded the program, but in 1966 it was replaced by a system of departmental honors, under which departments set their own requirements.

In Divisions I and II, these usually did not include extra courses, and the thesis requirements for honors soon became the same as those for all majors.

The HAROLD MARTIN administration (1965-74) quietly considered creating an honors college but dropped the idea without ever publicly proposing it.

Using a Mellon Foundation grant in 1976, political science professor Byron Nichols surveyed other colleges and found that twenty-seven of the thirty-nine responding had either a departmental or a college-wide honors program, or both. Of the responding members of the New England Small College Athletic Association, only Colby and Union had no honors program. In his report to the Educational Policy Committee, Nichols noted:

While Union worries about, provides money for, and commits staff time to students who have athletic interests, artistic interests, ethnic and racial interests, career interests, political interests, etc., we pay very little formal attention to students whose intellectual interests, abilities, and motivation set them apart as a distinct grouping....

No other institution does less for its best students than Union, although several do no more than we do.

Mindful of the student aversion, especially strong at that time, to anything that could be labeled "elitist," Nichols proposed avoiding the word "honors," calling the program instead the "Steinmetz Curriculum," after former professor CHARLES P. STEINMETZ, whose interests and achievements were thought to display an exemplary breadth. Nichols also recommended that, in contrast to honors programs on the Swarthmore model, students should be admitted not to the Steinmetz Curriculum as a whole, but rather to individual seminars, and that a high grade point average not be required for admission—an inquiring mind being a more relevant consideration.

The Educational Policy Committee made some changes in Nichols' proposal but retained the features mentioned above, except that the word "honors" was freely used. As implemented in 1979/80, with funding from the INTERNAL EDUCATION FOUNDATION, the program consisted of honors seminars, the participants in each of which were selected from sophomore and junior applicants who could have a grade index as low as 2.0 (out of 4.0) if they were promising in other respects. There were to be a maximum of seven seminars in each division, usually taught by two or more faculty members, with a maximum of twenty students in each. The "core" seminar was called "Logic of Inquiry." Citing fundamental differences in the educational goals of the College's four divisions, the committee left to the divisions the responsibility of determining the nature of the other seminars.

The program's intended second part, an "honors term" devoted to "individual or small group research or study or equivalent creative endeavor," never developed,

nor did the program ever acquire the physical center Nichols and the committee believed would contribute to its success by encouraging participants to congregate. "Temporarily" discontinued at the end of 1982/83, when a director could not be found to succeed Nichols, the Steinmetz Curriculum was never revived.

House Presidents' Council. In May 1953 Union's fraternities replaced the INTERFRATERNITY COUNCIL with a new representative body, composed of chapter presidents rather than elected representatives. The new organization was expected to be more effective because its members could speak and act with greater authority. During its first year, it was called the Fraternity Presidents' Council; later the name House Presidents' Council was generally used.

On February 17, 1960, the House Presidents' Council decided, in order to conform to usage elsewhere, to revert to the name Interfraternity Council, but members continued to be chapter presidents.

Hudson-Mohawk Association of Colleges and Universities. In June 1968, nine area private colleges—Union, RPI, Skidmore, Albany Law School, Albany Medical College, Albany College of Pharmacy, Russell Sage, St. Rose and Siena—formed a consortium to "explore, develop and implement cooperative activities and programs of mutually beneficial nature in areas of interest, either academic or non-academic."

By 1976, the founders had been joined by the Junior College of Albany, the State University of New York at Albany, the Hudson Valley Community College, the Schenectady County Community College, Empire State College and Maria College.

The consortium's most important achievement has been cross-registration, begun in January 1970; under this agreement students regularly enrolled at one member institution may, with certain limitations, take courses offered at others. Since 1979/80, Union students have taken ROTC courses through the consortium, but the benefits to Union of cross-registration have been limited by the fact that the College's terms and academic year rarely if ever coincide with those of the other members.

Humanities Building. The erection of the Humanities and Social Science Buildings, and of the colonnades joining them to Schaffer Library, was regarded by Union's architects as completing the RAMÉE campus plan, which had called for buildings and arcades of a similar configuration.

