Wesleyan University 1831-1978: Part II, 1887-1978

Willard Mosher Wallace

Wesleyan University

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Wesleyan University
1831-1978

Part II

1837-1978

by

Willard M. Wallace
IN GRATEFUL APPRECIATION

of

THE STUDENTS OF WESLEYAN UNIVERSITY

Without whom Wesleyan could not have existed for 150 years;

The joy and occasionally the despair of professorial hearts;

The pride and not infrequently the terror of the administration of whatever era;

The group transformed by years into alumnæ and alumni, tempered by life into serious (Heaven forbid, not solemn!) beings, and persuaded by their loyalty, affection, and perhaps admiration to become through the generations partners in the continuation of this institution;

The source from which numerous devoted trustees in the flower of their achievement are drawn;

The embodiment of the rich traditions of the past, the excitement of the present, and the hope of the future.
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INTRODUCTION

The second part of the account of the history of this University covers the "modern" Wesleyan, though when the truly modern Wesleyan began is debatable. Probably it was in the 1960s when the University started to grow rapidly toward its present size in numbers and programs and the decision was made to reintroduce coeducation. At any rate, one can find here the delineation of most of the principal developments that occurred at this institution from 1877 to 1978. Missing, of course, will be many details and individuals, these treasured by one college generation and those by another. All-inclusiveness, however, is impossible, given publishing constraints, and of doubtful virtue in itself.

In the presentation of the material in Part Two the author is all too aware that he has had to address himself occasionally to issues that remain controversial and deal with individuals who are still very much alive. When the original publication committee made it clear to him that Part Two was unlikely to be written unless he volunteered to write it, he finally consented on three conditions. One was that he would work on it in such time as he could spare from his regular research and writing and that the committee should not press him to finish. The second was that he would write his part of the history as he saw it, as objectively as he could up to a point but that, once that point was reached, the account would likely be colored by his own view as an alumnus and a member of the
faculty. The third was that, except for certain common editorial procedures, the two parts should be distinct, reflecting the ideas, interests, approaches, and assessments of the two authors.

The committee agreed to these conditions, and its survivors have kept their word — "survivors" because, regretfully, two members of the committee have died since the agreement was reached: Professor Emeritus John Spaeth and James M. Osborn, 1928. Since the author was himself a member of the committee, he had no trouble, of course, consenting to the conditions. The result, certainly of Part Two, is a history that has a measure of opinion in it which is unlikely to find acceptance in all quarters. But such is the fate of independence, and if the reader is forewarned, the author has but done his duty by him and — in trying to be as accurate and as fair as possible — by this remarkable little University that both author and reader cherish.

Willard M. Wallace
ACKNOWLEDGEMENTS

Writing this second part of the history of Wesleyan has placed me in the debt of many people. I wish especially to mention Howard B. Matthews, 1928, vice president and treasurer of Wesleyan for many years, who very kindly provided financial analyses of administrations from President McConaughy to President Campbell. I found these invaluable; and they are now in the Wesleyan Archives. His informative, brief history of the early years of the Wesleyan Press, also now in the Archives, filled in many gaps in my knowledge of that operation, and I simply could not have told the story of the Press without it. Likewise, the present vice president and treasurer, Richard W. Greene, was helpful in discussing financial matters relating to the Campbell administration and, together with Robert L. Kirkpatrick, Jr., 1960, vice president for University relations, furnished me useful material. Ms. Elizabeth Swaim, University archivist, was unstinting in her efforts to aid me, as was her assistant, Mrs. Suzanne M. Javorski. The late Professor Emeritus John Spaeth and Mrs. Spaeth were most accommodating in discussing the history of Wesleyan. Knowing that history so well, Professor Spaeth should have been the author of both parts, but he demurred for reasons best known to himself. I benefitted from his vast knowledge by the exhaustive, critical reading he kindly gave to the chapters on the administrations of Presidents Raymond, Shanklin, and McConaughy. Subsequent chapters in unrevised form were read by Professor Emeritus of Chemistry M. Gilbert Burford, 1932, Professor of Government
Clement E. Yose, Adjunct Professor of History and Provost William Kerr, and Messrs. John W. Paton, 1949, University Editor, and William K. Wasch, 1952, director of Alumni Relations. I am deeply appreciative of their time and attention, and of the corrections, revisions, and additional suggestions they made.

In the area of athletics and Physical Education, matters which have claimed the interest of so many undergraduates, it would have been difficult to proceed without Professor Emeritus Hugh G. McCurdy's histories of soccer and swimming. Adjunct Professor Donald M. Russell, chairman of the department, was a strong pillar of support and an unfailing source of information. Miss Lucille Neville, administrative assistant in the department, indefatigably and cheerfully helped me check records and individuals. I must also acknowledge the assistance furnished by the athletic information in the Olla Podrida, and in Athletics at Wesleyan, edited by Frank W. Nicolson, though I discovered that, in terms of accuracy, neither source was infallible (nor, for all my efforts, I suspect, is my own account).

Dr. Edgar F. Beckham, 1958, dean of the college, discussed with me, in his thoughtful way, various aspects of Wesleyan life. Dr. C. Hess Haagen, director of Institutional Research and Careers, generously gave me the benefit of his expertise on students' career aspirations and students' prospects after graduation. Mrs. Rose Franco, assistant to the secretary of the University, was so good as to talk with me in detail about the Etherington administration and the materials available on it. Willard A. Lockwood, 1948, director of the Wesleyan University Press, conferred in extenso and at various times with both me and Albert Van Dusen, 1938, professor of Hi-
tory at the University of Connecticut and the author of Part One of this history, on problems of organization, structure, substance, length, and related matters; he was invariably fruitful in suggestions, encouraging, good-humored, and patient. Professor Van Dusen has been cooperative throughout and generous in showing me parts of his manuscript. *Wesleyan's First Century*, by Carl F. Price, 1902, was a rich lode of information and of great value up to the year 1931.

Conversations involving many faculty members, in addition to those already mentioned, have been helpful. I mention, in particular, the following colleagues in the Public Affairs Center: Richard W. Boyd (Government), Richard V. Buell (History), Vernon K. Dibble (Sociology), C. Stewart Gillmor (History and Science), Stanley Lebergott (Economics), Michael C. Lovell (Economics), Richard A. Miller (Economics), Russell D. Murphy (Government), Hubert J. O'Gorman (Sociology), Philip Pomper (History), and Thomson M. Whitin (Economics).

Mark Willis, 1975, was a student assistant for two semesters, working effectively on data for the Butterfield and Etherington chapters. Mrs. Edna Haran and Mrs. Jane Testo provided appreciated secretarial assistance for the Etherington and Campbell chapters. To Mrs. Dorothy Hay, who worked at Wesleyan for several decades, knew it well, and made a number of useful suggestions, I am especially indebted for producing from my handwriting in the first four chapters a readable typescript and for typing such an excellent final draft of the whole manuscript.

To all of the above, and to many others, unnamed, with whom I discussed this project, my thanks and appreciation. It goes without saying (so, of course, I will say it) that I absolve any and everyone of whatever errors may appear in Part Two; these are, assuredly, my responsibility.
I reserve my last words of acknowledgement and appreciation for three people. One had nothing to do with this history but without whom it would not have been written. I refer to the late Henry Andrews Ingraham, 1900, a distinguished member of a distinguished Wesleyan family before and since, a trustee from 1925 to 1952 and president of the board from 1943 to 1946, whose interest and kindness meant a great deal to me and, years ago, helped vindicate my faith in Wesleyan to the point of my remaining at this University. The second is Paul Evans Burbank, 1919, a good friend who furnished occasional vignettes of Wesleyan people he knew, who gave me insight, far beyond anything he realized, into what it meant to have been a Wesleyan trustee, and whose love for Wesleyan, after being an alumnus for roughly sixty years, "still more brightly glow(s)." The other person is my wife, Elizabeth Mueller Wallace, who has shared much of the intellectual and psychological burden of this study. After all, we have been part of Wesleyan for a goodly portion of the period covered, her brother is a classmate of mine, and her father was a graduate of the class of 1903 and a resident of Middletown when a boy. She never ceased to be interested in the project or to encourage me, particularly during those times when progress was barely perceptible and the spirit languished. For her contribution I have no adequate words to express my gratitude.
The Raymond Administration
THE ADMINISTRATION OF PAUL BRADFORD RAYMOND

"... the Christian theory of education — that which takes personality and gives it its highest value — is the law by which our University should be governed in all its endeavors to build up our young manhood."

Wesleyan was seriously distressed in 1887 in the months following the struggle to get rid of John Wesley Beach as president. Removing a college president is never a pleasant action, and when a president persists in his refusal to resign to the point that a board of trustees feels it must not only request him to leave but also must formally declare the office of president vacant, someone is bound to be hurt. So it was with both President Beach and Wesleyan.

Beach in his anger and grief, however, did not lack for friends who rallied round him and encouraged him to continue active in the Methodist Church. Perhaps he needed no urging because he was still a man ambitious to act in some capacity in which he could be useful. In 1888, he accepted the position of presiding elder in the New Haven District, went to Omaha in 1892 as a member of the General Conference meeting there, and became,
in 1893, presiding elder of the New York District for six years. Throughout the period after 1887 he kept his home in Middletown, where, until his death, he enjoyed the companionship of a small circle of friends and worked on a book about comparative religions which he never finished. He died in 1902, mourned by his church if not by the University which he had tried so hard to serve but had harmed by his authoritarianism. ¹

A mixture of feelings pervaded the Wesleyan community at Beach's departure as president. Naturally the students rejoiced at the removal of so heavy a paternal hand. So did a number of the younger alumni eager to see promising youngsters come to Wesleyan but apprehensive lest they be turned off by what they learned of President Beach's attitudes. Older alumni and faculty were concerned that the reputation of the University might suffer as both the student agitation and the trustees' decision became known. On the other hand, while faculty members in particular might experience regret at all that had occurred, a degree of concern for Beach himself, and considerable sympathy for his family, there was no denying their sense of relief. Whatever the applicable metaphor -- a somber presence removed, a dark cloud rolled away, a load off their backs -- they looked forward to a brighter and happier future.²

INTERREGNUM

It was theirs and Wesleyan's good fortune that from the June of 1887 to the June of 1889 Professor John Monroe Van Vleck was acting president. In fact, Wesleyan has been well served indeed by the distinguished men who have carried out the presidential duties during the several interregna in the history of the University. Cool-headed and judicious, respected by
faculty and students alike, Van Vleck was an ideal person to take over following the tumultuous end of the Beach administration.

But "Uncle Johnny," as some called him, was no caretaker president. He was determined that Wesleyan should not stand still while a permanent president was found. Admission by certificate from approved schools was accepted by the faculty and several excellent men were brought to the faculty, including a Bryn Mawr professor named Woodrow Wilson. At Van Vleck's urging the President's House was refurbished for the new occupant, the women undergraduates living there being moved to Webb Hall.³ His most important accomplishment, however, was to restore a sense of harmony to a troubled community, and people were grateful.

All things considered, Van Vleck did an admirable job — even the Olla Podrida (1890), often chary of praise, singled him out for commendation. According to its editors, "Acting-President Van Vleck has carried the responsibilities of the office and performed its duties with the ability of a master. His kindness, good sense, and firmness have linked him very closely to both undergraduates and alumni." For that matter, the Olla Podrida expressed a measure of admiration for the faculty and even found the space to note that the trustees had "clearly demonstrated the fact that they were capable of college management."⁴

THE NEW PRESIDENT

Meanwhile the search for a permanent president had ended with the election of Bradford Paul Raymond. The Olla Podrida well expressed the feeling of the entire Wesleyan community when it observed that his election "has given satisfaction to all the friends of Wesleyan, and his ad-
administration is anticipated as the dawn of a new morning in the history of the college." Such anticipation was to be amply fulfilled.5

"The college year opens with all good omens. The new President takes his place with a hearty welcome, assured of a loyal support from the whole college community."6 Such an observation, made in the *Wesleyan University Bulletin*, merely confirmed what students had said earlier in the *Argus*, namely, "When Dr. Raymond, as President of Wesleyan, opened the first chapel exercises of the academic year on Thursday, September 12, he met with a reception which demonstrated thoroughly the warmth of feeling with which he is received."7

It was hard not to feel warmly disposed toward Bradford Paul Raymond; he engendered such a response by his own cordiality and good will. Born in High Ridge, Connecticut on April 22, 1846, he was one of a family of ten children. His father, Lewis, was an industrious farmer and an active participant in civic affairs; his mother, Sallie, was a devout Christian. Young Raymond attended the district school in town and worked on the farm until he was eighteen years old. He then enlisted in the army, something he had wanted to do ever since President Lincoln's initial call for volunteers but had been rebuffed because of his youth. He now entered the 48th Regiment, New York Volunteers, and saw service in the campaign of late 1864 and early 1865 to seize Fort Fisher, the powerful Confederate fortress guarding the Cape Fear entrance to Wilmington, the last port of the blockade runners. While on this service, he came down with a severe case of malaria, and after a long period of hospitalization, he was invalided home. Throughout the remainder of his life, he suffered from recurrences of the fever and chills that attend this disease.
His health was so precarious that his family thought a change of scene desirable; hence he went to Red Wing, Minnesota, where an uncle and an older brother had migrated. Presently he entered Hamline University, at the time in Red Wing. Whatever the entrance standards of Hamline may then have been, it is obvious that Raymond must have done a great deal of independent study, perhaps with tutors, to have been accepted in 1866. Hamline, however, nearly foundered financially while Raymond was there. In fact, it closed down in Red Wing in 1869, but opened again in St. Paul. Raymond was the prime agent in keeping the institution going throughout his junior year, collecting funds from students to pay the faculty its living expenses. Raymond himself was so hard-pressed that he sold his overcoat to meet his college obligations. Hamline having shut its doors temporarily, he enrolled for his last year at Lawrence College in Appleton, Wisconsin, graduating in 1870.

While in Red Wing, Raymond had experienced what a faculty colleague at Wesleyan was to describe as "an intense religious awakening."\(^8\) The result was a resolution to commit himself to the service of God, and it was evidently owing in large measure to this resolution that he had entered Hamline and finished at Lawrence. In furtherance of his commitment he enrolled at Boston University's School of Theology in the fall of 1870. After a concentration in philosophy and religion, he received the degree of Bachelor of Sacred Theology in 1873 and entered the Methodist pastorate at North Stoughton, Massachusetts.

For the first time he now had a full-time job, and he certainly had need of one. In the September following his graduation from Lawrence he had married Lula A. Rich of Red Wing. How he managed to support a wife while he was studying at divinity school is a matter of speculation, but
it must have been a sobering experience. They had five children, of whom only two survived to adulthood.9

Raymond served his first parish for only one year. From 1874 to 1876 he was at New Bedford and from 1876 to 1880 at Providence, Rhode Island. After that, he studied philosophy and theology in Germany for a year. Returning to this country, he went to a parish in Nashua, New Hampshire in 1881 and remained there for two years. In 1883, Lawrence College selected him for its president, and he returned to Appleton for six years. While he was there, the Wesleyan trustees, looking for a successor to President Beach, learned of his accomplishments and personal merits. The result of the trustees' survey of candidates was their selection of Raymond on November 19, 1888. Raymond, however, finished the academic year at Lawrence so that he was not formally installed as Wesleyan's eighth president until Commencement on June 26, 1889.

The address of this quiet scholar-administrator, whose natural dignity excluded intimacy except with a few but whose friendliness won many hearts, was favorably received. After reviewing the national theory of education in the classical world and China, the theological theory prevalent in Judaism and medievalism, and the humanitarian theory of the nineteenth century, he developed what he called the Christian theory. This last theory involved the education of personality. He stated that though philosophy and science had pointed the way, it was through Christianity that the world received its first adequate conception of personality, "the one most important element in human life." In his judgment, "the Christian theory of education -- that which takes personality and gives it its highest value -- is the law by which our University should be governed in
all its endeavors to build up our young manhood." His hearers may not
have fully realized the importance of the Christian theory to Raymond, but
they were to be often reminded during his tenure of office.

Altogether the installation ceremony made a strong impression upon
observers. Prayer was given by Bishop Foss, while welcoming speeches were
delivered by Judge George G. Reynolds, 1841, for the trustees, Dr. James
Marcus King, 1862, for the alumni, Richard Ellsworth Bell, 1890, for the
undergraduates, and the acting president, Professor John Van Vleck, for
the faculty. Then followed Raymond's address, with the benediction of-
fered by President McCosh of Princeton University. The New York Tribune
declared that Raymond's address showed him to be "a man of broad and well
considered ideas." 10

RAISING FUNDS AND BUILDINGS

The enthusiasm characterizing Commencement weekend and given expres-
sion by an alumni proposal at the installation luncheon to raise funds
for a new gymnasium carried over into the fall. As the Argus said, "With
a strengthened faculty, a new President, the largest attendance the college
had ever known, a general go-ahead-air pervading everything, and the
greatest harmony between faculty and students, can Wesleyan not look for-
ward to a year of unparalleled activity and success?" 11 It certainly ap-
peared so. Student enrollment numbered 231, an increase of 13 over the
previous year. The faculty totaled 23, all of whom except four were "of-
ficers of instruction in charge of classes." 12 The course of study had been
broadened, and "the intellectual life of the college was considered never
more healthy nor vigorous . . . The wants of the college, of course, in-
crease with its growth; but the hopeful and generous temper of its friends make it certain that those wants will be promptly met. ¹³

Thanks to Raymond's skill as a fund-raiser, a task he disliked, and to a broadening recognition of her wants, Wesleyan acquired a more substantial financial base for the construction of needed buildings and an enlargement of the endowment. Reporting in March, 1890, Raymond noted that, as of the previous fiscal year ending in June, the time of his assumption of duties, the property in the hands of the University treasurer amounted to about $1,517,000. Of this sum, about $510,000 was in real estate, apparatus, the library, and the museum, while a total of $1,007,000 was invested in endowment. By 1908, when ill health forced his retirement, the value of buildings, land, apparatus, the library, the museum, and other property totaled $1,083,005, not including $46,136 invested for a future observatory. Endowment, moreover, had risen to $1,460,783.

A number of substantial gifts helped appreciably to raise the totals. The largest, $300,000, came in the fall of 1889 from Daniel Ayres, M.D., a non-graduate of the class of 1842. By 1891, the University received from the D. B. Fayerweather bequest $231,528.55. In 1895, thanks to an offer by John Emory Andrus, 1862, to contribute one quarter of a fund raised for the purchase of books, a total of $16,857 was accumulated. The Reverend Albert Sanford Hunt, 1851, added $30,000 to the library fund in 1898, while Mrs. Stephen Wilcox bequeathed $20,000 in 1901, likewise to the library. Hunt also left the library 6,000 of his books. Of Andrus, who served as treasurer for the trustees from 1892 to 1902, it should be noted, too, that between 1893 and 1904 he gave to Wesleyan sums amounting to $83,000. ¹⁴
The University embarked upon a program of construction and renovation. In 1891 a boiler house appeared at the north end of North College. Two years later North College itself was divided into sections, the expense paid by John E. Andrus. In 1906, on March 1, the building was destroyed by fire in the night. The structure replacing it on the same site cost $134,488 and was made available to students in January, 1908. The year 1894 saw the dedication of the Fayerweather Gymnasium named after the philanthropic New York businessman, a native of Connecticut but not a Wesleyan graduate, whose interest in education led him to make bequests to a number of colleges and universities. Thereafter a required program of physical education was instituted for all students and lasted until the late 1960's. Thanks to Andrus' generosity, the field, since bearing his name, was put into condition for athletics in 1897, while, in 1902, Andrus joined with Professor John M. Van Vleck, William E. Sessions, and the Wesleyan Musical Association to provide the funds for a grandstand at the southwest corner of the field.

The year 1904 saw the dedication of two important buildings, Willbur Fisk Hall on June 27 and the John Bell Scott Memorial Laboratory of Physics on December 7. Costing $118,175, Fisk Hall was paid for largely by individual gifts to the Twentieth Century Thank Offering fund of the Methodist Episcopal Church. It has been the most generally used classroom building at Wesleyan in the current century. Scott Laboratory, costing $117,519, was given by Charles Scott and his son, Charles Scott, Jr., 1886, as a memorial for their son and brother respectively, John Bell Scott, 1881, who was a chaplain aboard the cruiser St. Paul during the Spanish-American War and died of an illness acquired while in service. It continued to be used as a physics laboratory until 1970 when the Physics De-
partment left it as more space was made available in the new Science Center.

Other developments during the Raymond administration included the renovation of Memorial Chapel with the installation of a new organ and pews, thanks to Frank S. Jones, the gift of clock chimes in 1899 by William W. Wilcox, and the remodeling of the interior of South College to serve as an administration building — this in the fall of 1906. There have been several construction and reconstruction periods in Wesleyan's history, but this was one of the more notable periods since the University opened its doors in 1831.

THE PROFESSORIAL FACULTY

The Raymond years found some interesting and remarkable people on the faculty. Among them was the brilliant young scholar, Woodrow Wilson, who came to Wesleyan in the Van Vleck interim in 1888 after a not altogether satisfactory experience at Bryn Mawr over the terms of his contract. The Professorship which he filled at Wesleyan lay vacant three years before his arrival and five years after his departure. It provided a salary of $2500, which initially attracted his historian friend, J. Franklin Jameson, but not sufficiently for him to try very hard to get the post. As Jameson wrote Wilson, he considered it "poor fun teaching scrubby Methodist undergraduates." But Wilson looked forward to the experience, consoled, perhaps, by the fact that friends at Princeton were at work in his behalf and by the hope that before long he would be invited there to become a permanent member of its faculty.

Notwithstanding the possibility of only a brief sojourn in Middletown, he gave himself fully to Wesleyan, and quickly became one of the most
stimulating and popular teachers on campus. His lectures were models of clarity. He spoke surely and with a manner and choice of words greatly admired. Usually he stood while lecturing, occasionally pointing his forefinger in emphasis. Students noticed that once in a while as he wrestled with a problem his nose would twitch. While he invited discussion, it was clear to some that he did not like to be contradicted, that he had, indeed, a streak of stubbornness. Nor did he tolerate any daydreaming: "the slightest inattention," said one of his students, "brought a gentle tapping of his pencil on the desk and a sharp look in the direction of the offender." 16

Tales, not all authenticated, are numerous of his deep involvement in the life of the University: his cheering on the team at football practice and waving his furled umbrella; his taking over the cheerleading during a dispiriting moment for Wesleyan in its small college championship game with Lehigh in 1889; 17 his comment in a lecture class that if he was not up to his customary brilliance, it was because he had walked the floor with his baby daughter (the future wife of Secretary of the Treasury William A. McAdoo) since three o'clock in the morning; his forgiving Waters Burrows Day, 1891, for hiring an Italian organ grinder with a monkey to play during Wilson's history class; his organizing the student body into a House of Commons model; his offering a prayer, widely admired, at a service held in Middletown by the evangelist and educator, Dwight L. Moody.

While at Wesleyan he finished several public lectures and his celebrated study, The State, and obviously found Wesleyan conducive to his scholarly activity. In fact, in a letter to a friend, he described Wesleyan as "a delightful place to work." At the same time, so far as teaching was concerned, "it is not a sufficiently stimulating place -- largely
because the class of students here is very inferior in point of preparatory culture — comes from a parentage, for the most part, of narrow circumstances and of correspondingly narrow thought. The New England men among them, besides, have an added New England narrowness in political study." Of his colleagues he said, "The Faculty has less dead wood than any faculty of my acquaintance." Of all the faculty he was especially drawn to Winchester. Regardless of his reservations about the University, when the position he was hoping for at Princeton finally opened up after only two years in Middletown, he remarked to his friend Jameson, "I shall be unaffectedly sorry to leave Wesleyan." In fact as he looked back to his Wesleyan experience from the vantage point of the White House in 1915, he wrote, "My own thought turns back with the greatest pleasure to the memories of my two years at Wesleyan. I have always felt that they were among the happiest years of my life, and certainly if I gave anything in those days, I got a good deal in return from the men by whom I was surrounded and with whom I was associated." His departure for Princeton was lamented by both faculty and students. As the Olla Podrida said, "The loss of Professor Wilson, whose ability was recognized by Princeton, has caused much regret. Those who have met him in classwork feel that his equal is not easily to be found." Nor was it.

Two years behind Wilson as a Princeton undergraduate was another Van Vleck choice, Andrew Campbell Armstrong of the class of 1881. A man of great dignity, Armstrong was professor of Philosophy at Wesleyan from 1888 to 1930 and professor emeritus from 1930 until his death in 1935. His written work consisted largely of articles in learned periodicals in philosophy and psychology. Active in the guild of professional philosophers, he helped found the American Philosophical Association, which he
headed as president in 1915, and assisted in organizing the Sixth International Congress of Philosophy in 1926. But it was as a teacher that he excelled. His analyses of philosophical problems were remarkable for their logical and lucid exposition, while his crisp and relentless questioning led his students to examine and re-examine the bases of their thinking. Among those who publicly acknowledged their debt to him were two scholars of national reputation in educational psychology, Charles Hubbard Judd, 1894, and Edward Lee Thorndike, 1895.

The growing interest in and influence of science in the world of that day was reflected in the microcosm that was Wesleyan. Rice in Geology and Atwater in Chemistry already enjoyed a wide reputation, especially Atwater. In fact, as Professor Burton Camp, 1901, said, "Atwater deserves prime credit for creating the atmosphere of research here. His older colleagues did not always like the way he avoided committee work and other college jobs, which they said 'somebody had to do,' in order to get on with his research. But he chose the more important activity, and the younger men were greatly stimulated by him."

Francis Gano Benedict, who had come to Wesleyan as an instructor in chemistry in 1896 after preparation at Harvard and Heidelberg, became deeply involved in Atwater's work, which, during the years of the Raymond administration, was focussed on measuring by a respiration calorimeter the nutritional values of food. Benedict assisted Atwater in the construction of such a calorimeter in Judd Hall. After serving as an associate professor from 1901 to 1905, when he was promoted to professor of Chemistry, he left in 1907 and became the Director of the Nutrition Laboratory of the Carnegie Institute in Boston. Also in chemistry as a full professor after 1893 was Walter Parke Bradley, who graduated from Williams and after teaching there came to Wes-
leyan as an instructor in 1889 and served as an associate professor from 1890 to 1893. Bradley worked in cryogenics and constructed a liquid air machine, the first in any college in this country. Eventually he moved into rubber chemistry and left Wesleyan in 1914 to join the United States Rubber Company.

Physics, in which Morris Barker Crawford had served as full professor since 1884, laid claim to two very distinguished scholars who reached full professorial rank during the Raymond administration, Edward Bennett Rosa, 1886, and Walter Guyton Cady, Brown, 1895. Rosa was an associate professor from 1892 to 1893, when he was promoted to full professor. He worked very closely with Atwater on the construction of the respiration calorimeter, furnishing much of the technical skill. His own field lay in electricity and magnetism, for which laboratory facilities were then inadequate at Wesleyan. An ingenious and enterprising scholar, he wrote prolifically. He resigned in 1903 to go to the National Bureau of Standards, becoming the Bureau's chief physicist.

Cady, who took his Ph.D. at the University of Berlin, came to Wesleyan as an instructor in 1902 after two years with the United States Coast and Geodetic Survey. He was promoted in 1903 to associate professor and in 1907 to full professor, remaining at Wesleyan until his retirement in 1946 as a university professor. His earliest work was to design a magnetic storm detector for the Carnegie Institute. He then investigated the electric arc and the glow discharges of gases. World War I led him into the areas of piezoelectricity and underwater sound for the construction of devices to detect submarines. From these and related studies he produced the crystal resonator and oscillator. He wrote many papers and a book, *Piezoelectricity* (1946), held more than fifty patents (his last in 1973), and received wide
recognition. In 1936 the Physical Society of Great Britain awarded him the Duddell Medal for his work in piezoelectricity, only the second American to receive the award. The Institute of Radio Engineers, of which he became president in 1932, conferred upon him the Morris Liebermann Memorial Prize in 1928. He edited the *Physical Review* from 1924 to 1926, served as a member of the National Research Committee from 1935 to 1938, and was elected a Fellow of the American Academy of Arts and Sciences. After his retirement, and notwithstanding his advanced age, he continued active in research in California and Rhode Island for more than a quarter of a century. He died in 1974, just one day short of a century old.

Psychology, which continued to be a part of the department of Philosophy until 1913, was graced by the presence of an exceedingly gifted scholar, Raymond Dodge, Williams, 1893. Coming to Wesleyan as an instructor in 1898 after teaching at Ursinus College, he was promoted to associate professor in 1899 and to full professor in 1902. Thanks to Dodge, Wesleyan acquired a distinguished reputation in experimental psychology, though he and Professor Armstrong had profound intellectual differences about the relationship of psychology and philosophy in the world at large and particularly at Wesleyan. Dodge was especially interested in the fact that the eye as it reads across the printed page moves in jerks rather than in a continuous line, the retina receiving what appears to be a series of snapshots and the brain coordinating these. He worked at first in the little Psychology laboratory on the north side of South College. Owing to a lack of sunshine for his eye experiments, Dodge moved his equipment to his own home and often used his wife as assistant and subject. Then in 1904 the psychology laboratory was relocated on the second floor of Fisk Hall, where it remained until about 1928 when it was moved to Judd Hall. Dodge
wrote a number of books and articles, was a lieutenant-commander in the United States Naval Reserve Force, doing extensive testing for the selection of Navy gunners, was a member of the National Academy of Sciences and of the American Academy of Arts and Sciences, and served as president of the American Psychological Association for 1916-17. In 1924 he left Wesleyan for Yale where he became a professor in the Institute of Human Relations.

Mathematics secured the promotion of Edward Burr Van Vleck, 1884, to the full professorship. Son of the great John M. Van Vleck, 1850, professor of Mathematics and Astronomy, brother of Anna Van Vleck, 1889, Clara Van Vleck, 1881, and Jane Van Vleck, 1887, Edward pursued graduate study at Johns Hopkins and at the University of Göttingen, which granted him his doctorate in 1893. After two years as instructor of Mathematics at the University of Wisconsin, he returned to Wesleyan as an associate professor of Mathematics until 1898 when he was promoted to the full professorship. He remained at Wesleyan only until 1906 when he accepted a professorship of Mathematics at Wisconsin, retiring in 1929. He served as president of the American Mathematical Society from 1913 to 1915, vice-president of the American Association of Science, Section A, in 1912, and became a member of the National Academy of Sciences and the National Research Council. From 1905 to 1910 he was editor of Transactions of the American Mathematical Society, wrote numerous monographs for mathematical journals, and was author of a book published in 1903, while he was at Wesleyan, Theory of Divergent Series and Algebraic Continued Fractions. He died in 1943.

In the area of the social sciences three men of great promise became full professors, Willard Clark Fisher, Cornell, 1888, in Economics and
Social Science, Max Farrand, Princeton, 1892, in History, and George Matthew Dutcher, Cornell, 1897, also in History. Fisher, of whom more will be said later in a consideration of President Shanklin's administration, came to Wesleyan from Brown. Appointed in 1892 as an associate professor, he was promoted in 1896 to a full professorship in Economics and Social Science. A colorful, vigorous teacher and popular speaker, he became mayor of Middletown for two terms. He resigned in 1913 under sad and regrettable circumstances.

Remaining not nearly so long was Max Farrand, who came to Wesleyan as an instructor in 1896 after two years of study at the Universities of Leipzig and Heidelberg. Promoted to associate professor in 1898 and professor in 1900, he revealed very early in both his teaching and research the careful, perceptive quality of scholarship which was to characterize his distinguished career in the guild of historians. Unfortunately for Wesleyan, this brilliant teacher, who sartorially cut something of a splendid figure, even to wearing pearl-grey spats in the classroom, left Middletown in 1901 for a professorship at Leland Stanford University. Old friends at Wesleyan were able to see him often again, however, when he presently returned east to a professorship at Yale which he held until 1925. Two years later he went back to California as director of research at the Huntington Library. He was a member of numerous learned organizations, including the American Academy in Rome, and served in several distinguished capacities, among them general director of the Commonwealth Fund, a trustee of the California Institute of Technology, and president of the American Historical Association in 1940. Among his numerous scholarly contributions, those of most lasting significance were his books: The Framing of the Constitution (1913) and Fathers of the Constitution
(1921), and, above all, his superb editing of the four massive volumes, *Records of the Federal Convention of 1787* (1911-37).

George Matthew Dutcher arrived at Wesleyan in 1901 as associate professor after a year of study and travel in Europe. Receiving his doctorate from Cornell in 1903, he was promoted to full professor in 1905. He served in that capacity until 1942, when he became a university professor for two years. Possessing extraordinary organizational skill, a capacity for conciseness, and the gift of lucid exposition, he was in great demand as a lecturer. Summer sessions saw him teaching at Cornell, Columbia, Pennsylvania, California, Michigan, and Northwestern. He lectured at Harvard in 1923-24 and was a visiting professor at Yale from 1926 to 1928. On tours around the world in 1921-22 and 1930 he lectured at numerous colleges and universities. In fact, in 1930, he was accredited by the Carnegie Endowment for International Peace to ten universities in Hawaii, the Philippines, China, and Japan. He was a member of the Connecticut Tercentenary Committee and chaired the State Historical Commission from 1936 to 1941. Profoundly interested in the field of mental health, he was a trustee of the Connecticut State Hospital from 1922 until 1932, when he became chairman of its board of trustees for twenty-five years, Dutcher Hall at the Hospital being named in his honor. Chairman of the committee on bibliography for the American Historical Association from 1915 to 1918, he was joint editor of the *Guide to Historical Literature* (1931) and the author of *The Political Awakening of the East* (1925), as well as numerous articles for scholarly journals.

His love for Wesleyan and devotion to her mission were profound and lasting. He served on all the important committees, was vice president from 1918 to 1921, and wrote the very important *Historical and Critical
Survey of the Curriculum of Wesleyan University and Related Subjects (1948). He was at work on a history of Wesleyan when he died, February 22, 1959. The results of his extensive research on the early years of the college were made available to Albert Edward Van Dusen, 1938, one of his former students, who kindly agreed to write the first part of the Wesleyan history.

Two men in Classics became full professors during the Raymond régime: Karl Pomeroy Harrington, 1882, and William Arthur Heidel, Central Wesleyan, 1888. Harrington was the son of Professor Calvin Sears Harrington, 1852, and came to Wesleyan as full professor in 1905 after teaching in secondary school, doing graduate work in Europe and at Yale, tutoring at Wesleyan, and filling professorial posts at the University of North Carolina and the University of Maine respectively. He retired in 1929 as professor emeritus. Latin was his specialty and he published a number of books dealing with it, including a study of Catullus and one on the Roman elegaic poets. Music was a consuming interest with him. He was organist and choirmaster of the American Church in Berlin, Germany, while a graduate student, and later in churches in Bangor, Stamford, and Middletown. He helped establish and often directed musical clubs wherever he resided. Revisions of the Methodist Hymn Book found him serving in an editorial capacity, and even composing a number of hymns himself. Likewise, he contributed songs for The Wesleyan Song Book, which he edited. Another interest was the White Mountains, where he had a camp which became a popular rendezvous for many Wesleyan faculty and students over the years. He published a book on walks and climbs in his beloved mountains and edited a guide to them. Blessed with remarkable health, he continued to drive a car from Middletown to New Hampshire until he was ninety. He died in California in 1953.

William Heidel received his doctorate at Chicago, and taught at
Illinois Wesleyan, Chicago, and Iowa College (now Grinnell) before coming to Wesleyan in 1905 as professor of Greek. Though an effective teacher, his real love was research, in which he acquired a distinguished reputation. From 1928 to 1938 he was Research Professor of Greek, serving simultaneously (until 1939) as Research Associate of the American Council of Learned Societies and the Carnegie Institute of Washington. Among his better known works were *The Day of Yahweh* (1929), *The Heroic Age of Science* (1933), *The Frame of the Ancient Greek Maps* (1937) and his edition of Plato's *Euthyphro*. He died in Middletown in 1941.

In foreign languages two notable appointments were made, Oscar Kuhns, 1885, to a professorship in Romance Languages in 1893 and Robert Herndon Fife, Jr., University of Virginia, 1895, to one in German in 1905. Kuhns had initially served as librarian in 1887, then became an instructor in 1889 and associate professor in 1890. He was able to identify with students to a remarkable degree, and was renowned for the wide extent of his readings, his appreciation of spiritual values, and his extreme kindness and generosity. Though he often rose to read Plato before breakfast, his great love was Dante, about whom he wrote eloquently in his *Dante and the English Poets* and the *Great Poets of Italy*. He retired in 1925 and died in 1929.

Robert Fife came to Wesleyan in 1903 from Western Reserve as an associate professor, and was promoted to the full professorship in German in 1905. He was the first member of the faculty to hold that title. A man of singular charm, he was successful in the classroom and enjoyed an international reputation for his scholarship, his work on Luther, Heine, and E. T. A. Hoffmann receiving favorable notice, as well as his dispassionate and judicious study, *The German Empire Between Two Wars* (1916). He
was the principal founder of The Germanic Review in 1925. Leaving Wesleyan in 1920 for Columbia, he became chairman of the German Department there and subsequently associate dean of the Graduate Faculties. He continued to pursue his vigorous interest in the investigation of modern language instruction in the United States under the auspices of the American Council on Education. In 1944 he served as president of the Modern Language Association of America.

The department of English was divided in 1890 between Professor Winchester, whose great forte was literature, and William Edward Mead, 1881, whose specialty was the English Language. Mead had a varied career. Immediately after graduation he was appointed assistant librarian at Wesleyan. From 1882 to 1884, he served as associate principal at Ansonia High School; an assistant in rhetoric at Wesleyan and a teacher of history at the State Normal School in New Britain until 1885; a high school principal in Troy, New York until 1887. He then went to Europe, studying in Berlin, Paris, London and Leipzig, and receiving his doctorate from the University of Leipzig in 1889. From 1890 to 1893 he served at Wesleyan as associate professor of the English Language. He was promoted to the full professorship in the English Language in 1893, and became a professor of English in 1924 when Language disappeared as a separate division. He lectured at summer schools at the University of Chicago and Columbia University. He filled every principal office of the American Dialect Society, holding the presidential chair from 1912 to 1915. His published works included studies in grammar, composition, rhetoric, and medieval English, a book on the versification of Alexander Pope, several books dealing with aspects of the Arthurian legend, and an account of the Grand Tour of the eighteenth century. Not eminently successful as a
teacher of Freshman English, he was quite the reverse in his small courses in advanced linguistics. His special love was research, and, to the indignation of a number of his colleagues and the amusement of others, he asked that his classes be scheduled for the afternoon since he did his best work in the morning. His wife Kate, a physician who might sign a hotel register, "Dr. Katherine Mead and husband," was widely respected and beloved for her social and philanthropic work, though as Governor, Senator, and later Justice Raymond Earl Baldwin, 1916, said, "We hoped, as boys, we would never be sent to Dr. Mead." Professor Mead retired in 1925 and died in 1949.

In the appointment or promotion of these faculty members to the full professorship, President Raymond, who was a good judge of men, had the advice of Professor Van Vleck, who was as good a judge or better. Furthermore, in 1892, the academic council, consisting of the president, the full professors, and other members of the faculty appointed by special vote of the trustees, came into existence, and appointments and promotions required its approval, rather than that of the full faculty. Its creation recommended by the faculty to the trustees on February 18, it held its first meeting at the President's house on July 13. Thereafter men who passed the winnowing process of administration, academic council, and trustees were likely to be of high quality, and most of those who attained full professorial status during the Raymond administration were indeed that.

Very effective in encouraging the use and enlargement of the facilities for reading and research on campus by both faculty and students was William John James, 1883, the librarian. James studied from 1883 to 1884 at Leipzig and from 1884 to 1887 at the University of Berlin. Most
of this training was in Mathematics, and he returned to Wesleyan as a tutor in that subject from 1890 to 1895. In 1891, however, the additional responsibility of librarian was given him, a post he filled until his retirement in 1929. The Connecticut Library Association elected him to its presidency for the years 1899-1901.

The library was, at that time, in Rich Hall, which remained the principal repository until Olin Library became available in 1928. When James was appointed librarian, the library contained approximately 39,000 volumes with a fund of $1690 expended for books in 1891-92 (up from about 3,000 volumes in 1832-34 with an annual book fund of $250). On James' retirement in 1929, there were approximately 163,000 books and a book expenditure of $14,000. James never ceased to press for more books, more funds, and a larger library building. Perhaps the fact that he also served as assistant treasurer of Wesleyan from 1908 to 1929 gave him an additional forum from which to speak to presidents and trustees in behalf of the library and its needs. He died in 1941.

Among many young American academicians of that era, intellectual fashion and, in certain disciplines, intellectual necessity dictated graduate work in Germany. One byproduct was that the German seminar method became very popular in America to a far greater degree than in France or England. More immediately important was the desirability of having a German degree, or at least evidence of study in Germany, among one's credentials. In the first eleven years of the Raymond administration seven men attained the full professorship; of these, three held German doctoral degrees and two others had studied in Germany. In the years after 1900, seven more full professors were appointed; all had
studied in Germany and four had received German degrees.

Even more fundamental than study in Germany was the growing emphasis on the Ph.D. degree. The last years of the nineteenth century witnessed in this country the establishment of an ever increasing number of graduate schools which granted this degree. Without the doctorate a man was likely to find that his opportunities for advancement within the teaching profession in colleges and universities would become very difficult. Of the first seven full-professor appointments in the Raymond years, only two had no doctorate. Two others held degrees from American universities, Johns Hopkins and Princeton. Of the last seven full-professor appointments, all save one possessed the doctorate, again two from American universities, Chicago and Cornell. While the Ph.D. has been subject to a great deal of justifiable criticism, there can be little doubt that at this time it greatly enhanced the scholarly preparation for teaching. At Wesleyan it also resulted in an increase in the number of electives and of advanced courses. For example, during the first year of the Raymond administration, 68 courses were offered, while during the first year of the Shanklin administration, twenty years later, 110 courses were offered with 53 bracketed as given in alternating years.\(^{27}\) Even considering the growth of the faculty from seventeen professors and instructors and two assistants in 1888-89 to twenty-seven professors and instructors and nine assistants in 1906-7,\(^{28}\) the increase in the number of courses was remarkable and reflected in large measure the richness and diversity of the new emphasis on formal graduate study.\(^{29}\)

Faculty people continued to keep up with their fields through study and travel. The former was evidenced not simply in the attention given to teaching but in their publications as well. Though the emphasis at
that time was less on the "publish or perish" dictum than it was to become, an examination of the publications of the full professors previously considered reveals a very respectable record. Travel was another means of keeping oneself abreast of one's field, as well as affording general cultural and recreational gratification. In view of the dreary fact that from 1871 until the administration of President Shanklin a full professor's annual salary remained fixed at $2500, it is a wonder that a man was able to go abroad at all. In a few cases, of course, there may have been private incomes; in others, wives may have inherited money; in Professor Mead's case, his wife enjoyed a wide medical practice. Yet, even conceding that the dollar went further then and prices were lower, one could scarcely spread oneself on $2500, particularly if married. On the other hand, if one looks at copies of the Argus in the spring of the year during the Raymond period, one almost unfailingly finds notices of members of the faculty going abroad. The summer of 1896 was especially remarkable for travel. President Raymond and his family sailed in August for a year in Europe, Raymond making an intensive study of schools in Germany, but also visiting Switzerland, France, and England. Likewise abroad with their wives that summer were Professors J. M. and E. B. Van Vleck, Rosa, Mead, and Nicolson -- no insignificant proportion of the faculty.

GRADUATE WORK

The establishment of the Master of Arts degree, recommended by the faculty to the trustees on June 11, 1889, during the acting presidency of Van Vleck, led a number of the faculty to consider establishing the
Doctor of Philosophy degree as well. In fact, on March 25, 1890, a committee consisting of President Raymond and Professors Rice, Conk, Winchester, and Wilson was appointed to explore the question and report later in the spring. The report was presented by Rice on May 14 but no action was taken on it. Further discussions were held on May 22 and 27, and on the latter day Professors Merrill and Wilson presented a resolution that a committee be appointed to investigate the increase of equipment necessary in each department for carrying on courses leading to the doctorate, as well as the prospect of securing such equipment. The resolution was laid on the table. On January 26, 1892, the original committee minus Wilson, who was now at Princeton, reported and recommended that the faculty ask the trustees for authority to confer the Ph.D. The faculty discussed the question then and on February 26, but no action was taken. The doctorate was dead — for the time being.

The ability of the University to promote graduate work on the level of the doctorate was undoubtedly overestimated. Library and laboratory resources were limited and funds to procure more were hard to come by. The departments, moreover, were neither numerous nor abundantly staffed. The department of English, as previously noted, had been divided in 1890: Winchester heading Literature; Mead, English Language. History and Economics became separate departments with the resignation of Woodrow Wilson in 1890, but there was no professor of Economics and Social Science (as the department continued to be catalogued until 1953-54) until Willard Fisher assumed the position in 1896 and no professor of History until Max Farrand was promoted in 1900. When Professor Prentice died in 1893, German and Romance languages were divided into separate departments. Though Oscar Kohns was at once appointed to full professor in the latter, German had to wait for a full professor until Robert Fisher's appointment in
1905. In the sciences, Chemistry fared best of all, having, with Francis Benedict's appointment in 1905, three full professors. But by 1907, Benedict resigned and Atwater died; this left Chemistry with only one full professor, Walter Bradley. When President Raymond took over, there were twelve departments, each directed by a full professor. By the time President Shanklin assumed office, the number of departments had increased to fifteen, with fifteen full professors. The latter, however, were distributed unequally among departments; two departments had two professors each and two departments had no professor.32

CURRICULAR CHANGES

The undergraduate curriculum had long been an object of criticism by faculty and students. When Raymond came to Wesleyan in 1889, there were three courses of study: the classical, with both Latin and Greek, leading to the B. A. degree; the Latin-scientific, requiring Latin but no Greek, culminating in the Ph.B. degree; and the scientific, with neither Latin nor Greek, leading to the B.S. degree. The opinions of alumni on the courses they had taken were elicited in 1890, and the Argus published a number of these without giving their authors' names; a few have a strikingly familiar note even today. A manufacturer, 1861, said that whereas most contributors to college were protectionists, "Text books and professors tend almost invariably to Free Trade." He would like to see a professor of "Political Economy" at Wesleyan who was a protectionist. A statistician, 1874, who might have been speaking of the 1970's as well, asserted, "The whole system is ill adapted to fitting young men for whatever they desire to become. Education has not kept pace with the progress
of the race in several respects, and is behind the times as to courses of study, methods of teaching, etc." A conservative alumnus of 1884 said, "I think the tendency too much toward the sciences," while a minister, 1878, cautioned against "too wide a range of selection early in course." A lawyer, 1876, wanted "Less Latin and Greek, all optional." At the same time he favored other rigorous requirements: "more History, four years, compulsory, and Sociology. French and German, three years, compulsory, with permission to study both if desired." Finally a lawyer, 1885, burst the barrier of his times completely: "Only a liberal policy of electives and every inducement to independent study." 33

Response to demands for a revision of the undergraduate curriculum was slow in coming; other than abolishing, in 1892-1893, the requirements for Latin and Greek in the sophomore year, nothing significant was effected until near the end of Raymond's tenure. Meanwhile, since the major curriculum change of 1873, a rush of new developments made Wesleyan look very backward. The natural sciences had mushroomed in growth and importance. The social sciences were developing as discrete disciplines, eliciting wide professional response in organizational endeavor. The American Historical Association came into existence in 1884; the American Economic Association, in 1885; the American Political Science Association, in 1903; and the American Sociological Association, in 1905. Even by 1885 there were few professorships in these subjects in American colleges and universities. 34 At the same time that these developments were occurring, the public high schools, which had appeared by 1840, were graduating by 1900 a vast number of boys and girls, many of whom were demanding collegiate education: While a large number of colleges, including Wesleyan, could not go along with the free
elective system President Eliot had announced for Harvard in 1869, many made bows in that direction, as Wesleyan had done in its curriculum revision of 1873. Now by 1900, with so many high school graduates seeking admission, changes in the form and content of collegiate education became urgent. Wesleyan met the situation by its revisions of 1907, effective for the academic year starting in the fall of 1908.

The faculty committee on the revisions met often and long, and the Faculty Minutes for the winter and spring of 1907 are replete with allusions to the discussions of the new course of study. Unfortunately the statements in the Minutes are summary statements and usually quite bald. A number of the ideas were evidently presented by Professor Van Vleck before retirement. In the debates Rice, Winchester, and Armstrong were especially active, while Conn, who was principally interested in getting the issues settled and the new program adopted, was the expediter in pushing revisions through the faculty.

If there was one factor characterizing the new program, it was freedom of election, though this was hemmed in with qualifications, particularly in the freshman year. The Bachelor of Philosophy degree was dropped. Only one course was required for all students, Freshman English. For the B.A. degree a student should choose Latin or Greek and one course from a cluster consisting of Latin, Greek, French, German, and Mathematics. A student working toward the B.S. degree had to take Freshman Mathematics, first or second year French, and first or second year German. Electives brought the total to fifteen hours a semester.

The last three years were comparatively freer for the student. All subjects were now grouped into what were eventually labeled divisions, I: (later, Humanities), Languages / II: Social Sciences, and III: Sciences / For the last three years
a student had to select twelve hours of courses from Division I and nine from each of the other two. Finally, a student must choose a department in which to major and was expected to elect from nine to twelve hours of courses (usually twelve) in that department.

The revised program was a reasonable compromise for that time, but it was regarded by a number as erring on the side of freedom. Though the languages, especially the classics, lost out, the real gainer was not science but the social sciences. In the debates, Armstrong was quick to point out errors and weaknesses, and members of the Second Division supported him and often sided with the majority. As a result of making hitherto upperclass courses available to sophomores, the faculty greatly increased the number of students electing courses in social sciences. Such details aside, the faculty had now responded at last to some of the great intellectual developments of the day and placed Wesleyan closer to the mainstream of educational practices in the torchbearing American colleges and universities.

THE HONOR SYSTEM

The seriousness of student attention to studies, though often called in question, was underlined by the adoption of the honor system. In February, 1893, the faculty voted that for the mid-year examinations each student should make a declaration on concluding an examination that he had neither given nor received aid. The idea soon developed among both faculty and students for eliminating proctors at examinations, and placing the enforcement of the system largely in the hands of the students themselves. In consequence the Argus printed the constitution of the honor system in December, 1895, and the system went into effect in January,
1896. While the system has remained an ornament to the college, its effectiveness has frequently been challenged by the reluctance of students to disclose that they have observed cheating. The responsibility of detection has therefore fallen in practice increasingly upon the faculty who have principally relied on internal inspection and comparison of submitted work. Fortunately judgment and penalty remain the province of the students. If the millennium is very far from being attained, Professor Rice's words at the Seventy-Fifth Anniversary of Wesleyan are still pertinent: "... no one in Wesleyan doubts that examinations are far safer when guarded by the honor of the students than when guarded by the vigilance of the instructors."\(^{41}\)

COEDUCATION CHALLENGED

A problem that evoked a great deal of discussion during the Raymond years was coeducation. The Alumni Association resolution of July 19, 1871 favoring the admission of women had been referred by the trustees with power to the executive committee and the faculty, which voted almost unanimously in favor of the resolution. Hence, on September 12, 1872, four women matriculated at Wesleyan. By 1888, only 16 were enrolled or 7.3 per cent of the student body; men in that year numbered 202. For the academic year 1898-99, the number of men had increased to 277, while women totaled 62, or 18.3 per cent of the student body. Of the 62 women, 53 came from Connecticut, 26 of them residing in Middletown.\(^{42}\)

The increase in the number of women was disturbing to a large body of students, faculty, and alumni. To these opponents of women at Wesleyan, the College seemed to suffer a loss of status in comparison with the colleges with which it had its closest association, all-male institutions like Amherst, Williams, Trinity, Bowdoin, and Dartmouth. Such
a feeling was accentuated by the percentage growth of women students at Wesleyan which, in the years from 1888 to 1899, amounted to 290 per cent (16 to 62), whereas the percentage growth of men amounted to 37 per cent (202 to 277). The percentage of male student gain at Wesleyan from 1872 to 1899 was considerably less than at Brown and Williams, slightly less than at Bowdoin and Dartmouth and slightly higher than at Amherst and Trinity. Should the trend of women admitted persist, the possibility that women might one day exceed the number of men at Wesleyan alarmed people since this might well result in a decline in the attraction of the University to men.

There were, of course, other objections. Many critics felt that women did not necessarily profit most from a collegiate education designed for men. Furthermore, the women had no gymnasium, no common reading room, no place in the various organizations — musical, literary, fraternal, social, nor, of course, athletic. Interestingly enough, few objections on these counts seemed to originate with the women themselves, though many did feel keenly their exclusion from the extra-curricular life of the University. Complaints were also heard from alumni and students that women at Wesleyan obtained a disproportionate share of academic honors.

Another objection was the danger of alienating alumni. It was alleged that in previous years alumni had become less enthusiastic about Wesleyan and that if this persisted it could mean a loss of revenue from University contributions on which the college was dependent. It could also signify a loss of interest in the students themselves, many of whom were recommended to Wesleyan by alumni in the first place. Feeling began to run high that the demise of coeducation was overdue at Wesleyan. The alumni clubs, particularly in New York and Boston were vociferous in their demands for an end to it. "Old N.C." by Clarence Robertson Smith, 1899, began to be
sung with the refrain:

"Then it's Wesleyana, Wesleyana, raise it to the sky!
And may co-education be the first thing here to die!

Loud were the expressed hopes that Webb Hall (the "Quail Roost"), where the girls lived, would soon be vacant.44

The upshot of the continuing agitation was a movement to reconsider the entire question of higher education for women at Wesleyan. On November 15, 1898 the faculty appointed a committee consisting of the president and Professors J. M. Van Vleck, Atwater, Winchester, and Rosa to study the problem and prepare recommendations for the faculty. The discussion of the committee's report on December 10 resulted in the passing of a resolution that the question be further studied by a committee drawn from the trustees, the alumni, and the faculty, including the president. The trustees responded at their mid-year meeting in March, 1899 by authorizing the appointment of such a committee.

The battle lines were now drawn. On the faculty J. M. Van Vleck and Rice, whose daughters had graduated from Wesleyan, were stalwart and indefatigable supporters of coeducation. In a paper submitted to the trustees Rice proudly acknowledged that the average scholarship of the women had been superior to that of the men, asserted that a college should not be governed by the graduates of the last ten classes or by the undergraduates, and declared that "The doors of Wesleyan cannot rightly be summarily closed against women."45 Winchester was as firmly opposed to the education of women at Wesleyan. The president ex officio and Professors Van Vleck and Winchester represented the faculty on the joint committee; Seward Vincent Coffin, 1889, and the Reverend Herbert Welch, 1887, the alumni association. Trustee members included the Reverend Bishop Cyrus
David Foss, 1854, the Reverend Joseph Elijah King, 1847, John Emory Andrus, 1862, and Stephen Henry Olin, 1866.

The committee, which unanimously favored higher education for women though differing on whether it should be provided for at Wesleyan and if so in what form, was active. In a day when transportation was less flexible than now, though fortunately with Middletown having rail connections with New York and Boston, unlike now, the committee met three times for a period of from two and one-half hours to five hours each meeting. Two sub-committees obtained and studied detailed information for the committee, and presented reports.

The question excited great interest among both the local academic community and the alumni. In a heavily attended meeting on October 27, 1899 the New York Young Alumni endorsed a report that a women's college be established at Wesleyan with "a distinct collegiate and social life" and if at the end of seven years sufficient funds were not found for such an establishment, "co-education at Wesleyan should cease." This report was submitted to the joint committee, which also received a paper from the Reverend Herbert Welch, an alumni association representative of the committee, supporting the creation of a women's college at Wesleyan. A subcommittee of the joint committee, the former consisting of the president, Van Vleck, and Winchester, presented an informal report to the academic council on March 12, 1900, with a view to soliciting opinion on the subject. Enlarged by the addition of Rice and Rosa, they considered the matter further and reported again on March 14 when a vigorous discussion occurred, though no votes were taken.

Then on March 20 the joint committee presented its report to the trustees. The committee recommended the establishment of a woman's college under
the Wesleyan University charter. Students in the college were to be afforded equal facilities with men and were to receive the same degrees. Honors in scholarship, however, were to be stated separately from men; membership in Phi Beta Kappa was to be based on a separate grading system from men; class declamations, rhetorical exercises and public competitions were to be separate, likewise chapel exercises, and the conferring of degrees. Separate class instruction was to be given in most studies of the freshman year, and in virtually all the studies of subsequent years as soon as the necessary funds could be made available. Administrative procedures were to be conducted separately, and until a separate administration building was erected for women, the number of women at Wesleyan was not to exceed twenty per cent of the total student body. Though reaching no decision until June, the trustees ordered the report and the papers presented to be printed and a copy sent to all alumni and alumnae with an invitation to express their opinion on the proposed change.

However divided the opinion of men on the proposed change, the alumnae stoutly opposed it. A committee consisting of Caroline Rice Crawford, 1879, and Clara Van Vleck, 1881, were able to round up a total of 102 out of a possible 112 signatures for a petition protesting the establishment of a woman's college.

Meanwhile second thoughts seemed to have come to the joint committee. Though affirming most of the features of their report on March 20, they dropped the proposal on June 21 for a woman's college. This action broke the unanimity of the March 20 report, for Winchester, Welch, and Seward Coffin expressed their opposition on June 23 and requested the trustees, if they should go along with the modified report, to limit the number of women to fifteen per cent of the student body.
In the end the trustees in a long meeting on June 25 and 26 decided on a compromise. The principle was confirmed in most aspects, though a provision incorporating it in Phi Beta Kappa grading was laid on the table. The most important proposal of the original joint committee report, that of a separate college for women, was rejected. Women were to be admitted to Wesleyan in a number limited to those who could be accommodated in college buildings and in their own homes in Middletown, while the total number in the University was not to exceed twenty per cent of the whole number of students in the preceding year. The Board also sanctioned the appointment of a dean of women.

This action was too much for George Silas Coleman, 1876. He offered at once a substitute motion that co-education be abolished with the graduation of the class of 1904 and that no women be admitted after the fall term of 1900. The motion was lost, with Coleman the only trustee voting for it.

Unfortunately for the future of women at Wesleyan for many years, there were soon to be more alumni and trustees who shared Coleman’s opinion despite the sanguine hope of Caroline Crawford and Clara Van Vleck who wrote to the alumnae on July 5 expressing their confident trust "that the decision reached this year will bring to a close the public discussion of co-education, thus rendering the position and life of women at Wesleyan much more agreeable than in recent years." For the remaining years of President Raymond’s administration, however, no further decision was taken with respect to the higher education of women at Wesleyan.
Extracurricular life within the college during the Raymond years played an important part in a student's life. Where a generation before a student might have difficulty filling in the hours that he did not attend class or study or just talk, organized sports were making a great deal of difference in enlivening a student's life, whether his was a participant's or spectator's role. Dances, strictly chaperoned and infrequent, were highlights of the social year and particularly involved fraternities. The fraternities themselves provided the means by which many of the less socially sophisticated students learned manners, social protocol generally, and acquired confidence. In studying, working and playing as a group, students learned a great deal about themselves and their fellows and often developed qualities of leadership that were to serve them well in future careers. Nor were the fraternities necessarily anti-intellectual, though that element has probably always been present in any such social group.

ATHLETICS

Athletics at Wesleyan were still in an unsophisticated, extremely amateur stage during the Raymond era, particularly the early years. Usually the coaches were last year's seniors or some interested faculty member and the gymnasium director such as Charles S. Aldrich, Frederick W. Marvel, David C. Hall, or Howard Rowland Reiter. By the time President Raymond retired, however, athletics had found a firm and honorable place in college life, professional coaches had appeared, though they were not as yet the rule, and Wesleyan was struggling to keep from losing
to Amherst and Williams, especially the latter. Widespread student support at games had become both considerable and consistent, even if a run of losses was hard to bear. The nadir in apathy among both players and spectators was evidently reached in 1894 when the Argus on October 23, exclaimed, "If we don't want athletics here, why not come right out and say so, abolish the teams, and become in reality what we are now by report, a Theological Seminary?" By 1908-9 such a protest was almost inconceivable.

Of all the sports, football claimed the most devoted attention, though success was often elusive. Said the Olla Podrida for 1894, "Football is the life and blood of Wesleyan. One season cannot destroy it." But in the season to which it alluded, 1892, Wesleyan lost nine of ten games, including one to Yale, 72-0, and spirits were low. The next season, four games were won, but the Princeton game was lost 76-0 and the Yale game had to be cancelled because there were only nine men able to play.

Dropping out of the Intercollegiate Association in 1893, Wesleyan thereafter played colleges more of its size, though not always, and gradually began to win more games. In 1899, when the Triangular League with Williams and Amherst was formed, it won seven of its nine games. The early 1900s, however, were dismal years, and though Wesleyan continued to play Williams regularly and Amherst more often than not, the League as a formal organization was dropped after three years.

One of the interesting and important developments in the history of American football was the introduction of the forward pass. The increase in the number of injuries owing to the close nature of football action and the use of the flying wedge led President Theodore Roosevelt, who loved
football, to confer with a number of athletic officials and institutions. Among the results were the barring of the wedge, the requirement to make ten yards in four downs rather than five yards in three, and the encouragement of the use of the forward pass. Wesleyan was one of the first institutions, perhaps the first in the East, to achieve success in the last innovation.

The game in which this occurred was played against Yale on October 3, 1906, and Yale won (one is tempted to say, "of course") 21-0. Still it was a hard-fought game, and, as the Argus for October 10, 1906, reported, "under the new rules the game was as open as could be wished for . . .

Owing to the earliness of the season, both teams handled the ball badly. In the course of the game five attempts, as between the two teams, were made to complete a forward pass, but only one succeeded. This took place about mid-field in the first ten minutes of play when Samuel Booth Moore, Jr., 1908, the Wesleyan quarterback, received the ball behind the line of scrimmage and, about to be tackled, "passed it over the heads of the Yale team, to Van Tassell [Irwin, 1910, left halfback]. Although he was immediately downed, the play was the feature of the game." Mike Thompson, who was officiating, said it was the first use of the overhand spiral forward pass he had ever seen, while Mrs. Walter Camp, wife of the great Yale coach, clapped her hands and did a little dance of delight on witnessing the novelty. The Wesleyan coach, Howard Rowland ("Bosey") Reiter of Princeton, who was also director of the gymnasium, allegedly learned it from an Indian at the famous Carlisle Indian School, but the idea may have originated with John Heisman, the Georgia Tech coach, after whom the annual trophy is named, who wrote about the plan to Camp in 1903. Camp, who at the time saw no reason to give up his successful, more rugged tac-
tics, did not adopt the device until the Wesleyan game. 55

Baseball, which had an organized existence at Wesleyan as early as 1864, elicited a great deal of interest. Though games were about even in the won and lost columns through the Raymond years, individual years stood out. In 1895, twelve of nineteen games were won; in 1902, fourteen of twenty; in 1905, fourteen of twenty-three; and in 1906, sixteen of twenty-four. Walter Morgan Anderson, 1901, and Hubert Nelson Terrell, 1902, were All Americans in 1899, while Terrell, when captain in 1902, introduced the "hit and run" play, which was reportedly the first time the "squeeze" play, as it became known, was used in college baseball; the tough coach of the New York Giants, John McGraw, began employing the device two years later.

Two amusing incidents stand out as one reviews those baseball years, incidents unlikely to be repeated. One occurred in 1888 in a game at Middletown with Columbia. At the end of the eighth inning, the score stood 0-0. Then in the first half of the ninth, Wesleyan made a run. Unfortunately Columbia did not get a chance to go to bat since the team had to rush to catch the train for New York. The score remained 0-0. 56

The second incident occurred in 1908 when, for the second game of the season, the team went to Easton to play Lafayettes. To save money, the players took the night steamer (which ran from Hartford, with a stop at Middletown) to New York, but the ship ran aground on the outer breakwater off Saybrook Point. Though the team was put into one of the ship's boats, the thole pins broke under awkward handling of the oars and Wesleyan was on its way out to sea, when the lighthouse tender's launch reached the boat. The team arrived in time for the game but too late for pre-game practice and tired from loss of sleep. Lafayette won 1-0. 57
Nowadays women's participation in sports throughout the country is rising steeply, and women's softball teams are fairly common. But back in 1891 Wesleyan fielded a women's baseball team. Its manager and captain, who was also its pitcher, was the energetic and irrepressible Georgia Eaton Pottle, n 1893, who remarked that "having won the championship of the University, this nine is prepared to play all nines that vanquish the 'Varsity. This is done to maintain the reputation of Wesleyan on the diamond." There is no record that the challenge was ever accepted.

Track and field sports, begun in 1874, found Wesleyan entering the New England Track Association in 1887 and competing regularly. The emphasis for years was less upon meets with individual colleges than with a group. Gradually, however, an increasing number of meets was held with individual colleges such as Amherst, Williams and Trinity. Outstanding among individuals was Arthur Kent Dearborn, 1906, a shot-putter who went to the Olympics at Athens in 1908.

Tennis was a sport that took time to emerge from the bailiwick of the wealthy and a connotation with "sissiness" so pronounced that President Theodore Roosevelt allegedly refused ever to be photographed with a tennis racket in his hand. Tennis, however, was played at Wesleyan through the 1890's and experienced a modest surge of popularity in the 1900's. The first notable achievement at Wesleyan in this sport came in 1908 when William Crawford White, 1908, and Winfred Byron Holton, Jr., 1910, the college champion, won the New England Tennis Doubles Championship.

Basketball, originated in 1891-92 at Springfield by James A. Naismith, was a bit slow in gaining full acceptance at Wesleyan. An informal team was organized in 1895 and a more formal team in 1896. This latter team, how-
ever, ran into student opposition, with the *Argus* objecting to the fact that for three afternoons a week in the gymnasium "From twelve to fourteen men play and monopolize the whole floor." The schedule was therefore shortened. The following year, when basketball was resumed, a claim rose that the sport was being run by a clique. Evidently there was some truth to the contention, for the college body voted that the players not be recognized as a true varsity team. Such action killed basketball until the season beginning in the winter of 1902 when a college body committee was instructed to draw up a plan for establishing basketball as a varsity sport. Under the plan Wesleyan played its first game on February 1, 1902 at Middletown against Springfield High School. Springfield won 38-27. Neither this nor the following season was successful nor, for that matter, the season of 1903-04, though that was the first year no secondary school teams were played. The season of 1904-05 was the most dismal of all, with the team winning only one game of eighteen played. Then came the turnabout: in 1905-06, twelve wins, eight losses; in 1906-07, thirteen wins, five losses. Though the last season was disappointing, basketball was at last firmly established at Wesleyan and becoming immensely popular.

**OTHER ACTIVITIES**

Literary and musical activities flourished mightily. In 1892 the *Wesleyan Literary Monthly* began, with certain of its editors and contributors subsequently becoming editors of the *Atlantic Monthly, Colliers, Country Gentleman, Harpers, Literary Digest* and *World's Work*, most of these periodicals now defunct but all of them prominent in their day. On October 6, 1894 the *Argus* changed to a weekly publication. The *Olla*
Podrida was enlarged and became slightly less naive and amateurish. The first edition of *Wesleyan Verse* appeared in 1894 edited by Frederic Lawrence Knowles, 1894, who was also a contributor and the author of the *Wesleyan Alma Mater*, "Come raise the song," for which William Butler Davis, 1894, wrote the melody. Other songs of the era included "Secrets" by Clarence Robertson Smith, 1899, "Old Eli's Sons," the melody by Smith, the words by Edmund Mitchell Spender, 1899; "On vine-clad walls the sunlight falls," the melody by Karl Pomeroy Harrington, 1882, the words by Frank Mason North, 1872; and "Victory" and "Battle Cry" by Clifford LeGrand Waite, 1906.

One of the more violent activities of the period was the Douglas Cannon scrap which occurred after midnight on the morning of Washington's Birthday and sometimes lasted until dawn. The custom of freshmen firing a salute to Washington began in 1865, though the tradition of cannon firing by Wesleyan students may date as early as 1840. After 1865 sophomores tried to prevent the cannon from being fired. They spiked it in 1869, sank it in the river in 1880, and occasionally forced the freshmen to fire it off campus, once from Asylum Hill. The class of 1887 even took it on a twenty-mile march, crossed the river on ice, and fired it. Now and then the faculty forbade the firing, as in 1889, whereupon some sophomores ordered firecrackers from New York. These turned out to be dynamite crackers, and when they were touched off in several buildings, considerable damage resulted and four boys were injured, one of them, Nelson Chamberlain Hubbard, 1892, seriously in the hand. A loyal alumnus and an Eclectic, he was often pointed out to undergraduates at reunions as the principal casualty of the ancient cannon scrap. During the 'nineties, the scrap was limited to the front campus and to the first hour after midnight.
If the freshmen succeeded in firing the cannon, they had the right to carry canes. Finally the undergraduates voted the custom out of existence on Washington’s Birthday, 1916. The flag rush, which began in 1906, never inspired the same degree of enthusiasm, though it lingered for several decades. The Douglas cannon itself was subsequently placed in a concrete base beside the flag pole between South College and the Chapel. From time to time it has disappeared, once turning up at the Soviet consulate in New York City in the 1960’s. It was returned by masked student bearers during a Commencement ceremony and replaced on its immovable base. It continues to depart and return.

Washington’s Birthday was also the occasion for a massive banquet held at the Armory in Middletown in 1891 and thereafter at the Gymnasium. Undergraduates and large numbers of alumni attended it with enthusiasm as a kind of expression of loyalty to the great Virginian and the University. During the banquet undergraduates demonstrated their opinions of the faculty by singing the members "up" or "down." This public evaluation was probably not without embarrassment for the "down" gentlemen. Nowadays private, written expressions of opinion, unsigned, provide the faculty member with a more complete, useful, and less traumatic view of his teaching. During the Raymond years, however, student views were so graphic that in June, 1904 the faculty deeply resented "insults to members of the Faculty and other objectionable features" in a recent freshman parade. The result was that two freshmen were suspended for a semester and another for a year with a request to his parents that they not send him back.61
THE OTHER RAYMOND

One individual at Wesleyan whose popularity was exceeded by few, if any, faculty members was Harlow Raymond, known as "Doc." Coming to Wesleyan in the academic year, 1864-1865, he served as a janitor and ultimately as superintendent of buildings. He tolerated no mischief in the dormitories and insisted that the grass on the front campus be spared the impress of students' feet. Though he possessed a sense of humor for all his authoritarian attitudes, students fled when he chased them. One night in the 1880's when boys invaded the chapel to ring the bell on the occasion of an athletic triumph, "Doc" pursued them through the aisles and up and down the stairs. They finally escaped him by running down to the cellar and scrambling out a window. When "Doc" appeared outside, rumpled and panting, a crowd of students cheered him. Not long afterward, ringing the chapel bell to celebrate a sports victory became custom. Another time, to stir him up, a group of boys stole his cow at night, and "Doc" discovered her in the morning in the reading room of North College. The most celebrated incident involved Arthur Eugene Sutherland, 1885, whose locked door, to conceal a clandestine game of poker being played after lights-out, was in defiance of the rules — and of "Doc" Raymond. "Doc's" behavior on this occasion was evidently epic in nature. For many years afterward at alumni reunions, when someone would call out, "Who was 'Doc' Raymond?", the response was shattering:

"The man that cussed, the man that swore,
The man that kicked in Sutherland's door!";

while hundreds of spoons thumped out the rhythm on the tables, "Tum-tiddy-um-tum, tum, tum!" That Sutherland subsequently became a distinguished legislist and justice of the Supreme Court of the State of New York lent a
special humor to any commemoration of the incident. "Doc" Raymond's son, Charles Henry, 1877, taught and served as assistant headmaster at Lawrenceville School, while "Doc's" grandson, Charles Harlow, 1899, captained the Wesleyan football team in 1898, played on the baseball team, and also later taught at Lawrenceville.62

"Doc" resigned in 1910 after forty-five years of service. According to the Argus of October 14, 1909, which announced his retirement in the coming spring, his services were truly extraordinary. The Argus reported that "From the architect's plans, he superintended the building of Memorial Chapel, and by taking complete charge of the work when Judd Hall was built, saved the college $15,000. Mr. Raymond is a skilled cabinet worker, and has in addition to his other work, made many cabinets for the museum and fittings for the offices." Henry Merritt Wriston, 1911, said that as between President Raymond and "Doc" Raymond, "'Doc' was the older, the more heavily bearded, and infinitely more ubiquitous. In our daily experience he was the more influential." "Doc" died, ninety years old, in 1920.63

DISEASE

But all was not studies, fun, and games at Wesleyan. One of the delicacies of the era, even more favored than now, was raw oysters. On October 12, 1894, a shipment arrived on campus for several fraternity initiation banquets to be held that evening. Within a few days thereafter thirty students came down with typhoid fever; four of them died. Eleven years later, in November, 1905, typhoid struck again, from the same cause; one student died. It was not long after that, with typhoid vaccine becoming available, that a typhoid inoculation became for many
years part of the requirements for admission to Wesleyan. 64

THE SPANISH-AMERICAN WAR

Faced with the national crisis of the Spanish-American War in April, 1898, the Wesleyan community responded promptly in two ways. First, twelve students volunteered for the Regular Army or Navy, while others began drilling under the auspices of the National Guard. In fact a group of sixty-five men turned out for the first drill day, April 22. Secondly, the faculty met on the 23rd and arranged for seniors enlisting or called to service to be granted a leave of absence for the balance of the college year at the discretion of the President and to receive their degrees in absentia if their academic standing was satisfactory. Other undergraduates would be granted a leave of absence for the term of their enlistment. As President Raymond explained the faculty resolutions to a mass meeting of the students, he made abundantly clear the faculty position when he said, "Although the faculty have passed these resolutions, they do not wish them to falsely arouse enthusiasm. Their purpose was simply to remove all obstacles for those who might decide to enlist, and to leave the matter entirely in the hands of the students." 65 The Argus, in speaking for the latter and their patriotic "impulse to military organization," said that "Wesleyan . . . is second to none of her sister institutions in enthusiastic demonstration . . . The students of American colleges are citizens of the republic, and not of some mythical, ethereal world of ideas, as many seem to believe." 66 Fortunately the war was soon over, and Wesleyan's casualties were confined to Louis Arthur Norris, 1896, and to Chaplain John Bell Scott, 1881, previously mentioned, who died of typhoid.
Two notable events occurred in the later years of the Raymond administration. One was the public celebration at Wesleyan of the Bicentennial of John Wesley's birth, July 1, 1903; the other, Wesleyan's Seventy-Fifth Anniversary June 17, 1906. The first of these was by far the larger and more pretentious. The addresses were meshed with the exercises of commencement weekend, which began on June 28. Among the dignitaries were bishops, fifteen college presidents (including Dartmouth, Harvard, Johns Hopkins, Mount Holyoke, Princeton, Smith and Trinity), representatives of other academic institutions, federal and state officials (especially the governors of Connecticut and Massachusetts), editors, ministers, hundreds of alumni, the graduating class and their families, the faculty, and the trustees. Outstanding among many rhetorical contributions were a poem on John Wesley by Richard Watson Gilder, 1903, later editor of The Century Magazine, Professor Winchester's address on "The Personal Characteristics of John Wesley as a Man," and President (of Princeton) Woodrow Wilson's address on "John Wesley's Place in History." Sidewalks were crowded with observers for Commencement itself. The procession, headed by a Hartford band, moved down College Street, not for the Methodist Church where commencement was usually held, but for the Middlesex Opera House. The Wesleyan faculty, which had adopted academic costume in 1900, was now able to hold its own in bright and dignified splendor with representatives from other institutions.

The Seventy-Fifth Anniversary produced another great turnout and was equally impressive in its own way. The keynotes were loyalty to and pride in the institution that was Wesleyan. Among the addresses two were especially noteworthy, one by Professor Rice on the history of Wesleyan, the
other by Martin Augustine Knapp, 1868, chairman of the United States Interstate Commerce Commission, on "Transportation and Combination." Rice's address contained some interesting comparisons. Whereas the Wesleyan of 1831 had five teachers (a president, three professors, and one tutor), forty-eight students, and $40,000 of endowment, the Wesleyan of 1906 had thirty-six teachers, three hundred and thirty-eight students, and an endowment of $1,447,000. Among the living alumni, who numbered 1791, the greatest single field of influence was in education. Eleven were presidents of colleges or professional schools, while there were 103 professors, administrators, and librarians in colleges or professional schools, and 304 teachers in secondary and elementary schools. Those in education totaled 418. Of the other living graduates 346 were in the ministry, 218 in law, 84 in medicine, 54 in journalism, 18 in state and national government and 312 in business and industry; the balance were unaccounted for. From 1873 to 1905 the number of ministers had risen only 4 per cent and lawyers only 44 per cent. Physicians, however, had increased by 87 per cent, businessmen by 154 per cent, and teachers by 158 per cent.

**Organization of Alumni**

Organization of Wesleyan's graduates proceeded rapidly during the Raymond years. In order of founding, there were the Northeastern Pennsylvania Alumni in 1889, the New York Young Alumni Club in 1894, the Boston Young Alumni Club in 1897, and the Alumni Athletic Association in 1903. The Alumni Association as such met each year during commencement weekend, often expressing its opinion about what was going on at Wesleyan. Alumni shared indirectly in responsibility for policy by electing a cer-
tain number of trustees, and in 1892 absentee voting for such trustees was established. Information concerning alumni became more accessible and current with the publication of the first edition of the Supplement to the Alumni Record in 1893. The first Alumni Record was compiled in 1869 by Orange Judd and authorized for publication by the board of trustees; as of 1978 there have been ten editions.

CHARTER CHANGE

One of the most important steps taken, and one which Raymond powerfully supported and constantly urged, involved a fundamental change in the charter of Wesleyan. The enlightened provision of the Methodist founders that religious tenets should not be a condition of admission and that no president, professor, or other officer be ineligible because of any religious tenets he might profess or be compelled to submit to any religious test had been abolished in 1870. At that time, as Professor Rice said in 1916, "a narrow and reactionary spirit influenced the trustees of the college." The result was a new charter which insisted that the president and a majority of both the trustees and the faculty be members of the Methodist Episcopal Church. Unhappiness with this alteration increased so markedly during the Raymond administration that the trustees adopted a new charter in 1907 which eliminated any denominational test in the choice of trustees, officers, or teachers or in the admission of students. Among the trustees few, if any, were more active in pressing for a return to the liberal spirit of the 1831 charter than the Methodist members.
Notwithstanding the lavish accolades to Wesleyan and her future delivered during the Seventy-Fifth, it was becoming faintly evident even then to some and very plain to many others within months that President Raymond was unable to lead Wesleyan into the kind of future envisaged by the trustees, particularly an enlarged student body and an immensely broadened financial base. For four years there had been deficits, and Raymond had hoped to build up an organization of alumni and friends of the University who would pledge themselves for a period of years to meet the deficits — an exacting task for anyone, let alone for a man already in his sixties whose health was rapidly deteriorating. He had continued to teach moral philosophy throughout his presidency, to give lectures in the town and elsewhere, to preach in pulpits throughout New England and New York and Pennsylvania, and everlastingly to solicit money for Wesleyan, from which he was obviously absent much of the time. In the end, despite his horseback riding and his long walks, his health broke down, and on June 24, 1907 he submitted his resignation, which would become effective in June, 1908. After his resignation, he spent months resting in New York State and California. Meanwhile, Professor Rice served as acting president for the first semester until Raymond's return. After Commencement, Rice again was acting president until the new president, William Arnold Shanklin, assumed his duties in the fall of 1909. Raymond, who was now professor of the English Bible, taught during the academic year, 1908-1909, but illness forced him to retire completely from active duty in June. He was then made professor emeritus of Ethics and Biblical Literature.
Much had been accomplished during President Raymond's administration. Most obvious were such achievements as the enlargement of the faculty and the student body, the erection of new buildings, and a substantial increase in the endowment. Less obvious but of great importance was the quality of the faculty about which Raymond, a scholar himself, was profoundly concerned. Moreover, relations between faculty and students had improved greatly, as well as relations between Wesleyan and the town. Raymond took an active role in the civic life of the town, attended church faithfully, and displayed a lively interest in the activities of the Mansfield Post of the Grand Army of the Republic. Within the University he encouraged adoption of the honor system, the reform of the curriculum in the direction of electives, and the removal of the denominational restriction.

Although there have been Wesleyan presidents who have accomplished more than Raymond, probably none has been more beloved. Professor Rice, who, in his long tenure, saw presidents come and go, said of him, "His mind was hospitable to the new truth which modern science and criticism have discovered, but he taught ever in the spirit of one to whom Christian faith is not a theory but a life. And alike in teaching and administration, the purity of his character, his transparent frankness, and his kindliness of spirit made him a benediction to the students who came under his influence. His relation with his colleagues in the Faculty was that of loving comradeship." Professor Winchester observed that Raymond "was not one of your men who weakly assent to whatever you say in a kind of lazy good nature; he had formed opinions of his own on almost all subjects of discussion ... but his opinions were never narrow and bigoted. There was nothing harsh, censorious, arrogant about the man
... In all the twenty-seven years I knew him, I never heard him say a single malicious or contemptuous word of any man. A large-minded, warm-hearted, brotherly man,73 Winchester also greatly admired him for the cheerfulness and courage with which Raymond struggled with the disease that finally killed him. The Argus said of him in 1908, "No man could have been more considerate in his dealings with students than Dr. Raymond had been. Always mindful of the feelings of young men, in considering requests from the student body, he has shown a warmth of temper that has given him a place in the hearts of all. The geniality and amiability of his character will always be remembered by those who have known him. A broadly sympathetic nature has characterized his entire career."74

Bradford Paul Haymond attended church service on Sunday, February 27, 1916 and died at his Middletown home two hours later, to be deeply mourned, as the faculty resolution expressed it, as "the patriot soldier, the thinker and scholar, the faithful friend and Christian gentleman" who in his presidency "showed himself untiring in his labors for the growth and success of the institution of which he was the head, and which owes so much to him."75
II

The Shanklin Administration
"The truest preparation for life, whatever the vocation is to be, is wide-mindedness, an interest in the whole round of lore and life, a heart responsive to the multiformity of knowledge. This supplies that catholicity of mind which should be won in college life."

The ailing President Raymond had given the trustees a year's notice of his retirement, ample time in which to find a successor. When they settled upon William A. Shanklin, president of Upper Iowa University, and elected him Wesleyan's ninth president on November 13, 1908, he felt obligated to finish the academic year at Upper Iowa and did not begin his term at Wesleyan until the end of Commencement, 1909. In the meantime, Professor Rice served as acting president.

Several important developments occurred during Rice's tenure. The new course of study, agreed upon in 1907, went into effect in the fall of 1908. Another action evoking a larger degree of student interest involved coeducation. The lot of the girls at Wesleyan had become increasingly unhappy as the male undergraduates and young alumni continued their agitation against their presence. Finally the trustees decided to terminate an increasingly unpleasant situation. In 1908 they discussed at
length a motion by Charles Scott, Jr., to abolish coeducation and on February 26, 1909, considered an amendment to Scott’s motion by George Greenwood Reynolds which provided “that no women be admitted to Wesleyan University in any class later than that entering in 1909, but nothing in this action shall be construed as in any way interfering with the rights and privileges of any woman who may be or become a member of that or of any previous class.” Though Frank Mason North moved to substitute 1910 for 1909, his action was lost, Reynolds’ amendment was passed, and Scott’s original resolution as amended was adopted.1 The last girls would graduate in 1912, and the campus would see no more of them as undergraduates for nearly sixty years. On the other hand, the trustees voted in the spring of 1909 to permit women to be admitted to Wesleyan as graduate students.2 A final development during the Rice interim was the movement of the Sunday morning worship service to Sunday afternoon.

PRESIDENT SHANKLIN

The new president, William Arnold Shanklin, was born on April 18, 1862 in Carrollton, Missouri, his parents being Wesley Dunscombe Shanklin and Locke Arnold Shanklin. After high school in Carrollton he enrolled at Hamilton College, from which he received his B.A. degree in 1883, though he was not in attendance the full time. Hamilton subsequently awarded him the degrees of M.A. and LL.D. He became a Methodist minister in 1887 and received an S.T.B. from Garrett Biblical Institute in Evanston in 1891, the same year in which he married Emma Elizabeth Brant. They had three children, Mary Arnold, Anne, and William, Jr., who graduated from Wesleyan in 1918. Shanklin’s ministry lasted eighteen years in five Methodist conferences: South Kansas, Columbia River, Puget Sound, Upper Iowa,
and Philadelphia. In 1905 he became president of Upper Iowa University in Fayette where he raised more than $158,000, an impressive sum in view of the scanty financial resources of the area. Shortly before coming to Wesleyan he became a member of the Methodist Episcopal General Conference. While at Wesleyan, he was a member of the Ecumenical Methodist Conference of 1911 and of the Connecticut State Board of Education, president of the Association of American Colleges, a trustee of the American University Union in Europe, chairman of the Connecticut League to Enforce Peace, and a member of his church's War Emergency Committee.

The Wesleyan Argus greeted Shanklin's appointment with enthusiasm. "We are all delighted," it exclaimed, "a young man of acknowledged brilliancy, of considerable educational experience, of undoubted executive ability, and best of all, of tireless energy and activity." Shanklin was not so young as he appeared nor was his energy tireless, but he had a youthful appearance, he was clean-shaven when many were not, and he possessed a physical dynamism that made inactivity a burden for him. The Argus continued to rejoice that, with such a president, "The stagnant period in our history is over."

Wesleyan had its first look at the new president when he arrived for a visit between February 10 and 14, 1909. Speaking at chapel exercises on Thursday, the 11th, he said that he believed the University would grow, but he insisted that there be no sacrifice of Wesleyan's high standard of scholarship. "It is men that count, not mere numbers," he said; "Wesleyan is distinctly a college, with emphasis upon character. Your president believes in liberal education and that it was never more needed than today." He finished with a dramatic appeal to both faculty and students for assistance in his task. At the end, according to the
Argus, "enthusiasm broke forth unchecked."

Subsequent meetings with faculty and students did nothing to diminish that enthusiasm, especially among the students. His main objectives were to increase the size of the student body to 500 and to enlarge the endowment, and he left little doubt, among the students at least, that, with his energy and forcefulness, he could do both. At the same time his activism was tempered by what was earlier described as "a character dignified and polished, and pleasant and congenial as well." 6

Though assuming his duties at Wesleyan after Commencement, he spoke several times during Commencement week. On one occasion he pleased the undergraduates enormously by declaring that the first need of Wesleyan was the establishment of a Union, "where all the students could make the most of the chief advantages of a small college — the possibility of each man becoming acquainted with all the other men." 7 (As of 1978 there is still no Union!) At the final chapel exercises and at the alumni luncheon he spoke of Wesleyan's accomplishments and his plans to make it a well endowed college of five hundred students. "The spirit of the new era was felt by all," said the Argus. In fact, the tone of the whole week was one "of praise for the old achievements and of expectancy and firm hope for the future." 8

**WESLEYAN'S GREAT DAY**

In the late summer and during the fall, preparations were made for the inauguration of President Shanklin, which took place on Friday, November 12, a beautiful, balmy day. Never before, and certainly never afterward, was there an inauguration at Wesleyan attended with such pomp and circumstance or by guests of such political distinction. In the course
of his recent swing through the country, President William Howard Taft had met Shanklin, who had worked for Taft's election and who invited him to the ceremonies in Middletown. Invitations likewise were extended to two distinguished Hamilton College alumni, close friends of Shanklin, namely Vice President James Schoolcraft Sherman and a former Secretary of State and Secretary of War, but currently a United States Senator from New York, Elihu Root. The committee of faculty and trustees in charge of the preparations had originally set October 29 for the installation, but when President Taft informed Shanklin in the summer that he would be able to attend at a later date, the occasion was moved to a day agreeable to the President, November 12.

When the great day finally arrived and the President's train steamed into the station at 8:40 in the morning, a crowd of dignitaries from Wesleyan, Middletown, and the state welcomed him. Among them, of course, was Shanklin, who had been up for hours, having summoned a barber to come to his house at 4:00 A.M. to shave him and cut his hair. A procession soon formed and moved from the station as part of a civic parade past thousands of people lining Main Street to the flag-bedecked Middlesex Opera House (more recently the now defunct Middlesex Theater). By 9:30 the dignitaries entered the Opera House, and at 10:00 the exercises began promptly despite the fact that the Boston Festival Orchestral Club, hired for the occasion, failed to arrive until twenty minutes later. Without music, therefore, members of the procession moved to their appointed positions. President Taft allegedly sat in a spacious chair loaned to Wesleyan by the Middlesex County Historical Society, the chair having once been owned by President Washington and used by him in New York after his inauguration.

Though scarcely brief, the ceremonies were varied. After a hymn,
"Faith of Our Fathers," led by Professor Harrington, Bishop William Burt, 1879, gave the invocation. The president of the board of trustees, Henry Cruise Murphy Ingraham, 1864, then inducted Shanklin into the office of president and presented him a parchment copy of the University charter and the seal. Professor Rice now spoke for the faculty, Arthur T. Vanderbilt, 1910, for the undergraduates, and Stephen Henry Olin, 1866, for the trustees. Vanderbilt said that the students had been hoping for a president who could say, as did Terence, "I am a man, and nothing human do I consider alien to me." Spelling out student desires he said, "We wished a man interested in both the curriculum and in football, a man who would be in full sympathy with our distinctive undergraduate institutions, as our honor system, and our plan of student self-government." The undergraduates were delighted that the trustees had made such a choice, and he pledged Shanklin their loyalty and support. Speeches followed by Ex-President Raymond, President Abram W. Harris of Northwestern University to which Wesleyan had contributed several presidents, President Melancthon W. Stryker of Hamilton (a lively, witty speech which drew laughter as well as applause on this solemn occasion), and President Arthur T. Hadley of Yale.