Ground breaking ceremonies for the two buildings occurred on June 5, 1965. The architect was Steinman and Cain of New York City, and the builder was the Hanson Construction Co. of Scotia.

The Humanities Building was occupied in January 1967, by the Classics, English, and Philosophy De-

partments (from overcrowded BAILEY HALL), the Modern Language Department (from the nearly derelict MODERN LANGUAGE BUILDING), and the Arts Department (from scattered makeshift offices.)

The building contained nine classrooms, twenty-six offices, four seminar rooms, a faculty lounge, a language laboratory, and four music practice rooms. The music practice rooms were removed when the Arts Department moved to the ARTS BUILDING in 1972, and new offices were created in the basement and on the second floor.

The trustees wanted the Humanities and the Social Science Buildings to harmonize with the other Ramée buildings, and so had them constructed of a type of red brick which, after weathering, would hold a heavy gray paint. To ensure uniform color and curing, the painting was deferred until after the Schaffer Library addition was completed, but in the fall of 1974 all three buildings were instead coated with gray stucco to match the older part of Schaffer Library.

Hunter's Point, Greenpoint and Stuyvesant Cove Properties of Union College. Between 1831 and 1835, using money received for managing the lottery of 1823–27 (see LOTTERIES), President ELIPHALET NOTT bought land on both sides of the East River in New York City at Hunter's Point (Queens), nearby Greenpoint (Brooklyn) and Stuyvesant Cove (Manhattan).

Nott subsequently sold much of this land to the College. To satisfy other claimed obligations to the president, the College transferred its interest in the property back to Nott in 1845, but Nott later said he continued to regard the land as an investment for the College's benefit. His practice of commingling his own funds with the College's in respect to the lotteries and other transactions eventually led to damaging accusations and an investigation by the state legislature. To settle the issue, in 1854 Nott and his wife were forced to execute the Nott Trust Deed, giving the College, for specified purposes, property with a purported value of over \$600,000 (see NOTT TRUST FUND). Most of this was the East River land. Until his death in 1866, Nott retained the right to manage the Trust property and the right to receive and convey to the College treasurer payments thereon.

Until the last of the property had been sold in 1898, forty-four years after execution of the Nott Trust Deed, it dominated the College's thinking about finance and hence about the institution's future. Because the investment was speculative and, moreover, almost constantly entangled in financial, legal and political problems of uncertain outcome, the consequence was that, in the post-Civil War years when the nation's other major colleges were moving boldly forward, Union was nearly paralyzed. To make matters worse, the income from the trust, though sometimes

substantial (between 1860 and 1883, it provided, through the NOTT PROFESSORSHIPS, about forty-seven percent of the College's instructional budget), was partially offset by large necessary outlays for improvement, and never justified the popular perception that Nott's gift had made the College rich. That false perception was frequently blamed for the fact that Union in those decades was much less successful than many of its peers in attracting benefactions.

Because the property's changing prospects so profoundly affected the College's morale and its material welfare, those prospects are an important part of Union's history, but they almost defy coherent summary. Each of Nott's transactions typically remained partially open and became entangled with subsequent transactions involving some of the same people. Nott and many of those with whom he dealt were habitually over-extended. Nor did all of the ensuing problems arise from good-faith differences of opinion; sharp dealing was endemic in many realms of business, but some people had more talent for it than others. Treasurer JONATHAN PEARSON thought Clarkson Potter was quite accurate in telling Nott, "Grandfather, you are not fit to do business, for if you deal with an honest man you will cheat his eyes out: and if you deal with a rogue, you are so credulous that he will cheat your eyes out!"

Stuyvesant Cove. The land investment soonest concluded, and ultimately the least consequential for the College, was in Manhattan. In 1833, Nott acquired thirty-five acres at Stuyvesant Cove on the East River, just north of his Novelty Iron Works, for \$17,500. It had been purchased for him six months earlier from the heirs of Peter Stuyvesant by Captain Nezhiah Bliss, the marine superintendent of the Iron Works.

Stuyvesant Cove, like all of the low-lying land on Manhattan's East River shoreline, has since been filled in. The land purchased by Nott lay in a rough triangle presently bounded on the south by 14th St., on the northwest by a line cutting diagonally across the present street grid northeastward from the intersection of 14th St. and Avenue A to the intersection of 18th St. and Avenue C, and thence southeast to a point near Roosevelt Drive at 14th St. Since 1943 the southeast corner of the Stuyvesant Town apartment complex has occupied much of this land.

Most of the Stuyvesant Cove land was under water at high tide and some even at low tide. Nott bought it with the expectation that he could gain about twenty-five acres more of valuable land by filling in the cove, including some underwater land farther in the river than his own property.

By the late 1840s much of the low-lying land had been filled in, and many small lots sold. A crucial question then was whether the courts would allow

Nott and his agents to claim title to about three city blocks of additional underwater lots. In 1851, the seventy-eight-year-old Nott contracted with Robert Lowber and College treasurer Alexander Holland as his personal business partners, to fill and sell the remaining undisputed land and carry on the legal battle for the underwater land. That contract was terminated near the end of 1853, in anticipation of the Nott Trust Deed; by that time the new partners had filled in and sold nearly half a million dollars worth of lots. The College held mortgages on many of the sold lots and owned others. Nott then made a new contract with Lowber (Holland had withdrawn), shortly before executing the Nott Trust Deed. In anticipation of a favorable court ruling on Nott's title, Lowber made further major sales.

Later in 1857, however, the courts ruled against Nott's title to the additional underwater land (some of which, near Pier 67, is still submerged). Besides ending the prospect of significant future profits on the Stuyvesant Cove property, this decision also set off protracted and complicated litigation as buyers of the land sought return of the money they had paid.

The significance for the College of this situation lay in the fact that because Nott was by then without significant assets (he had suffered major investment losses separate from the New York City property), his creditors (including Lowber) attempted to retrieve assets Nott had transferred to the College under the Nott Trust Deed. Legally, their ability to do so depended on whether the Nott Trust Deed had been a free gift to the College (in which case the people to whom Nott owed money in 1854 would have had a prior claim), or, on the contrary, had constituted repayment by Nott of funds owed to the College. In response to the earlier legislative investigation, Nott's lawyer had argued that the Trust Deed was a gift by his client, but the trustees now had to take the opposite position, thereby exposing Nott to renewal of the old charges that he had defrauded the College.

Nott died in 1866, nine years before the court battles ended in victory for the trustees.

Hunter's Point and Greenpoint. In 1831 Nott and Captain Nezhiah Bliss paid \$15,000 for the Maze-rolle (or Meserole) Farm at Greenpoint, on the Brooklyn side of the East River a short distance upriver from Stuyvesant Cove. They intended to add other property and build a town there. In 1835, acting through intermediaries, Nott purchased more farms—the Hunter and De Bevoise farms on the Hunter's Point side of the Newtown Creek (for about \$10,000) and the Provost and Griffing farms on the Greenpoint side of the creek. About 1853 the Van Alst farm was added to the Hunter's Point property, for \$50,200. The property on both sides of the creek eventually totaled over four hundred acres.

The partners' general confidence that the value of land so near New York City would inevitably rise was supplemented by the belief, which proved false, that the Navy would soon build a naval yard on the Newtown Creek and buy some of their property.

As at Stuyvesant Cove, much of the land was either low-lying inland marsh or river front land submerged at high tide. To be sold to advantage, it needed to be filled, graded, docked, and provided with streets, but there was no nearby, inexpensive source of fill.

Little or nothing was done until 1852, when Nott, then seventy-nine, sold two-thirds of the property to Jonathan Crane and Charles Ely, agreeing that the property of all three owners would be marketed by Crane and Ely, one-third of the proceeds (after fees and expenditures for improvements) going to Nott. Two years later Nott transferred his third to Union College under the Nott Trust Deed.

Crane and Ely sold part of their share to others, and then in 1857 became insolvent; claims against them impaired the title to the land and prevented its sale. In 1860, at the request of all parties, the state legislature set up the Hunter's Point Trust, which made the College trustee of all the land. (Despite the name, the trust also included the lands at Greenpoint.)