A musical selection followed, after which Senator Root spoke warmly of Shanklin, his friend, and then President Taft rose. It was minutes before he could speak because of the cheers and applause. He described his ideal of a college president, which was essentially that of a teacher, and considered that Shanklin personified that ideal. Naturally another burst of applause greeted him when he said, "I cannot forget that it was within the walls of Wesleyan that George William Curtis delivered that great oration in 1856 upon the duty of the college man and scholar in
politics, and I doubt not that the spirit that he there enthused has continued in old Wesleyan ever since and that it will grow under your influence."

Following another orchestral number, President Shanklin delivered his inaugural address. Long and detailed, it dealt with the problems of teaching and intellectual leadership, of the role of the modern college and its influence, and of Wesleyan's tradition. In his analysis of the college experience in general and of the Wesleyan emphases in particular -- the faculty stress on scholarship and especially teaching, the curriculum, the honor system, the place of athletics -- he clearly showed that he had done his "homework." He rejoiced that Wesleyan, though having a faculty which, in terms of scholarly productivity, was "second to none," had "ever remained true to its own ideal as a college where teaching, the up-building of mind and character, is regarded as the chiefest function of the American college."

"The college," he pointed out, "exists for the undergraduate, and has in mind both the individual welfare of the student and the society which he would serve." College has a duty to develop the educated man, who "should know something of everything and everything of something. The truest preparation for life, whatever the vocation is to be, is wide-mindedness, an interest in the whole round of lore and life, a heart responsive to the multiformity of knowledge. This supplies that catholicity of mind which should be won in college life."

He liked what he had seen of Wesleyan. He was gratified that though Wesleyan had departed from a fixed curriculum in 1873, it had not yielded to "the free and easy options of the extreme elective system." He acknowledged that "some of us have persistently denied that all subjects are
equally valuable, and have held fast to certain disciplines as not exclusive but as indispensable to a well formed mind." He approved of Wesleyan's custom of dropping after appropriate warning the "student-loafers whose maxim is that a gentleman's rank in college is the lowest passing mark." He highly approved of the honor system adopted in 1893. He strongly supported athletics. As he explained, "Misleading as the predominance of athletics in a college may be, bad as the management of college athletics has often been, the fact remains that in athletics lies a saving power. Training means regularity and a clean life. Nor can we afford to lose the lessons of self-control, concentrated attention, prompt and vigorous action, and instant and implicit obedience." Finally, he stressed religion: "The education that forgets God omits its major premise . . . Nothing so enfranchises the intellect as personal faith in and loyalty to the Lord Jesus Christ . . . To the college which maintains that 'the fear of the Lord is the beginning of wisdom,' the nation must look for its leaders."

It was an interesting, comprehensive, and sympathetic address, if not one characterized by any lofty quality of intellectual content. Furthermore, if people were looking for a statement of specifics, such as those mentioned in the previous June, they were disappointed, but his auditors were left in no doubt that the speaker would be unsparing, least of all of himself, in making a greater Wesleyan.

Honorary degrees were awarded to numerous recipients, including the three great dignitaries present, and the benediction was pronounced by the Right Reverend Chauncey Bunce Brewster, Episcopal Bishop of Connecticut, whereupon all repaired for lunch to Fisk Hall except for the speakers, who were guests at the Shanklin residence. In the afternoon further
exercises were held in the gymnasium. Speeches were given by President William H. P. Faunce of Brown University and Elmer Ellsworth Brown, Commissioner of Education of the United States, Professor Armstrong, the marshal, then presented the delegates to Presidents Shanklin and Taft. About four o'clock a great civic parade with many bands and societies in line came along High Street to escort President Taft to the railroad station where his private car, the "Mayflower," was attached to the 5:34 train for Hartford. That evening at a dinner for Taft in Hartford, the President's secretary, Frank Carpenter, told E. Kent Hubbard that the President had said he had enjoyed his day in Middletown more than any in his recent 13,000-mile tour of the country.

Meanwhile, at Wesleyan, guests met at a gala feast in Fisk Hall, at which the Wesleyan Glee Club entertained. Afterward, with Professor Winchester as a witty toastmaster, brief speeches were given by President Matthew H. Buckman of the University of Vermont, President Richard W. Cooper, who was Shanklin's successor at Upper Iowa University, Professor Ashley Horace Thorndike, 1893, of Columbia University, Chancellor James H. Kirkland of Vanderbilt University and President Harry A. Garfield of Williams College, who experienced a brief fainting spell.

Before the banquet ended, President Shanklin's reception had begun. About nine hundred people attended it and heard a brief address by Shanklin's old friend, Vice-President Sherman. Finally, at eleven o'clock, President and Mrs. Shanklin, who was greatly beloved for her friendliness and consideration, invited the entire student body into the house. The students, who had been singing for an hour outside, now entered and, through their spokesman, Arthur T. Vanderbilt, presented
President Shanklin with a silver loving cup as a token of their esteem and affection. And at last the long day of pomp and splendor came to an end. With the passing of the drums and the trumpets, the accolades and the cheers, President Shanklin settled quickly into the daily grind of the President's Office. He had money to raise, buildings to construct, a student body to enlarge, and a faculty to add to without sacrifice of quality. Furthermore he had to set about these tasks not sequentially but simultaneously, though from time to time one would receive more attention than another.

FUNDING AND BUILDING

A strengthening of the financial base was fundamental. In February, 1910, thanks to Shanklin's persuasion, the General Education Board of the Methodist Church agreed to give Wesleyan $100,000 provided the University could raise $1,000,000. Accordingly a drive got underway in the fall and culminated in 1912 with a total of $1,043,828.41, to which the largest contribution by an individual was $60,500.00 from Judge George Greenwood Reynolds, 1841. A second drive, proposed by Shanklin in May, 1918, launched in late 1919, and ended in mid-1922, raised more than $3,000,000. In fact, by mid-June, 1922, a total of $3,133,534 was reached by outright gifts and subscriptions. One magnificent component of the total was about $1,000,000 from the late William F. Armstrong of New Haven, partly as a personal gift while he was still alive and partly from his estate after his death. Much of the success of this second drive was owing to the organization/talents and dedica-
tion of Associate Professor Henry Merritt Wriston, 1911, who, released from his faculty duties for the task, set up a fund-raising office in New York and directed the drive from there. All told, the endowment rose from $1,540,632 to $4,392,019 in the Shanklin years.

Shanklin also left his mark in the properties acquired and the buildings actually erected or provided for during his administration. The Pike property on College Place (now partly occupied by the Science Center) was obtained in 1910 and land west of Mount Vernon Street (now incorporated within Andrus Field), purchased in 1911, part of which was set aside for the Observatory. Foss House (on the site of the present Foss Hill dormitories) was renovated after a fire in 1911, while Fayerweather Gymnasium was enlarged to accommodate a swimming pool which became available in 1914 — this last being made possible mainly because of a gift of $40,000 from Charles Gibson, a trustee from 1900 to 1927.

With the increase in the student body new dormitory space was needed. The site chosen was at the corner of Cross and Mount Vernon Streets. Excavation began in June, 1915, and the building was completed in October, 1916. Costing $148,098, it was called the New Dormitory for a number of years until finally named Clark Hall after Judge John Chessman Clark, 1886, president of the board of trustees from 1911 to 1920 and chairman of the committee in charge of the second endowment drive.

Thanks to funds largely provided by Joseph Van Vleck, the Observatory was ready for occupancy in the summer of 1916. It was given in memory of Van Vleck's brother, Professor John Monroe Van Vleck, who had served Wesleyan for many years. Its design owed much to Professor Frederick Slocum, who, that summer, supervised the installation of the new telescope with its twenty-inch lens, made in Jena, Germany, and who served as
host to the many astronomers convening at Middletown to observe the eclipse of the sun on January 25, 1925.

Existing and future needs were acknowledged in both Chemistry and the library. As early as 1915, Judge Clark announced to the trustees a good prospect for a new Chemistry laboratory to cost $150,000 and his expectation of securing funds for a new library. In October, 1916, public announcement was made that Mrs. Gardner Hall, Jr. of South Willington had made a gift of $150,000 in memory of her husband. Construction of the building, however, did not start until 1925. As for a new library, the existing building, Rich Hall, was recognized as inadequate when the book holdings passed 100,000 in 1915. Though the necessary funds were not acquired nor was construction started until nearly two years after the Shanklin administration, a welcome beginning on the former was made with the receipt of a legacy, ultimately amounting to $195,000, from Mrs. Harriet A. Smith.

Other changes added to the usefulness and beauty of the University. Owing to the generosity of Ralph H. and Joseph R. Ensign of Simsbury, the second floor of Memorial Chapel was removed in 1916 and a gallery installed; the gain from an aesthetic point of view was immeasurable. The Chapel was also furnished with an Austin organ, the gift of John Gribbell, who served as president of the board of trustees from 1920 to 1923. Thanks to these modifications, commencement services were moved from the Methodist Church to Memorial Chapel, the 1917 commencement being the first held there. Subsequently a series of windows honoring Wesleyan presidents was installed.

Aside from improvements in the Chapel, chimes were placed in the tower of South College and were dedicated in 1919, the bells being
given by the Class of 1863. The year 1920 saw the construction of a new heating plant, tennis courts east of the gymnasium, and a practice diamond on Foss Hill. The house on the southeast corner of Court and High Streets was purchased and made available to the Faculty Club when that organization was formed in 1922; there had been a Young Faculty Club, un-housed, since 1913. Finally, in 1923, an extensive remodeling of the basement of South College was effected to create administration offices.

INCREASE IN STUDENT BODY

President Shanklin's pledge to enlarge the student body was amply fulfilled. When he took over at Wesleyan, students numbered 340. Thanks in part to Wesleyan's rising scholarly reputation, alumni encouragement of high school seniors, and an increased stress on advertising, but, above all, to Shanklin's personal efforts, the enrollment grew. There was considerable advertising under Raymond, and for a while it increased during the Shanklin administration. For a sample, it is instructive to turn to the Argus of May 26, 1913:

Wesleyan University

Wesleyan stands for the all-round training of men. She seeks those whose home life has laid the foundation for high rank in the professional and business world.

Beautiful and healthful location, on a hill overlooking the City of Middletown and the broad valley of the Connecticut River.

Clean, democratic spirit in athletics, fraternities, student organizations and student self-government.
College Y.M.C.A. with trained Secretary.

Modern Gymnasium adjoining the campus, in charge of a registered physician.

For catalogue and further information address the President

WILLIAM ARNOLD SHANKLIN

Wesleyan University, Middletown, Conn.

The class entering in the fall of 1914 was considered unusually large, 153 in all, thus raising the total to 458. In 1916, with an enrollment of 504, Shanklin had attained his objective of "500 choice fellows," but there was no stopping here. In 1919 the student body reached 594, a figure so alarming to the trustees that in June, 1920 they voted to limit the annual enrollment in September to 530 undergraduates.

ACADEMIC STANDARDS

Such increases raised the question of academic standards. On taking over his duties, Shanklin stressed the need for the improvement of scholarship and the faculty, subsequently responding to the recommendations of a committee appointed to study the problem, voted in 1911 that sixty percent of a student's courses required for graduation be graded above D+ and that freshmen not be permitted to engage in athletics their first semester.14 Similar requirements for promotions to successive classes were established in 1914, the same year in which the Jackson Cup, gift of Frederick Asbury Jackson, 1881, was first awarded to the fraternity.
with the highest scholastic average. Further revisions in the marking system were voted in January, 1919. Four grades were established for passing, A, B, C, D, each with plus and minus signs, and two of failure, E and F. This system is still in effect, essentially, though modified in recent years by various certifications like "Pass" and "Fail." In 1914 a system of faculty advisors was established. Since then, drastic changes have been introduced, no system has been completely satisfactory, and advising has encountered a sea of troubles.

CURRICULUM REVISION

A basic revision of the curriculum was undertaken in 1919. Largely under the direction of Professor Dutcher, the program envisaged the division of a student's studies into two years of generalization and two years of specialization, or concentration, as it was labeled. The committee drafting the proposals studied the curricula of many colleges and held numerous discussions involving a consideration of educational principles. When presented to the faculty, that body debated it in detail and approved the main points. Unfortunately the defense of departmental interests prevented the degree of liberal operation of the generalization principle as proposed by the committee. Both Classics and Mathematics demanded protection; modern languages insisted on two years of French and two years of German, which, as Dutcher observed, "was apparently fighting for its life after the World War"; English held out for a three-hour course for all freshmen; while a number of departments refused to permit freshmen to elect their introductory courses.
The program of generalization for the first two years provided for a considerable coverage. The 1908 decision to group studies into the three divisions of languages, social sciences, and sciences was reaffirmed and students were now required to have taken three elective courses (reduced to two in 1927) in each of these divisions by the end of the sophomore year. In addition there were required the three-hour Freshman English course and one hour a year in physical education. Despite the problems in setting up an acceptable generalization program, there was no doubt that a student would have a general acquaintance with a number of fields and a reasonable degree of election before he concentrated on the subject which most appealed to him.

The revision of 1919 provided that for concentration a student now take eighteen credit hours, or six year courses, in a major subject, whereas the 1908 curriculum had required only nine to twelve hours, or three or four year courses. In 1922 the faculty reduced the number of hours in a major to fifteen, a figure which did not include the hours of an elementary course. What the concentration change signified was that a student would henceforth devote nearly one-third of his college course and certainly one half his time during his last two years to a specific field of study. The total number of hours required for graduation was sixty or sixty-three hours.17

Provision was also made in the curriculum reform of 1919 for a special honors program. This was to encourage more independent study by students and was viewed as a valuable implementation to the concentration program. In practise, however, it failed to catch on with students, faculty paid it insufficient attention, and one had to wait until the
the administration of President McConaughy before it became a success. 18

Factors affecting the curriculum changes of 1919 included the revival of the degree of Bachelor of Philosophy and the award of three degrees. By 1919 the awarding of only one degree, the B.A., by colleges upon graduation, was gradually becoming prevalent throughout the country. As a result of faculty decision, Wesleyan was now to award the B.A., the B.S., and the Ph.B. The decision meant a series of different requirements, collided with the committee's recommended generalization plan, and had the effect of turning the work of the freshman year into a required instead an elective nature. 19 By 1927, however, the faculty changed its mind and provided that with the freshman class entering that fall and graduating in 1931 only the B.A. should be conferred. This has ever since remained the rule.

NEW DEPARTMENTS, SALARIES, RETIREMENT, POSITIONS

A number of important developments affecting the faculty were instituted under President Shanklin. One, involving departments, saw the creation of Psychology as an independent department in 1913 after serving for years as a handmaiden to Philosophy. Likewise, the following year, 1914, found Astronomy asserting its liberation from Mathematics. A reversal of direction occurred, however, when, following the death of Professor Winchester, the beloved "Winch" of so many college generations, English assumed within its purview both its own work in literature and that of the English language. Thus by the end of the Shanklin administration the number of departments had increased from sixteen to eighteen (counting Public Speaking as a department in both cases), while work in
Physical Education, which did not attain equality with other departments until 1923, was placed under a professor in 1917. 20

Three other developments were of great consequence. One was the question of salaries. Part of the reason for the two endowment drives was to increase the salaries in the various ranks. The need was urgent and the situation well nigh disgraceful; the annual salary of a full professor, established in 1871 at $2500, had remained unchanged! Thanks to the initial fund drive, a professor's salary was now increased to $3,000 in 1914 and thanks to the second, to $4500 in 1920.

At the same time that President Shanklin and the trustees were endeavoring to flesh out salaries, and thereby relieve some of the strain on the professors and their families, they were also addressing themselves to the problem of a professor's retirement. They were not unique in this, to be sure, since colleges and universities throughout the country were trying to cope with the same problem. The catalyst in the situation was the Carnegie Foundation which had fathered the Teachers Insurance and Annuity Association of America and which proposed to contribute five percent of a man's salary toward his retirement fund provided this was matched by the institution. The problem, as it related to Wesleyan, was studied in 1918 and 1919 by a joint committee of faculty and trustees which delivered a favorable report in late 1919. The trustees approved the report in principle at that time and on June 18, 1921 accepted the invitation of the Carnegie Foundation to membership in the T.I.A.A. and resolved to participate in the contributory plan. The financial lot of the retiring professor henceforth became somewhat easier to bear.

The trustees, in 1920, likewise assisted by establishing the mandatory retirement age as late as the Commencement following the 68th
birthday. This was modified in 1928 to the effect that retirement should occur as specified unless the trustees requested a continuance beyond the 68th birthday, which they did in several instances. In the course of the years a further modification was introduced, perhaps by the administration, that retirement should take place on June 30 of the calendar year in which a person became 68. When, precisely, this became common practice is not clear but possibly after the report of the trustees' Faculty and Curriculum Committee to the board on December 5, 1959 listing as one of its items: "The need for clarifying the effective date for faculty retirement." Under Connecticut law now, however, a measure passed by the legislature in 1977-78 decreed that no business establishment or institution may mandate a person's retirement before the age of 70.

A third development affecting the faculty was the creation of two new positions. In 1918 the trustees established the office of dean. In 1919, they created a new position in the academic hierarchy. Until 1919 one moved from instructor to associate professor. The need for an intermediate position had long been recognized and many institutions throughout the country had established the post of assistant professor. Wesleyan was therefore acknowledging a national trend when President Shanklin proposed the establishment of such a grade at the June meeting of the trustees in 1919. Accordingly in its November meeting the board formally created the grade.

THE ADVISORY COMMITTEE APPEARS

With the increase in the size of the student body, President Shanklin and the trustees necessarily had to enlarge the faculty if the faculty-student ratio in class was not to become utterly disproportionate.
same time extreme care had to be exercised to preserve the high quality of the faculty. This meant the rigorous screening both of new men who might be brought to the campus as senior or junior faculty members and of men already on the faculty to be considered for promotion. Though the Academic Council, operating since 1892, had been useful in discussing candidates for academic positions, the need was felt for a smaller body which should give each candidate and his credentials a more thorough scrutiny. This concern seems to have come to a head as a consequence of what the veteran Professor Dutcher described as "an unrecorded effort to bring on the faculty an eminent scholar without consideration of the serious maladjustments which would have resulted." Hence on March 18, 1911 the Academic Council appointed Professors Rice, Winchester, and Armstrong a committee to consider the question of a standing committee "to advise with the President in the consideration of candidates for vacant chairs or other positions on the Faculty."

The upshot was a report that envisaged the appointment of six members of the Academic Council, at least one of whom was to be drawn from each of the three divisions of study within the University, to constitute an Advisory Committee. They were elected by the Council by a somewhat complicated process but from the beginning evidenced a concern for the University as a whole that was paramount to their natural interest in their departments and divisions. The president was not bound to accept their advice but usually did so. With the endorsement of the Advisory Committee and the President, the candidate's name was then placed before the Council for consideration. Though the Council was under no obligation to accept the Committee's advice and discussed the candidate freely, rarely did it not support its
committee's decision. In fact, as time went on, the Council came increasingly to rely on the Committee. Once the Council voted favorably on the candidate, the President then presented his name to the trustees, who, in turn, could discuss the candidacy, often did so, but usually endorsed him. 25

THE PROFESSORS

The men who passed through the fine mesh of the complicated appointive system during the Shanklin years and the interim that followed and emerged as full professors were teachers and scholars of remarkable promise, much of which was realized in the course of their tenure. There were nine of them in the first division. Two were in Classics, Frank Walter Nicolson and Joseph William Hewitt. Nicolson, Mount Allison University, 1883, came to Wesleyan from teaching Latin and Sanscrit at Harvard. He was appointed a tutor of Latin in 1891, from which he rose to instructor in 1894, associate professor in 1895 and professor in 1913 until his retirement in 1934, after which he became professor emeritus until his death in 1946. Perhaps his greatest service to Wesleyan was in his administrative function as secretary of the faculty, 1895-1930, and dean, 1918-1930. Interested in athletics as well as scholarship, he was secretary-treasurer of the National Collegiate Athletic Association 1909-1939, and president of the Association of New England Colleges for Conference on Athletics, 1910-1911. He also served as president of the New England College Entrance Certificate Board, 1910-1913, and as secretary-treasurer, 1913-1939. He was president of the Association of New England College Deans, 1910-1911, and its permanent secretary, 1918-1940. From 1914 to 1922 he was secretary-treasurer of the National Conference Committee on Standards of Colleges and Secondary Schools.
Schools. He edited the fourth, fifth, and sixth editions of the Alumni Record. Though at times testy when students would fumble a Latin translation, he came to enjoy an increasingly wide and well deserved reputation as a great wit and raconteur, and was equally popular in the classroom, professional meetings, and alumni get-togethers.

Hewitt, Bowdoin, 1897, after teaching Latin at Worcester Academy for three years following his Ph.D from Harvard, came to Wesleyan as associate professor of Latin and Greek in 1905, rose to professor of Classics in 1913, and was the Seneay Professor of Greek Language and Literature from 1929 until his sudden death in 1938. He was an able and beloved dean of freshmen from 1925 to 1938. He served as secretary-treasurer of the American Philological Association, 1925-1931, and edited the Transactions and Proceedings of that Association for several years, as well as its monograph series, 1931-1938. Professor Hewitt was an active member of the Methodist Church, possessed a remarkable knack of being able to recognize all members of the freshman class by face and name within a few days of their arrival on campus, and was a regular spectator at varsity baseball games, for which he kept a continuing series of box scores. Shortly before his death he wrote a history of Cannon, an unpublicized senior society, of which he had been the faculty counsellor since its inception in 1922.

Professors added to the English department were three: Frank Edgar Farley, Harvard, 1893; Carey Herbert Conley, Michigan, 1902; and Homer Edwards Woodbridge, Williams, 1902. Farley came to Wesleyan as professor of English Literature in 1918 from Simmons College and served until his retirement in 1936. He died in 1943. He was a Fellow of the American Academy of Arts and Sciences, wrote books on English grammar, and edited
Books I and II of Milton's *Paradise Lost*. Conley came to Wesleyan from Michigan in 1913 as associate professor of Rhetoric, became professor of Rhetoric in 1920, and was professor of English in 1924 until his retirement as professor emeritus in 1947. He taught at Biarritz, France, in 1945, The University of Redlands from 1947 to 1949, and at California Institute of Technology in 1950. A great teacher of freshman English at Wesleyan, he was the author of *The First English Translators of the Classics* (1927), edited *Patterns of Reading and Writing* (1937), and authored *The Reader's Johnson* (1940) and an important article on English translations for the *Cambridge Bibliography of English Literature*. He died in 1961.

Woodbridge arrived at Wesleyan in 1920 from the University of Indiana as professor of English, and was the Olin Professor from 1950 until his retirement in 1952. He was the author of *Essentials of English Composition* (1920) and *Sir William Temple* (1940), joint author of *Life and Letters of Stuart P. Sherman* (1929), and editor of *Lamb's Essays of Elia* (1929). His competence, his enthusiasm and his occasional flashes of delightful humor made him a popular teacher not only at Wesleyan but also at the many summer schools where he taught, including Harvard, New Hampshire, Northwestern, Michigan, and Oregon. He died in 1958.

Two men became professors of German: Paul Holroyd Curts, Yale, 1905, and Thomas Moody Campbell, Randolph-Macon, 1900. Curts, son-in-law of Professor Bradley, beginning as instructor in 1909 was promoted to associate professor in 1913 and to professor 1920. From 1935 until his retirement in 1952 he held the Marcus Taft Professorship of German. He was the author of a widely used grammar and of reading texts, translated Hebbel's *Herod and Marianne* in verse (1950) and edited the eighth edition of the *Alumni Record* (1952). His course in scientific German was considered
especially noteworthy. He was very active with the Boy Scouts of America and as a director of the Connecticut School for Boys. He died in Bridgehampton, Long Island in 1970. Campbell left his professorship at Randolph-Macon to become professor of German at Wesleyan in 1922. After a distinguished twelve years of teaching he moved away to become department chairman at Northwestern University, 1934-1945, and dean of the graduate school, 1941-1945. He published numerous articles, authored *The Life and Works of Friedrich Hebbel* (1919) and *Hebbel, Ibsen, and the Analytic Exposition* (1922), edited *German Plays of the Nineteenth Century* (1930), and served as president of the Modern Language Association (1947). He retired to Lynchburg, Virginia, where he died in 1969.

Romance Languages claimed two professorial appointments. The first was Albert Mann. Appointed instructor at Wesleyan in 1911, fresh from graduate study at Harvard, Mann became associate professor in 1913 and professor in 1920, and retired in 1952. He authored *Conversational French* (1934, revised in 1951), was associate editor of the *French Review*, 1937-1942, and served on the board of directors of the New England Modern Language Association, 1935-1939, as chairman of the Connecticut Group, 1933-1935, and as chairman of the Connecticut chapter of the American Association of Teachers of French, 1935-1937. A person of great charm and possessing a profound interest in the theater, he served as president of the Little Theater Guild of Middletown, 1927-1930. He died in Middletown, 1962.

Mann's colleague for many years was Thomas Wainright Bussom, Amherst, 1912, who came to Wesleyan in 1920 from the University of Minnesota as an associate professor and was advanced to the professorship in 1924, serving until his death in Middletown in 1951. He was a facile linguist in French and
Spanish, a brilliant, exacting teacher, and the first director of Wesleyan's Honors College, 1937-1946. He was also a pianist of great sensitivity and skill, and the duets which he and Professor Daltry of the Music Department presented were long and pleasantly remembered.

In the area of the social sciences, men were appointed in Economics, History, and Ethics and Religion. When Willard Clark Fisher resigned, under pressure, in 1913, Charles Augustus Tuttle, Amherst, 1883, was called from Wabash College. He served as professor of Economics and Social Science until his retirement in 1928. He died in Middletown in 1935. In 1920, two economists of Southern origin appeared: Clyde Olin Fisher, Trinity (North Carolina), 1911, and Kossuth Mayer Williamson, Alabama, 1913. Recently of Clark University, Fisher was appointed associate professor of Economics and was promoted to the professorship in 1922; he retired in 1959. He wrote many articles in professional journals and Some Aspects of Commission Regulation of Public Utilities in Connecticut (1933). He was in great demand in public life, serving as chairman of the Connecticut State Board of Mediation and Arbitration, 1935-1941; as a member of the Public Utilities Commission, 1941-1947; and as a director of the Middletown National Bank, 1935-1938, and of the Farmers and Mechanics Savings Bank, 1937-1956. His courses during the 1930s were especially treasured for their keen analysis of the economy and the hope they held out for the future despite the dark years of the Great Depression. He died in 1974. The career of Williamson, who came to Wesleyan from Harvard, closely paralleled that of his colleague, Fisher. Appointed assistant professor of Economics and Social Science in 1921, 1920, he became professor in 1922, and professor emeritus in 1959. He was the author of articles on taxation and public finance and, in his quiet, rather gentle way, a teacher of rare knowledge, wit, and effectiveness.
One of Wesleyan's greatest contributions to American education University graduated from the in 1911. This was Henry Merritt Wriston, who, as an undergraduate, served as publicity director for the college at five dollars a week. In this capacity he came to know very well the then-new president, who invariably called him, "Hemmary." After graduate study at Harvard he returned to Wesleyan in 1914 as instructor of history, and became associate professor in 1917 and professor in 1920. While at Wesleyan he was executive secretary of the successful endowment campaign, 1919-1920. In 1925, he was elected president of Lawrence College, and served there for twelve years before becoming president of Brown University, 1937-1955. He served also as president of the North Central Association of Colleges and Secondary Schools, 1933-1934, the Association of American Colleges, 1935-1936, the Carnegie Foundation for the Advancement of Teaching, 1933-1955, and the Association of American Universities, 1948-1950. He was elected a director of the Council on Foreign Relations in 1943, becoming its vice president in 1950, and president in 1951. He was a fellow of the American Academy of Arts and Sciences in 1948. His interest in government led him to accept the chairmanship of the Secretary of State's Public Committee on Personnel in 1954, and the President's Commission on National Goals in 1960. He was the author of eight books, including The Nature of A Liberal College (1937), Challenge to Freedom (1943), Diplomacy in Democracy (1956), Academic Procession (1959), and Policy Perspectives (1967). The recipient of a host of honorary doctorates, he distinguished himself as an educational leader of insight, organizational skill, and vigor. Not the least of his accomplishments was the training he gave at Lawrence to two future college presidents, Victor L. Butterfield of Wesleyan and Nathan Pusey of Harvard, both serving for a
time on the Wesleyan faculty. He died in 1978.

Ethics and Religion had two professorial appointments. One was Edgar Sheffield Brightman, Brown, 1906, who came as an associate professor from Nebraska Wesleyan in 1915, received a professorship in 1917 and left for Boston University in 1919 to become a professor of Philosophy. While there, he published many books about philosophy and religion, including Religious Values (1923), Personality and Religion (1934), and A Philosophy of Religion (1940), and served as president of the American Philosophical Association, Eastern Division, in 1936 and of the American Theological Society, Eastern Section, from 1933 to 1934. The second professor was William George Chanter, Wesleyan, 1914. Thirty years old when he graduated, he achieved an outstanding academic record. After war work in Mesopotamia, divinity studies at Boston University, and graduate work at Harvard, he returned to Wesleyan in 1920 as an assistant professor, and advanced to the professorship in 1923. He served as dean of freshmen, 1927–1928, dean of the University 1930–1935, and pastor of the College Church, 1928–1941. He was the author of A Self-Worth Having (1938). Leaving Wesleyan in 1941, he served for a year as pastor of the Broadway Methodist Church in Somerville, before becoming professor of Bible at Drew Theological Seminary, where he remained until shortly before his death in 1958 at West Yarmouth, Massachusetts. Though a stern, rather unbending dean, with the highest expectations of scholarly work and moral behavior from students, he revealed sudden and surprising flashes of droll humor in both the classroom and the pulpit. Barely concealed by his outward manner was an immense kindness and concern for students in general and especially for those in dire need.

In the third division, the Mathematics, sciences eight men were appointed to professorial rank in the traditional departments, while one was ap-
pointed in Physical Education, which was eventually grouped in Division III. Astronomy was fortunate to secure the services of a very distinguished scholar, Frederick Slocum, Brown, 1895, who arrived from the University of Chicago to take over the new department, separated from Mathematics in 1914, and to be director of the still unbuilt Van Vleck Observatory which he helped so greatly to plan. He was professor of Astronomy from 1914 to 1918, when he left, because of World War I, to be professor of Naval Science and Nautical Science at Brown, teaching navigation to aspiring captains of the many merchant ships being constructed. In 1920 he returned to his professorship at Wesleyan which he held until 1942, when he was appointed university professor, 1942-43. He was the author (with Carl L. Stearns and Bancroft W. Sitterly) of Stellar Parallaxes and contributed numerous articles to the *Astro-Physical Journal* and other periodicals. He enjoyed an international reputation for his solar photography and was a kindly but exacting teacher whose services were in great demand in summer schools. Occasionally he served as navigator in the Bermuda races. He died in Middletown in late 1944.

The department of Biology had two professorial appointments in the Shanklin period, Edward Christian Schneider, Tabor College, 1897, and Hubert Baker Goodrich, Amherst, 1909. Schneider arrived as full professor in 1919 from Colorado College, where he had become an expert in the effects of high altitude on physiology. During World War I he became a major in the Sanitary Corps of the Army in charge of the Physiological Air Service of the AEF in France. The Schneider test for pilots which he there devised was also used in World War Two. He was director of the Physiological School of Aviation Medicine, 1919-1926, spending two days each
week and vacations at Mitchell Field. He was a lieutenant-colonel in
the army reserve, 1919-1931. He was appointed university professor in
1942, and became professor emeritus three years later. Many articles on
aeronautical physiology came from his pen, as well as Physiology of
Muscular Activity (1933; revised, 1939). He was also part-author of two
other books. In 1942, the Institute of Aeronautical Science conferred
on him its John Jeffrey Award. Possessing a warm personality but hardly
a dynamic lecture presence, he was not above hurling a blackboard eraser
at a sleeping student, to the delight of his class in elementary biology. Yet
his teaching and laboratory work and wise counsel encouraged many stu-
dents at both Colorado and Wesleyan to continue with graduate work in
biology. He died in Middletown in 1954.

From a post at Union College Hubert Goodrich was appointed instructor
in Zoology in 1916, became associate professor in 1917, and was the Daniel
Ayres Professor of Biology from 1923 until his retirement in 1955. Asso-
ciated with the Embryology Marine Biological Laboratory at Woods Hole from
1918 to 1949, he served as instructor, director, and trustee. He was
secretary, 1933-1936, then president of the American Society of Zoologists,
1939; a trustee of Biological Abstracts, 1937-1942; and program director
of the National Science Foundation, 1953-1954. He was a vigorous advocate
of faculty research at Wesleyan and served for many years as chairman of
the faculty's committee on research after its establishment in 1928. His
own research, centering in the embryology of genetic characters in tropi-
cal fish, led him to investigation in Marine laboratories in Bermuda, the
Tortugas, Honolulu, and Bimini. Just prior to his retirement, he authored
(with Robert H. Knapp) Origins of American Scientists (1952), an analysis
of educational and social factors which impelled American undergraduates
to careers in science. He died in 1963.

Chemistry, like Biology, had two professorial appointments: Charles Ruglas Hoover, a graduate of Penn College in Iowa, 1905, and of Haverford College, 1907, and George Albert Hill, Worcester Polytechnic Institute, 1913. Moving to Wesleyan from Syracuse, Hoover was appointed associate professor in 1915, and became professor in 1918, holding the E. B. Nye professorship from 1920 to 1942. He served also as vice-president of Wesleyan, 1926-1927. He directed research in trade waste disposal for the Connecticut State Water Commission, and other organizations. He contributed to professional journals and was joint author of *Laboratory Construction and Equipment* (1929). From 1940 to 1942 he served as a consultant to the National Defense Research Commission. A vigorous, vibrant man, he "drove himself and all his associates at top speed, his car too, but with superb skill." He gave prominent attention to his research to celloid chemistry and industrial waste pollution. During World War II, he worked for the Navy on illuminating bombs to be dropped by reconnaissance planes, and lost his life on one of these experiments when the blimp in which he was cruising crashed at sea.

His colleague, Hill, coming from a Harvard instructorship in 1919, served as associate professor, 1919-1924, and professor, 1924-1951. He was the author of articles on chemistry for professional journals and co-author of two volumes entitled *Organic Chemistry* (1932 and 1943). His research was in the chemistry of natural products, and he did extensive work on poison ivy. He began and ended his classes promptly on the scheduled minute, locking the door against all latecomers and not unlocking it until the bell rang to terminate the period. He was the much admired and greatly effective faculty marshal for years, standing as erect
as the waxed tips of his mustache were sharply pointed and walking in an almost regal manner. When President McConaughy became Governor of Connecticut, he appointed Professor Hill State Highway Commissioner, 1947-1955. Subsequently he served as director of redevelopment for the city of Middletown, where he died in 1965.

In 1918, the great "Billy" Rice retired, after fifty-one years of service, from his manifold duties at the University, including his active professorship in Geology. He was succeeded in the department by Wilbur Garland Foye, Colby, 1909. Coming to Wesleyan from Middlebury, Foye was appointed associate professor in 1918 and professor in 1924. His interests as reflected in articles in professional journals ranged from the geology of the hills of eastern Connecticut to that of the Fiji Islands and embraced mineralogy and the "petrology of igneous rocks." He collaborated with Professor Rice in Guide to the Geology of Middletown, Connecticut, and Vicinity (1927). Unfortunately his career was cut short by death in 1935, when he was only one month short of being forty-nine years old.

Two Wesleyan graduates were appointed to full professorial rank in Mathematics under Shanklin: Leroy Albert Howland, 1900, and Burton Howard Camp, 1901. Howland was appointed as instructor for a year (1905-1906), before returning to graduate study and eventually receiving his doctorate from Munich in 1908. He subsequently became associate professor, 1908-1913, and professor, 1913-1947. Though a fine teacher, he gained greater recognition as a very capable and respected administrator, serving as vice-president, 1921-1926 and 1927-1935, acting president, 1923-1925, and dean, 1935-1947. He edited the seventh edition of the Wesleyan Alumni Record (1941). A lover of music, he especially treasured
Mozart, whose recordings he came to know so well during his last years of declining eyesight. He died in Middletown in 1959.

Camp came to the Wesleyan faculty from an instructorship in Mathematics at M.I.T. in 1904. Except for a year at Harvard, 1906-1907, he remained an instructor until 1909, when he was promoted to associate professor, 1909-1914, professor, 1914-1948, and professor-emeritus since 1948. Following his retirement, he lectured at Yale, 1948-1949 and 1951-1952, and served as administrative and contract officer for government research at Wesleyan from 1948 to 1954. He was acting director of the Van Vleck Observatory during Slocum's absence, 1918-1920, vice-president of the American Statistical Association, 1937-1939, president of the Institute of Mathematical Statistics, 1938, and chairman of the Connecticut State Board of Mediation and Arbitration, 1944-1949, where his qualities of objectivity, judiciousness and patience became a matter of public comment and admiration. He was the author of numerous papers in mathematical and statistical journals, of a textbook, The Mathematical Part of Elementary Statistics (1931), and of the valuable pamphlet, Science at Wesleyan, 1831-1942 (1968). He wrote a delightful series of reminiscences, "When the Ivy Was Younger," during the late 1950's and early 1960's for the Wesleyan Alumnus. A man profoundly respected for his insight, judgment, and candor, he was an advisor to presidents who usually found it wise indeed to accept his counsel. His ninetieth birthday anniversary in 1970 was the occasion for a faculty reception at the President's House at which he spoke with the incisiveness and dry wit that have characterized him these many years.

Physical Education had its first full professor when Dr. Edgar Fauver was appointed in 1913; in 1917 he assumed charge of it as a department. Fauver, a graduate of Oberlin, 1899, where he had been a great
athlete, initially became a coach, teacher of gymnasium, and tutor in Greek, then studied medicine, receiving his M.D. from Columbia in 1909. After being associate professor of Physical Education at Columbia, he accepted the same rank and position at Wesleyan in 1911, and was promoted to professor in 1913. He served, at the same time, as college physician and, after retiring from Physical Education in 1937, continued as college physician until his death at the age of seventy-one in 1946.

Fauver, who was a far-sighted person, was the individual principally responsible for introducing and developing the system of intramural sports at Wesleyan. He wanted everyone, not simply members of varsity teams, to engage in athletics. Furthermore, he wanted a student to learn one or two sports which he could continue after graduation. A short but powerfully built man, with a taut face and a high, rasping voice, a believer in cold showers and hard work, he had little patience with athletes who, he thought, were malingering. He had a twin brother at the University of Rochester with the same appearance, characteristics, attitude, and job. Once a Wesleyan football player, unaware of the Fauver brother’s existence, was momentarily knocked out while playing in a game against Rochester. Coming to, he looked up to see what he thought were two identical Dr. Fauvers staring at him. Concluding that his condition must indeed be serious, he quickly closed his eyes again. But within a minute or two, Wesleyan’s Dr. Fauver had him on his feet, and he played the rest of the game, none the worse for either the jolt he had received or his subsequent confusion.

All told, with the exception of Dr. Fauver, twenty-three men were made full professors on the teaching faculty during the Shanklin era. Of this number only five were Wesleyan alumni. The investigation of the
credentials of the appointments from the outside or promotions from within after the formation of the Advisory Committee in 1911 was undoubtedly more rigorous than the investigation of most faculty members before. While the departments themselves were active in screening candidates, President Shanklin, according to Professor Dutcher, "was particularly alert in spotting desirable candidates and was always anxious that the person selected should be the best available." The faculty of the McConaughy period was in large part created during the Shanklin administration, with thirteen of the twenty-three continuing to serve when President Butterfield assumed office in 1943.

THE ALUMNI COUNCIL

It had long been felt that alumni could be brought into a more productive relationship with the ongoing college. Meetings of alumni gathering in June were regarded as insufficient to promote this relationship, and the Alumni Association, founded in 1836, was considered too loose an organization. Hence as early as 1908 Professor Dutcher had suggested the formation of an Alumni Council which should be a representative body on a year-round basis. By 1911 the idea was endorsed by the trustees, who made provision for the payment of a permanent alumni secretary. Organizing in late 1911, the new Council elected as its first such secretary Warren French Sheldon, 1899, who was also an assistant to President Shanklin. Following Sheldon, Roy Bullard Chamberlain, 1909, was elected in 1918; Arthur Benjamin Farnham Haley, 1907, in 1921; Frank Chaplain Brodhead, 1911, in 1923; and Herbert Lee Connelly, 1909, in 1924. Genial, hard-working "Herb" Connelly, utterly devoted to Wesleyan, served as
alumni secretary until his retirement in 1956. He and his predecessors were responsible for publishing *The Wesleyan University Alumnus* which came into being in 1916. They also assisted in raising funds, coordinating alumni associations all over the land, and publicizing Wesleyan activities. All these were of enormous service to the University. The Council which they served, moreover, became increasingly important as, from 1916 on, it superseded the Association and eventually assumed the functions of the Alumni Athletic Association as well. 32

**THE WILLARD FISHER CASE**

An incident affecting alumni and the entire Wesleyan "family" occurred shortly before the outbreak of World War I. This was the case of Willard Clark Fisher, professor of Economics and Social Science. His became something of a national cause célèbre in its day. Fisher, Cornell, 1888, coming to Wesleyan from Brown as associate professor in 1892, had been promoted to full professor in 1896. Very public-spirited, he served as a Middletown councilman, 1903-1904, ran for mayor and was elected, 1906-1908, 1910-1912. Politically he was a Republican-turned-Democrat, and a progressive Democrat, at that, a conversion which earned him both enemies and friends in town, and possibly, on the faculty. As an economist he was exceedingly interested in labor problems and strongly favored an income tax when to do so made him a dangerous radical in the eyes of cautious men. He could be abrasive yet sympathetic, impulsive yet coolly calculating.

Professor Burton Camp, 1901, who was both student and colleague of his, said Fisher was "bold in speech and imaginative to the point where some would say he was a little crazy, but he went to the heart of things."

According to Camp, Fisher "treated his students rough and they loved it."
'Mr. X, would you mind thinking with the upper part of your brain?' 'There will be ten questions on the examination, and it will do you no good to cram for it. On the evening before I advise you to go canoeing!... You are expected to think about each question before you answer it. Only the first twenty words of your answer will be read.' So Fisher was different, uninhibited, kindly but insistent.33

In great demand as a speaker outside Wesleyan, Fisher accepted an invitation to speak at the Hartford Get-Together Club on Wednesday, January 20, 1913. The Club included a considerable number of business and professional men. Among Fisher's remarks was an observation on religion. He was critical of people who thought church-going synonymous with religion. Citing James 1:27, he said that he thought religion involved, among other things, helping the needy, and visiting the widow and the orphan. He said, too, that personally he would be disposed to have church services discontinued for an experimental period to see whether people would turn their attention to these and other more important functions of religion than church-going. He was also inclined to a more Continental observance of the Sabbath than was the custom in New England, believing that there was no religious inconsistency in a man's having an 'uproarious good time,' but he felt that no one's secular observance should interfere with another's religious observance.

Unfortunately the Hartford Courant erred in reporting his speech, omitting qualifying statements and ascribing to him words and statements which he did not utter at all. The worst error was in having him say, in effect, that he would get rid of church services and throw Sunday wide open.
The result of such misinterpretation brought action within a very few days from President Shanklin, who was indignant that any attack should have been made on the churches. When he demanded an explanation, Fisher gave it to him in a letter remarkable for its candor and restraint. Shanklin was by no means mollified, finding it difficult to believe, he said, that anyone appreciative of the churches' contribution to the religious and moral life of the community could seriously propose closing them even as an experiment. Then he added, "I am constrained to the conviction that your attitude in the matter is so far out of harmony with the spirit of the College which, though in no wise sectarian, is and always has been profoundly in sympathy with the Christian churches, that your continuance in your present official position is undesirable for the College or for yourself." He requested Fisher's resignation. Fisher responded at once, "Here it is. It is given cheerfully and, I trust, in full appreciation of the situation... I am... free enough from prejudice to see very clearly that a college with the history and the constituency and the support of Wesleyan is not exactly the place for a man who holds such views as mine and who cannot suppress them. I leave the college, therefore, without a trace of ill will toward anybody connected with it. Indeed, I go with the warmest wishes for the institution to which I have given the twenty best years of my life." Shanklin accepted the resignation, relieved him from all his duties, but recommended to the trustees that his salary be paid in full for the current academic year. 34

The trustees, who supported Shanklin's position, authorized the publication of the correspondence between the president and Fisher which, for all the differences between the two men, was civil, even decorous, certainly gentlemanly. But what went on in the interview pre-
Ceding the correspondence of January 27 was evidently another matter. The relations between the two men, each of whom was kind and well-intentioned, in his own way, and each very proud, had been strained for some time. Fisher's attitudes and extra-curricular speeches and activities had long annoyed members of both the faculty and the trustees, and the president was surely aware of this exasperation. Hence in the interview something of the intensity of feeling emerged, though the details of the interview were not made public. In 1960, however, Professor Camp wrote in the Wesleyan Alumnus, "I got it from the lips of Willard C. Fisher himself, and I think I remember what I heard." According to Camp, the exchange went much as follows:

"Did you say in Hartford what this paper says you said?" 'Well, not exactly, but after making allowances for press exaggeration, yes, I did.' 'Then, sir, I must ask for your resignation.' 'Then, sir, you have it.'

"Not those exact words, of course, but the conversation did crackle like that. Fisher related it to me on a short walk on the way to chapel one winter morning."35

In the world beyond Wesleyan the dismissal, for such it was construed to be, caused quite a stir. Letters of criticism and support of the action poured into Wesleyan from alumni and friends of the University, and of Fisher, while many students were greatly distressed. The Penny Press in Middletown might observe that there was reticence on the part of all concerned and the New York Times might comment that the affair was conducted with no bad feeling on either side, but those who knew both principals had a different opinion, and hastened to rally to one or the other. Members of the Get-Together Club in Hartford strongly
protested the action on the basis of faulty reporting and stressed the high idealism of Fisher's speech and the "noble Christian spirit" which infused it. An exchange of correspondence between Professor Rice and Irville Le Compte, 1897, led the latter to infer that the real reason for Shanklin's demanding Fisher's resignation "was that his economic teaching was looked on with disfavor by some of the trustees of the college and that his remarks in Hartford, unfairly reported and unfairly emphasized, were seized upon as a plausible pretext. If that is the true situation my shame for my alma mater is but the deeper." Professor Alfred Lane wrote from Tufts, "I consider that a distinct blow to the cause of conservative Christianity will be given if Professor Fisher's resignation is accepted by the trustees." Edward Lee Thorndike, 1895, wrote to Rice from Columbia University, "What is a professor of sociology for, if he is not to teach what he thinks to be best for the world about Sunday observance? You write that it is especially desirable that the Chair of Sociology should be occupied by a safe and sane man. In the minds of most social reformers that would leave the impression that Wesleyan wished a teacher of sociology and economics who would be acceptable to the capitalist class. If Professor Fisher has been incompetent, I should think incompetence was a far better reason for dismissal than radical utterances about the church as an institution or about the conflict between capital and labor. . . The college teachers I meet . . . generally regard this as the worst infringement of academic freedom that has occurred in this country in recent years. . . ."

The action against Fisher not only incurred the anger of many alumni, it also brought denunciations by the American Economic Association and the newly formed Association of American University Professors. Professor
Edwin Seligman of Columbia and the A.A.U.P. met with Judge John Chessman Clark, 1886, and Stephen Henry Olin, 1866, of the trustees to discuss the facts of the case, though Clark and Olin did not feel free to talk fully since they were bound by the action of the board. In the end, however, since Fisher had resigned, the A.A.U.P. could do nothing other than condemn the official action as having been based upon "manifestly insufficient and inadmissible grounds." Had Fisher refused to resign, which he need not and perhaps should not have done, and eventually regretted that he had (a regret shared by the A.A.U.P.), the A.A.U.P. might then have had a real case on which it could work.

The Fisher case raised the issue of what an institution should do about an individual who embarrasses it. The most reasonable answer of the 1970's, provided the individual does not demonstrate professional incompetence or come seriously afoul of the criminal law, may well be, "Do nothing." But this was not so clear in 1913. Professor Rice declared of Fisher, "He has a remarkable gift, when he says the right thing, of saying it in the wrong way, or on the wrong occasion." Professor Dodge said that, long before 1913, a prominent Middletown citizen, later a trustee, asked him if he realized that Fisher "was injuring the College by his speech making." When Dodge acknowledged that he knew this and that the College tolerated it because there was no machinery to prevent it, his friend rejoined that he knew something of corporation law and there must be "some way for an organization to protect itself from internal menace." Dodge said that for years there had been pressure from lawyers, businessmen, and men in public life for action against Fisher. In the end, according to Dodge, "Action was taken only after long deliberation and extended provocation." Among the faculty, said Dodge, there were
differences of opinion as to how the case should have been handled, every one of his colleagues believed "he would have done the thing differently," and "only two of the full professors at Wesleyan believe that he ought to have stayed." Rice told Thorndike that letters cordially commending the action of the president and the trustees had been received from Professor Farrand of Yale and Professor Benedict of the Carnegie Nutrition Laboratory, both of whom had served on the Wesleyan faculty with Fisher "and knew his limitations and defects." Rice doubted that Professors Emery and Bailey of Yale would have taken over Fisher's work for the second semester if they had felt Wesleyan "a place in which free thought and free speech are not tolerated." Thorndike, however, retorted that a friend of his felt strongly that Emery "was misled about the situation at Wesleyan."

Notwithstanding what Rice and Dodge had to say, Burton Camp, who was in his last year as an associate professor, reported that the faculty had a feeling of guilt "because they saw a wrong and did nothing to right it. They did not even express their appreciation for Fisher's long service." Camp believed the trustees were sorry, too, but, admittedly, he could not be sure. Furthermore, however the senior faculty may have felt, "The effect on the youngest part of the Faculty was shattering. The Wesleyan tradition of freedom in which we had been nurtured suddenly exploded. The tradition had been held to for 20 years while Fisher himself taught socialism to his sophomores and echoed Karl Marx, this in a period when McKinley went to the White House and Debs went to jail. It had been held to while Rich preached to one and all what many of the Trustees regarded as heresy, and then there was Bobby Atwater, who had demonstrated in his bomb calorimeter that alcohol could be taken into the body and used as food. The news
went all over the country, and Atwater became the first Wesleyan professor to make Life, then a funny paper. In those days many an alumnus sent his boy off to this college praying a fervent prayer that he might not lose his soul while here.\textsuperscript{46}

One of the most poignant ironies in the case is that all of these men were devoted to Wesleyan: trustees, faculty, and not least the two principals, Fisher and Shanklin. There is no doubt that Shanklin was genuinely outraged by what he considered Fisher's unforgivable aspersions on the churches. It would be naive to assume that he was not also aware of the feeling against Fisher in numerous quarters. Whether he linked the Hartford speech and the animus against Fisher as a rationalization for asking Fisher's resignation is speculative. Sensitive, as a minister himself, about the churches and cognizant of the support the Methodist Church in particular had given Wesleyan, he may well have been motivated only by the speech itself. Still he injured Wesleyan by his precipitate action, as did the trustees by theirs, while the faculty, sadly remiss in response, were not above reproach. As Camp concludes, "When the ivy was younger, there were one or two leaves we wish hadn't been there."\textsuperscript{47}

\textbf{UNDERGRADUATE ACTIVITIES}

College life gradually became more diversified and active during the Shanklin era. This was largely owing to the increase in the student body. Among the Greek letter fraternities four appeared as locals, three of which acquired national affiliation under President Shanklin: Alpha Chi Rho, Delta Upsilon (a revised chapter, the original having
died in Civil War days), and Sigma Mu respectively. A number of clubs, however, owing to their excesses and distracting influence, were abolished by the faculty in 1910: the freshman societies, Kappa Gamma (founded in 1872) and Pi Kappa Tau (1891), and the sophomore societies, Theta Nu Epsilon (1870) and Zeta Phi (1877) -- these to be followed by the two junior societies, Corpse and Coffin (1872) and Sigma Tau (1896).

Meanwhile a new kind of club began to develop that reflected the curricular, extra-curricular, and professional interests of the students. In order of their appearance they were the Deutsche Verein and La Société Française in the fall of 1909; the Classical Club, winter of 1910; the Radio Club, Westgate (History) Club, Literary Society, Short Story Club -- all in the fall of 1914; Atwater (Chemistry) Club, spring of 1916; Adam Smith (Economics) Club, fall of 1920; William James (Psychology) Club, winter of 1921. Of all these the most durable and the one with the longest continuous life was the Deutsche Verein; its longevity has been due in large part to the interest evidenced in it by the German Department faculty.

Student interest in publications, drama and debate was high. Though The Wesleyan Literary Monthly went out of existence in 1917, when the country entered World War I, the Argus continued in great demand. It became a semi-weekly with President Shanklin's appearance and acquired larger size with fewer pages in 1913. During the war it returned as a weekly but resumed as a semi-weekly afterward. A publications board, drawn from faculty, alumni, and undergraduates, came into existence in 1916, with a view to supervising and strengthening student publications, particularly their financial operations. In late 1921 a somewhat similar
committee was created to supervise musical and dramatic clubs. Meanwhile, public speaking and debate developed a great vogue. In late 1910 the New England Oratorical League was organized, consisting of Bowdoin, Brown, Wesleyan, and Williams. The contest in early 1911 ended in a victory for Wesleyan. A year later, 1912, Bowdoin, Hamilton, and Wesleyan created a debating league.

THE CALENDAR

Changes in the college calendar became very popular. In 1916 Sub-Freshman Days came into existence. Hitherto Washington’s Birthday had been the traditional date for secondary school students contemplating applications to Wesleyan to appear on campus. Now they arrived early in March (in 1916, March 9-10), while February 23 was Visitors’ Day with a teachers’ conference assembled for the edification of both alumni and undergraduates; this last move made considerable sense since approximately one quarter of the then-living alumni were believed to be teachers.48 Another change favorably received was instituted in 1915: Commencement was moved from Wednesday to Monday, a day retained for that ceremony until 1935, when the change to Sunday was made.

ATHLETICS

Athletics during the Shanklin years became much more regularized than formerly. Under Dr. Edgar Fauver, who, with his appointment to professor in the Department of Physical Education in 1913, assumed their overall direction, year-round coaches were increasingly hired, new sports were welcomed if there was sufficient interest and money to support them, and
an extensive intramural program was developed so that as many students as possible would have a chance to learn and participate in a sport. All this was, of course, in addition to the long-standing requirement in physical education. One should also mention Dr. Fauver's increasing emphasis on students learning sports they could enjoy in their mature years.

The faculty's attitude toward sports gradually changed from one of tolerance (sometimes exasperated) to commitment. Under President Raymond an advisory committee of one faculty member and one alumnus was appointed for each sport, while jurisdiction over athletic finances was given in 1893 to a committee of alumni. Ten years later, provision was made for the undergraduates to elect an Athletic Council which exercised control over athletics with the financial aid of an Alumni Athletic Association from 1904 to 1919. In 1923, by trustee action, the Athletic Council became an advisory body only and the faculty was given responsibility over finances, schedules, and coaches.

Of all the sports football continued to be the one which generated the most enthusiasm and probably the most despair. From 1900 to 1911 the teams failed to break even in the total of the won-lost category. Then in 1912, under the coaching of J. F. High and Dr. Edgar Fauver, a team "jelled" and won seven of nine games: the two losses were to Williams, 10-7, and Yale, 10-3, the latter game being a remarkable achievement for Wesleyan and a near-miss for Yale. A good deal of the success of this eleven was owing to Clarence Everett Bacon, 1913, one of the great athletes in Wesleyan's history and the only Wesleyan football player in The National Hall of Fame. Beginning in 1936, a trophy named for him has been presented to the outstanding football player of the season. Bacon was picked by many newsmen...
papers for All-American quarterback, but the contemporary sultan of such selections, Walter Camp, chose him as third best. The 1915 team, coached by Edwin Markwick Eustin, 1914, and Dr. Fauver, was almost as good as that of 1912, winning six and losing three. Among its victims was Williams, 41-6, the most decisive victory over Williams since 1900 and the first over the Purple since 1905. Unfortunately, owing to an eligibility crisis at Trinity and bad feeling during the 1915 game, Wesleyan and Trinity did not play again for five years.

The World War I years saw Wesleyan hold its own very well, but, with the college a training camp, occasionally there were different players from game to game. Still, Wesleyan won the Little Three in 1918.

After the war, Wesleyan fielded her greatest team until the post-World War II years. The 1919 eleven, coached by Dr. Fauver and composed in part of war veterans, won six of seven games, the only loss being to Amherst, 9-7 (Amherst kicked three field goals). In the final game that fall, featured by the brilliant running of Harold George Harman (1918, but graduated in 1920), Wesleyan beat Columbia in a furious contest, 28-13. The Little Three ended in a triple tie. Thereafter for several years the teams, though achieving respectable records, fell considerably short of the 1919 season.

Baseball, with a variety of coaches but mainly Dr. Fauver from 1914 to 1922, experienced some very lean years with Wesleyan rarely breaking even and often being hopelessly behind, though rarely as sadly as in 1909 when she won only three of fifteen games and in 1910 with but four victories in fifteen. There was, however, a distinct improvement in 1915 when Williams was defeated for the first time in six years. One of
the strangest seasons was in 1920 when, of sixteen games, seven were cancelled because of rain. Yale was beaten by Wesleyan that year for the first time in sixteen years. After 1920, successes were few in a sport in which interest seemed to slacken on the college level throughout the country.

Track, coached by William B. Hunter and, after 1921, by John F. Martin, was more impressive, particularly in terms of individual performances. Especially outstanding was James Isaac Wendell, 1913, who, in 1912, won first place in both the high and low hurdles in the New England Intercollegiates, first in the high hurdles and third in the low hurdles in the National Intercollegiates, and second in the 110-meter highs at the Olympic Games in Stockholm. In 1913, Wesleyan placed fifth in the New Englands and seventh in the National. The 1919 team won its three meets with N.Y.U., Williams, and Brown, and placed second in the New Englands. From that year on, however, the graph plunged downward.

One of the interesting developments out of track interest was a rising interest in cross country. A team, organized informally, won a meet with Bowdoin in 1918, but formal recognition as a sport did not occur until 1923.

Tennis, proceeding largely without formal coaching other than by the director of Physical Education or a faculty member, was a comparatively bright spot in the general athletic record. In 1919, the team won five meets and lost only to Williams, while Winfred Byron Holton, Jr., 1910, and Clarence Bacon, 1913, won the New England Doubles Championship. The next two seasons were only fair, though, in 1913, Wesleyan again won the New England Doubles, thanks to Bacon and Joseph Atherton Richards, 1915. The 1916 season was poor; the 1917 season, a distinct improvement. Then
the war put a stop to tennis until 1919, when a fine record of five wins and two losses was registered. In fact, during the post-war years generally, tennis teams achieved splendid results until 1923, when the team just about broke even. Interest was rising, and more people were participating in the sport.

Basketball, with at least a half-dozen different coaches, experienced a kind of golden era during these years. The 1911–12 season was extraordinary, the team, coached by Charles F. Carlson, being undefeated after meeting some of the strongest teams in the East and winning the New England Intercollegiate championship. A number of basketball officials considered Wesleyan the best of the year in the East. The 1912–13 team, while not boasting so impressive a record, also won the New England Intercollegiates and put three men on the All-New England team. Williams was beaten for three years straight, but Amherst was not on the schedule. The 1913–14 team won nine of thirteen games and succeeded in keeping Wesleyan victorious for four years on the home court. Although the next team managed little better than to break even, it placed its captain, Arthur Clark Easton, 1915, on the All-Eastern team. A narrow margin of favor was retained during the ensuing year, though in 1916–17 the Little Three crown came to Wesleyan. Despite the war, a basketball schedule of sorts was maintained under Dr. Fauver, and, in 1917–18, Wesleyan again captured the Little Three, with a double triumph over Amherst; this was the eighth consecutive year of victories over Williams. The following season saw the team lose most of its games, but, in 1919–20, the team bounced back with a majority of wins and a tie with Williams for the Little Three. The 1920–21 team won twelve of sixteen games and again the Little Three Championship. Thereafter, during the Shanklin years, while the team did reasonably well, the trend was toward a levelling off.
Swimming as an official sport had to wait for a pool. After one was constructed in 1914 as an eastern extension of Fayerweather Gymnasium, interest in having a team represent Wesleyan rose quickly. The students formed the Andrus Swimming Association, which had a degree of success in 1915. The following year, a team still under the auspices of the Association won four of six meets, losing to Amherst and M.I.T. but beating Brown, Harvard, Williams, and Springfield and sending two men to the National Intercollegiates, Farrant Lee Turner, 1917, and Gerald Penfield Kynett, n1918. Turner placed third in the 50-yard dash; Kynett, fourth in the fancy dives. By the end of the season interest in swimming had mounted to enthusiasm and the sport was formally recognized. The year 1917, the first official season, saw five meets won and two lost, with triumphs over both Amherst and Williams. The next year, very likely owing in part to the war, the team won only two of five meets. The years from 1919 to 1923 were scarcely better; the best was 1922, when Wesleyan won five meets and lost five. Obviously the college was not attracting swimmers of superior skill.

WORLD WAR I

World War I radically transformed Wesleyan for most of the time the United States was engaged. Until April, 1917, the students appeared to take little note of what was happening. General Leonard Wood's famous Plattsburg training camp, founded in the name of preparedness, drew only four undergraduates in the summer of 1915. Faculty, trustees, and alumni were much more agitated. In the fall of 1915 the faculty authorized credit for military instruction. A year later they not only sanctioned
the establishment of a Reserve Officer Training Corps unit but sought its authorization from the War Department. On March 28, 1917, Professor Cady, acting as commandant, assumed command of 267 students as a military unit, which was not recognized by the War Department as an ROTC unit until April 17, when Lieutenant Arthur J. Hanlon, of the class of 1906, who had left Wesleyan in 1904 to enroll at West Point, took over. Hanlon, who was awarded Wesleyan's B.S. degree in 1917, soon had 375 under his command. Meanwhile other students began to leave campus for ambulance service, the Army, and the Naval Reserve, an exodus possibly encouraged by the faculty decision of March 31 to grant leaves of absence with a year's credit for those students who entered the Army or Navy, or signed on for work with the Y.M.C.A. or for ambulance service.

It was an /old, familiar routine -- Wesleyan's response to a war crisis. That response had been exceedingly generous in the Civil War when 133 students wore the Union blue and a few the Confederate gray, student enrollment plummeted from 150 to 112, Company G of what was to become the 1st Connecticut Artillery drilled on the campus, and 18 Wesleyan men gave their lives for the Union. The Spanish-American War, small and brief as it was, had drawn Wesleyan volunteers and caused two Wesleyan fatalities. Now, in 1917-1918, students in khaki were everywhere, marching and counter-marching, engaging in rifle and bayonet drill, and digging trenches on the back campus. Fall of 1917 saw the appointment of Major Henry S. Wygant to command of the student unit. Though there was a lot of skylarking, the death in action of Lieutenant Wilmer Edgar Herr, 1915, on April 9, 1918 had a sobering effect. So, too, in its way, did the closing of Clark Hall for want of coal in the winter of 1917-1918. By October 1 the Army drew 270 Wesleyan students out of 409
in college into its new organization, the Student Army Training Corps, the Wesleyan unit being placed under Major P. G. Wrightson. The dormitories became barracks and a mess hall with a capacity of 500 rose on Wyllys Avenue. In the meantime President Shanklin himself enrolled with the YMCA and went abroad for six months, as a representative of the YMCA International Committee, while 34 members of the faculty devoted themselves to war service, some at Wesleyan, others in specialized posts throughout the country and Europe, still others in the armed services. In all, 27 graduates and non-graduates lost their lives, including Wesley Everett Rich, '91, associate professor of Economics and Social Sciences, who died of influenza at Camp Devens.

THE TRAGEDY OF PRESIDENT SHANKLIN

The end of the war hastened the developments that led to the climax of the Shanklin years. Shanklin, who had been warmly received by the Wesleyan men he had met in France, returned to office. Acting President Rice not only stepped down from the administrative post but retired in 1918, a phenomenal teacher, scholar and administrator. The University gradually returned to normal, and the faculty, back from service and finding the course of study in disarray, threw its energies into the curricular reforms of 1919. Likewise the president, certain members of the faculty, particularly Henry Wriston, and the trustees turned their attention to the great endowment drive. In the end, success came all along the line. Shanklin had increased the enrollment even beyond the promises made when he assumed the presidency, he had augmented the number of faculty with many distinguished teacher-scholars, the reforms of the curriculum led to a strengthening of student performance in a
more liberal study context than before, while the endowment drive, though
lagging at first, was ultimately a smashing success. The Shanklin years,
except for the Willard Fisher incident, appear to have been an uninter-
rupted saga of success with the end not in sight.

The reality was otherwise, for even as Willard Fisher had been a
kind of sacrifice, so, too, did William Shanklin become one. The over-
tones were tragic, for the story concerned the unmaking of a college presi-
dent. Notwithstanding his success, Shanklin had made enemies. He was the
first Wesleyan president not to teach. This was a matter of shortage of
time and a recognition of his own limitations. On the other hand, as the
Wesleyan University Bulletin subsequently noted, "Though never a teacher
and never making pretense to unusual scholarship, he possessed a clear
comprehension of the intellectual functions of the college, and had a
firm grasp of the principles of sound educational policy." Faculty
respect for him as an intellectual was low, a view that came to be shared
by trustees. Furthermore, a faction of the faculty construed certain
optimistic statements of his as promises and denounced him bitterly when
he was unable to make good on what he had said. That it was largely
owing to his efforts in finding funds that salaries had been raised and
promotions facilitated seems to have been ignored by them; perhaps they
did not know. Nor did all the faculty support his having left the college
during the war to go to France with the Y.M.C.A. The Fisher case, more-
over, left a residue of resentment.

Among the trustees Shanklin had become increasingly unpopular, too,
and, by 1920, a powerful group wanted to get rid of him. To them he
was neither scholar nor teacher, neither efficient administrator nor organizer. His
speeches were characterized more by energy of delivery than by intellec-
tual content. His money-raising trips and his speaking at many alumni organizations kept him away from Middletown for long periods of time. These absences, however necessary in the context of the presidency, plus his recognition of his own deficiencies as a teacher and scholar, tended to place the control of the educational enterprise more in the hands of the faculty than would probably have been the case had the president been a teacher and scholar himself. Hence, since the president was the most direct link the trustees had with the college, it was not unnatural that certain of them should feel that its control was increasingly passing out of their hands into those of the faculty, which, in their opinion, was thereby exercising too great a role in the running of the college.51 Furthermore, although the trustees had solidly supported his action against Fisher, a few even distressed that such action had been so long University delayed, all were aware that the had come under criticism, and a number of them wondered if a different man as president might have handled the case with greater skill and tact. The upshot of the complex of reasons among the trustees was a sense that Shanklin should leave and a determination among a group of the trustees that he must leave at once or as soon as possible.

One of the principal obstacles to getting rid of Shanklin was his enormous success in filling one of Wesleyan's sorest needs, her lack of adequate endowment. As Wriston has observed, "Begging was the president's business, and there was none better at it than Dr. Shanklin."52 The endowment drive of 1919-1922, which ultimately yielded $3,000,000, was organized largely by Wriston, then an associate professor of history on leave. As executive secretary he opened an office in the Manhattan Hotel, and when his leave was up, he turned what had already become a
successful campaign over to professionals. All colleges seemed to need money in that era of rising costs, and at least three colleges had fund headquarters in New York: Carleton and Grinnell as well as Wesleyan. The three presidents often met and Wriston said they "drove themselves unmercifully." President Shanklin became pale and drawn and lost weight. Repeatedly Wriston begged him to slow down and relax, but to no avail: "He had no interests, no ambitions, no desires that I could discover save to do with all his heart and mind and will what his office required." And in these taxing months raising money for the endowment was what he considered his duty.

When Wriston was about to take over the New York office, he encountered a degree of hostility to Shanklin that shocked him. One very prominent trustee invited him to the city to discuss the campaign, and, according to Wriston, made it clear that since a successful campaign would defeat the trustees' desire to remove Shanklin, the campaign should not be permitted to succeed. Wriston should return to Middletown and his research; possibly, with Shanklin out, a selection committee might look at Wriston himself. Recounting the incident after his retirement from the presidency of Brown University, Wriston said that he had such a headache after the interview that he wondered whether he could reach Grand Central Station from lower Broadway.

But this was only the beginning, though the most disturbing single incident. A trustee friend urged him not to ruin his career by trying to win a lost battle. Another trustee, perhaps the bitterest opponent of Shanklin, made his feeling amply clear to Wriston. At the same time, he said that he would not be a party to abusing Wriston personally; and he invited Wriston occasionally for a dinner at Delmonico's and a
Broadway show. Wriston said that such friendliness toward him was rare among the trustees at that time. 56

Finally, when the endowment drive began to lag in the winter of 1920, the most militant faction on the board decided to hold a meeting before the regular board meeting on April 20. Learning of the opposition to him, Shanklin became uneasy; hence Wriston and Professor Dutcher, who was vice-president from 1918 to 1921, traveled, together or separately, to Boston, New York, Philadelphia, and other points to confer with individual trustees. Finally Dutcher, Wriston and Shanklin met with the president of the board and the college treasurer, also a trustee, on April 7. All were agreed that President Shanklin should retire "with honor," but whereas the trustees favored a fixed date, Dutcher and Wriston insisted that an honorable retirement could only be accomplished with the success of the endowment campaign. They finally arrived at a formula whereby President Shanklin would present his resignation to the board on April 20 to become effective at the close of the campaign and not later than Commencement, 1921. The two trustees then met with the anti-Shanklin group of trustees who agreed not to call their own meeting. 57 However, the Trustees' Minutes, which are invariably bland, report nothing of these behind-the-scenes activities. 58 Nor do the minutes for April 30 even mention President Shanklin's resignation. Hence there may have been an unrecorded decision (either by the anti-Shanklin faction or by the trustees as a whole) to do nothing until the campaign had been completed. Certainly the meeting was of a tenor generally favorable to Shanklin, for, as a trustee friendly to him reported, the discussion was conducted on a high level: "Almost all the petty things were omitted. . . No one stood out finally supporting
his personal opinion." The trustee even found cause to admire Shanklin's most determined opponent: "He is hostile to the President to the extreme degree, but in his hostility he was the only person in opposition who steered a consistent course all day and argued for fair play." The silence of the minutes in the context of such a report is both intriguing and exasperating.

As the endowment campaign ground on into 1922, the president had done little to enhance his popularity in certain quarters by his stand on the liquor question. A man who abhorred the use of alcoholic beverages, especially for their effects on young men who drank to excess, he had long engaged in a war with Middletown liquor dealers. With the passage of the eighteenth amendment, law rallied to support principle, and the president could concentrate on the students themselves. Hence, at the close of the academic year, 1920-1921, five students were dismissed for misconduct rising from a violation of the eighteenth amendment. One, a senior and member of a celebrated Wesleyan family, was the president of his class, president-elect of the college body, captain-elect of the football team, and fullback on the previous year's All Connecticut Valley team. Shanklin, however, was not a man to make exceptions when he regarded a principle to be at stake. His one concession was to try hard to prevent the names of the five from getting into the newspapers. In this he failed; the one student was simply too important, and the action too newsworthy. "I feel very sorry for his widowed mother," Shanklin said. Though the student returned, to graduate with the class of 1923, criticism of the president vied with admiration for his courage.

With the end of the endowment campaign in mid-1922, what Wriston had earlier sadly anticipated occurred; worn down by exertion and inner
strain, the president suffered a mild heart attack. At once he was released from his duties, and as soon as his health permitted, he sailed for Europe for rest and a change of scene. He visited in England, France, Italy, and Switzerland, and, while in the first, greeted ex-President Taft when the latter received an honorary degree from Oxford. After returning to the United States, Shanklin traveled to California where he continued to recuperate at the home of his daughter.

Meanwhile the trustees called on one of their number, Stephen Henry Olin, 1866, to serve as acting president for the academic year, 1922-1923. Olin was born at Wesleyan in 1847 while his father was serving as the college's third president, he had achieved success and distinction at law since 1869, and he had been a trustee for forty years. Though in his mid-seventies, he was still vigorous, and applied himself to his duties at Wesleyan with an energy that a far younger man might well have envied. While an intellectual, he was, of course, greatly dependent upon officers of the administration and senior faculty advisors for carrying on the day-to-day work of the university and the matters of promotions and appointments. Fortunately he had in Professor Howland, who succeeded Professor Dutcher as vice-president, a man of remarkable administrative ability. With Howland as vice-president and Professor Nicolson as dean, Olin knew the university was in good hands; hence he could do for Wesleyan what was quite beyond any previous president. He and Mrs. Olin were people of charm, wealth, and a wide range of acquaintanceships. Already they had been generous donors of funds and artifacts. Now they entertained faculty and students on a lavish scale and brought to Wesleyan world-famous artists, composers, singers, critics, scholars and novelists for evenings of entertainment and edification that made this "Olin year," as
it was called later, long and happily remembered. A great banquet was given Dr. Olin in January at the Waldorf-Astoria by Wesleyan and the New York Alumni Association, while the students, learning that he had organized Wesleyan's first baseball team in 1865, awarded him a varsity "M" before the Commencement game with Amherst which Wesleyan, appropriately, won, 7-4. Following his death, two years later, in 1925, he was brought back to the college he loved and was buried in the little Wesleyan cemetery on Foss Hill where his father also rests.

The occasion for Olin's departure from Wesleyan in the summer of 1923 was the return of Shanklin to resume the duties of the presidency. He was still far from well, and his physicians had warned him that any renewal of a vigorous application to his office might be fatal. Shanklin, however, was determined to carry on. Unfortunately his health was not equal to his spirit, nor were his opponents among the trustees, who were now the dominant group, disposed to see him continue. He therefore resigned on September 7 at a meeting of the board in the Hotel Belmont in New York City. As The Christian Advocate for September 13 observed, "The educational world was greatly surprised." It was indeed a sad ending to the career of a college president whose installation had been attended by the President of the United States, who had joined with prominent academicians in praising this choice of the Wesleyan board of trustees of 1908.

For all his deficiencies and difficulties, President Shanklin had accomplished what the trustees had brought him from Upper Iowa to do. With justifiable pride he called the attention of the board to the record of his years:

"The curriculum has been revised and strengthened, the faculty
and the undergraduate body have been doubled, the assets trebled, the income potentially almost quadrupled, and the university has grown greatly in its standing and prestige.\footnote{61}

Certainly he had kept his vow to try to give Wesleyan his every effort and to maintain her high ideals. But all his achievements were evidently not enough for the Wesleyan board of trustees of that era to retain him in office.

The Shanklins left Middletown after a bitter-sweet farewell party at which the faculty presented them a five-piece silver tea set for which $700 reportedly had been contributed, while the faculty wives gave Mrs. Shanklin a diamond bar-pin.\footnote{62} With their retirement, Vice-President Howland assumed the duties of acting president, a post he retained and filled with his usual skill and wisdom until the trustees' choice for President Shanklin's successor, James Lukens McConaughy, took up his duties in February, 1925.

The trustees had elected the new president on October 16, 1924, while not quite a fortnight previously, on October 6, the retired president died. After leaving Middletown, Shanklin moved his family to Jackson Heights in New York City. Though not left without retirement funds, he may well have felt that he needed more. Certainly he required an outlet for the nervous energy that had so long driven him on; after all, he was only sixty-two years old. Through a trustee he found a job as a real estate salesman with a new Jackson Heights development and threw himself into it with too great a vigor. On October 6, as he was climbing the steps from Grand Central Station to the Lexington Avenue subway entrance at 43rd Street and Madison Avenue, he suddenly sat down. A woman passing by heard him groaning and notified a policeman, who summoned an ambulance. But before the ambulance could reach Bellevue Hospital, William Arnold
Shanklin, successively clergyman, college president, and real estate salesman, was dead.

Buried in Bloomington, Indiana, he was the subject of a memorial service in the Wesleyan Chapel on November 16. Professor William Chanter gave the invocation while addresses were presented by Professor Howland as acting president, Professor Rice, who had retired in 1918, John Gribbel for the trustees, and Arthur T. Vanderbilt, 1910, the future Chief Justice of the Supreme Court of New Jersey, who, as a student, had delivered a brief welcoming speech during that famous installation in 1909. To Vanderbilt the person whose career was being memorialized was the man who had gone to France during the war and had tried to see as many Wesleyan soldiers as he could and to cheer them up and to write to their families about them. This was the man to whom the students had dedicated the yearbook for 1918. This was the man who had touched the hearts of students by his interest in them. All the speakers at this memorial service had pleasant things to say of the deceased, as is the way of eulogies. But Vanderbilt emphasized what he saw as the outstanding characteristic of President Shanklin's service. "His administration," said Vanderbilt, "was the golden age of the college by reason of his personal relationship with the individual students and by virtue of the ideals which he exemplified in his own daily conduct." President Shanklin never forgot, Vanderbilt reminded his audience, that "the college existed for the undergraduates, and that his work was with them and for them." As the Argus, the students' own newspaper, sadly concluded, "The Chief is gone."
The McConaughy Administration
"Diversity of character must be encouraged, not suppressed; for genius is the flower of diversity, not uniformity. It behooves us then to give our students in these colleges of liberal arts as great freedom of choice as we can.

INTERREGNUM

During the period from October, 1923 to February, 1925, Professor Leroy Albert Howland, 1900, served as acting president of Wesleyan University. Howland was cool-tempered, sagacious, and unfailingly courteous. He was also a skilled administrator, as his work as vice president had demonstrated. He so impressed Shanklin's successor as president, James Lukens McConaughy, that McConaughy asked Howland to continue as his vice-president. It was during Howland's term as acting president that the plan was announced for seniors to take comprehensive examinations in their "major" programs beginning in June, 1925.

PRESIDENT McCONAUGHY

James Lukens McConaughy, elected Wesleyan's tenth president on October 18, 1924, came to Wesleyan from Knox College, where, when he had assumed its presidency in 1918, he had been hailed, at thirty-one, as the youngest college president in the country. A Congregationalist,
he was the first president in Wesleyan's history who was not a Methodist and only the second layman.

A native of New York City, McConaughy was born on October 21, 1887. His father, Dr. James McConaughy, was then secretary of the Twenty-Third Street Y.M.C.A. His mother was Eleanor Underhill of Brooklyn. Subsequently Dr. McConaughy was head of the Bible Department at the Mount Hermon School when his son enrolled as a freshman in 1901 and later was an editor for the Sunday School Union in Philadelphia. At Mount Hermon young McConaughy edited the school paper and was president of his class. Entering Yale in the fall of 1905, he proved a skillful debater and edited the Yale Courant. Upon graduating in 1909, Phi Beta Kappa, with high honors, he went to Bowdoin College as an instructor in English and secretary of the Bowdoin Y.M.C.A. He received an M.A. from Bowdoin in 1911, enrolled at Columbia as a graduate student, studied there while on leave, 1911-12, and received his Ph.D. in 1913. That same year he was promoted to a professorship of Education and English at Bowdoin. It was also in 1913 he married Elizabeth Townsend Rogers, Vassar, 1910, of New Haven. They had four children, James, Jr., Pierce, Phoebe, and John. The last-named, born in January, 1927, soon died and was buried in the College Cemetery on Foss Hill. James, Jr., Wesleyan, 1936, was a Marine Corps captain, 1944-46, winning both a bronze star and an air medal. Representing Time, Incorporated in Washington, he died, in 1958, in an air accident at Westover Field, Massachusetts, on the first SAC jet expedition to Europe.

McConaughy went to Dartmouth in 1915 as professor of Education and subsequently won high praise from President Hopkins for his abilities and
vision. While at Dartmouth, McConaughy's book, *The School Drama*, appeared (1918) and his study of the educational system in Germany in *The Educational Review*.

Then in 1918 he accepted the presidency of Knox College and a professorship of Education. At Knox he doubled the financial resources, strengthened the humanities, encouraged the development of fraternities, a commons, and student government. The reputation he acquired at Knox brought him to the attention of David George Downey, president of the Wesleyan board of trustees, 1923-28. Downey's influence with both the trustees and McConaughy was an important factor in the former's election of McConaughy and the latter's acceptance of the Wesleyan presidency. The search committee of the Board had never agreed upon any other candidate, and no one else was offered the position.¹

Elected in October, 1924, McConaughy stayed on at Knox for the first semester to put the presidential affairs there in order. Though he appeared briefly at Wesleyan in December, he did not assume his duties until the start of the second semester. At a chapel service on February 9, 1925, he spoke warmly of the service of Professor Howland as acting president and expressed the determination of his administration to move forward. As Dean Pound said of the law, so McConaughy said of the course of his administration, "A college should be always stable, but never standing still." The *Argus* commented favorably on his address, mentioned his warm reception by the college body, and expressed gratification that he was young and might grow with the college.²

McConaughy's formal installation took place on June 5, 1925, a sunny day of mid-summer temperature. The ceremony was held in front of North College. Present were Governor Trumbull, thirteen college presidents,
including President Lowell of Harvard, and representatives from twenty-three institutions of higher learning, the trustees, the faculty, and a host of Wesleyan friends. The academic procession was led by Professor Hoover as marshal. The ceremony included the invocation by the new president's father, Dr. James McConaughy; Dr. Downey's induction of President McConaughy; a brief acceptance by the latter; and addresses of welcome by Professor Armstrong for the faculty, Robert Romano Ravi Brooks, 1926, for the college body, Dr. Henry Hitt Crane, 1913, for the alumni, and President James R. Angell of Yale for the other colleges and universities.

Brooks, who was to become a Rhodes Scholar, a distinguished economist, and a professor and dean at Williams College, and who served for a few years at Wesleyan as an Economics instructor, caught something of the complexity of the new president and his task yet saw him in a very favorable light. Of McConaughy he said, "In him we have found a personality admirably fitted to the trying duties of a college executive; able to harmonize the sometimes diverging interests of trustees, faculty, alumni and undergraduates; and willing to sacrifice for a desirable principle the details suggested by himself; a personality which gives an impression of greater strength, and yet one which invites personal friendship." 3

President McConaughy's address was a summary of convictions he had formed about education based upon his experience, his observation, and his reading. He argued against the tendency of higher education toward "mass production" and "a uniformity of curriculum for all students." He wished Wesleyan to avoid "that pernicious dead-level of uniformity," and would stress "individuality" and "independent thinking." "Diversity of character," he said emphatically, "must be encouraged, not suppressed; for genius is the flower of diversity, not uniformity. It behooves us then
to give our students in these colleges of liberal arts as great freedom of choice as we can." He wanted to see a college like Wesleyan make each student an independent leader. He would achieve this individuality and independence by keeping the group of students small, by surrounding students with an environment which would develop in each his personality, and, having encouraged each man to think for himself, by inspiring him "to act in the Christian spirit of unselfish service to every man." In a fraternity college uniformity had continually to be fought, and the struggle could be aided by cultivating closer relations between students and faculty and making adjustments in the curriculum. He especially wanted freedom for upperclassmen, who should be encouraged to undertake individual research under the direction of a professor. He felt that by preserving Wesleyan as a Christian but non-sectarian and tolerant college, emphasizing by example rather than by what was said in lecture or pulpit, the college could help most effectively to mold character and provide the inspiration for service to one's fellow man. 4

His address finished, President McConaughy announced that gifts amounting to $1,200,000 were now available for an extensive building program. This was the long-planned-for program for which so much money had been raised during the Shanklin administration. Following his announcement, Bishop William Burt, 1879, gave the benediction, and the procession moved to the site where Mrs. Stephen H. Olin broke ground for what was to become the beautiful Olin Library. A luncheon was then held for the whole assemblage under the witty and masterly guidance of the toastmaster, Judge Arthur Eugene Sutherland, 1885, one of the principals in the famous chant, whose door the peppery but beloved "Doc" Raymond had kicked in one dark night. 5
The new president settled easily and quickly into his office. His task was neither as delicate in human relations as that of President Raymond after the storms of the Beach era nor as immediately demanding in terms of overall expansion objectives as that of President Shanklin. Still, there were important things to be accomplished: the most extensive building program since President Cummings to see through, additional funds to acquire, certain desirable curriculum changes to be made, and faculty additions and replacements to be effected. As McConaughy had said in his address, no college can ever stand still. Certainly this was true of Wesleyan, whose ideals, said Dr. Downey at the installation ceremony, "are not static" but "dynamic."

FINANCES AND BUILDINGS

Rhetoric can go only so far in keeping a college operating; it is money that is crucial, and McConaughy was a tolerably effective money-raiser. Notwithstanding the Great Depression, the endowment increased from $4,606,028 on July 1, 1924, the beginning of the fiscal year during which he assumed office (the following February), to $8,038,260 on June 30, 1943, the end of the last fiscal year of his administration (he resigned in April). This was an increase of $3,432,232. The value of the total physical plant for the same period, reflecting the vigorous building program, grew from $1,601,259 to $5,531,732, an increase of $3,930,503. With certain miscellaneous items included, the total book value amounted on July 1, 1924 to $6,413,366 and on June 30, 1943 to $13,682,321. Thus the net worth of the University increased by $7,268,855 during the McConaughy administration.
University

The financial well-being of the University was reinforced by a number of substantial gifts. Outstanding was the bequest under the will of Charles II. Morse of $2,684,871 known as the Persis C. Thorndike Fund in memory of his mother. Likewise significant was a total of $803,181 received from the estate of Charles Land Denison, a trustee from 1927 to 1930, of which $233,750 were earmarked for faculty salaries. Albert Wheeler Johnston, 1893, gave $333,124; the Surdna Foundation (named after John E. Andrus), $300,000 to found the Government Department; the estate of Frank B. Weeks, $253,966; and the Carnegie Foundation $150,000 to establish the Winchester Librarianship. The total value of gifts received during the McConaughy years amounted to $8,400,000.

The number of buildings constructed, altered, or acquired and altered during the McConaughy administration was most impressive. The most significant were the four which came to constitute the Johnston Quadrangle named after Professor John Johnston and his grandson, Albert Wheeler Johnston, 1893. The first to go up was the Hall Memorial Laboratory of Chemistry, begun in 1926 and dedicated in 1927. Brick, with white marble trim and columns, it was a handsome building costing $323,690 for which a total of $100,000 was provided by Mrs. Gardiner Hall, Jr. and her family in memory of her husband, her son William Henry, 1892, and her grandson Holman Henry Hall, a victim of an automobile accident as a sophomore. Next to Hall Laboratory rose the Shanklin Memorial Laboratory of Biology, begun in 1927 and dedicated in 1928. It cost $232,276, this amount being contributed by a group of trustees. Opposite Shanklin was Harriman Hall, a dormitory replacing Observatory Hall. Built of Harvard brick with marble trim to match Shanklin and Hall, it was begun in 1927, dedicated in 1928, and cost
$288,960. The principal donation was $100,000 from Henry Ingraham Harriman, 1895, in memory of his father, Daniel Gould Harriman, 1864.

The fourth structure in the Quadrangle was Olin Memorial Library, dedicated in 1928 and memorializing President Stephen Olin and his son, Acting President Stephen Henry Olin, 1866. Its original plans were drawn by Henry Bacon, who designed the Lincoln Memorial in Washington, D.C. Upon his death, McKim, Mead, and White modified the plans to some extent. The result of the combined plans was a beautiful Georgian building in Harvard brick and Vermont marble trim with imposing marble columns facing Hall Laboratory. The cost exceeded $725,000, which was defrayed in part through legacies of $175,000 from Mrs. Harriet A. Smith of Springfield, Massachusetts and $25,000 from James Aylward Develin, 1883, of Philadelphia. Built for 300,000 volumes, it seemed ample for many years. Gifts, legacies, and increased annual allotments under McConaughy, however, responding in part to research demands by faculty and students, produced such a flow of books into Olin that in 1938-39 an addition had to be built to the north to enlarge stack space. Thoughtful persons wondered even then whether further expansion might not be necessary, in which case the beauty of the building might be seriously marred. All told, during the McConaughy years, a total of $887,383 was expended on Olin Library.

The Quadrangle was facilitated by the elimination of a section of Cross Street, which passed in front of the Alpha Delta Phi and Chi Psi fraternities and through part of the area in front of Olin Library to Mount Vernon Street. This change had been anticipated as early as 1918 and was approved by the Middletown Common Council. Unfortunately Wesleyan did not act on the authorization in time, and efforts to renegotiate proved fruitless until 1928 when President McConaughy and E. Kent Hubbard
a distinguished Middletown neighbor and a member of the board of trustees from 1926 to 1941, persuaded the Common Council once again to act favorably. Accordingly in 1929 the change was effected and the front campus consolidated.

The Physical Education facilities were greatly enlarged. The North Athletic Field, north of Wyllys Avenue and formerly part of the Alsop estate, was developed in 1927, largely for soccer use. The Alumni Athletic Building ("The Cage") was erected in 1931 for the use of indoor sports, its dirt floor being partially covered in winter for the playing of basketball, while the Squash Racquets Court Building, featuring fifteen courts (fourteen singles and one double) was dedicated in 1935. The cost of both "The Cage" and the Squash Court Building amounted to $341,419. In 1933, the Gymnasium was remodeled and the swimming pool lengthened, the total cost being $185,770.