Following creation of the trust, much property was improved, leased, rented and sold, and the profits divided. Until about 1870, the College derived considerable income from the trust—reputedly as much as \$100,000 in some years. By 1874, in the opinion of Judge George F. Comstock '34, the value of the land had so increased that, had Union sold its share to another developer and invested the proceeds elsewhere for income, it would have sufficed to fund all of the provisions of the Nott Trust Deed. Comstock strongly suggested that the Board of Trustees was legally obligated to take that course. Instead, the board chose to hold the land and continue to try to improve it in the hope of making even greater profits in the long run. The decision turned out to be a mistake.

With about 250 acres remaining unsold, various difficulties in the 1870s brought income virtually to a halt. These included the Panic of 1873 and the subsequent depression, which dashed the College's hope of a prompt return on the \$250,000 of College funds put into Hunter's Point improvements in 1870. Of greater long-term consequence, the chartering of a separate city government for Long Island City in 1870 resulted in problems for the College, the real nature of which is hard now to assess.

Partisan, but not necessarily incorrect, accounts by representatives of the College paint a picture of a corrupt local government deliberately setting very high taxes and assessments on land belonging to non-residents in order to force its sale at auction; in many cases the City itself became the buyer. The College, unwilling or unable to pay, saw some of its property sold

at auction. The reluctance of potential buyers to deal with the city government reputedly added to Union's difficulty in marketing the property.

Moreover, during this time some of the owners of shares in the trust failed financially; liens consequently placed on the property involved the College in complex legal problems.

As a result of these compound difficulties, Hunter's Point became an issue in the fighting that developed over the presidency of ELIPHALET NOTT POTTER (1871–84). Potter's adversaries held him and his supporters responsible for the lack of income from the trust, while the president's brother Howard charged certain of the president's opponents on the Board of Trustees with taking improper personal profits from the trust. The latter charge had an inviolated basis:

When the Hunter's Point Trust was contrived in 1860, to provide for an equitable distribution of the profits on the sale of land, then valued at \$900,000, the College issued a total of 600 bonds to the property's various owners (other than the Nott Trust, which still owned one-third of the property). The issue was divided into 150 Preferred Bonds, with a value of \$1,000, paying seven percent annual interest, and 450 Residue Bonds, also called Certificates of Residue, to receive no interest until the Preferred Bonds were paid off, but then each to receive 1/675th of all profits. Each owner received both preferred and residue bonds in proportion to his interest; the Nott Trust also received one-third (225/675th) of the profits.

Some owners of residual bonds, unduly pessimistic about their value, sold them back to the College at a discount, and the College acquired others under various circumstances. It immediately resold some of these bonds at cost to various friends, including trustees J. TRUMBULL BACKUS (twenty) and Platt Potter and his wife (twelve). Jonathan Pearson's wife also owned one share.

The trust had paid off all of the preferred bonds at par value by 1868. Over the next five years, the trust paid dividends totaling \$1,250 on each Residual Bond. Owners willing to take their dividends in land were allowed an abatement of up to thirty percent on the appraised value of the land.

Howard Potter's complaint was twofold; he thought that Platt Potter (no relation) and Backus should give the bonds back to the College, as had some other people loyal to the College—a suggestion they ignored—and he charged that these members of the Finance Committee had acted in their own financial interests ("[You] always exercised better judgment when your personal interests were concerned than when you were protecting College interests.") Backus and Potter responded with an elaborate demonstration that they had done nothing illegal.

During the interim presidency of Potter's successor, JUDSON LANDON (1884–88), College morale reached

an all-time low, largely because of dim prospects for Hunter's Point. Some trustees apparently believed the College could not avoid bankruptcy. In the fall of 1885, Landon told Professor HOFFMAN, "The trustees were so discouraged about the matter at their last annual meeting that when they went home, they dumped the college down on my front steps and told me to do anything with it that I thought best."

Eventually, in 1886, the College was able to execute an 1882 state Supreme Court judgment dissolving the Hunter's Point Trust and giving Union sole ownership of over one hundred acres of the property, some of it already income-producing. In 1893 the College engaged G.K. HARROUN as treasurer and instructed him to spend most of his time in New York City, managing and attempting to sell the Hunter's Point and Greenpoint lands. The depression of 1893, the century's worst up to that time, forestalled any immediate results.