With the departure of Chemistry and Biology to Hall and Shanklin Laboratories respectively, Judd Hall was partially renovated so that more space was available for Geology, the Music Department, and the Christian Association. Likewise, with the library moving to Olin, Rich Hall was remodeled at a cost of $70,127 for a college theater thanks to funds raised by the Class of 1892. It was then appropriately renamed Rich Hall-192 Theater in 1930. East Hall, destroyed by fire in March, 1929, was never rebuilt. Its site was sown with grass, made into a parking lot in the 1950's, and became the general area for a heating plant in the 1970's.

The year 1935 was especially noteworthy for changes. The Faculty Club on the southeast corner of Court and High Streets was moved to the newly acquired T. M. Russell property on the west side of High Street at Washington Terrace. The Club's vacated residence was greatly enlarged to
become the Downey House, named for David George Downey, 1884. This was the nearest thing to a college union, albeit a small one, that the University has ever had; it cost $152,709. Downey House opened for business in March, 1936. The former Vinal property on the corner of High Street and Wyllys Avenue was remodelled to house the Christian Association, the Alumni Council, and undergraduate publications. It was renamed the Winchester House. Through the generosity of George Willets Davison, 1892, and Mrs. Davison, the Louis D. Hubbard house on High Street was reconstructed, added to, and thoroughly equipped as a college infirmary at a cost of $155,368, making possible a health service for faculty and students for which Dr. Fauver had long labored. The infirmary was named Davison House in memory of the two sons of the Davisons.

During 1936–37, partly through a gift from Thomas M. Russell and partly through purchase, Wesleyan obtained the stately-columned and beautiful Russell estate on the east side of High Street and flanking on Washington Street. It was the acquisition of this property that led to the establishment there of the headquarters of the Honors College which opened in 1937 under the direction of Professor Busseom and the faculty committee on distinction.

Two years later, in 1939, the University received through the will of Professor Winchester's widow the entire Winchester estate. The High Street house in which the Winchesters had lived was remodelled and refurnished for an alumni guest house and was named the Alumni House. Other parts of his estate went for the purchase of books for the library and for the establishment of the Winchester Graduate Fellowship in English.

By no means the least important construction was the rebuilding of the heating plant in 1932–33, with a new chimney, boilers equipped to burn oil rather than coal, and steam tunnels running under the campus. The
total cost for this construction ran to $165,722.8

The aesthetic appearance of the back campus was greatly enhanced in 1931 by the creation of the Denison Terrace. It was constructed as a memorial to Charles L. Denison, who had given so much devoted service as a trustee and whose contributions were bountiful. The bank between Andrus Field and Olin Library was converted into three grass terraces with six sets of steps made of Vermont marble, a balustrade and a rostrum, the whole flanked by flagpoles given by the Classes of 1892 and 1893. Since 1934, Commencement ceremonies have been held there except in case of rain. At first these took place at 10 A.M. on Monday, then, by vote of the trustees, were set at 6 P.M. on Sunday, beginning in 1935. As of 1978, they occur at 11 A.M. on Sunday.

THE NEW ENGLAND HURRICANE

A totally unanticipated renovation was called for owing to the hurricane of September 21, 1938, the most destructive in New England history. The steeple of Memorial Chapel was blown off and the roof of the nave seriously damaged within a half hour after President McConaughy terminated the Matriculation service and sent students and faculty racing for their rooms and homes. Nearly eighty per cent of the trees of the campus and those around Russell House were destroyed, a total of 315. Many of these were replaced, largely owing to the generosity of Albert Wheeler Johnston, 1893, the chairman of the trustees' Committee on Buildings and Grounds.

INTERNAL ADMINISTRATIVE REFORMS

Under President McConaughy important changes occurred in the internal
administration of the University. Until 1918 administration duties were handled by almost as few people as under Willbur Fisk. A professor had served as secretary of the faculty and, with a part-time assistant, took care of the routine academic business except for finances. These latter, in terms of student bills and the like, were the responsibility of another professor, who was the assistant treasurer. For years a single female secretary was considered sufficient to type the correspondence of the president, the secretary of the faculty, and the assistant treasurer, with a clerical assistant mimeographing material for classroom purposes. Then, in 1919, with the increase in enrollment under Shanklin, three clerks were added; the secretary of the faculty, Professor Nicolson, became Wesleyan's first "dean" in 1918, and another member of the faculty, Professor Dutcher, became vice-president. Nicolson as dean was succeeded in 1930 by Professor Chanter and Chanter in 1935 by Professor Howland, who served until 1947. During the McConaughy administration the offices of president, dean, and assistant treasurer were substantially enlarged clerically, while the office of assistant treasurer was assumed by a non-academician, Roswell Davis, a graduate of the Massachusetts Institute of Technology, who rendered devoted service from 1929 to 1952. McConaughy appointed, in 1925, a dean of freshmen, Professor J. W. Hewitt, a warm-hearted, understanding man who brought to his new assignment something of the joy that infused his classes in Classics. McConaughy also brought to the new office of director of admissions, created in 1935, a tall, lanky philosopher, Victor Lloyd Butterfield, whose future and that of Wesleyan were to be remarkably close for many years. Butterfield succeeded Hewitt as dean of freshmen upon the latter's death in 1938. It was President McConaughy, moreover, who was responsible for seeing that departments re-
ceived clerical assistance, though a beginning had been made under President Shanklin. In a way symptomatic of the new efficiency in administration, a campus telephone exchange was established in 1925.9

CHANGES IN CURRICULUM AND PROGRAMS

Curricular and programmatic changes, while less significant than in the Shanklin years, were nevertheless important. The three courses required in each division for generalization were reduced to two in 1927. With each department permitted by the curricular revisions of 1919 to develop its own plan of major study, a number of faculty members came to feel that there should be some kind of unifying device for the student, some objective toward which he should point which would give meaning and purpose to his concentration. Led by Professors Henry Merritt Wriston, 1911, this group of the faculty won from the faculty as a whole the right for departments, if they so wished, to establish a system of comprehensive examinations such as had recently been introduced at Harvard. Hence, thanks to this faculty action in 1925, comprehensive examinations were given by a few departments for the first time in 1926. Though Wriston left for the presidency of Lawrence College, President McConaughy was so persuaded of the value of the plan that he exerted pressure to have it adopted by as many departments as possible.10 Before long, except in the natural sciences, comprehensive examinations became standard procedure at Wesleyan, and generally remained so until the 1960's.

The idea of students pursuing independent work for special honors, which had been provided for in the reforms of 1919 and had been pressed with indifferent success by Wriston, received strong support from McConaughy. The number increased from 1925 on, and noticeably after 1928 when
a new program leading to graduation "with distinction" was adopted. But it was after the Russell House was acquired in 1936 and the trustees decided to make it the Honors College that honors work began to be more encouraged by the faculty and more widely accepted by students. Professor Russom was appointed director of the Honors College and worked closely with a committee to develop a program leading to the degree with distinction that the faculty would accept. Once adopted, the program went into effect in the fall of 1937 and enjoyed considerable success until World War II reduced the number of regular Wesleyan students to a trickle.

Other decisions, apart from that of 1927 to grant only the B.A. degree upon graduation, effective with the class of 1931, had largely to do with the departments. In 1925 and 1926, courses were offered in the history and appreciation of Music and Art respectively, these becoming quasi-departments with part-time instructors. Then, in 1929, both subjects came into existence as bona fide departments with full-time teachers; Art, largely owing to a gift of $50,000 from the Carnegie Corporation, and Music, thanks to a gift of $100,000 from John Spencer Camp, 1878. The long marriage of History and Government was dissolved in 1935, with the creation of a separate department of Government. This change thus balanced the action taken in 1932 of fusing Latin and Greek, each departmentalized since 1848, into the department of Classics, which had been the arrangement in the earliest years of Wesleyan. Other changes included the dropping of Hebrew in 1922 and the renaming of Public Speaking as Oral English and its absorption by the English department in 1927. 11

THE PROFESSORS

Members of the faculty attaining professorial rank during the McCo-
augly administration numbered fourteen plus the librarian. Of the fourteen, five were in the first division, five in the second, and four in the third. In the first division two were in English: Charles Wilbert Snow and Fred Benjamin Millett. Snow, Bowdoin, 1907, came to Wesleyan as assistant professor in 1921 from Reed College, moving to the professorship in 1929, and becoming professor emeritus in 1952. An officer in World War I, a worker among the Eskimos in Alaska, and the possessor of an invincible liberalism which infused his teaching at several colleges and universities before arriving at Wesleyan, he brought to his Wesleyan classes, especially in modern poetry, insight, sensitivity, and enthusiasm which roused in a generation of students a lively and affectionate response. He contributed prolifically both poems and reviews to the principal periodicals and metropolitan newspapers and was the author of numerous books of poetry which included: *Maine Coast* (1923), *The Inner Harbor* (1926), *Down East* (1932), *Before the Wind* (1938), *Sonnets to Steve and Other Poems* (1957), and *Spruce Head* (1960). His autobiography, *Godline's Child*, appeared in 1974. Snow had also had a very active public life. He was a member of the Middletown School Board for forty years, 1931–71, and the Board's chairman for a number of years; president of the Connecticut Association of School Boards, 1941; a special lecturer for the State Department, 1951–52; lieutenant governor of Connecticut, 1944–46, and governor, December 26, 1946–January 8, 1947. He continued for years after retirement to bring to morning coffee in the Downey House cafeteria his vigorous political views and his invincible optimism. He died in his beloved Maine in 1977 at a son's home while watching a Red Sox game on television. He was then 93 years old.

Fred Millett, Amherst, 1912, arrived from Chicago as visiting pro-
fessor 1937-39, becoming professor in 1939 and professor emeritus in 1958. A supremely dedicated teacher, widely read, perceptive and innovative in methods, he rapidly became one of the most popular teachers on campus, his classes being heavily attended to the end of his teaching career. He was the author of *Contemporary American Authors* (1940), *The Rebirth of Liberal Education* (1945), *Professor* (1961), and a remarkable triology: *Reading Poetry, Reading Drama, and Reading Fiction* (1950).

While at Wesleyan he served as acting director of the Honors College, 1943-1946, and director, 1946-58; a consultant for the humanities division of the Rockefeller Foundation, 1942-43; and president of the American Association of University Professors, 1952-56. He died in 1976.

The department of Classics was enriched by the appointment of John William Spaeth, Jr., Haverford, 1917. Coming from Brown University as associate professor in 1930, he was appointed professor in 1932, and became professor emeritus in 1963. He was the author of *A Study of the Causes of Rome's Wars from 343 to 265 B.C.* (1926); *Vergiliana* (1930); *Index Verborum Ciceronis Poeticorum Fragmentorum* (1955), and *Index of the Transactions and Proceedings of the American Philological Association*, volumes 1-100 (1971). For ten years (1937-1947) he was the secretary-treasurer of the Classical Association of New England and was the Association's president for the year 1948-49. A kindly man with firm principles but a readiness to accommodate where possible, he served as secretary of the faculty, 1946-58, and graciously and effectively as dean of the faculty, 1949-63; a colleague once called him "the conscience of the faculty." From 1963 to 1972 he was the archivist of the University, ever generous of his time in making available to numerous students, faculty, alumni and outside scholars his remarkable knowledge of Wesleyan's history and her research materials. He died in 1973.
Appointed in 1934 as professor in the department of German from Ohio Wesleyan was John Charles Blankenagel, Wisconsin, 1908, great athlete and World War I veteran. He became professor emeritus in 1955 and continued in Middletown until his death in 1969. He was a genial and understanding teacher but also one of uncompromising standards. He was the author of The Dramas of Heinrich von Kleist (1931) and of The Writings of Jakob Wassermann (1942), and collaborated with Emile Gailliet in translating works of Pascal in 1948 and 1950. He was elected president of the American Association of Teachers of German in 1946 and vice-president of the Modern Language Association of America in 1949.

The department of Music acquired its first full-time senior appointment with the arrival of Joseph Samuel Daltry as associate professor in 1929; he was promoted to the professorship two years later, at the early age of 31. An Associate of the Royal College of Organists, Daltry was an organist and pianist of great skill, a successful director of the choir and Glee Club, and a teacher highly organized and precise. He greatly enriched the musical life of the Wesleyan community for many years; in the period leading up to World War II he played a leading role in maintaining Wesleyan's prestige as "the singing college." He was the author of Basic Musicianship (1946). Early revealing administrative talent, he was instrumental in guiding the Navy V-5 Flight Preparatory program at Wesleyan during World War II, and he helped to establish and then directed from 1953 to 1963, the well-regarded Graduate Summer School for Teachers. He was a fellow of the American Guild of Organists, president of the New England College Glee Club Association, 1933-37, president of the Lyric Opera Company, 1940-41, president of the College Musicians Association, 1949-50, and an honorary member of the Wesleyan Class of 1934. He died in
Middletown in 1967, three years after his retirement. Five among the appointees in the second division, two were in History: Herbert Clifford Francis Bell, Toronto, 1903, and Alexander Thomson, Bowdoin, 1921. Bell came to Wesleyan from Bowdoin as professor in 1926 and served until his retirement in 1946. He was the author of articles in British and American periodicals: Guide to British West India Archive Material (1926); a distinguished and highly regarded two-volume biography, Lord Palmerston (1936); and Woodrow Wilson and the People (1945). He was an inspirational lecturer of rare insight, always au courant with the most recent material. A little man of fire and ice, of extreme generosity and a certain aristocratic hauteur, he had a deep interest in students, and for years he would invite groups to his home on Friday nights to discuss anything and everything. He served as president of the American Catholic Historical Association, 1937, a trustee of the Church Peace Union, and mayor of Middletown, 1948-50. He died in Middletown in 1966. His younger colleague, Thomson, arrived as assistant professor in 1928 from New York University, where he had taught since 1925 after returning from a Rhodes Scholarship at Oxford; he became a professor in 1942. He combined a keen critical mind with a remarkable capacity for friendship, and was regarded with affection and respect by faculty and students alike. He served as chairman of student counsellors, 1941-45 and, as dean of freshmen, 1943-44. Long a sufferer from ill health, which he endured with fortitude and cheerfulness, he died in 1949.

One of the truly great teachers in Wesleyan's history was Elmer Eric Schattschneider, Wisconsin, 1915, who came to Wesleyan from Rutgers in 1930 as assistant professor of Government. He became associate professor in 1935 and was appointed to the John E. Andrus professorship in 1939 (the
first full professor of Government since it was established as a separate department). He retired in 1960. A man in whom the theoretical and the practical were nicely harmonized, and whose sense of humor and fund of jokes kept his classes laughing as well as learning, he inspired many of his students to go on to successful careers in government, the law, and teaching. He was the author of — among other works — Politics, Pressures and the Tariff (1935), Party Government (1942), The Struggle for Party Government (1948), The Semi-Sovereign People (1960). Active outside the classroom, he was a member of the Connecticut Board of Mediation and Arbitration, president of the board of directors of the Long Lane School, a member of the Connecticut State Board of Pardons, chairman of the board of Citizen Clearing House, a fellow of the American Academy of Arts and Sciences, and president of the American Political Science Association, 1956–57. He died at his home in Old Saybrook, Connecticut in 1971.

Philosophy saw the appointment from Illinois of Cornelius Kruse, Yale, 1915, as associate professor, in 1923; he became professor in 1928 and professor emeritus in 1961. During World War I he served overseas in the Quaker Unit of the American Red Cross. While at Wesleyan, he was chairman of his department for thirty-one years. He was co-author of The Nature of Religious Experience (1937) and Essays in East-West Philosophy (1951), and served on the editorial board of Philosophy East and West and Philosophy and Phenomenological Research. A deeply cultured person, his teaching was characterized by extraordinary lucidity, a serene manner, and a patience that never seemed daunted by occasional student opaqueness. After his retirement, he remained in great demand, teaching at a number of colleges. He was on the executive board of the American Friends Service Committee, president of the American Philosophical Association, 1947, chair-

John Whittier Marr, Ohio Wesleyan, 1910, came to Wesleyan from Scripps College as visiting professor of Religion in 1941. He was promoted to professor in 1942 and professor emeritus in 1956. He entered the academic field after pastorates in New York State and Massachusetts. At Wesleyan, besides teaching, he served as college pastor, 1941-54, a post in which he demonstrated a profound and effective interest in students and their problems. He died in Seattle in 1972.

Four professorial appointments were made in the third division during the McConaughy administration. These were Karl Skillman Van Dyke in Physics, John Alexander McGeoch in Psychology, Malcolm Cecil Foster in Mathematics, and Harold Sanford Wood in Physical Education. Van Dyke, Wesleyan, 1916, returned to Wesleyan as an assistant professor in 1921, after graduate work at Chicago. He became associate professor in 1925, professor in 1928, and professor emeritus in 1960. He worked closely with Professor Cady in piezoelectricity. During World War II he was associate director of the University of California Division of Defense Research at San Diego and later was chief physicist and coordinator of quartz crystals in the office of the Chief Signal Corps officer in Washington. He was especially devoted to the Physics major and graduate students, and profoundly loved Wesleyan and the Eclectic Fraternity. He co-authored, with one of his former graduate students, Sound Recording Equipment for Schools (1940). He died in Middletown in 1966.

To the department of Psychology as professor came John Alexander McGeoch, Westminster College, 1918, in 1935, after holding professorships at Arkansas and Missouri. He taught at Wesleyan only four years
when he moved on to the State University of Iowa. He was visiting professor at numerous summer schools, was the author of chapters in collections of readings in psychology, and wrote an Introduction to Psychology (1938). He was active as an editor of journals in psychology and Longman Green's Psychology Series. He also served as an official in several learned associations including the president of the Connecticut Valley Association of Psychologists, 1939. He died at Iowa City in 1942, at the age of 44.

Foster, a 1914 graduate of Acadia College in Nova Scotia, after graduate work at Yale and teaching tours at Yale and Williams, came to Wesleyan as associate professor of Mathematics in 1927 and was appointed to the professorship in 1931. His special field was geometry, and he was the author of articles on this subject in professional journals. His love of teaching was only exceeded by his avid interest in baseball; rarely did he miss a home game that Wesleyan played. A collector of humor, particularly that centered in his beloved Nova Scotia, of which he wrote a history (unpublished), he was also one of the outstanding amateur violin makers in the country; two of his violins won first prize at the Wurlitzer Exhibition in New York City. He died quite suddenly in Middletown in 1952.

Harold S. Wood, Oberlin, 1923, arrived from Ohio State University to become professor of Physical Education and director of athletics at Wesleyan in 1937. A person of marked administrative ability, he left Wesleyan to serve as vice-president of Oberlin from 1944 to 1948, and then departed to assume a similar position at Beloit College, which he served until his retirement in 1958.

Following the retirement of William James as librarian in 1929, William Potter Lewis, 1911, assumed that post. He had previously served as librarian at Baylor University and the University of New Hampshire. Not even the lovely new Olin Library, however, could keep him here, for in 1931 he
moved to the librarianship at Pennsylvania State College, where he remained until his retirement in 1948. He died in 1953.

Meanwhile after a long search, a chief for the Olin Library was found in the person of Fremont Rider, Syracuse, 1905, who served as librarian from 1933 to 1953. He came to Wesleyan with an extensive background of editing with such periodicals, among others, as the Monthly Book Review, Publisher’s Weekly, Library Journal, and American Library Annual. He was president of the Rider Press, 1914–33. A practical man, he was the inventor of microcards, compact stack shelving which he instituted in Olin Library, and other library equipment. He was also the author of A Study of Library Policy (1943), Melvil Dewey (1944), The Scholar and the Future of the Research Library (1944) and Compact Book Storage (1949). He died in Middletown in 1962.

Of the preceding fourteen professors appointed under McConaughy, only one graduated from Wesleyan. In fact, of the twenty-eight professors at the close of the McConaughy administration, only four were Wesleyan alumni. Ten of the fourteen professors appointed in the McConaughy span held doctorates from American universities and an equal number had studied in Europe. Eight were promoted from within Wesleyan and six were appointed from without. But although the number of professorial appointments was considerable, departmental gaps persisted. The number of departments increased from seventeen to nineteen under McConaughy, but three of the nineteen had no professor and eight had only one. The Great Depression, moreover, tended to freeze promotions, one result being a great deal of restlessness among the junior faculty which carried over into the Butterfield years.12

In 1931, a move was effected to increase the salary of certain
tenured members of the faculty. This was the Denison Professorial Award Plan, by which outstanding faculty members were designated as recipients of increments to their salaries ranging from $1000 to $2500. Though recommendations were solicited from the faculty, the specific nominations rested with the president. "The Fourteen Plums," as these awards were labeled, were greatly coveted, of course, but were the occasion for fierce resentment toward McConaughy by those faculty members who were passed over. From the beginning the Argus was skeptical of the wisdom of the plan, and its skepticism was amply borne out by the criticism of the means used for measuring excellence and by the lack of harmony produced within the faculty. Such discordance, however, seems an almost inevitable result of merit plans in any area.

THE CENTENNIAL CELEBRATION

The most spectacular event during the McConaughy years was the Centennial celebration on the weekend of October 10-12, 1931, an event completely and lovingly reported in Carl Price's *Wesleyan's First Century*. For two years a trustee-appointed committee, including trustees, faculty, students, and alumni, planned for the occasion. When it came, nearly 1300 alumni were present along with many non-Wesleyan visitors.

Saturday had two aspects. One was the athletic events which saw the Wesleyan football team fare poorly against Columbia, 37-0; fortunately the soccer team tied Brown. The other aspect involved the events of the evening. A dinner was held in the new Alumni Athletic Building ("The Cage") which more than 1,000 attended. During the numerous speeches, Frederic Worthen Frost, 1894, chairman of the committee responsible for the building, formally presented it to George Willets Davison, 1892, president of
of the board of trustees. Afterward, there was a "Walk-Around" to historic points on campus, which was decorated by 2,000 Japanese lanterns strung among the trees. Many brief commemorative speeches were made, even an account of the Douglas Cannon. Then back people trooped to the Alumni Athletic Building for a light opera, "The Girl and the Graduate," first performed in 1908; the music written by William Butler Davis, 1894; the lyrics by Kenneth Mackarness Goode, 1904.

On Sunday Professor Ashley Horace Thorndike, 1893, gave a brief memorial address to a packed Chapel, and the Reverend Bishop Herbert Welch, 1887 (who lived to be more than a century old) delivered the Centennial sermon, "The Faith of Our Fathers." Bishop Welch pointed out that though every age is new and has its own problems, "The faith of our fathers was faith in truth" and Wesleyan has consistently tried to be "con
ergent, progressive with the best." Indeed, . . . from its very inception," Welch said, "Wesleyan has been inspired and ruled by the liberal spirit." He expressed the conviction that "The faith of our fathers -- the inspiring spirit which led them to bold adventure and far-sighted plan and sacrificial labor in their day -- shall be sufficient for the days to come."

The rest of Sunday was given over to dinners, receptions, exhibits, concerts, and the dedication of the flag poles on Denison Terrace presented by the classes of 1892 and 1893.

Monday, a clear, bracing day, saw a distinguished gathering, preceded by the Governor's Footguard Band, move to Andrus Field in the morning. The occasion saw the first formal use of Denison Terrace, the dedication of which was formally acknowledged by President McConaughy. He also introduced Governor Wilbur L. Cross, who welcomed as a guest the Right Honorable Richard B. Bennett, Prime Minister of Canada. Then followed an historical
address by the Honorable Frederick Morgan Davenport, 1889, member of Congress, and an address on "The New England College" by President Abbott Lawrence Lowell of Harvard University. Davenport saw similarities between the post-Napoleonic world of the 1830's when Wesleyan was founded and the post-World War world of the 1930's: times of economic stress, surging nationalism, and revolution. He emphasized elements which Willbur Fisk, Wesleyan's first president, had found important, such as no religious test for students, faculty member, or administrator, an accent on science as well as modern literature and philosophy, a foreshadowing of the elective system, and a policy, as Davenport said, of "permitting each [student] to exercise individual initiative without regard to the length of stay within the . . . college." Even as in 1831 Fisk considered the college-educated man necessary in confronting the great problems of the day, Davenport insisted the demand for such a person was even greater in 1931. "Willbur Fisk's cure for the evils of his day was ideas and the missionary spirit" directed toward the great enterprises of the era. "Is there any other cure in our day?"

President Lowell spoke of what the New England college had stood for, particularly its stress on general or cultural rather than vocational or professional training. After analyzing these types of education in some detail, he said, "We have changed, or we should change, our ideas of a general or cultural education from the acquiring of a definite body of knowledge to a familiarity with the diverse phases of human thought, and especially to training the mind to deal accurately and seriously with the manifold complex ideas it will meet in life; and above all we must make the student see that the highest excellence he can attain in the work provided in college for that purpose is deeply worthwhile."
Followed the addresses, President McConaughy conferred honorary degrees on a number of dignitaries, including Premier Bennett, President Lowell, Owen D. Young, the great financier, and Robert Frost, after which luncheon for over two thousand persons was served in the Alumni Athletic Building. Speeches — a brief, gracious one by Bennett — were again the order of that momentous day, and the occasion ended as a kind of euphoric apostrophe to the past, the present, and the future of Wesleyan University.

The winds of change have blown so fiercely since that historic weekend a half-century ago that much of what was said, as one reads the speeches in Price's book, seems naive, irrelevant, archaic. On the other hand, a number of the speakers, in a very real sense, were asking questions as vital now as they were then and back in 1831. For example, what should be the aim of a college education? What is an educated man? To what extent should the emphasis be on liberal education against something more "practical," more professional? Such questions are as relevant now as they ever were, and one can discern their fermentation as colleges and universities throughout the country now move slowly back to the so-called fundamentals and an increasing exposure to general culture. Perhaps it is a wise procedure for an institution to observe the course of its history every fifty years or so and thereby consider whence it has come, where it presently stands, and toward what kind of future it should move.

ATHLETICS

College life during the McConaughy years was rich and varied, not the least in athletics. Funds were made available in 1928 for augmenting the department of Physical Education so that adequate coaching personnel should
be available for freshman teams in all sports represented by varsity teams. Not that such strengthening of the athletic program did much to produce additional victories for Wesleyan's varsity records. Over the McConaughy years Wesleyan was clearly the third member of the Little Three.

Good football teams were especially rare. In fact, from 1923 to 1928 Wesleyan teams, coached by several individuals, lost each year more games than they won. In 1928, during the coaching tenure of William W. Wood, four games were won, three were lost, and one was tied, but that was only part of the story: the first half of the season was wretched;
the second, brilliant. A superb Amherst team went down before a Wesleyan team that dragged itself out of the doomsayer's marsh and hammered down Amherst on its own field before a dance weekend crowd into a shocking 20-12 defeat. Williams also was later stunned, 12-0, and Wesleyan had won one of its most exciting Little Three championships.

Such glory did not repeat itself. The next three years were dreary with defeat. Some of the bloom blew off Wesleyan's celebration of its Centennial by the football team's losing to Columbia, 37-0, the last time, fortunately, that the Light Blue has appeared on the football schedule.

But improvement came, if slowly, as the teams became used to the system introduced in 1930 by Coach Andrew James Oberlander, an All American back at Dartmouth studying at the Yale Medical School. Also helping keep the team and its supporters from utter despair in the seasons of 1930 and 1931 was a chunky, hard-hitting little back named Lawrence Berndt Schlums, 1933. In the loss to Colby in 1930, Schlums had taken the ball fourteen consecutive times to score Wesleyan's lone touchdown. In 1932, with more backs to assist and greater depth to the line, he led Wesleyan to its best season since 1919, winning seven and losing one--unfortunately to Amherst by a lone touchdown. For those who saw it, Schlums' 84-yard runback of a kickoff in the Bowdoin game was an ideal example of "poetry in motion" and of superb blocking. There was a good deal of mention of Schlums in the newspapers as an All-American candidate.

Ironically, the next year, with a team that managed to win three times, lose three times and tie twice, Wesleyan won the Little Three. Amherst, with a far more versatile and powerful team, was fought to a standoff at Amherst while Williams lost in Middletown to a superbly
defensive Wesleyan team that put on briefly a combination of running plays and an aerial circus that brought the Cardinals a lone touchdown. It was not much, but it was enough, given Williams' subsequent victory over Amherst, to earn Wesleyan the Little Three crown.

In the middle and late 1930s, under Coach Jack L. Blott, assisted by Norman Joseph Daniels, the margin of games won was definitely favorable to Wesleyan. This was thanks initially, at least in part, to the cleverness and elusiveness of Emilio Quincy Daddario, 1939, who was later to demonstrate in politics the leadership he showed on the football field. In 1936, Amherst was beaten, 14-7, for the first time since 1931. In 1939, owing again in part to the efforts of a powerful, bulky back, James Louis Carrier, 1942, Wesleyan won six of eight games and the first Little Three championship since 1933. From 1939 on, however, seasons went awry until World War II brought an end to football after 1942.

Soccer, coming under the direction of Coach Hugh G. McCurdy and remaining so for forty-two seasons, started slowly in terms of victories. Getting underway in 1922 as a class in Physical Education, the team did not beat Williams until 1924, the year it was formally recognized as a sport, and had to wait for 1925 to trim Amherst and win the Little Three championship. The following year, Wesleyan kept the crown, walloping Amherst 8-5 and Williams 3-1. The record was spotty for a number of years though Wesleyan shared the championship with Williams in 1928. Then, in 1931, with a so-so record, the team got itself together to beat both Amherst and Williams decisively and recover the crown. The next year, with three wins, three ties, and one loss, Wesleyan could do no more than tie her two sisters for the Little Three. For several years thereafter, Williams
could be tied or beaten, but Amherst seemed to have the Indian sign on Wesleyan — until 1936, when, with a team that triumphed in six of nine games, Wesleyan again won the Little Three. After a triple tie in 1938, the team gained clear title to the championship in 1937, losing only three games for the season. Then, in 1940, the only blemish on the team's record was a furious 1-1 game with Yale. Otherwise, the team won seven, the Little Three championship, and first place in the New England Intercollegiate Soccer League. A decline now set in, carrying into the war years.

Cross country had a leisurely start toward success, the teams winning a few more meets than they lost during the early 1920s. Then in 1926 and 1927 came Little Three championships, which were followed by a decline through the middle 1930s. The years from 1936 to 1938 were good years, the 1937 team winning six of seven meets and the 1938 team tying Amherst for the Little Three. In 1940, the team won four of five meets and clear title to the Little Three crown.

Basketball, largely under the direction of Dale W. Lash, had a good record. The team usually won a majority of the games on its schedule from the season of 1923-24 to World War II. No team, however, was ever able to sweep its schedule and Little Three crowns were few. Indeed, there were only two of them clearly won, in 1926-27 and 1937-38. In 1936, Wesleyan tied with Amherst for the title. Still, there were many individual games that were so close and spectacular that the tension, among the spectators at least, almost hurt. "Heroes" there were a plenty, but few wrought more exciting feats in a single game than John Woodbury Owen, 1931, who, in that year, against a powerful Williams team which was within seconds of
winning, fired a shot that went almost the entire length of the gym to come down cleanly through the net. The audience response was deafening, but Williams miraculously tied the game up; then Wesleyan won in overtime, 41-38.

In swimming, coached by Hugh C. McCurdy from 1922 to 1967, the record was mixed. Except for 1925, when six of eight meets were won, no Wesleyan team won more meets than it lost until 1931 when there were five victories and four defeats. The favorable margin was preserved with four and three in 1932 but lost in 1933. Then in 1934 a group of remarkable sophomores joined the team, and for three seasons the team was overwhelmingly victorious, though it could not put together victories over Amherst and Williams in the same year. The 1935 team was especially effective, losing only to Amherst and Yale.

Outstanding among the swimmers was William Kenneth Degnan, 1936, who, to quote Athletics At Wesleyan (1938), "was the best swimmer the college had ever had. When he graduated, he held the college records in the 50 and 100 yard free style, the 200 yard breast stroke, and the 300 yard individual medley, and was a member of the 300 yard medley relay and the 400 yard free style relay. Of these, the medley relay, the individual medley, and the 200 yard breast stroke were N.E.I.S.A. records. His record was as follows:

Sophomore year

Won N.E. breast stroke and individual medley.

Won third in I.S.A. championship at Rutgers

Junior year

Member of N.E. championship medley relay.

Won N.E. breast stroke.

Won I.S.A. breast stroke at C.C.N.Y.
Senior year
  Member of N.E. championship medley relay.
  Won N.E. breast stroke and individual medley.
  Won I.S.A. breast stroke at Columbia.
  Was second in N.C.A.A. breast stroke at Yale.

In June

  Won 200 meter breast stroke at College Championship at Jones Beach
  Was second in A.A.U. 200 meter breast stroke at Des Moines, Iowa.
  Won trial heat at final Olympic tryouts at Providence.
  Was fourth in finals at Providence.
  Missed Olympic team by less than a foot.

With the graduation of Degnan and his classmates, no Wesleyan team had a winning season until 1940, when six of nine meets were won. Afterward came losing seasons again.

Wrestling had its inception as a section in Physical Education until 1922 when it became an intramural sport. The fraternity champion, as in basketball and handball, started to take on his counterpart at Amherst. Still, it was not until 1932, under Coach Andrew James Oberlander, that wrestling became a varsity sport. The very first team established a fine tradition by winning the Little Three, a feat repeated in 1934. For the three years following, Wesleyan’s fortunes skidded. Then, after starting upward in 1938, the team in 1940 won five of six meets and the Little Three, while the 1941 team went undefeated in all six meets and gained the Little Three crown as well.

Despite the efforts of coaches like Floyd C. Dougherty, Irvil N. Howard, Carleton L. Wiggin, and Jack L. Blott, baseball had a dim record for most of the McConaughy years. The 1924 team, during the interregnum, won nine and lost seven games; the 1928 team, eleven and five. The 1931 team had a losing season but managed to tie for the Little Three crown. In 1933 every game was lost. By 1935, however, the team won nearly all
its games and took the Little Three honors. From that point on into the World War II years, every team lost more games than it won.

Under Coach Fred Martin, who coached both track and cross-country, track teams, by and large, fared well in this era. Though the first few years were scarcely favorable, the late 1920's saw an upsurge except for 1929. For each of three successive years, teams won three of the four dual meets scheduled, and, in 1927, the Little Three. Though the 1930 team was back in the three-won, one-lost groove, from then until 1936, track fortunes ebbed. In that year, however, Wesleyan won four of six meets; in 1937, seven of eight, with a triple tie for the Little Three; in 1938, four of six; and in 1939, again seven of eight. After that, it was a downward graph.

Perhaps the most unusual and spectacular, certainly the most unscheduled track and field event of these years occurred in 1933 when Edwin Dudley Bartlett, 1934, lost his usual steady control over the hammer and hurled it through the wires feeding the main current to Wesleyan. For several hours the University was without power.

Tennis enjoyed only a modest degree of success during the McConaughy years. At no time was the team overwhelming. The 1924 record of seven meets won, two lost, and two tied was the best of the early 1920's; the 1929 team, with seven wins and three losses, the best in the late 1920's. In 1931 the team garnered five victories and the Little Three crown. After that, victories were few for three years, then moved sharply upward in 1935, though not high enough to include Amherst and Williams or even Trinity, let alone Army. The best season from then until the war was in 1936 with seven victories and three defeats.

Four sports in the had uncertain careers. After several at-
tempts through the years, including 1910 when a Wesleyan team won one

game and lost one, hockey was again organized in 1930 and tried also in

1931. There was a good deal of enthusiasm among a small group for it, but

lack of an indoor rink led to its demise; its official revival had to

wait for more than thirty years. Squash, organized informally in 1936, had

its first official season in 1937; Wesleyan teams experienced fair, but not

outstanding success. The same could be said of golf, though the 1939 team

had four wins as against three losses. Fencing, established in the late

1930s, claimed its devotees, but had to wait until World War II was over to

appeal to more than a very few; even then, its tenure was not long.

STUDENT EXTRACURRICULAR INTERESTS

The McConaughy era in its early years witnessed a great deal of in-
terest in competitive singing and debate. Inter-fraternity singing con-
tests were very popular. The Glee Club won both the New England and the

national intercollegiate singing championships in 1926, the national

championship in 1927, and the New England championship in 1930 and once

again in 1935. In debating Wesleyan won the Little Three competition and

the Eastern Intercollegiate Debating League championships in 1927, re-

peated with the same two in 1931, and won the Little Three crown in 1932.

Aspects of the religious life of the undergraduates received serious

attention. Although chapel service continued, it was altered by faculty

action in 1929 from early morning daily service to Tuesday, Wednesday, and

Thursday mornings at ten o'clock, the Wednesday service being of a secular

nature. Sunday church service was also required and was held at 11 A.M.

The choice of ministers for the Sunday service was largely in the hands of

a committee of undergraduates. The Christian Association, less well sup-

ported by student participation during these years, was placed in
charge of the associate pastor of the Church of Christ at Wesleyan. On Saturday afternoons small groups of students thoroughly enjoyed the Christian Association walks to Westfield, where steak fries were held at "The Cedars," a cabin given to the Association by a Middletown neighbor, E. Kent Hubbard.

Undergraduate publications were mainly three. The Argus continued to make its appearance twice a week, and as the Great Depression and the growing international crisis made themselves felt, its editorial policy tended to reflect those concerns in the editorials themselves and in the space given to what was happening outside the campus. The Olla Podrida remained an annual fixture with student editors trying hard to express some originality within its standardized format. In 1925, thanks in good part to Professor Snow, the Cardinal burst on the scene as a literary magazine. As a successor to the defunct Literary Monthly (1892-1917), it featured student essays, short stories and poetry.

Another way in which students expressed their concern for what was going on in the larger world was through the "student parleys." Disarmament, war, the economy and the social structure, the institution of marriage -- all of these were problems to which the annual parleys, with arrays of distinguished speakers from the national scene, addressed themselves. Student attendance was usually heavy, reflecting a high degree of interest.

Wesleyan was a lively place intellectually during the years of the Great Depression and those darkened by the approach of World War II. The great issues of the day and those of the spirit that have ever stirred mankind were often passionately discussed among students themselves, between students and faculty, and also between students and a splendid array of speakers appearing on campus. One such visitor was Gertrude
Stein, who spoke in the '92 Theater-Rich Hall, on January 15, 1935. Her lecture at Wesleyan was but one of many she delivered at New England colleges, and she left an account of her impressions of Wesleyan students in a manner of expression uniquely hers:

"I was interested in everything. I lectured in men's colleges and in women's colleges, the men's I liked best was Wesleyan ... I liked talking to the Wesleyan men. We talked about and that has always been a puzzle to me why American men think that success is everything when they know that eighty percent of them are not going to succeed more than to just keep going and why if they are not why they do not keep on being interested in the things that interested them when they were college men and why American men different from English men do not get more interesting as they get older. We talked about that a lot at Wesleyan. Then I liked Mount Holyoke, I liked that the best of the women's colleges in New England, we talked there mostly about the theatre and as they were really interested it was interesting. Afterwards it seemed rather strange to me that the two colleges which were really made to make missionaries were more interesting than those that had been made to make culture and other professions. It made me wonder a lot about what it is to be American." 16

POLITICAL ACTIVITIES

The high tide of interest at Wesleyan in political developments reached even to the president's office. In 1938, President McConaughy
was elected lieutenant governor of Connecticut for two years on a Republi-
can ticket headed by Raymond Earl Baldwin, 1916. The University reacted
with both pride and concern, pride that its leader should win such recog-
nition and concern that henceforth he might not be able to give Wesleyan
matters the attention they needed. This fear was unwarranted, as was
amply demonstrated, but the voices of criticism were not completely
stilled.

In 1941, with the war clouds becoming very dark, the University began
slowly, reluctantly, to face the possibility of crisis. A group of the
faculty, the "Committee of '41," started to lay plans for defense activi-
ties if war should come. Several members of the faculty even left for
work in government research. The Japanese attack on Pearl Harbor on
December 7 produced stunned disbelief, restlessness, and change. The
second semester was shortened with Commencement advanced to mid-May. The
death of Aviation Cadet Arthur Wilson Clothier, 1941, Wesleyan's first
World War II casualty, had a shattering effect, an effect underlined
especially for the faculty by the death in June, 1942 of Professor
Hoover who perished when two Navy blimps collided off the New Jersey
coast while testing a secret Navy device.

PRESIDENT MccONAUGHY RESIGNS

The summer of 1942 brought further change. A combined Wesleyan-
Trinity summer term was established, the first half held in Middletown,
the second in Hartford. More significant, in the long run, was the
departure of President McConaughy on a leave of absence to become pres-
ident of United China Relief; associate Dean Victor L. Butterfield was
at once appointed acting president. Unlike the departure of President
Shanklin for France in World War I, that of McConaughy was to be permanent. For on April 14, 1943, he resigned the presidency of Wesleyan after a tenure of eighteen years in office.

President McConaughy's administration had achieved much for Wesleyan. Notable increases, as previously indicated, had been effected in the endowment and plant. Student enrollment had been permitted to move upward, in controlled measure, from 595 to 765 (in 1939, the highest pre-World War II year). The faculty, meanwhile, was enlarged from 55 to 77 (in 1939), and, unlike the decision taken at numerous colleges and universities during the depressed 1930's, faculty salaries were not cut. Statistics, however, do not tell all the story. There was a pervasive feeling, particularly among students, that the University was in strong hands, that administration, trustees, and faculty were all endeavoring to keep Wesleyan an on-going and innovative enterprise as well as solvent.

It would, of course, have been surprising if there were no critics of President McConaughy. The allocation of merit awards in salary earned him the hostility — in a few instances the lasting enmity — of several of the faculty who felt that they, too, should have been recognized. There were times when he would make exceptions to policy to which he and the Academic Council had agreed, particularly in appointments, which, incidentally, usually turned out to be happy ones, but his shift of position did little to endear him to the Council. President Camp said of him, "One afternoon, just after he had resigned the presidency, three of us were in his office, and he said he had had a lot of fun putting things over on the Faculty from time to time. I didn't particularly like that and was inclined to bristle, but, I reflected, what college president doesn't have fun that way?" He was called by various names: McConaughy,
Big Jim, James Lukens, depending on the faculty mood. As Camp said, "McConaughy" was usually a sign of irritation, 'Big Jim' of friendliness, or at least hoped-for friendliness, and 'James Lukens' meant, 'I wonder what he is up to now.'

At the same time, President McConaughy was not one to bear grudges, and he was greatly amused by the variety of ways in which he knew faculty members alluded to him in coffee break conversation. Said Camp, he "exhibited a greatness of spirit that is good for us to remember. He had the ability to take criticism, severe criticism, and sometimes it was bitter and sometimes acid. He could take this and not be sore at the critic. This is a rare quality and it was his." Camp, who was himself a critic, on occasion, said that McConaughy could speak of unfriendly members of the faculty with "No rancor, no bitterness, but tolerance and kindness."

The trustees were aware of the divided sentiment among the faculty, and some were disturbed by it. For that matter, McConaughy was not uniformly popular among the trustees, though he continued to have strong support. They were also aware of his interest in serving in some larger capacity than the presidency of Wesleyan during the world crisis. The resolution of the situation seemed to lie in encouraging him to consider other prospects, while they should begin to explore possibilities of a successor in the event of his resignation. Six months after that resignation, the trustees installed Acting President Butterfield as Wesleyan's eleventh president.

While at Wesleyan, President McConaughy was active in many outside organizations, holding responsible offices which reflected honor upon both himself and Wesleyan. He was president of the Association of American Colleges in 1937 and of the New England Association of Colleges.
and Secondary Schools in 1938. He served on the Governor's Highway Safety Commission, chaired a labor arbitration committee, was a commissioner of the Connecticut Geological and Natural History Survey, and a council member of the Connecticut Merit System Association. He was also a director and advisory committee member of the Connecticut Society for Mental Hygiene, director of the Connecticut Children's Aid Society, director and president of the Rockfall Corporation which gave Wadsworth Park to the State Park Commission and the De Koven House to Middletown as a residence for the city's social service agencies, and director of the Northeastern Division Council of the National Chamber of Commerce.

**PRESIDENT MCONAUGHY'S SUBSEQUENT CAREER**

Following his Wesleyan career, McConaughy became very active in other aspects of public service. He took over the direction of United China Relief when that organization was struggling to raise a few million dollars to alleviate the suffering caused by the Japanese invasion. Thanks in large part to his efforts, a total of $44,000,000 was eventually collected. When the Office of Strategic Services began to develop under Major General William Donovan, he became a deputy director in charge of schools and training. Donovan said of him, "He was a person with amazing imagination, a fierce determination to succeed and an unparalleled magnetic quality." In 1946 he was elected Republican governor of Connecticut (one of his most important acts as governor was the appointment of Professor G. Albert Hill as State Highway Commissioner). Then, while enjoying a successful administration, he was cut down by a heart attack, dying on March 7, 1948.
The sudden death in his prime of Governor McConaughy startled and saddened the Wesleyan community. Encomiums flowed from many institutions and individuals. Said Professor Wilbert Snow, a committed Democrat and later lieutenant governor and governor, "His passing in the full vigor of middle life is like a ship going down with all sails set. The State has lost an untiring public servant and I have lost an old friend." Many at Wesleyan felt this acute sense of loss, though McConaughy had left the University a half-dozen years before. Those who mourned him remembered his skillful guidance of Wesleyan during years of financial crisis; his great kindness, scarcely concealed by a smooth, professional exterior; his unpublicized concern for students, of which, unfortunately, many became only belatedly aware; and his magnanimity. The Memorial Minute adopted by the faculty on March 16, 1948 stated forthrightly that, in his relations with his faculty, "President McConaughy was remarkable for his liberality of spirit and his tolerance of dissenting opinion." He would have appreciated such a statement. Certainly he had tried to provide an atmosphere at Wesleyan in which view and counterview could be presented freely and without rancor, and he had labored mightily and successfully to keep Wesleyan solvent. The University was deeply in his debt.
IV

The Butterfield Administration
... the liberal mind, a mind that through the exercise of the understanding reaches appreciatively for the basic insights and fundamental principles of human experience at its best, and thereby captures something of the wisdom that can achieve for it the high buoyancy and social grace that is in its power. The liberal college is consecrated to the development of this experience in the lives of young men.

The eleventh president of Wesleyan was no stranger to the academic world. He was born on February 7, 1904 to Kenyon and Harriet Butterfield in Kingston, Rhode Island, where his father was president of Rhode Island State College. While Butterfield was growing up, his father subsequently became president of what eventually blossomed as the University of Massachusetts at Amherst, and later of Michigan State University at East Lansing. Meanwhile Victor Butterfield went to Deerfield Academy, which was then in its heyday under the great Frank Boyden. In 1923 he enrolled at Cornell University, excelling in scholarship and football. He was quarterback on the teams of 1925 and 1926 coached by dour Gil Dobie, who benched Butterfield for the final game of 1926 with Pennsylvania for criticizing the overemphasis on football to an investigating committee from the Carnegie Corporation. Besides studying and playing
football, Butterfield served as president of the Christian Association and the Beta Theta Pi fraternity, and was a member of the student senate.

During his senior year Butterfield met Katherina Geyer, a Cornell co-ed. Since she was one year behind him, he remained at Cornell to study for his Master's degree after his graduation in 1927. In June of the following year he received his M.A. and married Miss Geyer. They had a daughter and a son, Margot and Daniel Kenyon.

Following his marriage, Butterfield returned to Deerfield to teach English from 1928 to 1929, then moved to Riverdale Country School in New York City to teach English and coach football until 1931. While at Riverdale, the Butterfields traveled through Europe one summer. Also, while at Riverdale, Butterfield met Nathan Pusey. When Butterfield finally decided to study for his doctorate at Harvard and moved to Cambridge in 1931, he found Pusey a near-neighbor, and the families became very friendly.

After three years of study, Butterfield went to Lawrence College in Wisconsin in 1934. The president of Lawrence was Henry Merritt Wriston, Wesleyan, 1911, who had been a history professor at Wesleyan before going to Lawrence and who subsequently became president of Brown University. For one year, Butterfield taught and coached, worked on his dissertation, The Ethical Theory of William James, and learned all he could absorb from Wriston. Then in 1935 he moved back East to become director of admissions at Wesleyan, recommending Nathan Pusey to Wriston as his successor. He said later, "I found Wesleyan friendly, despite my initial professorial welcome from Bill Snow (Professor Wilbert Snow), who said
he was glad to meet me but wanted me to know he didn't believe in Directors of Admission! I failed to respond with some crack about my not being sure of poets, but if you know him at all, you can understand why he said this and how we later became good friends.1 While serving as director of admissions, Butterfield also taught in the Philosophy department and received his Ph.D. from Harvard in 1936.

With the death of Professor Hewitt in 1938 Butterfield added the office of dean of freshmen to his duties as director of admissions, a dual function he maintained until his appointment as associate dean in 1941. It was while serving the dual function that he was given leave in the winter of 1939 to study the liberal arts college under the auspices of the Carnegie Foundation. This trip, with its visits to numerous colleges, strengthened his faith in liberal education and the role of the liberal arts college as an institution.

Then came the war and President McConaughy's leave of absence in 1942 to head the United China Relief effort. The trustees thereupon appointed Butterfield acting president in 1942. With McConaughy's resignation in April, 1943, the trustees responded by electing Victor Lloyd Butterfield Wesleyan's eleventh president on September 15, 1943. The inaugural ceremony was set for October 23.

Stepping off the bus from Meriden after his trip to New York, about midnight of the 15th, Butterfield received a tumultuous welcome. Practically the whole student body turned out to cheer him. As an Argus "Extra" reported, "Amid the crowd's joyous singing and shouting, expressive of their approbation of the appointment, 'Vic' was escorted on the shoulders of the students to his home." In a brief
speech from the doorstep of his home, Butterfield said that he hoped the presidency would continue to allow the intimate relationship with students which he regarded as, up to now, his principal contribution to the college and his source of greatest satisfaction.2

THE BUTTERFIELD INSTALLATION

The installation ceremony in Memorial Chapel on October 23 was comparatively subdued because of the war and reflected the effect of the war on procedures with the graduation of seventeen seniors and two platoons of Navy cadets marching in the academic procession. Representatives from forty eastern colleges and universities were present as well as various officials from both Army and Navy and individual guests. The major address was delivered by Henry Merritt Wriston, 1911, President of Brown University, and the charge to the new president by Dr. Henry Andrews Ingraham, 1900, president of the board of trustees.

In his address Wriston spoke of the necessity, especially during the existing crisis, of preserving "our heritage of academic freedom . . . as a shield for bold and vigorous thought." It was his view that the central problem of the new Butterfield administration "is no longer the attainment, but the justification of academic freedom." He felt that academic freedom is vital "only in the realm of moral and spiritual, and, derivatively, political ideas," but few colleges and universities had paid attention to moral and spiritual ideas in the last twenty years. The result was that the "pseudo-scientific approach to all curricula" had turned man into "a flat, two-dimensional object deprived of his spiritual birthright" so that he had become "merely a function of the
community." Or, putting it more concretely, "The attempt to imitate science has denatured the educative powers of the humanities and reduced them to the status of training." Wriston saw Butterfield as a person of unassailable integrity and one inspiring "fresh insight into our eternal problem." Concluding, Wriston said of the new president, "as full maturity fulfills the promise of young manhood, you will discover an earnestness, an intelligence, and a character which will leave their mark on our beloved college."  

In his brief investment speech, Dr. Ingraham described the new president as a man having "courage, sincerity, idealism and a genuine love of men," and in the inaugural address by Butterfield these qualities became evident. Butterfield addressed the audience on man's search for wisdom and the place of the liberal arts college in that search. A man, he contended, searches for wisdom in both himself and the experience of others. In his search, if he is wise, he finds the key to all experience in the intellect, "that sharp instrument of conceptual meaning." But the intellect, "though absolutely essential, is insufficient for understanding experience fully or for giving life the full exaltation that it can have. For the mind in its fullness understands also with the heart and must live by the heart. It knows not the justice it conceives unless it feels for it; it cannot understand the harmony of song unless the emotions are caught in it. It misses the point of science and learning itself unless it is carried along by the delight or pleasure they give. It knows not religion until it is stirred by the mystery of the human spirit and struck dumb by the majesty and handiwork of the Infinite itself."

According to Butterfield, this is "the ideal and the method for
mind, for the liberal mind, a mind that through the exercise of the understanding reaches appreciatively for the basic insights and fundamental principles of human experience at its best, and thereby captures something of the wisdom that can achieve for it the high buoyancy and social grace that is in its power."

Butterfield saw the liberal college as "consecrated to the development of this experience in the lives of young men. All the College can really do, however, is to help these men to try with intelligent energy and with enthusiasm, to increase the area of their knowledge and understanding, to deepen their insights into important questions, intensify their curiosity to reflect on, to appraise, to learn to love and to draw into the tissue of their being the truths that they discover." If the student responds to such efforts, the college will have performed its task. 4

President Butterfield's address, with its vision of a liberal education and a liberal college, became a keynote to his twenty-four years in office, and on that same inaugural day, Professor Dutcher, extending congratulations for the faculty, observed that in the dark era of war, one must have faith that the skies will clear, that never was realization so poignant for the need for vision, without which people perish. But "It will not suffice that our young men shall dream visions. They must catch the right visions." Speaking for the undergraduates, Frederick Charles Maynard, Jr., 1944, a V-12 trainee and formerly president of the Wesleyan College Body, clearly demonstrated his belief that Butterfield was a man who could help inspire such visions. He spoke with warmth on the "very real friendship and mutual
respect" between the president and the students. The president, said Maynard, "is ever willing to hear our opinions and we in turn may look to him for wise and sympathetic counsel."

And for most of his twenty-four years, certainly until the University greatly increased in size and demands upon the president's time grew proportionately, Victor Butterfield tried to maintain that relationship of which Maynard spoke.

WESLEYAN DURING WORLD WAR II

The transfer of presidential authority from McConaughy to Butterfield occurred at a time when the nation was deeply involved in World War II. In fact, the year of that transfer, 1943, was the very year in which the War really caught up with Wesleyan. Regular undergraduate enrollments were plummeting as the draft took hold and a number of faculty members left for service. Negotiations had early started between the government and Wesleyan for the establishment of service schools at the college. These negotiations resulted in the creation at Wesleyan of a Navy Flight Preparatory School, the V-5 program, in January, 1943, and a Navy College Training Unit, the V-12 program, in July, 1943. The latter program was meshed to an extent with the regular college program and in January, 1944 was placed under the direction of Lieutenant Henry C. Herge, USNR, who received his doctorate in education from New York University in 1941 and had been a principal and supervisor of schools in Bellmore, Long Island.

Until late 1944, however, the major contribution of the University was to the V-5 program. In charge of the instructional staff was Professor Daltry of the Music Department, who proved to be a superb organizer, who
recruited many of the faculty to give courses in navigation, meteorology, cartography, photography, and trigonometry. A professor of Classics with an early penchant for mathematics found himself teaching that subject; an English professor with World War I Navy experience opened up the mysteries of navigation to V-5 students. Professor Daltry was also the stern voice of conscience for any faculty member in the program disposed to think he might still teach at the more leisurely hours and pace of the peacetime college. Classes began promptly at an early hour, and a rigorous schedule of progress had to be maintained. At its height the battalion of V-5's consisted of three classes, each of two hundred. By the summer of 1944, the national demand slackened, and the Wesleyan V-5 enrollment tapered off, terminating in September after twenty months on campus.

The V-12 program continued vigorously, however, with the summer term of 1944 containing 327, three times the number of civilian students. But in 1945 the number began to drop sharply. In fact, the lowest student enrollment at Wesleyan since Pearl Harbor occurred in the summer term of 1945 when there were only 152 V-12 trainees and 108 civilian students on campus. Then, in the fall, the V-12 program was also terminated, and the winter term began on November 1 with an all-civilian enrollment of 299, more than a third of the students being veterans.

Throughout the War, Wesleyan students, past and present, and faculty members gave generously of their services. As had happened in all the great wars since the University had come into existence, Wesleyan suffered casualties. Alongside the 18 who lost their lives in the Civil War and the 26 in World War I, an honored place was now made for the
72 who perished in World War II. In the Victory Reunion of all classes in 1946 these latest additions were fittingly commemorated.

THE VETERANS' ERA

With World War II over, Wesleyan girded itself to face the problems of a bustling post-war era. These included provision for an influx of returning veterans as well as admission of students who had seen no service; the development of educational requirements and programs consonant with the president's ideas and the temper of the new age; the acquisition of new faculty to teach the enlarged number of students and to succeed members of the Old Guard who had recently retired or who were approaching retirement; the perennial search for funds for endowment, maintenance and construction. In time, further problems -- some related to these mentioned, others not -- were to arise such as administrative reorganization, the governance of Wesleyan involving administration, faculty, and students, and re-adoption of co-education, and the changing tone and direction of social life.

The growth of the University was rapid in the early post-war years, a growth exceeding that of the pre-war period owing to the influx of veterans. In the first semester of 1945-46, the first since V-J Day, the students numbered 332, of whom 54 were freshmen. For the second semester of that year, 477 students were enrolled. Then came the deluge. In 1946-47, a total of 900 were enrolled, of whom 649 were veterans; in 1947-48, 971; in 1948-49, 908. By 1950 the veteran wave was receding swiftly, the University reverting to approximately its pre-war status by the fall of 1952, when undergraduates, foreign scholars,
and special students numbered 745 and graduate students, 56. And there in the vicinity of 800 students of all varieties the university remained through 1959-60.

The veterans who swarmed into Wesleyan were an exciting group to teach, an experience confined by no means to Wesleyan. Many had seen action, had traveled extensively "at the expense of the government," had held positions of responsibility. Married veterans were by no means few, hence special living arrangements had to be provided. "Ummentionables" drying on lines in Clark Hall spurred activity to lease Maromas House, formerly the "Poor Farm," and then to build a veterans' village at West and Butternut Streets by arrangement with the Federal Housing Authority and the State.

The veterans participated fully in student affairs, gave athletics a tremendous lift, providing the nucleus for the undefeated football teams from 1946 to 1948, and threw themselves into their studies with a degree of interest that intrigued and delighted the faculty. President Butterfield wrote at this time, "The undergraduates are showing qualities of maturity and leadership noticeably better than we had known on the campus before the war." He said that in his judgment the year was "the best on the Wesleyan campus in my twelve years of acquaintance with it, indeed the best that I have ever personally known on any campus." In comment on this remark, Professor Emeritus Fred Millett wrote in 1963, "Those of us who were so fortunate as to be teaching at Wesleyan in those supremely stimulating years would agree enthusiastically with this judgment." But in time the veterans and their families passed from the college scene, and by the early 'fifties Wesleyan, like other colleges and universities, was back to normal with
students in the 17 to 21 (or 22)-year-old span.

CURRICULUM CHANGES

What students should be exposed to in terms of a curriculum deeply concerned Butterfield. In keeping with his view that man "finds the key to all experience in the intellect," and that man searches for wisdom in his own experience and that of others, Butterfield, while acting president, had requested Professors Darr, Millett and Pusey, who had come from Lawrence College, to organize a course in the Humanities to be offered to students in 1943. As Millett explained, "The Humanities course was intended to offset the effect that many freshman courses gave of being simply continuations or repetitions of elementary courses the student had already experienced," and the objectives, according to Pusey, were "to foster an awareness of the unified nature of knowledge, to stimulate reflection about the nature of man and of society, and to introduce the student to the major aspects of human culture." Such objectives were not to be achieved through textbooks but by the reading and discussion of great books rich in ideas and possessing some measure of literary distinction.

It would have been unusual if a department-minded faculty had not offered objections to a course that cut across fields like history, literature, and philosophy. Such a course in the view of many could not help but be superficial. Moreover, the idea that people should teach outside their discipline, learning with their students, was far from comfortable. But eventually Butterfield had his way and the course became a requirement for freshmen. For a number of years the chairman had to make an annual report to the faculty, but this procedure was
eventually dropped. Before long, not only were Humanities 1-2 workshops in the fine arts established to provide some form of creative artistic experience, but a second, more advanced, and optional Humanities 3-4 course was offered. In time, too, various Integrated Humanities courses were established, interdisciplinary in nature but exploring each discipline involved in greater depth. The requirement of Humanities 1-2 for freshmen was not relaxed until 1968, a time when college requirements generally disappeared. Thereafter Humanities courses as such were electives.

While the first division was experimenting with Humanities programs, the other two divisions were likewise innovative. Before the war, the second division had experimented with an elementary course in the basic ideas and principles of social science, which, with lectures presented by members of the History, Government, and Economics departments and sections conducted by one man, was considered by those participating as something less than successful. After the war the idea was revived and modified as an examination of the historical sources and backgrounds of certain modern economic and political ideas and institutions, with a more ambitious list of readings, a minimum of lectures, and discussion sections conducted by members of the three departments, particularly History. Students majoring in any of the three departments were urged to elect the course which counted toward the generalization requirement in the second division. By 1953, the course was assumed entirely by the History department under the rubric of Western Civilization; it was substantively very similar to its predecessor, and usually claimed about half the freshman class in its enrollment. In the end, reflecting the increasing lack of interest in
such courses throughout the country, the course was terminated in 1967.

Science also became interested in offering to non-science majors courses which were more broadly conceived than standard laboratory courses as such. By the early 1950's, both Biology and Physics were offering such courses, the first a course in Evolution under Professors Goodrich and McAllester with lecturers from several departments, the second a course in Physical Sciences under Assistant Professor Cohen. By late 1959 an interdepartmental course dealing with the principles of natural science was required of freshmen who had not been advised to elect some other laboratory course in the third division. The course, never completely satisfactory to either participating faculty or students, experienced considerable modification and disappeared as a requirement in the late 1960's.

In the course of the late 1950's the whole spectrum of requirements came under question. A statement of April, 1957 by a faculty-elected Educational Policy Committee made a number of important suggestions for breaking down the rigidity of the whole academic curriculum and regulations. Opinion within the faculty was divided about both the necessity of drastic change and its timing should such a change be acceptable. The tendency was to "go slow" until a clearer conception emerged as to the future course Wesleyan should follow.

FINANCES AND THE PRESS

A number of developments occurred during the 1950's which produced a different Wesleyan and portended even greater changes than were anticipated. Undergirding and making possible most of the changes was the remarkable improvement in the financial resources, which in-
volved, by October, 1953, the income from the George Willets Davison, 1892, bequest of $6,700,000, the largest from a private individual in Wesleyan's history; the purchase of the publishing elements which led to the creation of the American Educational Press, including the Wesleyan University Press established in 1949; and the imaginative and enormously productive management of Wesleyan's investments by the trustees throughout the 1950s and 1960s. By June 30, 1967 the date of Butterfield's retirement, the net assets of the University had increased from $13.7 million on July 1, 1943 to $145.5 millions.10

Although the financial history of an educational institution rarely qualifies as exciting material, that of Wesleyan during the Butterfield administration had elements of risk, daring, consummate skill, and deep dedication. The full story deserves one day a more extended treatment than is possible here, but at least a summary is now needed to understand Wesleyan's phenomenal growth in endowment, plant, size, and educational commitments from 1949 on.

A number of gifts were outstanding in their amounts. Among them, in addition to the Davison bequest already mentioned, were $7,300,000 from the Surdna Foundation, $2,600,000 from Charles L. Denison, $1,100,000 from the Ford Foundation, $1,100,000 from George Seney Ingraham, 1885, and Frances T. Ingraham, and $500,000 from the James Foundation. A total of $3,000,000 came through the annual Alumni Fund, but many alumni also made special gifts and bequests.

Although all gifts and bequests brought the total of that kind of contribution to $30,700,000, those for endowment, plant, or other purposes constituted only 19 per cent of the increase in net assets during
the Butterfield era. The remaining 81 per cent issued from the investment portfolio thanks to the expanding market and the extraordinarily skillful management of Wesleyan's resources by the trustees' Finance Committee, which was chaired successively by G. Stuart Hedden, 1919, Stuart Furbish Silloway, 1929, and Ralph Thomas Tyner, Jr., n1923. After Hedden was elected chairman in May, 1942, the Finance Committee was reactivated as the investment agency of the board, thereby removing that responsibility from the treasurer and the chairman of the Committee; George Willets Davison, who was elected chairman of the Finance Committee in 1922 and president of the board in 1928, had personally directed the investment policy from 1932 (when Clinton Dewitt Burdick, 1886, the treasurer, died) until 1942.11

With Hedden's assumption of the chairmanship of the Finance Committee, a drastic change in investment policy occurred. Beginning in 1916, Burdick had invested all new funds in mortgages. Gradually a few stocks entered the portfolio but, by 1930, they constituted only 13 per cent of the total; bonds accounted for six per cent and mortgages for 81 per cent. By 1944, however, investment in common stocks had risen to 38 per cent of the portfolio and by 1951 to 77 per cent. Though this proportion dropped during the 1950's, it rose again in the 1960's, reaching 88 per cent in 1965. By 1967, when Butterfield retired, 62% of the portfolio was in common stocks.

A very considerable reason for the growing affluence of the University was owing to what was often alluded to as "the Press," and "thereby hangs a tale." Stuart Hedden had been urged by Harrison Monell Sayre, 1917, to enter Wesleyan, and the two continued their friendship after graduation. In 1923, Sayre became a member of the American Education
Press, Inc., co-founding, among other activities in the company, *My Weekly Reader*, which became a famous periodical for elementary schools. He remained interested in Wesleyan and in 1939 became a member of the board of trustees, a post he filled until 1955. In the spring of 1948 Hedden paid him a social visit in Columbus, Ohio and discovered that the principal owner in Sayre's company, Preston Davis, was already negotiating its sale. Sayre told Hedden that he ought to buy the company for Wesleyan.

The very next day, Hedden, a man of action as well as imagination, had a long talk with Davis, whom he had known for many years. He studied the operating reports for the previous five years, inspected the plant, and within a few days persuaded Davis, clearly with Sayre's assistance, that Wesleyan could make an unusual and significant contribution to education if it could secure the company. Davis consenting, arrangements were then made for the three corporations controlling the publication activities — the *American Education Press, Inc.*, the *Education Printing House, Inc.*, and the *Charles E. Merrill Company, Inc.* — to be sold to Wesleyan for $8,400,000 (not including certain future expenses added). The closing amount was to be $400,000 with the balance to be paid over a ten-year period.

There was, however, a condition. To protect the company against competitors before the sale was consummated and for the ensuing ten years of payment, the operating figures were to be kept as secret as possible. Hedden agreed to this. As Finance Committee chairman he had the authority when the Committee was not meeting to make investments provided he had the consent of one other member. Hence he disclosed the figure to Stuart Silloway, who had had a long investment experience, and who gave his consent. Hedden also had to take into confidence the
lawyers and accountants who would require the figures for the sale.

In the board meeting which considered Hedden's action a large measure of secrecy continued to be preserved. The board had to depend upon Hedden's report, supported by Silloway, that the investment was both attractive and sound. The discussion centered upon whether such a business was the proper province of Wesleyan and whether it was fitting that Wesleyan should concern itself with pre-college education in terms of the publications which the seller produced. With only two negative votes the board approved the transaction, the transfer of assets being effected on September 8, 1949. The name of the new organization was initially The American Education Press Foundation Incorporated; it was soon changed to The Wesleyan University Press Incorporated.

How to raise the down-payment of $400,000 was itself a problem since the limit of Wesleyan's investment in any single situation had customarily been $50,000. In order to protect the endowment, therefore, five of the trustees personally guaranteed the down-payment, each to the extent of $80,000. Likewise the seller, in the event of a default of the balance of the purchase price, could have recourse to the assets of the new non-profit organization. Howard Bierly Matthews, 1928, whose history of the Press this account is largely though not exclusively based, observed concerning these protective actions, "This explains too the need for 'secrecy' so often misunderstood and for which the Board and officers of the Press were constantly . . . criticized in subsequent years." 12

The Press grew quickly. Preston Davis became general manager of the Columbus operation, and he was assisted by a group of able professionals. On Davis' and others' recommendations Hedden obtained the services of William C. Blakey, who had a long experience in publishing. Blakey
agreed to act as a special consultant to Wesleyan, particularly on questions of policy and operation, and his reports proved most helpful.

Presently Davis was succeeded as general manager by Dr. Alfred Watson, who, in turn, was followed in 1954 by Raymond James Walsh, 1938. When Hedden resigned as president of the Press in 1956, Walsh succeeded him.

While the plant remained in Columbus, a new and larger structure being built, the school services and editorial staff moved to Middle- town and took up offices in various private residences. One of these, the headquarters of the Press, had belonged to Bishop Acheson, father of Dean Acheson, President Truman’s Secretary of State. Harrison Sayre so revered the memory of his old philosophy professor, Andrew Campbell Armstrong, that he urged that the headquarters be called Armstrong House, which was done. But, with still more working and library space needed, Walsh opted in 1959 for a new building. A modern two-story building for offices and library was accordingly erected on land purchased at the south end of High Street, the building and its contents valued at $1,700,000.

Circulation increased appreciably among the periodicals published by the Press during the time that Wesleyan owned it. Those sold among the elementary schools went up by 100 per cent. High school periodicals climbed more slowly, increasing by 25 per cent. Summer time editions shot up by 300 per cent. Especially promising was the growth of the Children’s Book Club, which, beginning in 1954 with a circulation of 50,000 members, increased by 600 per cent.

Possession of the Press, however, was not entirely an unmixed blessing because it soon came under the critical eye of the Bureau of Internal Revenue. The Treasury was moving against what was labeled
"unrelated" income of institutions exempted from taxation. Wesleyan was only one of several institutions under attack and it had to work for ten years to prove that its publishing activities were related to education. Stuart Hedden fought hard to secure the adoption of what was debated in the Senate as "the Wesleyan Amendment," a proposal strongly supported by Senator Milliken of Colorado. The exact language, date excepted, of the Wesleyan Amendment was incorporated as Section 513 (c) of the Revenue Act of 1954. The Section provided that both retroactive and future exemption would be secured if "relatedness" was established before the end of a fiscal year beginning prior to January 1, 1956. Wesleyan therefore had until June 30, 1956 to prove the "relatedness."

Hedden had already been at work to integrate the Press with the University. Early recognizing the need to establish "relatedness," the key word, he had, with President Butterfield's support, transferred the school services and editorial staff to Middletown in 1951-52. Here they became the Department of School Services and Publications and a part of Wesleyan's regular operating budget. Also integrated with Wesleyan funds were the subscription receipts, which were deposited in Wesleyan's name. At Butterfield's urging, moreover, the Press underwrote the establishment at Wesleyan of a Graduate Summer School for Teachers and a Master of Arts in Teaching program.

But a clear statement of tax exemption continued to elude the University. Initially Hedden acted as tax attorney and negotiator with the Treasury but when, in 1952, private matters made it necessary for him to relinquish these roles, he persuaded John Drye, a law partner of Parker Newhall, 1915, to represent Wesleyan. Notwithstanding Drye's able work for years and his high regard within the Bureau of Internal Revenue, the Bureau, in 1957, denied Wesleyan an exemption for a second
Rather than go to court, Hedden, strongly supported by Butterfield, Howard Matthews, and Raymond Walsh, decided to see if a settlement could be negotiated. He first explored the problem with Thomas Corcoran, a Brown alumnus and trustee, a celebrated legal scholar and doctor of jurisprudence who had graciously and without compensation given a good deal of his attention to Wesleyan’s tax problems since 1948. Corcoran believed strongly in Wesleyan’s case but urged that counsel be found in Washington so that he and Hedden would be spared from arguing the case before the relevant departments of the Bureau. He recommended Joseph Blandi of a prominent Washington law firm.

Corcoran’s suggestion of Blandi was a stroke of good fortune for Wesleyan. Blandi listened to Hedden and Corcoran, discussed the situation with Butterfield, Matthews, and Walsh in Middletown, then talked with Hedden and Corcoran again and agreed to act as the University’s tax counsel. The upshot was that Blandi persuaded the Bureau to reopen the case. This was only the beginning. Blandi made numerous trips to Wesleyan; Butterfield and Hedden testified before the Bureau; and Blandi worked the case through the departments of the Bureau, doing what Matthews called “a tremendous job.”

In early December, 1960, the Commissioner having received affirmative recommendations from his specialists, the Bureau ruled in Wesleyan’s favor with certain exceptions to the exempt list. The exceptions consisted of the returns from the Children’s Book Club, textbooks, weekly paper binders, and addressing mailing lists for other organizations. All else was considered tax exempt because “related.” Hence, with the payment of back taxes amounting to $1,400,000, the Press was finally in
the clear.

All now appeared smooth going. Two years before the ruling the last payment had been made on the purchase of the Press, the Merrill Book Division had been sold, and the plant at Columbus had been enlarged and modernized. Furthermore, since 1956, Ray Walsh had demonstrated remarkable managerial ability as president of the Press. But in December, 1960, the same month that the good news from the Bureau of Internal Revenue arrived, Walsh perished in a plane crash en route from Columbus to New York. This tragic loss precipitated a search for a successor. One was found in Harry Hungerford Spooner Phillips, Jr., 1925, a retired publisher of Sports Illustrated, who assumed his new post in early 1961.

The Press, however, was not finished with surprises for Wesleyan. In the fall of 1964, Gilbert Harrison Clee, 1935, who was chairman of the board of trustees and a member of the Press Board, intimated to Howard Matthews that the Xerox Company had expressed an interest in the Press. Clee asked Matthews to prepare a prospectus, which was done forthwith and supported by annual audit reports and monthly operating statements. For weeks after this package was sent off in late November, correspondence and conferences continued. In April, 1965, Clee and Ralph Tyner, chairman of the Finance Committee, reported that Xerox had made an offer to buy the Press. The offer was not considered satisfactory, but Clee and Tyner were instructed to inform Xerox that if the Company would offer 400,000 shares of common stock, the University and the Press would recommend acceptance. Xerox on May 30 found the suggestion agreeable, and the sale of the American Education Publications division was effected as of June 30, 1965. Actually, Clee was completely confident
of the transaction at least as early as May 21; at a special meeting of
the faculty at eight o’clock on that Friday morning he announced the
pending sale of the MGP to Xerox. Excluded from the sale was the name,
"The Wesleyan University Press, Incorporated," and the scholarly books
program popularly named, "The Wesleyan Press," which, since 1957, has
had as its director Willard Atkinson Lockwood, 1945, a person of imagina-
tion, the highest critical standards, a sense of the market, and a will-
ingness, on occasion, to dare.

Hedden’s securing the Press for Wesleyan had resulted in the
University deriving about $31,000,000 between 1949 and 1964 from its
ownership of the Press, with its various activities and copyrights. Sale
of the Press to Xerox and the subsequent sale of many of the shares of
Xerox common stock produced a bonanza. By June 30, 1969, when Treasurer
Howard Matthews retired, sales of 310,500 shares of Xerox common stock
had produced a gain of $66,000,000. Furthermore, owing to a stock
split of three for one, Wesleyan still had in its portfolio 268,500
shares, with a market value of $26,000,000.

Thus, in summary, is the story of the acquisition of the Press, its
operation, and its eventual sale. The funds realized from these activ-
ities increased Wesleyan’s endowment to one of the more impressive among
the universities and colleges in the nation. This enlarged capital made
possible the physical expansion of Wesleyan, a greatly augmented faculty
of high quality attracted in part by generous salaries and perquisites,
and the institution of a number of experimental educational programs
which elicited wide attention. For all this, many individuals were
responsible and should be remembered, including Sayre, Butterfield,
Blandi, and Clee. But above all, it was Stuart Hedden, who died in
1977, whose insight, skill, energy, and devotion to this University made him one of Wesleyan's greatest benefactors and provided the means by which President Butterfield, with faculty assistance, was to create at Wesleyan one of the most intellectually exciting and educationally stimulating institutions of higher learning in the land.

BRICKS AND MORTAR

The increase in available funds made possible the modernization -- in some instances extensive -- of older buildings, and the erection of new structures. Studies for such construction, in architectural design, and for campus lay-out, as well as suggestions for architects, were made by the landscape and engineering firm of Clarke and Rapuano in the early 1950's. In fact, for sixteen years Michael Rapuano gave Wesleyan skilled advice which was deeply appreciated. When the study revealed the need for acquiring additional land as well as modernizing old and constructing new buildings, the University spent time, effort, and funds in purchasing neighborhood properties for faculty and staff housing and for campus expansion; in addition, $900,000 were spent for farm land two miles south in the event that efforts to buy up enough neighborhood property failed. All told, during the Butterfield administration, Wesleyan invested $36,800,000 in its facilities, of which total only $700,000 were spent before 1951.16

Among the older buildings modernized were South College, the Chapel, Judd Hall, Fisk Hall, Olin Library, North College, Clark Hall, the steam plant, and the President's House. One of the Chapel renovations was a new Schlicker organ; this was installed in 1961, ironically about a year after the faculty had voted that there should be no further compulsory
attendance at Chapel or Assembly. Fisk Hall was variously renovated in place and time, two important changes being the installation of language laboratories in 1958 and the bookshop in the basement in 1966. The interior of Judd was completely demolished and then reconstructed for Psychology and Geology, the departments re-occupying it in 1958. North College was converted in 1955 and 1963 to an administrative building, connected with a renovated South College by a glass corridor. The total cost for reconstructing these older buildings amounted to $4,300,000.

But this was not all the reconstruction. The John E. Andrus Public Affairs Center, incorporating a part of Harriman Hall with substantial additions, was completed in 1955 with the same brick facade and marble trim and cost $461,079. The development of the Davison Art Center in 1952 came to $436,980 and changes within the John Wesley House in 1954 reached $292,779. Other reconstruction projects included the Armstrong House, the Treasurer's Office at 285 Court Street which became the English department offices, the maintenance shops, and the Vine Street electric sub-station.

New construction was extensive. One building, somewhat resembling a motel, was the Center for Advanced Studies, completed in 1960 at a cost of $306,953. Other structures included the Foss Hill dormitories, finished in 1956 and 1962, and the McConaughy Dining Hall in 1962. These and the Lawn Avenue dormitories of 1965 (now the Butterfield Colleges) were of brownstone and cost $10,457,526. Likewise of brownstone was the first phase of the Science Center, the 1967 Hall-Atwater complex linking with Shanklin Laboratory and costing $4,980,078. Committed to projects but not completed by the time of Butterfield's retirement were
$1,110,374 for part of the second phase of the Science Center and
$2,143,643 for a skating arena. The total of funds expended or com-
mitted for construction amounted to $20,610,130.17

For various kinds of equipment, including laboratory equipment, and
for library books a sum of $3,400,000 was paid, and for campus land and
improvements, neighborhood properties, and farm lands an amount rounded
off at $8,500,000. One of the most attractive campus land purchases was
the south end of Mount Vernon Street which made possible the achievement
of a physical unity of the campus from High Street on the east to Vine
Street on the west. The neighborhood properties consisted of 198 indi-
vidual purchases at an average of about $26,000 each. The farm lands
were in seven parcels amounting to 311 acres at an average price of
$2,970 an acre.

NEW ACADEMIC VENTURES

The increase in financial resources by the early 1950's found Wes-
leyan seeking ways educationally to justify its affluence, particularly
in view of the uncertainty over whether the Bureau of Internal Revenue
would tax the income from the Press unless "relatedness" between Press and
Wesleyan was established. One area of educational concern existing through-
out the country was the need for well-educated, well-trained teachers in
the secondary schools. President Butterfield and numerous members of the
faculty had long been interested in Wesleyan's making an effective con-
tribution in this direction. The result was that after exploration of
the question in 1951, a Graduate Division of School and Teacher Services
was established in January, 1952 with a Graduate Department in Teaching
created to administer a program of study leading to a degree of Master of
Actually there had been consideration of a somewhat similar conception before World War II.

The M.A.T. had two fundamental concepts underlying it. One was a belief that students enrolled in the program should have a grounding in humane studies and a firm hold on the subject they were to teach. The second was that the dichotomy between professional training and liberal education could be bridged not just by the usual method of a student's taking liberal arts courses and studying techniques of teaching but by encouraging the student to integrate the various aspects of his program, challenging him to consider philosophical questions related to education, mastering psychological theory and applying it to his teaching, developing insights into the adolescent, and constantly searching for ways of effective teaching.

The M.A.T. program opened in the fall of 1952 under the direction of Professor Ernest Stabler. It was designed primarily for men, graduates of Wesleyan or similarly qualified graduates of other colleges. Starting with twelve students, the program gradually caught on and came to enjoy a very high reputation both within and without Wesleyan. Women candidates were admitted for the first time in the fall of 1957, though, according to the recommendation of the Committee on Graduate Instruction, they were not to exceed one third of the total number of candidates. Eventually, besides the on-going two-year plan, a one-year, very intensive plan was established as an alternative for those who could not afford in time or expense the longer program, while provision was made for recognizing a year's work beyond the M.A.T. with a Certificate of Advanced Study. Before the M.A.T. was abolished in the 1970's, annual enrollments had risen from twelve to more than eighty.
One of the more distinctive programs, and certainly one of the most successful, ever established at Wesleyan was the Graduate Summer School for Teachers which provided for the degree of Master of Arts in Liberal Studies. Beginning in the summer of 1953, the course of study was designed for in-service teachers and administrators in public and private elementary and secondary schools. Unlike the conventional M.A. plan requiring specialization in one subject or a M.Ed. with its emphasis on courses in education and methodology, the M.A.L.S. stressed a field rather than a single subject and the selection of a number of courses outside the field, with a substantial correlative essay to be written in certain fields. The Graduate Summer School for Teachers was placed under the direction of Professor Daltry whose organization of the M.A.L.S. program was superb and whose recruitment of a summer faculty of high quality from Wesleyan and other colleges and universities was, through the years, consistently effective.

Generously supported by the trustees, the Graduate Summer School had only 25 students enrolled for 1953, with a faculty almost as large. By the following year, however, 86 students were enrolled, and, the year after that, 146. This number gradually increased so that by 1962 when Professor Daltry passed the directorship to James Emmet Cronin, 1930, a total of 372 were enrolled, while for the summer immediately preceding the Butterfield retirement in 1967 a high point of 582 was attained.

The program, which students usually completed in five summers, came to be highly regarded by faculty and students alike. Classes limited to 15 students helped create rapport between teacher and taught, and sometimes in discussion, given the maturity and experience of the
students, the roles were reversed. Almost invariably faculty members noted the students' motivation, zeal, and willingness to work, and wished they might say as much for most of those enrolled in their undergraduate courses. Teaching in the Summer School became a joy, though hard-earned, while students often wrote back to the director or to individual teachers expressing their appreciation for the quality of education they had received at Wesleyan and the rare experience of being treated as mature people while learning.

A more short-lived innovation was the evening seminars, a kind of early but not unique adult education program. These were graduate seminars in letters, social studies, and the sciences organized under the Department of Teacher Services, staffed by members of the Wesleyan faculty, and offered for the first time in the fall of 1952. The rationale for the seminars was the same as that for the Graduate Summer School for Teachers, namely, "that liberal studies are in themselves a foundation and inspiration for professional as well as personal living."22 Designed primarily for teachers living in Connecticut, the seminars were rarely large. In the course of time the expense of the program seemed out of line with the number of people attending; hence the program was terminated in 1958, and the students were encouraged to complete their degree work through the Graduate Summer School.

In the Butterfield era of experimentation one of the more promising developments was the Public Affairs Center. Members of the Social Science faculty, responding particularly to the leadership of Professor Schattschneider, had long discussed the desirability of removing the patrols from departmental boundaries and coordinating the teaching of the departments of Economics, Government, and History and allied disciplines to a greater degree than yet attained, the object being to develop a more ef-
fective training, within the context of a liberal arts college, for men who might become leaders in public affairs. The program that was created witnessed a degree of integration of the three Social Science disciplines with enrichment from such other areas as, for example, philosophy, theology, and social ethics. A student learned the technique of rigorous analysis within a discipline, with a workshop experience becoming part of his introductory course; in the workshop he learned to grapple with the sources and raw data of his discipline in a series of organized projects under tutorial supervision. In his last two years he could choose from several interdepartmental seminars and might spend a summer doing field work within his own community interviewing politicians, leaders in business and labor, and public officials. Often leaders from public life were invited to discuss problems of society with faculty and students of the Center.

The interest displayed by the Social Science faculty induced the Surdna Foundation to make a substantial grant for the alteration of the basement and the first two floors of Harriman Hall and the construction of two wings, one of which joins Olin Library. Known as the John E. Andrus Center of Public Affairs, it provided lecture and discussion rooms, workshops, a press archives room, offices, a reading room and a lounge. Classes were first held in the Center in the fall of 1955.

Through the Butterfield years, the Public Affairs Program enjoyed a mixed success. Though serving a useful purpose, the workshops were eventually dropped as more of that type of work was comprehended in advanced courses and as prerequisites for majors were modified. The principle of joint seminars persisted, but the practice of holding them dwindled, particularly as university and departmental requirements
cut into instructors' time. Certain courses, the subject matter of which extended beyond single disciplines, continued to be assimilated to the major programs of the departments comprising the Public Affairs Center, to which the College of Social Studies, founded in 1959, was added.

An oft-mentioned criticism of the Center was that it never did mount a viable program in itself, certainly not a major as such, and that it served principally to house related departments. Actually there was no intention among the Social Science faculty creating the program of projecting a major. The program was designed as ancillary to the departments, possessing a subject matter and method contrived to broaden and strengthen the education of students majoring in any of the departments of the Center. Perhaps the most effective integration occurred within the Social Science faculty itself, housed for the first time together, in a building of its own. This integration, effected through formal and informal discussions and occasional lectures, helped immeasurably in enriching an instructor's teaching through the development of an awareness and understanding of the substance and techniques of other disciplines than his own. At the same time, while faculty members became better acquainted with colleagues in their own division, informal contact with members of other departments at Wesleyan dwindled as fewer P.A.C. people went to the Downey House for coffee breaks.

THE COLLEGE PLAN: BUTTERFIELD'S CHERISHED LEGACY

President Butterfield, in reporting to the trustees in 1955, said of the elective system:

"While it has opened up a wealth and variety of options to meet the varying cultural needs of students, it raises the question whether a student does not also need a pattern of courses that
bear some significant relationship to one another and to his own liberal growth. At present we rely mostly on the major program to give the student's education experience coherence. I feel that more thought should be given to the coherence of the whole four-year program, provided we can also allow for variety and individual choice. 23

Such a program, providing at least for coherence for three years, presently emerged in the complex and radically different College Plan. Butterfield had entertained the view for some time that it was not enough, in terms of education, that a student know a little about many fields irrespective of his interests and considerable about the one that comprised his major. He therefore came up with the idea of the College Plan which was closely studied by the Educational Policy Committee of the faculty for some time before his report to the trustees.

Made possible by a grant from The Fund for the Advancement of Education, a venture financed by the Ford Foundation to assist colleges in self-study programs, the Committee, under the remarkably effective chairmanship of Professor M. Gilbert Burford, 1932, conducted a searching analysis during 1953-54 in five critical areas: admissions, orientation and counselling, curriculum, faculty problems, and fraternities. Its report, published in 1955, contained recommendations that reflected both vision and rigorous thought, and a number of them have since been implemented in one way or another. Concerning the College Plan the Committee saw six "very striking advantages":

1. An expected increase in student interest and motivation resulting from the feeling of belonging to a particular intellectual community from the beginning of college work, thus extending to the first two years the atmosphere of rapport and give-and-take on common intellectual grounds now found in department major programs.

2. The possibility of more informal organization and experimentation with such matters as class size, periods, total hours of class work, and increased student participation and responsibility.

3. The possibility of greater coherence in planning.
"4. Establishment of an effective counselling system within the framework of personal intimacy among students and faculty.

"5. Provision of wider social groups as alternatives to fraternities.

"6. Generalization, presently based on legislation, would, in principle, be based more on persuasion: the student is to be brought by his own experience in his college to see the relation of other disciplines to his own. Those disciplines which cannot be related at the undergraduate level would, presumably, not be required of the members of a given college."24

As against the above advantages the Committee noted a number of "disadvantages and risks":

"1. The plan might threaten the fluidity of the present academic community with its interpenetration and cooperation of disciplines as a factor of stimulation. Too much neatness in curricular planning may prevent the student from becoming the "self-educating individual and responsive and responsible member of the community" — a purpose which has been accepted by this committee as the underlying concept of Wesleyan as an educational institution.

"2. The assumption of an initial commitment to a designated college by entering freshmen must be doubted on the basis of present findings of their interests and abilities. In connection with this indecision on the part of many incoming students, the possibility of planned transfers from College to College which would entail extraordinary difficulties of curricular organization must be considered.

"3. A great number of basic college courses (such as Philosophy and Religion) could not easily be fitted into the projected collegiate centers, or might be forced into a rigid pattern which would destroy the bridge character of some key disciplines (such as History). There was a general belief that if such a break-up of the college were initiated at all, numerous university courses would be required to maintain the common structure of Wesleyan, a procedure which would be also imperative for reasons of economy of time and money . . . "25

Weighing the pros and cons with extreme care, the Committee, while acknowledging that the College Plan had promise, declared that it had "enough reservations . . . not to wish to recommend experimentation with it on a college-wide basis at present." However, it did recommend experimentation with the Plan by those departments and divisions which felt that such experiments were "feasible."26
The upshot was the appointment of a committee to study the feasibility of the College Plan and an ultimately favorable report, long discussion by interested faculty members representing clusters of departments, the formulation of several specific but tentative plans, a thorough airing of views by members of the faculty and administration at several meetings on an informal basis, and, finally, a decision. This decision came on February 24, 1959 when Professor Hallowell, speaking for the Educational Policy Committee, presented to the faculty recommendations for two experimental College Plan programs, a College of Social Studies and a College of Letters, to begin in the academic year 1959-60 and continue for the two following years, after which they would be reviewed. There were to be about twenty members in each program from each of the three classes: 1962, 1963, and 1964. President Butterfield said that the Faculty and Curriculum Committee of the Education Committee of the board of trustees had accepted in principle the recommendations of the Educational Policy Committee of the faculty. There was considerable debate at the faculty meeting but more in terms of a quest for further enlightenment since much of the criticism had been answered in the previous informal meetings. Butterfield had insisted at these meetings that everyone be given ample opportunity to express his opinion.