Some relief came in 1895, when Amasa J. Parker Sr. '63, then a state legislator, succeeded in getting a bill enacted to reduce the College's outstanding tax debt to Long Island City from over \$350,000 to \$150,000. Finally, the consolidation of greater New York (and thus abolition of the Long Island City government) was ensured in May 1897.

These changes, together with the imminent prospect of improved trolley connections with New York City, made the property desirable again. At that time, it still included the point of land at the mouth of the Newtown Creek and about 1,100 city lots in the First, Second and Third Wards, as well as a small amount of land in Greenpoint.

In 1897 Harroun found a potential buyer in William Halls Jr., the cashier of the Hanover National Bank, who after negotiation bought all the College's property at Hunter's Point and Greenpoint for \$1,100,000. The sale became final February 24, 1898.

The College immediately used most of the money to retire debts, leaving a balance of about \$300,000.

A document in President Raymond's papers, dated June 1, 1898, evidently his report to the faculty on the sale, sums up the College's situation:

The sale was effected at an opportune moment and saved the College from imminent peril and disaster; but it also extinguished the somewhat visionary hopes of great treasure to be extracted from the soil of Long Island City. For the first time in half a century the Trustees know definitely the value of the College endowment and can forecast with reasonable certainty its income. That income is quite inadequate to meet the present outlay, and it is no longer possible to permit encroachments upon capital under the guise of drafts upon unearned increment.

Most of the streets and avenues of Long Island City are now numbered, but some once bore Union College names. Nott Avenue has become 44th Drive, and College Point has apparently disappeared. Two of

the trust's agents, Henry S. Anable and Jonathan Crane, were commemorated with street names, but only Crane Street has survived. A couple blocks away, Treasurer Jonathan Pearson, ignored in the naming of Schenectady streets and Union College buildings, gets some justice: when the Long Island Railroad yard sundered the street named for him, it left behind both Pearson Street and Pearson Place.

Hurd, Charles Buel (March 10, 1894–Oct. 27, 1979). Professor of Chemistry, 1923–59.

A native of New Britain, Connecticut, Charles Hurd earned BS (1915) and MS (1917) degrees at Worcester Polytechnic Institute. In the latter year he began consulting occasionally for the General Electric Co. After receiving an MA (1920) and a PhD (1921) from Clark University, he married Muriel Milner in 1922.

He taught at Worcester and Clark while studying there, and served brief terms on the faculties of Colby College and Trinity College (Hartford) before joining the Union College chemistry department in 1923.

An active researcher in the field of silicic acid gels, Hurd published thirty-five papers, many of them co-authored with his students and based on relatively simple, inexpensive experiments. The opportunity for students to participate in real research became a hallmark of Union's chemistry department; Hurd, who taught a required course on chemical research for the BS in Chemistry program, described this emphasis in "Some observations on undergraduate research in chemistry," written for the *Journal of Chemical Education* (1944).

Research clearly interested him more than teaching—he was said to have used the same lecture notes for at least fifteen years—and although he succeeded EDWARD ELLERY as department chairman when the latter became acting president in 1933, on the whole Hurd was not a success as an administrator. Several valued department members left Union because of friction with him, including FREDERIC SCHMIDT (1932–47) and Carl Hocker (1946–51); President Carter Davidson privately explained Hurd's hostility to Schmidt as stemming from jealousy of the younger man's popularity. Davidson was also frustrated by Hurd's fervent defense of the successful but highly-pre-professional BS in Chemistry program; the president was determined to eliminate it (along with the similar BS in Physics degree) because its curriculum allowed virtually no room for non-technical subjects. When Hurd became due for a sabbatical leave in 1956/57, three years before he would have to retire, Davidson took the opportunity to replace him as chairman with GEORGE REED, who had taught under Davidson at Knox College.

In addition to his consulting with General Electric, and several summers of work in the GE Research Lab-

oratory, Hurd consulted for the North American Cement Co. and the American Locomotive Co. He served as president of the Union chapters of Sigma Xi and the AAUP, as well as the Eastern New York chapter of the American Chemical Society and the Schenectady Unitarian Society. He was a College marshall for more than thirty years.