Finally, but not without considerable reservation at so significant a departure from the conventional curriculum, the faculty voted without dissent to approve the recommendations.27 A Butterfield dream of long-standing was at last on its way to realization.

The Colleges (a third -- the College of Quantitative Studies -- joined the first two in 1960) represented a real breakthrough of accepted practise. The faculty study committee which had favorably
reported on the Plan had expressed the hope that it would "free the students' imaginations, capitalize on their curiosity, and encourage independent scholarship rather than conformity to conventional academic requirements which may have lost their validity." The Colleges sought to accomplish these very objectives.

The Colleges focused on specific areas rather than upon a single subject as a major. The College of Letters looked to literary theory, language, and literature; the College of Social Studies, to an analysis and synthesis of government, economics, and history; the College of Quantitative Studies, to a study of higher mathematics and its relationship to other disciplines, particularly economics. Such interdepartmental ventures were thus based upon a common field of study with formal classroom work giving way to group tutorials and colloquia, often with weekly papers as in the College of Social Studies, and with students doing an immense amount of independent reading within both the field of study and the area of general education outside the field. Students entered the College at the beginning of their sophomore year. There were to be no lectures and no regular tests or grades, but a qualifying or preliminary examination was to be taken at the end of the junior year with outside examiners participating and a comprehensive examination at the end of the senior year. A senior thesis under a tutor was expected, a piece of research and writing that might turn into an honors thesis.

The number of students per class eventually being increased from twenty to twenty-five for each College by faculty action in the spring of 1960, the College Plan got under way in the fall of 1959 to enthusiastic acclaim outside Wesleyan and to a mixture of zeal and skepticism within the University. Even the skeptics, however, were willing to give the venture a try, agreeing with Butterfield that, in his words, it was a
"gamble on maturity." Too long, in his opinion, students had remained apathetic, an attitude he attributed to the paternalistic American system of lectures and assembly-line type of grading. Now students were to be unshackled, turned loose, given a chance to "perform responsibly."

The College Plan was the end of a long search to achieve that objective, and it represented, in comparison with the existing system, "an exciting alternative," said the magazine *Time;* it was "this year's 1960's bravest innovation in independent study."29

The Colleges were reviewed by the faculty after three years of operation and accepted as part of the on-going curricular establishment. Fears expressed by the Burford Committee in 1955 that the fluidity of the academic community would be adversely affected, that transfer from college to college would cause extraordinary curricular difficulties, and that the common curricular structure of Wesleyan as a whole would suffer proved only partially true. Difficulties did develop, but nothing profound and nothing that could not be solved. Though fraternities were affected by the new social groups formed in the residential colleges, the slow winding-down of the fraternities was owing more to changes in life values and desired patterns of living than to the Colleges, which, after all, numbered only three during the Butterfield regime. In fact, owing in large part to a decline in student interest reflected in greatly diminished enrollment, the College of Quantitative Studies went out of existence during Butterfield's last year. The College of Letters had its rocky moments but was still going strong when the Butterfield administration ended, while the College of Social Studies consistently thrived.
"THE LITTLE UNIVERSITY": PROFESSIONALISM ASSERTED

The Butterfield Colleges were a kind of reaction to Wesleyan's desire to become something other than the small college it had traditionally been. In the late 1950's, searching to identify the kind of contribution it could most effectively make to education, Wesleyan aimed to become what its charter already permitted it to be, a university, albeit a small one. There had been a great deal of coffee chat and serious discussion about this possibility throughout the decade, and the Burford Committee met the possibility head-on, proffering a number of important recommendations in its report of 1955. According to the report, "... the committee suggests that the peculiar contribution of Wesleyan may be approximated by the concept of the 'Little University.' This concept, it is felt, pulls together many apparently unrelated developments of the recent past and suggests certain criteria to be applied to all future proposals for expansion or revision of the educational structure of the University."

Although it did not attempt to define the concept, the Burford Committee suggested a number of features as characteristic of it. First, the tradition of a limited enrollment and "an intensive educational experience for the student" should be continued. Second, the tradition of the liberal arts emphasis should continue as the basis for the whole educational structure, while its extension into graduate programs might help counter the tendency in academic life toward departmentalization and professionalization. Third, "the undergraduate program should remain at the center of the educational effort and should not be compromised in any way by other programs." Fourth, graduate work "should take advantage of and be developed in relation to the three characteristics just
mentioned," with the "Little University" pioneering in "entirely new types of graduate programs; negatively, the "Little Ph.D." is not properly the goal or the desired product." Fifth, while scholarly work should be regarded as part of the function of a "Little University," the Committee expressed the hope that in a small community "research and scholarship can be made relevant to the educational experience of the undergraduate and graduate student, rather than being pursued as a separate goal of the individual faculty member." Finally the Committee stated its conviction that a small rather than a large community would be more supportive of the original concept of a University. "In the Little University," said the Report, "all the areas of activity -- college and graduate experiences, student and faculty social relations, research, alumni activities -- should reinforce each other and contribute to the development of the whole community." 30

As the decade of the 1950's neared an end, the Little University idea filled the air with speculation, planning and decision. One indication of this ferment involved a reversal of policy on the part of the trustees respecting the enrollment. Though determined after the World War II veterans left to keep the number of students below 800, the trustees decided in 1959 to permit the University to grow to 1000 by 1964.

With the University gradually acquiring more resources and with the numbers of students applying for college rapidly increasing throughout the country, questions had been raised among the trustees, the administration, and the faculty about the fairness and value of maintaining what the president once alluded to privately as "a jewel box operation." The president explained the trustees' decision as springing from "the
pressure of conscience, the feeling that we would soon be turning away students able and serious enough to profit from a Wesleyan education; the likelihood that Wesleyan stood "a better chance of hitting on more potential ability and leadership with somewhat larger classes"; and, with the College Plan in force, the opportunity for exploiting "even more than we had the potentials of small group association."

Three years after the decision to grow, the trustees, in December, 1962, taking further note of the intellectual excitement on campus, the national situation, and Wesleyan's mounting resources, adopted a study of principles and guidelines designed to assist long-range planning and development for the next decade. Among the objectives was a further increase of the enrollment to 1500 undergraduates and 200 graduate students by 1972.

The results of the growth decisions were soon apparent. The last year of the truly small Wesleyan was 1959-1960 with 833 undergraduate and graduate students. By the start of the academic year, 1963-64, the twentieth of the Butterfield administration, undergraduates totaled 1064 and graduate students 159 (not including Summer School students working for their M.A.L.S. degree). Enrolled for 1966-67, the last Butterfield year, were 1309 undergraduates and 216 graduate students for a total of 1525, or approximately double the size of the Wesleyan of pre-World War II days. No longer was it likely that the average faculty member would recognize a majority of the graduating class as they moved, single-file, to the rostrum on Denison Terrace to receive their degrees.

But numbers and the College Plan were by no means the whole story in the implementation of the Little University concept. The year 1959, the watershed year in the history of the modern Wesleyan, also saw the
opening of a Center for Advanced Studies in the Liberal Arts, Professions and Sciences, even if a separate building to house the Fellows was not available until the following year. Though other Centers existed in large universities, establishing one here was a brave movement by a small institution like Wesleyan to meet one of America's persistent and serious problems, namely, in Butterfield's words, "the gap of misunderstanding and suspicion between the 'ivory tower' and the non-academic world." Under the leadership of Professor Neumann and subsequently, Paul Horgan, one of the early Fellows, the Center brought together a distinguished group of Fellows each year. Though it was expected that each Fellow would devote a large part of his time to his own study, writing, or other activity, he was encouraged to participate in the undergraduate program by lecturing, holding a seminar, serving as a tutor for an honors project and the like. Unfortunately there was relatively little communication between the Center and most of the faculty and students. Those faculty members and students who achieved contact were often profoundly influenced by and grateful for the presence of such persons as René Dubos, Edmund Wilson, Sir Herbert Read, Moses Hadas, Lewis Mumford, and C. P. Snow.

ADVANCED LEARNING AND GROWTH IN ALL DIRECTIONS

It was the idea of advanced learning, however, that touched off the wide-ranging and vigorous discussions which led to profoundly significant developments in the goals of Wesleyan. During the years 1959-1960 and early 1960-1961, a group of nine faculty members, drawn together by deep interest in the way Wesleyan might develop as a Little University, held
numerous meetings, talked with colleagues in all divisions of the faculty, and met with the president and a few trustees. Labeled "The Mystic Nine" by some unknown source, and subsequently described by President Butterfield as "a group of our ablest and most committed senior faculty," the group was especially concerned about advanced learning. The members saw in a development of provisions for advanced learning a means of attracting even a better quality of faculty than existed, a means of confronting more effectively the problems, intellectual and practical, of the academic and "outside" worlds, and a means of drawing both graduate and undergraduate students together in a common enterprise. Establishing a doctorate was viewed as only one of the objectives and not immediate at that. But as the group said in the formal statement that it drew up on January 12, 1961 and presented to the Educational Policy Committee, "It is necessary to face the unpleasant historical fact that the formative and decisive role which undergraduate education once had in America has been steadily eroded away in this century. Leadership in higher education has passed to the graduate universities. . . ."34

"The Mystic Nine's" overall conception of the kind of university which Wesleyan should aspire to become was at once idealistic and forthright:

"By a university we mean an institution which has as its primary activity the advancement and renewal of knowledge and the dissemination of it through a community of teaching scholars utilizing the resources of undergraduate and graduate education for learning and discovery. We stress that a university should be a society guided by a common high purpose permeating its whole life and part of the very atmosphere of the campus. The university seeks the full and proper expression of intellectual powers, the eliciting of the activity of the creative mind . . . The creative mind deals with meaning, with knowledge that is not separate from goodness, with innovation more than with tradition. It is not the function of the university pri-
marily to create and nourish the powers of fact-intake and attitude response, but to discover what are the new and unique demands upon us in the world."

"The Mystic Nine" had earlier conferred with representatives from the trustees who, in their meeting of February 4, 1961, accepted a motion welcoming the concern of the faculty for the future excellence of the college as an institution of higher learning. The board promised "earnest consideration" to recommendations as soon as the faculty had an opportunity to clarify them.35

Faculty clarification proceeded largely through the Educational Policy Committee. "The Mystic Nine" had already submitted its extended statement to the EPC, and even before that it had discussed its proposals at length with members of the EPC. Furthermore, a subcommittee appointed by the EPC to draft a report on Wesleyan's future included two members of "The Mystic Nine," one of whom was chairman of the subcommittee. It would have been strange, therefore, if many of the ideas and much of the philosophy in "The Mystic Nine's" statement had not been incorporated in the extensive report the subcommittee was drawing up. Nor was the EPC likely to remain uninfluenced by the fact that although opinions varied, there was substantial support among the faculty for the statement of "The Mystic Nine."36

In the course of the winter and spring of 1961 the EPC produced its own celebrated statement, "The New University." Approved by the faculty, it was one of the most important educational documents in Wesleyan's history. The EPC boldly raised the banner of change:

"Wesleyan is audacious; it stands ready to use its liberal arts tradition as a basis for the movement from the Academy to the University. Such a move is necessary in order to maintain the excellence of its undergraduate program, in which, over the past fifty years, it has made notable advances, slowly, by an evolutionary process ... The university which Wesleyan hopes
to become will have as its primary activity the advancement, renewal, and dissemination of knowledge by a community of scholars who will participate in both undergraduate and graduate programs.37

The statement moved swiftly to particulars. The EPC suggested that it would be necessary initially to select three or four programs to be determined by their own significance, their relationship to the undergraduate college, the interests of the existing faculty, the availability of new faculty and students of the highest quality, and the costs. Envisaged, among numerous items, were factors such as the appointment of new faculty members, establishment of a coordinate college for 650 women, expanded library facilities, and buildings, offices, and housing for those in scientific research. With additional programs in the ensuing years, the Committee estimated that about the year 1975 the enrollment might consist of 1700 men and women undergraduates; 300 graduate, Master of Arts in Teaching, and post-doctoral students; and 300 faculty. And it was calculated in lengthy and elaborate tables of estimates that the cost of the expansion program up to 1977 would amount to approximately $90,000,000.

Announcement of the statement evoked campus-wide discussion. Not all the faculty were in favor of introducing programs of advanced learning for fear that the teaching of undergraduates might be jeopardized, that a commitment to advanced learning would divert massive funds that might better be used in an enrichment of the undergraduate college, and that for a number of years Wesleyan would attract a less able type of graduate student than attended the great universities of the country — no "crash" program, it was pointed out, could make Wesleyan a great university overnight.38 Notwithstanding the force of such criticism, the faculty endorsed the concept and plan of "The New University." The plan then went to the administration for exhaustive analysis before being presented to
to the trustees.

For Nutterfield it was an agonizing decision to make since what was involved was so contrary in many ways to what he had advocated for much of his life. He was only too aware, moreover, of how easy it would be to "turn a first-rate liberal arts college into a fifth-rate university with a tenth-rate graduate school." But he thought long and very hard, conferred with his advisors, and decided to move with the faculty. However, the administration set its sights more on 1972 than a later date, and looked toward a smaller university consisting of 1500 undergraduates, 200 graduate students, and about 200 faculty. This would mean a change in the student-faculty ratio from 8.5 to 1, as of the fall semester of 1962, to 9 to 1 for 1972. Even so, the administration came out strongly for advanced learning, accepting with minor textual revisions, the general statement approved by the faculty:

"We approve in principle of the adoption of programs of advanced learning that can strengthen the values and impact of liberal education and encourage the fruitful scholarly and creative activity of the faculty. Such programs should be limited in number, size and rate of growth. They should be voluntary and in no way threaten individual scholarship, the dynamic balance of scholarship among the divisions, or the introduction of new undergraduate programs. They could vary considerably in structure, purpose and duration. They should have due regard for discipline and depth but should in general evidence strong promise of tying into related areas. They should make a strong appeal to gifted students of present programs and should draw as regular faculty members teachers interested in students and education. They should give promise of fruitful returns in the discovery and interpretation of knowledge and be sufficiently important to the scholarly and educational needs of the country to command outside financial support whenever possible." 39

The administration's document, "Principles and Guidelines for Long-Range Planning and Development," was presented by Vice-President Hallowell to the trustees on October 13, 1962. The initial reaction was a compound
of acute interest and caution. The latter echoed reservations held by a
number of the faculty, with concern expressed that the attention to ad-
vanced learning might move Wesleyan away from its undergraduate emphasis.
It was also observed that the real need was for the liberal arts colleges
to provide not doctoral programs but advanced learning for the non-Ph.D.
candidate, particularly "for those who presently hold posts of importance
in government and in industry."40 The board took the plan home for study.

The next meeting of the trustees, that of December 1, 1962, was
crucial. The budget sub-committee of the board pronounced "Principles
and Guidelines for Long-Range Planning and Development" to be "the most
important single document coming to the Trustees since the War [World War
II]." In the flow of discussion John Weeks Bodine, 1933, described the
delicate role of the board when he said, "This peculiarity of our system,
under which we non-educators on this Board have the ultimate responsi-
bility of leadership for the entire Wesleyan community, has often been
borne in on me as chairman of your Committee on Education, but never
more so than today." In his view, "What is required of us non-educators
here is an act of faith." He then said, "I believe it is a case for ap-
plication of that line of Caleb Wincheste"s hymn:

"Believing where we cannot prove"

He had spoken with cogency and grace, and though certain individual
members continued to maintain reservations as to the direction and degree
of emphasis on advanced learning, the board voted unanimously to support
the document.41 It was perhaps the single most important decision by the
trustees since an earlier board had voted to double the size of the col-
lege and its resources, and brought President Shanklin to Wesleyan to
accomplish that objective.
Expansion of the University now moved swiftly forward, roughly according to plan. The undergraduate body increased steadily by an annual increment. Though it continued to be male throughout the Butterfield era, the trustees appointed, in the spring of 1966, a committee to consider the practical problems of re-admitting women to degree candidacy. In the graduate area, faculty and trustees approved the institution of a doctoral program in Mathematics in 1963 (to begin in September, 1963), in Ethnomusicology in 1965 (to begin in September 1967), in Biology in 1966 (to begin in September, 1967), and an interim doctoral program in Physics in 1966 (to begin in September 1967). During the spring of 1967, the faculty approved the establishment of a department of Asian Languages and Literature and a program in Latin American Studies, and voted official recognition of the department of Anthropology. Plans were also made for the establishment of a Department of Sociology in the following academic year.

Not only did the faculty in the 1960's propose to evaluate the Colleges and to adopt advanced learning, it also introduced changes into the curriculum. From 1960 to 1962, especially during the academic year, 1961-62, the Education Policy Committee addressed itself at length and in exhaustive detail to the curriculum. Sessions with divisions and departments were held, and the result was a sweeping revision voted by the faculty in May, 1962. Discussions as to whether the calendar should continue on a two-semester basis or move to a trimester system eventuated in a vote to remain with two semesters. Saturday classes, however, were abolished. The idea of counting semester hours (126, including Physical Education) toward graduation was dropped; instead, the faculty came out for the satisfactory completion of 34 semester courses. Instead of five
courses for each semester, four courses became the norm with five courses required in only two of the eight semesters; the faculty reasoned that a four-course load would enable both instructor and student to pursue a subject at greater depth. Generalization requirements were much as before, with a student required to complete six semester courses in the two academic divisions other than the division of his major, with at least two from each division. On the other hand, satisfactory proficiency tests might exempt students in the freshman year from such courses as English, Humanities, a foreign language, or even a science. In the area of concentration, a student was to take 8 to 10 (as compared with the existing requirement of 10) courses so chosen as to constitute an approved program of advanced study (in addition to the introductory course or courses) but not more than 12 courses (exclusive of the introductory course and the Distinction tutorial) in any one department. 43

Such a revision of the curriculum, though seeming mild indeed in retrospect, was considered almost radical at the time. But if a number of the faculty deplored the changes, others thought the changes had not gone far enough. There was talk within departments that still gave senior comprehensive examinations of abolishing those examinations, and there were voices throughout the faculty being raised about getting rid of all requirements other than the number of courses stipulated for graduation and whatever requirements a department might insist on for fulfillment of a major program. These, however, were voices of the future. For the rest of the Butterfield regime, the revisions of 1962 would obtain.

The growth and increasing complexity of the institution, as well as the vicissitudes of the years, brought administrative changes. There were five directors of admission under Butterfield. First was Associ-
ate Professor (Government) Ralph Frederic Bischoff, 1927, who served from 1941 to 1946, then left to teach in the New York University Law School. Donald Atkins Eldridge, 1931, was director from 1946 to 1952, when, having also been dean of students since 1949, he devoted full time to that office; he became president of Bennett College in 1957. The third was William Haddon Loy, 1947, who left in 1953 to pursue a business career. Fourth was Robert Jackson Norwine, who served from 1953 to 1964, when he departed for New College in Florida. He was succeeded by John Craven Hoy, 1955, who remained for the rest of the Butterfield years.

Deans, known variously as dean, dean of the college, dean of students, and dean of student affairs, numbered four. First was Professor (Mathematics) Leroy Albert Howland, 1900, 1935 to 1947, much of the actual day-to-day work with students from 1945 to 1949 being conducted by the associate dean, Professor (Art) Sterling Adolph Callisen, who, in 1949, became dean of Education at the Metropolitan Museum of Art. Next was Donald Atkins Eldridge, 1931, from 1949 to 1957. After Eldridge's departure, Bennett College, Mark Barlow, Jr., 1946, took over until he became vice president of Cornell University in 1965. Professor (History) Stanley John Idzerda then succeeded to the office.

Deans of Freshmen continued to be appointed until 1960. They included Professor (History) Alexander Thomson, 1943-44; Professor (History) Willard Mosher Wallace, 1934, from 1946 to 1950; Professor (Religion) Charles Herndon Wagers, 1950-54, Dr. (M.D.) Claire Beebe Crampton, 1929, from 1954 to 1955; Professor (Religion) David Everett Swift, from 1955 to 1958, and Professor (Psychology) Donald Davy O'Dowd, 1959-1960.

There was only one dean of the faculty, the highly respected Profes-
sor (Classics) John William Spaeth, Jr., 1949 to 1963, who brought to his office, among many attributes, a long, long memory of Wesleyan people, incidents, and precedents.

Treasurer of Wesleyan for most of the Rutterfield era was Howard Sierly Matthews, 1928, who came to Middletown in 1950 from having been business manager of the University of Chicago. Matthews succeeded William Patterson Calder, 1903, treasurer from 1947 to 1950, while Calder had taken over from George Bouck Thurston, who had been treasurer since 1944. Matthews became not only treasurer of Wesleyan but vice president as well, treasurer of the board of trustees, 1950 to 1969, secretary-treasurer of the Wesleyan University Press Incorporated, vice president and treasurer of the Hill Development Corporation, and a trustee of Wesleyan. He is the author of a brief, unpublished, but exceedingly informative history of the Wesleyan Press, now in the Wesleyan Archives. He retired in 1969.

The gradual enlargement of the University necessitated the creation of two new administrative offices, a provost and a vice president for planning and development. To these offices in December, 1961, Professor Joseph Cornwall Palamountain, Jr. of Government and Burton Crosby Hallowell, 1936, of Economics were appointed respectively. Nearly two years later, in September, 1963, Professor Robert A. Rosenbaum of Mathematics was appointed dean of the sciences, another new post. When Palamountain left in 1965 to assume the presidency of Skidmore, Rosenbaum became provost and the new science deanship was dropped. At the same time Hallowell was appointed executive vice president, succeeding, after a four-year gap, John Williams Macy, Jr., 1938, who had served from 1958 to 1961, when he left to become a great chairman of the United States Civil
Service Commission.

For the expansion of Wesleyan the trustees had already prepared themselves by modifying their own organization. In January, 1959, at the very meeting in which they voted to increase the undergraduate enrollment to 1000 in five years, they drew up plans for a thorough reorganization which, of course, would entail a revision of the University's charter. They voted the changes in their April meeting. Until then, the board consisted of 55 members serving for five years. In a generous spirit of self-sacrifice deeply rooted in their devotion to Wesleyan the trustees now voted to reduce their number to 26. As before, a small number chosen by the alumni were represented, but these were now to serve for only three years, while the term of members elected by the board itself was extended to six years. The results over the succeeding years were generally a greater efficiency, a deeper commitment of time and energy by more people, a higher degree of flexibility and freshness of viewpoint with the shorter terms for alumni-elected members, and a more pervasive esprit de corps born of constant and effective teamwork.

In all fairness, however, it would be hard to see how most of the trustees during the Butterfield years up to this point could have rendered greater service than they did. One thinks, of course, of the presidents of the board: Henry Andrews Ingraham, 1900 (1943-46), Arthur T. Vanderbilt, 1910 (1946-47), Henry Ingraham Harriman, 1895 (1947-50), and especially Earl Place Stevenson, 1916 (1950-63). But there were many faithful other trustees who made it a point to learn as much as possible about the president, the faculty, the students, and their own colleagues in order to reach the fair and enlightened decisions that characterized the board in the Butterfield era. No greater expression of their
love for Wesleyan was evidenced than their resolution now to diminish their number by more than half.

BUTTERFIELD'S ROLE IN THE CHOICE OF FACULTY

If the list of trustees was shortened during the Butterfield administration, the list of faculty was enormously increased. Regardless of their numbers, it is unlikely that any president of Wesleyan paid more attention to the selection of faculty than President Butterfield. He was in pursuit of a certain quality of mind and spirit and sought to communicate to his department chairmen something of his enthusiasm. At times a number of them were frankly puzzled by his conception of what constituted creativity, liberality, philosophic insight and similar characteristics to which he insisted that chairmen should be alert in searching for candidates for their departments. Perhaps Butterfield himself would have had difficulty defining what he meant in the selection of a political scientist or a chemist, but in the Humanities he was clearer in his own mind and had less trouble communicating what he was looking for to the chairmen of departments in that division.

But whether Butterfield was understood or not, no chairman was in any doubt of the president's concern that he find candidates of high scholarly and pedagogical attainment and potential. Butterfield emphasized especially a man's capacity for creative teaching, for involving his students in productive ways, and for communicating to his students a sense that he and they were learning together. Though a number of chairmen were convinced the president was less interested in a man's scholarship, particularly as manifested through publication, than in his ability to teach, they endeavored to find candidates who excelled as both
scholars and teachers. Butterfield himself, moreover, flew all over the country from Brunswick, Maine to Berkeley, California, personally interviewing likely candidates who had been called to his attention by friends who knew of his searches. He, in turn, would recommend men whom he approved to his department chairmen for consideration by them and their senior colleagues.

The result of the concern shared by president and chairmen alike was a faculty of high intellectual capacity, vigor, and attainment. There were many young faculty members of great promise who might have been given tenure had there been enough places but who had to be measured against their peers and the area demands of their departments and were not retained. The University, however, was their debtor for the contribution they made while members of the Wesleyan faculty. Those who received tenure were, by and large, a remarkable group. To be sure, not all of those who were accorded tenure, such as Stephen Kemp Bailey in Government, or even the full professorship such as Carl Emil Schorske in History and Ernst Caspari in Biology, remained at Wesleyan. This was part of the changing academic pattern throughout the country. Until 1945 only a handful thus promoted at Wesleyan left for other institutions; the rest planned to spend the balance of their working lives at the University. Fortunately most of the Butterfield appointees chose to continue. Among the attractive features helping to keep faculty at Wesleyan were the salary ranges, Wesleyan's eventual payment of all retirement premiums, and a sabbatical program that permitted a faculty member to take one year off for study after six years or one semester off after every three years of full-time service, though normally a junior member of the faculty was expected to serve four years to be eligible for an initial semester's sabbatical.
All told, 95 persons received the professorship (one of these being adjunct professor). Of this number, 32 were in the first division (language, literature, and the fine arts), 29 in the second (Philosophy, Religion, and the social sciences), 28 in the third proper (science and Mathematics), four in Physical Education, and two in graduate services.

THE PROFESSORIAT: DIVISION I

In Art there were five professorial appointments: Henry-Russell Hitchcock, Jr., Samuel Maple Green, II, Russell Theodore Limbach, Heinrich Schwarz, and John Hollister Risley. Hitchcock, Harvard, 1924, came to Wesleyan from Vassar in 1927 and was promoted to professor in 1947, leaving for Smith College a year later. A distinguished scholar of architecture, he authored several books, including a study of architecture in the nineteenth and twentieth centuries. Green, Harvard, 1933, taught at Wellesley, Harvard, and Colby before arriving at Wesleyan as a professor in 1948. He was an exciting teacher, a painter, and the author of American Art: A Historical Survey (1966). He retired in 1974 to give himself more time for painting. Limbach, student at several art schools, came to Wesleyan as artist-in-residence in 1941, rising through the ranks to professor in 1954. He won a number of outstanding awards for his lithographic prints and wrote an illustrated book, American Trees (1942). He died in 1971. Schwarz, an eminent art curator with a Vienna Ph.D. in 1921, served as visiting professor from 1954 to 1956 before becoming professor and curator of prints. He retired in 1962. He was an editor, a co-author, and the author of, among other works, a study of D. O. Hill, Master of Photography (1931). He died in 1974. Risley, Amherst, 1942, started at Wesleyan as an instructor in 1954 and attained professorial status in 1966. As a sculptor of ever widen-
ing reputation, his work has been displayed in numerous exhibitions, museums, and private collections.

Classics had four professorial appointments in the Butterfield years. Norman Oliver Brown, Oxford, 1936, arrived in 1946 and received the professorship in 1955. Possessed of a discerning and deeply perceptive mind that ranged widely through varieties of knowledge from ancient to post-modern, he had a profound impact on many students. His *Life Against Death* (1959) received remarkable notice in the world of scholarship. In 1962 he accepted a call from the University of Rochester and ultimately from the University of California at Santa Cruz.

George Newton Conklin, Cornell, 1936, became an instructor in English in 1946 and a professor of Classics and Comparative Literature in 1960. *His Biblical Criticism and Heresy in Milton* was published in 1949. He died suddenly in 1963. Adolph Frederick Pauli, University of Illinois, 1916, was appointed assistant professor in 1929 after service at Michigan, Dartmouth, and Lehigh. He was a sound and scholarly teacher whose accommodation to failing eyesight and ultimate blindness was not without inspiration for others. He was promoted to professor in 1960 and to professor emeritus in 1961. He was secretary of the Committee on Graduate Instruction for twenty-four years, a member of the board of trustees of the Russell Library in Middletown for thirty-seven years, and superintendent of the Sunday School of the First Methodist Church for forty years. He died in 1976. Archibald W. Allen, Stanford, 1930, came as full professor from Colby in 1964 after first serving as visiting lecturer here in 1963. He was the author of articles in professional journals, a much admired teacher, and a chairman who skillfully and successfully rebuilt the Classics Department when it had reached a very critical
stage. He retired in 1974.

Nine men rose to professorial rank in the English Department. First was Alexander Cowie, University of Minnesota, 1919, who started at Wesleyan in 1924 after serving at the Universities of Minnesota and Illinois. In 1952 he was appointed Benjamin L. Waite Professor of English, a post he held until his retirement in 1964. He was the author of articles in professional journals, a remarkable article on Emerson in the New York Times, and several books on American writers, including the Rise of the American Novel (1948). Theodore Howard Banks, Yale, 1917, saw service in the Navy in China during World War I, came to Wesleyan from Yale in 1928, and was promoted to professor in 1950. He was a skillful editor and translator, including Sir Gawain and the Green Knight (1929), and was the author of a notable study, Milton's Imagery (1950). He retired in 1963 and died in 1969. Richard Leighton Greene, University of Rochester, 1926, was president of Wells College from 1946 to 1950 and arrived at Wesleyan in 1954 as Frank N. Weeks Visiting Professor after similar stints at Purdue, University of California, and California Institute of Technology. He was appointed professor in 1956 and Wilbur Fisk Osborne Professor of English in 1959. He was a teacher with very high standards and the author of articles and reviews in philological journals and of The Early English Carols (1935). He retired in 1972.

Of the remaining six, a younger group, Richard Purdy Wilbur, Amherst, 1942, was appointed professor in 1957 after being an associate professor at Wellesley College. One of America's outstanding contemporary poets distinguished by his vivid imagery, empathy, and rigorous discipline, he received the Pulitzer Prize for his Things of This World (1956) and the National Book Award, and the Bollingen Prize for his translation of Molière's
Tartuffe (1963). He edited various works and served as vice president of the National Institute of Arts and Letters. He left for Smith College in 1977. Thomas Conder Henney, Oberlin, 1939, came to Wesleyan in 1946 and received his professorship in 1962. He early acquired and maintained a reputation for superb teaching characterized by meticulous preparation, understanding of both subject matter and students, and quiet but imaginative presentation. He died in 1970. George Raymond Greger, De Pauw, 1945, was appointed instructor in 1951, while finishing his doctorate at Yale, and professor in 1963. He has written articles for professional journals and edited volumes on Byron and George Eliot. An extraordinary teacher and a remarkably effective speaker, he served two tours in Germany as Fulbright Guest Professor, 1959-60, 1968-69. He was acting dean at Wesleyan in 1970 and dean from 1971 to 1973.

Thab Habib Hassan, University of Cairo, 1946, arrived at Wesleyan in 1954 and became professor in 1962. An incisive critic of contemporary literature, he wrote numerous essays and articles and two books while at Wesleyan, his last being The Literature of Silence (1967). He left in 1970 to become Vilas Research Professor of English at the University of Wisconsin. William Bradley Coley, II, Yale, 1948, was appointed instructor in 1952 and professor in 1964. He is a profound scholar of eighteenth century English literature. Among his publications he has co-authored Hogarth on High Life (1970) and is the editor of the Wesleyan Edition of Henry Fielding's complete works; the several volumes which have so far appeared give abundant evidence of the superior quality of the editing. Richard Malin Ohmann, Oberlin, 1952, began his career at Wesleyan as assistant professor in 1962. Promoted to professor in 1966, he served devotedly in a sequence of administrative positions during a

In the German Department three men were admitted to the professorship. Lawrence Edwin Gemeinhardt, Brown, 1929, arrived in 1931 and was promoted to professor in 1952, becoming Taft Professor of German Language and Literature. He was the author of reviews and articles in professional journals and edited Reineke Fuchs (1945) and Ein Tag aus dem Schulleben Hanno Buddenbrooks (1948). He gave unstintedly of his time and energy to counselling for foreign students. He was also Fulbright Progress Advisor from 1946 until his retirement in 1974. /Theodore Chadbourne Dunham, Ohio Wesleyan, 1929, had the interesting experience of serving for an almost equal period at Wesleyan and Ohio Wesleyan from which he was appointed professor at Wesleyan in German and Humanities in 1954, after having served as visiting professor in 1951-52. He was the author of many articles in German literature, co-editor of Hesse's Siddartha, and a very popular, inspiring teacher. He was in great demand as a member of important University committees. He retired in 1971. Arthur Rudolph Schultz, University of Wisconsin, 1935, a teacher of patience and great kindness, was appointed in 1946 and received the professorship in 1960. He was secretary of the faculty, 1972-73, vice president of the American Association of Teachers of German, 1968-69, co-author of Bibliography of German Culture in America (1957) and editor of the annual Bibliography Americana-Germanica, 1961.

Three men were appointed professor in the Music Department. George Stewart McManus, Edinburgh, 1928, came to Wesleyan as visiting professor
in 1946 after a distinguished teaching and concert career as a pianist and was made professor in 1947. He was music editor of the Boston Herald, 1933-34, and translated Emil Ludwig's Beethoven (1943). He retired in 1952. Richard Kenelm Winslow, Wesleyan, 1940, returned to Wesleyan as instructor in 1949 and was appointed John Spencer Camp Professor of Music and chairman of the department in 1950. He has composed both songs and choral music, ably supervised the enlargement of his department to its present distinguished position in the world of music, served on numerous important committees, espousing a liberal and hopeful point of view, and received Wesleyan's Distinguished Alumnus Award in 1970.

Raymond Eaton Rendall, Jr., Yale, 1949, was appointed instructor in 1952 and professor in 1964. A skillful and sensitive pianist, he concertized and was in wide demand as an accompanist. He died in 1975.

Romance Languages numbered seven professorial appointments. Emile Caillet, Chalons, 1913, moved to Wesleyan from the University of Pennsylvania Graduate School in 1945 as professor of French Literature and Philosophy. He was an eminent Pascal scholar, author of several Pascal studies. He left for Princeton Theological Seminary in 1947. Juan Roura-Parella, Madrid, 1923, was an ebullient lecturer in Romance Languages and Psychology, 1946-52, and professor of Romance Languages and Humanities from 1952 until his retirement in 1965. He was the author of articles on philosophy, psychology, and education in professional journals and published a number of books, including Morfologia de la cultura de Dilthey (1948) and Tema y variaciones de la personalidad (1950). Wilbur Merrill Frohock, Brown, 1930, arrived from Columbia University in 1953 to become professor and left in 1956 to assume a post at Harvard. He was the author of, among other works, André Malraux and the Tragic Imagination.
Morton Winfield Briggs, Cornell, 1937, after graduate work at Harvard, was appointed instructor in 1943 and professor in 1956. A versatile, hard-working person, he has served as executive secretary of the university, 1952-58, acting dean of the faculty, 1955-56, secretary of the faculty since 1958, acting chairman of the Master of Arts in Teaching program, 1964-66, 1968-69, and director of the Honors College since 1966. He is the editor of *Literary Texts of Petrarch* (1967). Edward Williamson, Wabash, 1925, came from Columbia as professor of Romance Languages in 1956 after service at Johns Hopkins and Columbia. Prior to his doctorate from Harvard in 1948, he had received his LL.B., also from Harvard, in 1930. He was a Dante scholar, wrote articles on medieval and Renaissance Italian literature, and was the author of *Patterns of Italian Conversation* (1956). He was a perceptive teacher with a very incisive mind. He retired in 1974.

Carl Albert Vigiani, Columbia, 1943, arrived at Wesleyan in 1954 and was appointed professor in 1962. He has been a sensitive, exciting and skillful teacher and is the author of articles and reviews in Twentieth Century French studies. Norman Rudich, College of the City of New York, 1945, after being a Ford Fellow at Princeton, came to Wesleyan in 1952 and attained a professorship in Letters and Romance Languages in 1963. He has been a valued teacher, counsellor, and supporter of a liberal point of view, admired by both colleagues and students for his courage in the face of physical handicap, his sense of duty, and his ability to take a stand on issues without losing perspective. He is the author of articles in professional journals, has taught the Nineteenth Centuty French novel and selected areas in philosophy and intellectual history, and has been involved with the College of Letters since its inception.
The formal study of Russian as language and literature started in the 1960's, though only one professorial appointment was made during the Butterfield regime. This was Franklin D. Reeve, Princeton, 1950, who was appointed in 1964 and left in 1965. He returned as visiting professor in Humanities in 1967-68 and in Letters for 1968-70, and has been adjunct professor in Letters since 1970. He has edited and translated a number of Russian works including an *Anthology of Russian Plays* (1961), and wrote *Robert Frost in Russia* (1964) and several novels, of which *The Brother* (1971) received considerable attention.

Theater enjoyed the talented and devoted service of Ralph Darling Pendleton, Wesleyan, 1931, who rose from instructor in 1935 to professor in 1952. At first dividing his time between English and Theater, he eventually concentrated on Theater, directing an astonishing number and variety of productions, and bringing to them and Theater classes a high professional standard of direction and teaching and an unfailing sense of wit and humor that won him the admiration and affection of his students. He was the editor of *The Theatre of Robert Edmond Jones* (1958). He retired in 1974.
THE PROFESSORTAT: DIVISION II

In the second division five were appointed professors of Economics. Burton Crosby Hallowell, Wesleyan, 1936, was appointed instructor in 1941, returned in 1946 after Army service and became professor in 1956. The author of *A Study of British Interest Rates* (1950), he was in wide demand as an economic consultant. He served as Vice President for Planning and Development from 1962 to 1965 and Executive Vice President in 1965. In 1967 he left to become President of Tufts University. Gerald Marvin Meier, Reed College, 1947, was appointed professor in 1959. He was the author of *Economic Development* (1957) and, with Professor Golob, a co-founder of the College of Social Studies. He left for Stanford University in 1963. William Joseph Barber, Harvard, 1949, arrived in 1957 as assistant professor, becoming professor in 1965. A searching teacher and productive scholar, he is the author of articles and a number of books, including *The Economy of British Central Africa* (1961), *A History of Economic Thought* (1967), *British Economic Thought and India* (1975) and *Evolution of Wage-Price Policy during the Kennedy Administration* (1975). He has been interested in international education and has served as American Secretary of the Rhodes Scholarship since 1970. Stanley Lebergett, Michigan, 1938, came directly from the U.S. Budget Bureau as professor in 1961 and was translated to University Professor in Social Science in 1970, his teaching being characterized by meticulous scholarship and delightful wit. He is the author of articles in professional journals and *Manpower in Economic Growth* (1964) and *Men Without Work* (1965). He has served on the Board of Editors of the *American Economic Review* and...
was a member of the President's Commission on Federal Statistics in 1972. Thomson McIntee Whitin, Princeton, 1943, was appointed professor from Berkeley in 1963. He served on the Atomic Energy Commission, 1956-58, and has written many articles for professional journals and several books, including *The Theory of Inventory Management* (1953) co-author, *Analysis of Inventory Systems* (1963).

Six men were appointed professor in the Government Department.

Sigmund Neumann, Ph.D., Leipzig, 1927, became professor in 1944 after a distinguished teaching career in Germany, England, and in this country at Wesleyan since 1934. He helped direct the training of senior officers for military government in Central Europe during World War II and was a consultant for the Office of Strategic Services. At Wesleyan he served as director of the College, 1958-62, and director of the Center for Advanced Studies, 1959-62. A teacher who brought vitality and inspiration to the classroom, he wrote many articles and a number of books, including *Permanence Revolution* (1942), *The Future in Perspective* (1946), and *Modern Political Parties* (1956). He died in 1962. Victor Jones, Howard College, 1932, was appointed professor in 1950. Articles and books flowed from his pen, two of the latter being *Income Stabilization for a Developing Democracy* (1953) and *Future of Cities and Urban Redevelopment* (1953). He saw service on the National Resources Committee, the War Labor Board, and the Bureau of the Budget. In 1955, he accepted a post at Berkeley. Joseph Palamountain, Jr., Dartmouth, 1942, arrived as associate professor in 1952, and was promoted to the professorship in 1959. He was the author of *Politics of Distribution* (1955) and co-author of *Government and the American Economy* (1959). He accepted the office of Provost, a new position at Wesleyan, in 1961 and left in 1965.
to become president of Skidmore College. Clement Ellery Vose, University of Maine, 1947, arrived from Bowdoin as an associate professor in 1958 and became professor in 1961. He has been extraordinarily generous of his time with students, a wise counsellor to them and his colleagues, and a skillful, perceptive teacher of constitutional law. He has written, to scholarly acclaim, *Caucasians Only: The Supreme Court, the NAACP, and the Restrictive Covenant Cases* (1959), *Constitutional Change* (1972), and *A Guide to Library Sources in Political Science: American Government* (1975). He served for years as chairman of the department, research director of The Twentieth Century Fund, 1969-70, director of the Collection on Legal Change, 1970-1978, and member of the Federal Archives Advisory Council, 1971--. George Liska, Charles University, Prague, 1948, was appointed professor in 1963. He was the author of several books, including *The New Statecraft: Foreign Aid in American Foreign Policy* (1960) and *Nations in Alliance: The Limits of Interdependence* (1962). He left for Johns Hopkins University in 1964. Fred Irving Greenstein, Antioch, 1953, was professor from 1966 until he left to become Luce Professor of Politics, Law, and Society at Princeton in 1973. He was the author of a number of books, including *Introduction to Political Analysis* (1960), *Children and Politics* (1964), and *Personality and Politics* (1969).

Six men received the professorship in History. Samuel Hugh Brockunier, Harvard, 1926, taught at Wesleyan from 1930 until his retirement in 1971, being appointed professor in 1944 and holding the William F. Armstrong chair. He was a discerning and popular teacher of American history supporting the liberal tradition; a chairman who, with Professor Neumann, brought together a strong department after World War II and through the 1950's; and a founder of the Junior Faculty as an organiza-
tion. He wrote a number of articles for professional journals and was the author or co-author of five books, including *The Irrepressible Democrat*, Roger Williams (1940), *The Making of American Democracy* (1950), and *The Prosperity and Depression Decades* (1971). Willard Mosher Wallace, Wesleyan, 1934, after serving as a teaching fellow, 1938-40, returned to Wesleyan in November, 1945 and was appointed professor in 1955 and William F. Armstrong Professor in 1972. From 1946 to 1949 he was Dean of Freshmen. He served from time to time as department chairman and as a member of the EPC and the Advisory Committee. A Guggenheim Fellow, 1951-52, he was the author of eight books (three of them historical novels) and co-author of one. Among these were *Appeal to Arms, A Military History of the American Revolution* (1951); *Sir Walter Raleigh* (1959), and *Jonathan Dearborn* (1967). Eugene Owen Golob, Columbia, 1934, arrived at Wesleyan in 1946 and became professor in 1955. A master of wit and clarity of presentation, he has consistently been a popular and greatly respected teacher, especially in the College of Social Studies of which he was co-founder and served as co-chairman for many years. He is the author of a number of publications, which include *The Moline Tariff* (1944) and *The Isms: A History and Evaluation* (1954). Carl Emil Schorske, Columbia, 1936, coming to Wesleyan in 1946, was appointed professor in 1956. He was a teacher of extraordinary insight and a warm, friendly person with such a discerning and judicious mind that he was in constant demand on the major university committees. He was co-author of *The Problem of Germany* (1947) and author of *German Social Democracy* (1955). In 1960, to Wesleyan's great loss, he left to become professor at California (Berkeley) and subsequently at Princeton. Edward Theodore Gargan, Brooklyn College, 1943, came to Wesleyan as professor in 1963 from Loyola University. A Guggenheim Fellow,
he specialized in European intellectual history. He served as department chairman and was popular with his students. He was the author of numerous articles and of *Alexis de Tocqueville: The Critical Years, 1848-1851*. He left for the University of Wisconsin in 1966. Jeffrey Ernest Butler, University of South Africa, 1947, arrived as associate professor in 1965 and became professor in 1967. He has taken his turn as department chairman, has been a dynamic force in classroom and committee, and is widely known for his work in imperial and African studies. He is the author of *The Liberal Party and the Jameson Raid* (1968) and *South Africa (1974)*.