For many years Hurd collected and restored old American shelf clocks, and after moving to Florida in 1961, he took up conchology, becoming curator of shells and fossils at the South Florida Museum in Bradenton.

Hygiene. From 1892/93, a required course in Physical Culture included "short talks on hygiene" (i.e., sex education). The subject may have been introduced much earlier as part of the lectures on Physiology that had been a part of the curriculum since 1828, and had been coupled with military drill since at least the 1880s.

In 1906/7 the description of the lectures became more explicit: Second year students were required to attend lectures on first aid and on "contagious and infectious diseases and social purity." In 1918/19, the lectures were moved to the freshman year; they were soon known simply as Hygiene.

By 1939 the term examinations had been eliminated and the lectures made optional; few attended them. During the Navy V-12 program in the Second World War, the Navy delivered its own standard hygiene course; afterward, the College again had a hygiene course in the fall of 1946.

Iconoclast (The). Combining criticism of the College with student essays on philosophical and other subjects, the first and only issue of an undergraduate magazine called *The Iconoclast* appeared in June 1932. All its contents had supposedly been rejected by *The Idol*, in direct opposition to which the new journal was published.

Idealist (The), a Journal of Political and Social Opinion. In the spring of 1986, the Student Forum sponsored the first of four issues of a glossy bi-monthly called *The Idealist, a Journal of Political and Social Opinion*. Edited by Eric R. Linhardt '87, it published original articles on public issues by Union students and faculty, and reprinted articles by Gary Hart, Woody Allen, and others. The last issue appeared in the spring of 1987.

Idle Interval (The). Professor BURGESS JOHNSON, who taught the advanced class in English Composition from his arrival in 1935, was generally believed to want to control the College's literary magazine. He encouraged an abortive attempt to abolish *The Idol* circa 1935/6, then in February 1938 he approached the

same objective from another angle by holding a writing contest (with one dollar prizes) and launching a magazine to publish the winners.

Johnson's explanation was that he wanted his students to see their writings in print, and found *The Idol* too dilatory for that purpose. When it became obvious that the class would not produce enough to fill his magazine, he advertised for other contributors, to the annoyance of the *Idol* editors. The only issue of *The Idle Interval* was printed "surreptitiously" (according to the *Concordiensis*) at the Gazette Press during the same week *The Idol* was being printed at the Electric City Press.

Idol (The) (1910). The first Union College student magazine entitled *The Idol* was a humor magazine billing itself as "A quarterly of scintillating sarcasm strongly soliciting the ceasing of swiftly circulating student sobriety." Edited by H.B. Keckelely '11, it promised "to comment in a humorous way on the doings in and about the college but not to knock." The only issue, a thin one, appeared in December 1910.

Idol (The) (1928-). After the demise of the *PARTHENON* in 1899, Union had no literary magazine for almost three decades, although the *CONCORDIENSIS* occasionally published literary contributions. When Professor RAYMOND HERRICK's advanced composition class (English 31) launched the *Idol* on February 9, 1928, it took the name of one of the College's icons, previously used in 1911 for a short-lived humor magazine (*supra*).

The magazine began as a literary review, evidently modeled to a degree on the *Saturday Review of Literature*. Appearing six times a year, it published fiction and poetry but gave prominent place to literary essays and criticism and book reviews.

Two constants in the magazine's history are dissatisfaction or indifference on the part of its audience, and reforms by its editors, usually accompanied by promises to appeal to a broader audience. The first crisis came after three academic years, in the fall of 1930. Complaining that "the magazine has had an unpleasant air of affected literary distinction," and consequently failed to interest most students, editor Harry Rositzke promised to "cater to the general undergraduate taste rather than follow the academic interests of half a dozen intellectuals." At the same time, the *Idol* became a quarterly.

In June 1932, students published one issue of an opposition journal called the *ICONOCLAST*, filling it entirely with articles rejected by the *Idol*. After the *Idol* separated from the composition class in the fall of 1934, however, the editors found it difficult to get enough contributions and fell behind schedule. Responding in 1936 to the recommendations of a faculty-student committee, the Student Council voted to