A man of deep and diverse cultural interests, he is author of *The Cranes on Dying River and Other Poems* (1947) and *Dimensions of Japan* (1963). Philosophy had five professorial appointments. Two were briefly held: William Stone Weedon, Virginia, 1929, and Joseph Tussman, Wisconsin, 1936. Weedon served as visiting professor in 1959 and as professor from 1961 to 1963, when he returned to his beloved University of Virginia. Tussman was appointed professor in 1961 and left in 1963 to become professor at California (Berkeley). Paul Arthur Reynolds, Wesleyan, 1925, was promoted to professor in 1961, having taught at Wesleyan since 1930. He was dean of several International Service summer seminars under the auspices of the American Friends, and a faithful supporter of liberal causes, especially of the anti-war position during the Vietnam War. He retired in 1971. Philip Paul Hallie, Grinnell, 1944, received his professorship in 1963, becoming Griffin Professor of Philosophy and...
Humanities in 1966. He was acting director of the Center for Advanced Studies, 1962-63. Possessed of a genial personality and a penetrating mind, he has been an effective and cherished teacher. He is the author of numerous works including Scepticism, Man and God (1964), The Scar of Montaigne (1966), and The Paradox of Cruelty (1969). Louis Otto Mink, Jr., Hiram College, 1942, came to Wesleyan as assistant professor in 1952 and has been professor since 1965. He has served as department chairman and has long been a tutor in the College of Social Studies, of which he has been co-chairman since 1964. He is noted in and out of classroom for his wide-ranging interests, his perception, a fondness for friendly disputation especially on learned subjects, and his enviable ability to find humor in almost any situation. He has been an associate editor of History and Theory since 1966 and has written an authoritative study of the philosophy of R. G. Collingwood, Mind, Dialectic and History (1969) and A Finnegans Wake Gazetteer (1978).

Public Affairs had but one professor. Kenneth Wilson Underwood, Bethany College, 1940, was appointed associate professor of Social Ethics and Public Affairs in 1954 and professor in 1960. A scholar who studied with great acumen and energy the relationship of religion, education, and practical living, he served as president of the Association of Christian Ethics Professors, a consultant of the American Jewish Committee, a co-director of the Danforth Seminar on "Religion and Policy Decisions of American Business" at the Harvard School of Business Administration, member of the National Council on Religion and Higher Education, and a co-founder of the College of Social Studies at Wesleyan. He was editor of Social Action and author of several books including Protestant and Catholic (1945) and The Church, the University, and Social Policy (1969).
He died in 1968 while his last book was in press.

In Religion two professors were appointed. William Atwell Spurrier, Williams, 1939, arrived with the large faculty contingent of 1946 and was promoted to professor in 1957 and professor and religious counselor in 1960. He served as associate college pastor and director of the Christian Association, 1946-54, and college pastor, 1954-56. His interest in students and their activities has been consistently vital and profound in and out of the classroom and the church. Largely owing to his influence, hockey was established as a regular sport at Wesleyan. He has been the author of a number of books, among them Power for Action (1948), Guide to Christian Faith (1952), and Ethics and Business (1960).

David Everett Swift, Yale, 1936, was appointed professor in 1960 after five years as associate professor. He has served as Dean of Freshmen, 1955-58, and, before coming to Wesleyan, personnel director of the American Friends Service Committee, 1951-55. Of a judicious turn of mind and university strongly committed to the whole university enterprise, he has been in demand on the major committees, particularly the Advisory Committee. He is the author of articles on church history and of Joseph John Gurney: Banker, Reformer, Quaker (1962).

Sociology as a department did not come into existence until after President Butterfield retired, but plans for its establishment were made in the academic year 1966-67, particularly with the appearance of Hubert J. O'Gorman, Columbia, 1949, in that year as visiting lecturer of Sociology and Public Affairs. In 1967 he was appointed professor. His early interests were in the professions, demonstrated by a book on Lawyers and Matrimonial Cases (1963) and a 1967 study of an experimental teaching program for the School of Nursing, Columbia Medical Center;
before this latter project in 1964, he had been a lecturer at the New York School of Psychiatry. Recently he has become interested in problems of social structure and social perceptions in the area of race. A sensitive and careful scholar and teacher and a sage department chairman, he has been eagerly sought after in community activities.

THE PROFESORAT: DIVISION III

In the third division David Park McAllister, Harvard, 1938, became Wesleyan's first professor of Anthropology in 1957, and (another first) professor of Anthropology and Music in 1971. His specialty has been the American Indian, particularly of the Southwest, with a sharp focus on Indian music. An enthusiastic and effective teacher, he is the author of, among other works, *Peyote Music* (1949) and *Enemy Way Music* (1954), and editor of *Readings in Ethnomusicology* (1971) and of the *Journal of the Society of Ethnomusicology* (1958-62). He has also written numerous articles on music education, Navaho ceremonialism, and Comanche linguistics.

In Astronomy there were two professors: Carl Leo Stearns, Wesleyan, 1917, and Thornton Leigh Page, Yale, 1934. Stearns was appointed professor in 1944 after having served as research associate from 1925 to 1942 and associate professor from 1942 to 1944. He was a Fellow of the Royal Astronomical Society and a member of the Commission on Stellar Parallaxes of the International Astronomical Union. He was also the author of articles in astronomical journals and co-author of *Stellar Parallaxes* (1938). He retired in 1960 and died in 1972. Page came to Wesleyan as professor from Johns Hopkins in 1958. He was author-editor of the *Library of Astronomy* (1964-69) and author of *Introduction to Physical Science* (1950) and *Stars and Galaxies* (1961). He served as visiting professor at California
(Los Angeles) in 1964 and at Harvard in 1965. He was also active with the NASA Manned Spacecraft Center from 1968 to 1970. He left Wesleyan in 1971 to join NASA.

Biology had four professors appointed. Ross Aiken Gortner, Jr., Minnesota, 1933, came to Wesleyan in 1937 and was promoted to professor
in 1948. He is the author of numerous scientific articles and author and co-editor of *Outlines of Biochemistry* (1949). He was chairman of the Connecticut Nutrition Council from 1951 to 1953 and a delegate to the International Union of Nutritional Sciences in Amsterdam in 1954. He has served as director of the Science Center and as Associate Director of the Graduate Summer School for Teachers. Ernest Wolfgang Caspari, Ph.D., Göttingen, 1933, came to Wesleyan from the University of Rochester in 1946 as associate professor and was appointed professor in 1949. He is the author of articles in scientific journals and served as treasurer of the Genetics Society of America. A lively teacher, he returned to Rochester in 1960 to become chairman of the Biology Department. Vincent Winner Cochrane, Cornell, 1939, arrived at Wesleyan in 1947 as assistant professor, becoming Daniel Ayres Professor of Biology in 1957. He is the author of articles on fungi and actinomycetes and of *Physiology of Fungi* (1958). Possessing a clear, incisive mind, a wealth of ideas, and firm opinions, he has consistently been sought after as a member of important University committees and has straightened out the thinking of many a befuddled faculty meeting. Earl Dorchester Hanson, Bowdoin, 1949, became professor of Biology in 1963 and Fisk Professor of Natural Science in 1972, after service at both Yale and Wesleyan. In 1970 he won national recognition for his teaching ability with the Harbison Award for Distinguished Teaching from the Danforth Foundation. He has served as research associate at the Research Institute for Microbial Diseases at Osaka University in Japan from 1960 to 1961, guest professor at the Zoological Institute in Tübingen, Germany from 1967 to 1968, a "Black Belt" in the judo world, he is also a scholar in academia, the author of scientific articles, parti-
cularly on genetics and evolution but including the article on "Zoology" for the Encyclopaedia Britannica and of Animal Diversity (1961). He is also co-editor of Lower Metazoa (1963). In 1974 he helped found the College of Science in Society.

Four received the professorship in Chemistry. M. Gilbert Burford, Wesleyan, 1932, after returning to Wesleyan in 1936, was appointed professor in 1947, eventually holding the E. B. Nye chair. He served as a research chemist for the National Defense Research Council during World War II and has been a consultant for the New England Interstate Water Pollution Control Commission. He is the author of articles and sections of books dealing with water pollution. A skillful organizer and arbiter, he was chairman of the Educational Policy Committee of 1953-54 which made its highly important self-study of Wesleyan on a grant from The Fund for the Advancement of Education. Since 1969 he served, in addition to teaching, as associate provost with supervisory duties ranging from the sciences to graduate programs and the summer school. He retired in 1977 but returned in 1978 to be temporary head of the College of Science in Society.

José Daniel Gómez-Ibáñez, University of Madrid, 1933, came to Wesleyan in 1942 and was promoted to professor in 1955, holding the Beach Professorship since 1959. A patient, careful teacher generous of his time with students, he was the author of articles on thermodynamics and co-author of General College Chemistry (1954). He was also director of Revista Iberoamericana de Educación Química. He died in 1976.

John William Sease, Princeton, 1941, arrived in 1946, becoming professor in 1958. He has served on numerous important committees, often as chairman, and performed invaluable service in helping develop the plans for the Science Center. He is the author of articles on organic chemistry and electro-analytical chemistry. Peter Anthony Leermakers, Wesleyan, 1958, came
back to Wesleyan in 1962 and was promoted to professor in 1969. He was a brilliant scholar and teacher, an Alfred P. Sloan Fellow, a consultant to industry, government, and education, and the author of many scientific articles. Unfortunately his great promise was cut short by a fatal accident in 1971.

Two men occupied professorships in Geology: Joe Webb Peoples, Vanderbilt, 1928, and James R. Balsley, California Institute of Technology, 1938. Coming to Wesleyan in 1935, Peoples was appointed professor in 1945. He was long associated with the United States Geological Survey after 1939, being assistant chief geologist from 1944 to 1946, and with the Philippine Bureau of Mines for a study of chromite resources between 1955 and 1957. He served as director of the Connecticut Geological and Historical Survey for many years and as an assistant editor of Economic Geology. A skillful, genial teacher in the classroom, the laboratory, and the field, he is the author of Gravity Stratification as Criterion in the Interpretation of the Stillwater Complex Montana (1933) and Chromite Deposits of the Eastern Part of the Stillwater Complex (1940). He retired in 1975. Balsley was appointed professor in 1961 after having served with the United States Geological Survey since 1940. He returned to the Survey in 1971 as Assistant Director for Research, though remaining as adjunct professor at Wesleyan.

Seven were raised to professor in Mathematics. Herbert Eli Arnold, Wesleyan, 1920, returned to Wesleyan in 1922 and was promoted to professor in 1946. He was a teacher of high standards, clarity of presentation, and good humor. He died in 1957. Robert Abraham Rosenbaum, Yale, 1936, is a man of great and diversified talents and experience. He arrived from Reed College in 1953 as professor and at once occupied a role
of enlarging and strengthening the department. He was also prominent on important University committees, almost invariably ending as chairman. In 1963 he was appointed dean of science, though from the first he insisted on retaining a teaching assignment in addition to administrative duties. From 1965 to 1970 he held several portfolios: provost, 1965-70, academic vice president, 1967-70, acting president, 1970, and chancellor, 1970-73. To all these posts he brought a high sense of dedication, fairness, thoroughness, and unremitting labor. In a period when Wesleyan was caught up in the restlessness and agitation among students and faculty members throughout the country, Rosenbaum, while sympathetic with many of the ideals of the movement, remained stable, judicious and cool-headed, keeping always to the fore what he considered to be the best interests of the University. For his administrative service from 1963 to 1973 Wesleyan is deeply in his debt. His heart, however, was in teaching and, recognizing this, he declined consideration for college presidencies and resigned as chancellor to return full-time to his beloved Mathematics, in which, as a teacher, he has a reputation for being brilliantly lucid in exposition, fertile in illustration, and energetic in presentation. He is the author of articles and An Introduction to Projective Geometry and Modern Algebra (1963), and co-author of Modern Co-ordinate Geometry (1969). Walter Helbig Gottschalk, University of Virginia, 1939, came to Wesleyan as professor in 1963 from the University of Pennsylvania. His work in topological dynamics, publicized through his colleagues, his students, and articles in professional journals, has been highly regarded throughout the Mathematical world. He continues research in dynamical topology, is active with the American Mathematical Society, and has served as chairman of the department at Wesleyan.
Four Mathematics professors who did not remain at Wesleyan were
Hing Tong, Pennsylvania, 1943, Walter Warwick Sawyer, University of Cam-
bridge, 1933, Robert Ellis, Pennsylvania, 1948, and Felix Albrecht,
Bucharest Institute of Technology, 1955. Tong came to Wesleyan from
Barnard in 1954, was appointed professor in 1960, with a specialty in
general topology, and left for Fordham in 1967. Sawyer, after serving
at various universities in the British Empire and as a visitor at the
University of Illinois, was appointed professor at Wesleyan in 1958. He
was especially interested in the teaching of Mathematics on both the
secondary and college levels. He published a number of books, including
Mathematician's Delight (1943), Mathematics in Theory and Practice (1950),
and A Concrete Approach to Abstract Algebra (1959). He left in 1965
for a post at the University of Toronto. Ellis, whose field is analysis,
arrived as visiting professor in 1963 from the University of Pennsylvania,
became professor in 1964, and left in 1967, accepting a professorship
at the University of Minnesota. Albrecht became associate professor in
1964 and professor in 1966, his area of concentration being topological
dynamics. He left in 1968 for the University of Illinois.

Physics had four appointed to professor; First was Vernet Eller
Eaton, Indiana, 1921, who arrived at Wesleyan in 1925 and became profes-
sor in 1946. He was president of the American Association of Physics
Teachers in 1957, two years after winning the Oersted Medal "for notable
contributions to the teaching of physics." His research involved the de-
velopment of apparatus, experiments, and methods for the teaching of
Physics, particularly elementary Physics. He was the author of A Labora-
tory Course in College Physics (1935) and co-author of Selective Experi-
ments in Physics (1940-44). Retiring in 1964, he was in demand there-
after as a National Science Foundation visiting scientist. He died in 1978. Forrest Boley, Iowa State, 1946, moved from assistant professor in 1951 to associate professor in 1955, and to professor in 1959. Possessing a lively, inquiring mind, he taught and wrote articles for professional journals in the field of nuclear physics. In 1961 he left for Dartmouth.

John S. McIntosh, Yale, 1948, arriving in 1957, became Ross Professor of Physics in 1965. A specialist in low energy nuclear physics, he has published, as co-author, a number of very significant articles, including "Proton-Triton Interaction in Physical Review, 88 (1952), "Elastic Scattering of Heavy Nuclei," Physical Review, 117 (1959), and "Polarization of Nucleons Scattered by Nuclei," in Handbuch der Physik, 41 (1959). He has displayed a profound interest in campus affairs, serving on important committees and giving ample evidence of a "commonsensical," independent judgment. A facet not generally known locally is that he enjoys a national reputation as an authority on dinosaurs, co-authoring Marsh's Dinosaurs (1966). Henry Allen Hill, Houston, 1953, became an assistant professor in 1961 and professor in 1966. He was a teacher of the highest standards and the author of articles on nuclear physics and experimental relativity. Long sought by the University of Arizona, where he taught for a period, he finally left Wesleyan for Arizona in 1974.

Four men were appointed to the professorship in Psychology. David Clarence McClelland, Wesleyan, 1938, returned to Wesleyan in 1942 after graduate work at Yale and was appointed professor in 1953. He was the principal architect of the present department and was a valued advisor to President Butterfield in many areas of college concern. He left for Harvard in 1956, where he has had a brilliant career as teacher and scholar. He has written extensively in professional journals, while among his many
books are Personality (1951) and (as co-author) The Achievement Motive (1953), a work of extraordinary influence, and The Achieving Society (1961). A president of the American Psychological Association, he has been the recipient of several honorary degrees, including a Wesleyan Doctorate in Science, conferred in 1957. Robert Hampden Knapp, University of Oregon, 1938, arrived in 1946 and was promoted to professor in 1956. He was deeply interested in the origins of American scientists, in psycho-biography, and in the psychology of aesthetics, a field in which he was well known through the articles he wrote. He served as consultant for numerous institutions, including the Ford and Hazen Foundations, and, from 1957-1974, was director of the Science Faculty Fellowship Program, which was sponsored by The National Science Foundation.

Of his books the most important was the one he co-authored with Professor Hubert Goodrich of the Biology Department, The Origins of American Scientists (1952). He died in 1974. William Robert Thompson, University of Toronto, 1945, came to Wesleyan as associate professor in 1956 and rose to professor in 1961. He became greatly interested in the social behavior of animals and in comparative psychology. He was the author of Behavior Genetics (1960). In 1966 he accepted a post at Toronto. Jules Donald Holzberg, College of the City of New York, 1938, had two careers. For years he was associated with the Connecticut Valley Hospital, serving there as director of the Psychology Department, 1946-1967. During those years he taught at both Yale and Wesleyan, and in 1963 he was appointed professor at Wesleyan. He was a clinical psychologist who developed a firm commitment to community psychology and was a national authority in projective testing. He was the author of many scholarly articles, a teacher of extraordinary generosity in the time and attention he gave his
students, and a sensitive, tolerant man with profound and varied cultural interests. He died in 1973.

Physical Education had four promoted to professor. John Frederick Martin, Oberlin, 1920, started as an "assistant," in 1920, and was appointed professor in 1945. Of a friendly, low-key nature, he chaired the department for ten years. Though at one time, and in one capacity or another, he coached all team sports, his main interest lay in track and cross-country. In both sports combined his teams won seventeen Little Three championships and, in the years after World War II, enjoyed five undefeated seasons. He served on the executive committee of the National Collegiate Athletic Association and on various municipal organizations promoting recreation for the youth of Middletown. Notwithstanding his duties as coach, administrator, and public-spirited citizen, he found the time to become a gifted cabinetmaker. He retired in 1963 and died in 1975. Norman Joseph Daniels, University of Michigan, 1932, arrived in 1934. Eventually he became head coach in football, baseball, and wrestling. In football, in which he served as head coach for eighteen years, his teams had three undefeated seasons, 1946-48, a New England College Division mark never bettered. In baseball, which he dearly loved, his teams won six Little Three titles and tied for two more. His wrestlers won three Little Three titles in eight years of competition. A popular, civic-minded man, he has been thrice elected to terms on the Middletown Common Council and has served as chairman of the Police and Fire Committees and chairman of the Park Board. He retired from Wesleyan in 1973.

The other two professors in Physical Education were Hugh Graham McCurdy, Bowdoin, 1922, and John Lawrence Woods, Pittsburgh, 1937. McCurdy came to Wesleyan in the fall after his graduation from Bowdoin and re-
mained for forty-six years, the third longest teaching term in the history of the Wesleyan faculty. He founded soccer as a Wesleyan sport and coached it for forty years, his 1940 team winning the New England championship. He coached tennis for seventeen years and swimming for forty-five, several of his swimmers gaining New England and national prominence. In fact, he was given a special award by the New England Intercollegiate Swimming Association for his service to New England swimming.

He served as athletic director and department chairman and received in 1970 the Helms Athletic Hall of Fame award for retired athletic directors. He was also chairman of the National Collegiate Athletic Association Soccer Rules Committee and a member of the New England Athletic Conference Executive Committee. Known for his honesty and bluntness to his athletes ("What are you doing, taking tickets?", "Get off the dime!", or, to a conferee concerning a would-be diver, "This will look like a dead man falling off a cliff"), he was yet the soul of kindness and spared neither time nor effort to help his students. He wrote histories (in xerox) of soccer and swimming at Wesleyan. He retired in 1968. Wood started at Wesleyan in 1942 and was appointed professor in 1961. A member of Pittsburgh's Rose Bowl football team in 1937, he was backfield coach at Wesleyan for seventeen years and basketball coach for twenty-one years. He coached golf for thirteen years and was involved with tennis and baseball for twenty-nine years. He served as coordinator of programs in Physical Education, president of the New England Basketball Coaches Association and the New England Golf Association. He was always a friendly, lively, enthusiastic person, enormously well liked. He died very suddenly in 1970.
OTHER APPOINTMENTS

To head up the Master of Arts in Teaching program, Ernest Stabler, Queens University, 1939, was brought to Wesleyan in 1952 following his doctorate at Harvard and seven years as assistant dean at Sir George Williams College. He was appointed professor in 1954. Under his direction the M.A.T. program became one of the more distinctive and valued programs of its type in the country. A quiet but persuasive man with a gift for organization, he was absent from 1964 to 1966 as planning officer for the Ministry of Education in Kenya. He left Wesleyan in 1968 to become professor of Education at Ontario Institute for Studies in Education.

Following Professor Daltry's retirement in 1963 as director of the Graduate Summer School for Teachers, James Emmet Cronin, Wesleyan, 1930, was appointed. He had returned to Wesleyan in 1962 as associate director and as adjunct professor of English. He proved a skillful and effective administrator, and during his tenure as director, the Summer School attained its highest enrollment. A scholar as well as teacher and administrator, he was the author of *Herman Von Schrenk* (1959) and *Literary Types and Themes* (1960), and edited *The Diary of Elisha Hubbard Smith* (1973). He retired in 1973.

Intimately associated with the intellectual enterprise of the University is the librarian. When Fremont Rider retired in 1953, Wesleyan was fortunate to obtain the services of a person very sympathetic to the enterprise, namely, Paul North Rice, 1910, retired chief of the reference department of the New York Public Library. Meanwhile, a search for a "permanent" librarian went on until one was appointed in 1956. He was Wyman West Parker, Middlebury College, 1934. He had pre-
viously served as librarian at Middlebury, Kenyon College and the University of Cincinnati, from which he came to Wesleyan. Like Rice he was a sympathetic, understanding person, and showed a profound appreciation of the relationship of Olin Library to the University and a great love of books. As an administrator generally operating with limited funds he had to hold the line at times when both he and especially a book- and-periodical-hungry faculty would have preferred to spend more. He and the faculty Library Committee worked harmoniously, by and large, over the years, and the accessions of Olin and the amount expended grew from 415,000 volumes and $166,000 in 1956 to 785,000 and $324,000 in 1976, the year of Parker's retirement. He was president of the Association of College and Research Librarians from 1959 to 1960 and was instrumental in the founding of the Friends of the Wesleyan Library in 1966. He was the author of numerous library and bibliographical articles, of Henry Stevens of Vermont (1963), and Connecticut's Colonial and Continental Money (1977).

In 1956, the Alumni Council lost its devoted secretary of thirty-two years when genial Herbert Lee Connelly, 1909, retired. At once the search for a successor was begun, and in that same year, 1956, Baxter Smith Patrick, 1936, took office. He came, generally, from a background of business but, immediately, from a post as personnel director at Antioch College. Under his quiet but effective leadership in the Alumni Office the Committee on Continuing Education was started with its emphasis on summer seminars at Wesleyan and seminars through the year at the homes of alumni. He resigned in 1968 to re-enter business.

At the time, concern was growing on and off the campus about the disparity between Wesleyan's high reputation in the academic world and its relative lack of public renown. Paton had seen service as an Army officer in both World War II and the Korean War, held a master's degree in journalism from Columbia, and had worked as a reporter for the Hartford Courant and on the editorial staff of the Providence Journal. After Herbert Connelly's retirement as alumni secretary in 1956, Paton assumed, in addition to his Public Relations duties, the responsibility for editing the Wesleyan University Alumnus, which, under his editorship, presently achieved recognition as one of the top ten alumni magazines in the country. In 1966 he was named secretary of the University with responsibility for Wesleyan's relations with the local community and with governmental and other agencies. A versatile man of deep perception and sensitivity, and an uncanny sense of what is politic and possible, he established close ties with the local and the state communities. He served as a member of the New England Governors' Committee on Public Transportation from 1955 to 1958, a member of the board of trustees of the Connecticut Valley Hospital from 1957 to 1970, a member (and, for five years, chairman) of Connecticut's Board of Parole from 1960 to 1966, and a member of the Middletown Common Council from 1964 to 1966. Since 1971, he had been University Editor, an assistant to the president, teacher of a course in journalism for several years, and, on the recommendation of the English Department, he was named Adjunct Lecturer in 1978 and began teaching a writing course on the short narrative.

The need for personal and career counselling at Wesleyan, as the University gradually increased in size and as the world "outside" changed so rapidly and in so many ways, was recognized by the administration and
the trustees with the appointment of C. Hess Haagen, Franklin and Marshall College, 1940, to the position of director of Counselling Services in 1954. Haagen, who had been chairman of the Psychology department at Muhlenberg College, continued as the Counselling director until 1965, taught in the Psychology department, where he is now adjunct professor, and was registrar from 1960 to 1965, when he became director of the Office of Psychological Services and Career Planning. He is now director of Institutional Research and Career Services and is in great demand by students for his vast knowledge of career possibilities, and his judicious counsel. He is the author of articles in professional journals and of a recent book, *Venturing from the Campus: Students Who Leave College* (1977).

**STUDENT EVALUATION OF TEACHING**

One of the problems long plaguing both the administration and the departments was how to obtain a satisfactory assessment of a person's teaching. This need had particular relevance to one's promotion, especially to tenure status. As early as 1957 Butterfield had brought the matter before the Academic Council. Though no firm decision was reached as to a precise formula, the president often wrote to young alumni eliciting their opinion of faculty.

In 1966 the question rose again. The same rationale existed, but the need for some sort of evaluation by students was spurred by talk among many students of drafting their own set of criteria. Rather than risk letting such an evaluation process become capricious or irresponsible, the faculty decided to cooperate with the students in drawing up a form and giving it two trial runs.

There were many doubts expressed about the value of such a process
and how effective it would be in assisting a person's teaching. Furthermore, how much weight should be given a collection of student opinions in reaching a tenure judgment troubled many faculty members, both senior and junior. And in the trial period much was to be found in the opinions submitted to justify those on both sides of the fence. One senior faculty member told a group of colleagues, perhaps only partly in jest, that when he read the first batch of student opinions of his teaching, his immediate response was, "You're another!" The faculty consensus, however, was that enough students took their evaluation responsibility seriously to warrant accepting the process as "permanent." Hence, on March 14, 1967, the faculty so voted, though not without a very vigorous discussion.  

ATHLETICS  

Athletically the Butterfield years had their ups and downs in terms of victories. Though Wesleyan was definitely the third member of the Little Three in football over the years, it held its own in most sports and did extraordinarily well in others, particularly in cross country and track. At no time, however, especially when Wesleyan was dominant or struggling, did the administration or the Physical Education department lose sight of the view that athletics were but part of the educational process of the whole man. Even in the early years of unparalleled football success when the prospect of a post-season bowl game among victorious small colleges was raised, the decision was solidly against consideration of a possible invitation. It was bruited on campus that Butterfield was becoming increasingly embarrassed at the run of Wesleyan football
triumphs in view of his well-known objection to any over-emphasis on athletics. Perhaps it was healthy that the three years of undefeated, untied seasons came to an end, even as the campus breathed a deep sigh of relief when ten years of losing to Amherst terminated in the fall of 1966. But, whether experiencing victory or defeat, Wesleyan pursued its even, balanced policy.

Football continued as the great spectator sport even in years of defeat, but from 1946 through 1948 Wesleyan supporters had much to cheer about. With the veterans of World War II returning and dominating the play, Wesleyan experienced three undefeated, untied seasons under Coach Norman J. Daniels, supported by John L. Wood, backfield coach, Frank R. Maze, line coach, and Daniel P. Weitecamp, who, as coach of the freshman team, helped develop many players for the varsity. Such a run of triumphs had never happened before, it has never happened since, and it is unlikely to happen again. With the graduation of the veterans, the University reverted to a more "normal" status. In fact, after winning the Little Three championship in football for those years, Wesleyan won only two more during the Butterfield regime, one in 1955 and another in 1966.

All five of those victorious teams were remarkable for the cohesive nature of their play, though, of course, individuals occasionally stood out. In 1946 Amherst was beaten 46-13, Williams 6-0, and Trinity 21-14. Both Bert Alfred Vanderclute, 1947, at right guard and John Sidney Mudd, blocking back and linebacker, Jr., 1947, were invited to play on the Eastern College All-Star team. The 1947 team rolled over Amherst 20-0, nipped Williams 12-6, and beat Trinity 12-0. In the Williams gave, played in a downpour that covered Andrus Field with three inches of water, trackman William Collier Brooks, 1949, waded thirty yards to score the winning touchdown. End Rollin Beach
("Jim") Burton, Jr., 1949, was selected for the Little All-American team that year. In 1949, the last year of the successful trilogy, Amherst went down 27-0, Williams 28-7, and Trinity 16-0. Left tackle John Clyde Geary, 1949, was chosen for the Little All-American.

There were some good but not outstanding teams and some thrilling games in the years that followed, but not until 1955 was there another Little Three champion at Wesleyan. The team that year lost only two games: to WPI 18-0 and a crusher to Trinity 46-6. But for the first time in years the sun both literally and figuratively shone on a Wesleyan game at Amherst and the Lord Jeffs went down 25-6 and Williams 40-21.

Coached by Donald M. Russell, the 1966 team, like the 1955 team, lost only two games: one to Middlebury and a nail-gnawer to Trinity 20-18. An even closer game was the 21-20 victory over Amherst. This was the first triumph over Amherst since 1955 and also the first time she had been toppled in Middletown since 1948. Much of Wesleyan's success this year was owing to quarterback Howard Kennedy Porter, 1967, who gained 1016 yards. He threw for nine touchdowns, scored seven himself, and accounted for more than half Wesleyan's points for the season.

(through 1963, then by Stanley Plagemhoef in 1964 and by Terry Irwin in 1965), coached by Hugh McCurdy won seven Little Three championships outright, a fine record. These came in 1946, 1951, 1953, three (1948, 1950, and 1956. 1955, 1964, 1965, and 1966. There were triple ties: Especially outstanding was Henry Raoul Salam, 1949, All-American in 1948, who, in the 1950's, also became national squash racquets champion and New England tennis champion. Another great soccer player was Henry Crawford ("Sandy") Ford, 1956, All-American in 1953; he had never played soccer before
entering Wesleyan.

Basketball, under Coach Norman Daniels and then Coach John Wood, had its ups and downs. Though there were no undefeated seasons, the teams won Little Three titles outright in 1946, 1948, 1949, and 1959, with a triple tie in 1947 and a tie with Williams in 1967.

Swimming was one sport in which clear title to Little Three championships eluded Wesleyan. During the Butterfield years rarely did a team so much as break even in the won-lost column until the 1960's. The best record was achieved in 1963-64 when the team registered seven victories and one defeat -- to Williams. This is not to say, however, that Wesleyan did not have a number of fine swimmers. Outstanding was James Fisher ("Sandy") Van Kemen, Jr., 1966. In addition to establishing a number of impressive wins and records at Wesleyan he ventured outside with remarkable success. He won the NCAA College Division championships in the 50-yard free style and the 100-yard free style in 1964, and won the 50 again and placed second in the 100 in 1965. In 1964, he finished third in the NCAA University Division in the 50. Then, in 1966, in the NCAA University Division competition held at the Air Force Academy, he won the 50-yard free style in the time of 21.39 seconds. He placed seventh in the 100. As for the New Englands, he took the championship three times in both the 50- and 100-yard freestyle. In the Argus for April 8, 1966 Professor Hugh McCurdy, swimming coach, was reported as calling him "The greatest swimmer that has represented Wesleyan," while Professor John Edgar of the Physical Education department who accompanied Van Kemen and McCurdy to the NCAA University Division competition in 1966 said, according to the Argus, Van Kemen was "The greatest thing that happened to Wesleyan swimming ever."


If the record in track was remarkable, that in cross-country was nothing short of phenomenal under, first, Coach Martin and, then, Coach Swanson. Wesleyan teams won sixteen Little Three titles. With the exception of 1955, the string of victories over Amherst and Williams was unbroken from 1950 to 1966 inclusive! Though he was to reach his peak later with his victory in the Boston Marathon, Ambrose Joel Burfoot, 1968, was already starting his career with triumphs.

In other sports the record was mixed. Wesleyan won the Little Three championship in tennis in 1947, thanks in part to that soccer "great," Hank Salaun, 1949; four Little Three titles in golf, coached largely by John Wood, in 1947, 1948, 1957, and 1967; three in fencing (in vogue for a number of years after World War II): in 1947, 1948, and 1951; five in wrestling: in 1957 and 1960 under Coach Nathan Osur, 1963 and 1965 under Coach Alex Sertir, and 1967 under Coach William Hough Macdermott; one in lacrosse (recognized as a varsity sport in 1959-60 but featuring teams before that under Coach Stanley Plagenhoef) in 1964. Shell racing was revived in 1963-64, and Wesleyan won two regattas in 1966-67. As for squash, one can at least say that the teams
tried hard.

For a man like Butterfield, who personally liked athletics but who professionally strove to keep them in balance with the rest of the academic program and succeeded in that goal, it must have been gratifying, if slightly astonishing, to see his scholarly athletes, during the last year of his administration, 1966-67, row to victory in two regattas, tie with Williams for the Little Three championship in basketball, and win, outright, Little Three titles in football, cross-country, soccer, wrestling, baseball, and golf.

THE FRATERNITY ISSUE

Wesleyan experienced changes in social climate, attitudes, and mores during the 1950s and 1960s which closely paralleled those in the country at large. For example, the emphasis on fraternities definitely declined, as did membership. A number of nationally affiliated houses opted for local control and became independent. Among Wesleyan’s faculty there were many persons who considered fraternities incompatible with the intellectual purpose of higher education and with the increasingly democratic social spirit on campus and abroad in the land. These persons had the opportunity to express their opinions to the Durford Committee, the Educational Policy Committee of 1953-1954. After intensive study, the EPC subcommittee on fraternities actually voted 4 to 3 for their abolition. The full EPC, however, reversed this vote but by the narrowest of margins, 7 to 5.

Had the full faculty been called on to vote, the EPC decision would have been strongly supported. At the same time, even among fraternity supporters on the faculty, there was recognition of considerable point
to the opponents' objections. For that matter, many students -- fraternity members themselves -- were aware of the justice in some of the criticism and sought to break down the exclusiveness within the system and the tendency of fraternities to "mold their members toward mediocrity." In fact, that the fraternities gradually became more open, even to the point of admitting blacks (to the consternation of the chapters' national headquarters) and of giving more attention to the intellectual mission of the University was owing in the long run to the students themselves rather than to the intervention of the administration or the faculty.

A number of alumni in the mid-1950's construed the faculty to be anti-fraternity in their sentiments and were particularly exercised over the vote within the sub-committee of the Burford Committee to abolish fraternities. The result was a broad-based protest from an alumni group calling themselves the "Committee of One Hundred." An undated letter from the Committee sent to all alumni in the spring of 1955 attacked college policies on the admission of students without a proper emphasis on "integrity and sturdy character," the decline in religious observance with a relaxation in the chapel requirements, and the alleged anti-fraternity position of the faculty.

Though the letter evidenced a deep and genuine concern, it did not reflect accurately the campus situation, particularly the attitude of a majority of the faculty toward fraternities. Hence a group of more than thirty faculty members and administrators who were, themselves, Wesleyan graduates and members of fraternities sent out a letter on April 22, 1955 to all alumni. In their response they sought to clarify the situation on campus and thereby to allay any misapprehensions created by the letter of protest.
It is difficult to be sure either how many alumni were distressed by the protest letter or how many of those who were considered the response satisfactory. In time, the agitation subsided. But among the inferences legitimately to be drawn from the incident was that a number of the alumni were sincerely disturbed by the growing emphasis on secularity and intellectualism on the campus. The increasing secularity was part of the mood of the whole country; the intellectual emphasis was peculiarly Butterfieldian. The combination appeared to pose a threat to old and cherished values, particularly those social values of which the fraternities seemed both mentor and guardian. The changing Wesleyan was thus not altogether regarded with favor, but, of course, any kind of change may be suspect for a while.

The president's position during this moment of excitement was difficult. Though he differed with the position of the protesting alumni, he respected their concern. Many of the faculty were at Wesleyan in good part because of his interest in having them here, so he could have construed the attack as one against himself; he did no such thing. While he recognized the intellectual deficiencies of the fraternities and sought to reduce those deficiencies, he did not hold for the abolition of fraternities. In this view he and the majority of the faculty saw alike, as did the trustees. And in a statement that appeared in his The Faith of a Liberal College, published later in the same year as the letter from the Committee of One Hundred, Butterfield made clear Wesleyan's continued commitment in the Christian tradition of helping its undergraduates, who were admitted as "young men of outstanding mind and character," grow in knowledge and wisdom and service to mankind. 50

By the time Butterfield retired in 1967 there were twelve frater-
unities on campus, six national, six local. Their numbers comprised nearly two-thirds of the undergraduates, still a considerable proportion but short of the 85 per cent at the time of the study by the Educational Policy Committee fourteen years before. Unaffiliated students formed their own groups within the dormitories or the Butterfield Colleges (though many members of the colleges joined fraternities) or wherever they discovered kindred spirits. And, of course, there were always those independent students who chose to pursue their own way. What is significant, however, is that a great deal of the rigidity and alleged anti-intellectualism of the fraternity system at Wesleyan was no longer acceptable even to students themselves.

CHANGING MORES

A growing informality persisted after World War II. This expressed itself occasionally in students first-naming a number of the younger faculty, who seemed to encourage it. After the surge of veterans ebbed and the student body became younger, this phenomenon subsided, though it did not entirely disappear.

More fundamental was the informality that developed in faculty-student relationships over academic matters. A freeness of discussion, in and out of class, over material being studied, occurred, with students pressing instructors much harder and with a looseness of rhetoric rarely exampled in previous years. To some extent this may have been encouraged not simply by the times but also by the informality in dress and attitude and language on the part of the faculty itself, though the extremes in this respect, involving students and faculty alike, had not yet been reached
by the time Butterfield retired. One development expressive of both students and faculty was that on social occasions, dances, for instance, formal black-tie attire gradually became a thing of the past. This was true even of presidential receptions of the faculty.

Another important development affecting faculty-student relations was that an increasing number of the faculty found homes beyond the area adjacent to the campus. Many, indeed, took up residence in surrounding towns as housing facilities nearer the campus became scarce and less desirable. One result was that there was less entertaining of students in faculty homes, a possible consequence, regardless of residence, of the rising cost of living. Faculty also saw less of one another and acquired two sets of friends, one on campus and one in their home areas. They became increasingly involved in the affairs of their communities as well as in the problems of the University, thus reflecting the growing pluralism of interests and loyalties in society at large.

Given the gradual diminishment of the social contacts between faculty and students and the increasing numbers of the latter who did not join fraternities, hundreds of students through the years found a warm reception in the home of Walter Henry Heideman, Jr., and his vivacious wife Enid. "Heidy" came to Wesleyan in 1928 as a member of the Physical Education department, coaching about every freshman sport and holding classes. In 1934, he was appointed manager of the Downey House and, in 1957, director of residence halls, a post he held, with the assistance of Enid as secretary, until his retirement in 1972. Students felt free to "drop in" on the Heidemans any time of day or night and many did so — after midnight! Refreshments were never lacking, nor was a kind
word, nor was a sympathetic ear, nor, if need be (from either "Heidy" or "Maiz"), was a bit of honest counsel of whatever kind fitted the situation. Seven students who worked for him in the Downey House as waiters, counter tenders, and kitchen help became Wesleyan friends. A number of them as well as many other students when returning to Wesley as alumni, whether of short or long standing, never failed to head for the Heidemans to renew old ties of friendship. The Heidemans were an unsung but unique and very valuable part of this institution, especially for the needy, the lonely, even the hungry undergraduate, for more than four decades.

The 1960s brought augmented concern on campus over a variety of problems. Four of these pertained to parietal rights, drugs, civil rights, and the war in Southeast Asia. The question of how long and where girls should be permitted in college dormitories, let alone fraternity houses, was a subject of heated discussion, particularly from 1965 on. The result was the virtual disappearance of all prohibition on the presence of females, a movement accentuated as the University laid the groundwork during the close of the Matterfield administration for the re-admission of women as undergraduates.

More serious was the drug problem. How widespread was the use of drugs beyond the smoking of marijuana remains uncertain. That a considerable proportion of the college body experimented with the growing variety of drugs being made available sub rosa is likely; they would not have been youth had they not been curious. That more than a very small proportion became addicted is most unlikely, but the very presence of a drug culture on campus was alarming to many parents and disturbing to the administration and the faculty.
CIVIL RIGHTS

The civil rights issue found solid backing among both faculty and students. In 1962-63, an exchange of students with Tuskegee Institute was effected. On June 7, 1964, Dr. Martin Luther King, Jr. preached the baccalaureate sermon on Denison Terrace to a vast audience on Andrus Field. The following year, in March, a group of faculty and students joined the march of civil rights protestors from all over the country on the route between Selma and Montgomery, Alabama. Several of the faculty who participated considered it the most momentous experience of their lives. Meanwhile, sentiment was building within faculty and administration for the admission of more black students to Wesleyan, though the significant influx was still a few years away.

THE VIETNAM WAR

The war in Vietnam evoked opposition from the start. While the more active and dramatic forms of agitation against the increasing American war commitment were not to occur until the late 1960's, after President Butterfield's retirement, even before his retirement letters to the Argus appeared and various protest meetings were held. Divisions of opinion existed among both faculty and students, with, as of mid-1967, no such massive disapproval as was to seize the campus soon afterward, and particularly with the announced invasion of Cambodia in 1970. Even so, the concern over the Vietnam War was so widespread that in May, 1967, the faculty voted to hold a Vietnam Day of Inquiry in which people on campus would have an opportunity to hear and discuss with speakers the
pros and cons of the conflict. The sessions were heavily attended.51

CHANGES OF ALL KINDS AT WESLEYAN

The Wesleyan of 1967 was a restless institution exhibiting many of the tensions that characterized numerous colleges and universities in the country at large. But the Wesleyan restlessness had elements peculiar to Wesleyan itself. To reiterate, Butterfield defined Wesleyan in 1955 as "a small college of liberal arts and sciences, independent and non-sectarian, committed in the Christian tradition to helping young men of outstanding mind and character grow in knowledge and wisdom, and in service to their fellow men." Such a college "will place high premium on intellectual distinction in its faculty and in its student body." It is committed to "the discovery and dissemination of knowledge, to the cultivation of the intellect, to the life of the mind," and "we cannot develop free minds unless they are free to search and judge where they will." That Butterfield committed Wesleyan to the quest of "the fullest knowledge and understanding we can find" was evident from very early when, as acting president, he stressed the need to the Academic Council in December, 1942, for selecting "the strongest faculty possible."52 A great deal of the tension by 1967 came as a result of the strain between the traditional emphasis on the moral concerns and the increasing scholarly specialization of a large proportion of the "strongest faculty possible" that Butterfield had acquired.53

The strain within the faculty was evident soon after World War II, though in a somewhat different context. The older faculty, trained within traditional disciplines, contained a number of excellent scholars but generally confined its teaching to the departmental subjects and kept
that teaching within a certain formality of structure, content, tone, and setting. Changes started at once with the influx of new faculty beginning with the "Class of 1946," as some surviving (now very senior) members of that faculty contingent still allude to themselves. And the changes continued into the early 1950's.

To begin with, the new faculty members were young, aggressive, and very keen. A number of them had been in service and were eager to make up for lost time in the academic world. A real explosion of intellectual energy occurred. They believed in, promoted, and participated in a great deal of interdisciplinary teaching. They thought broad-based courses such as Social Science and Western Civilization essential before a student started the introductory course of his major, and they strongly supported the Humanities course where all freshmen read "great books" and faculty members, conducting the sections, learned along with their students. Such courses were hardly popular with a number of the older faculty, though others were genuinely pleased with them. New faculty members often scorned old methods of testing, giving papers instead of examinations, for example. They encouraged a give-and-take with students, in and out of classrooms, that seemed overly familiar to more senior colleagues, and they often first-named senior colleagues almost at once, to the shocked surprise of those seniors, most of whom (not all!) presently tolerated the custom and eventually found they liked it. Many loudly condemned fraternities as anti-intellectual, a view with which many older faculty agreed but were hopeful the situation might change. Likewise the younger men were prone to make their weight felt through the Junior Faculty organization in matters of University governance and especially in the questions of promotion and tenure. Their enthusiasm and their
aggressiveness would have helped change Wesleyan in time in any event, but
the death or retirement of older faculty so increased their numbers that
their influence soon permeated every aspect of the University.

Then, with the late 1950's and 1960's, many of the changes of the
late 1940's and early 1950's seemed archaic and the changers themselves
had to adjust to fresh ideas and impulses brought by an ever-increasing
tide of high-caliber faculty drawn by job opportunities because of the
trustees' decision to have Wesleyan grow in size, the attractive salary
range and sabbatical program, Wesleyan's scholarly reputation in the
academic world, and Butterfield's own reputation as the kind of presi-
dent who demanded neither deference nor conformity from his faculty but
who, on the contrary, advocated intellectual independence and creativity
in teaching and scholarship.

It can scarcely be overemphasized how often Butterfield labored
long and with anguish over appointments and promotions to obtain the
kind of faculty he wanted. He would press the Advisory Committee and
the departments closely in their assessments of candidates. And, as in
discussions of policy with the Educational Policy Committee, he might
smoke a pack -- occasionally more -- of cigarettes during a lengthy after-
noon. At any time he was, as likely as not, to digress from the discus-
sion and raise questions of philosophical and educational import. Then,
when he had committee members involved in these matters, he would switch
back to the original focus of the discussion, and faculty members would
suddenly become aware, if they had not suspected it before, of the rela-
tionship of the digression to the main topic. His hard-working, even-
tempered, judicious dean of the faculty, Professor John Spaeth, some-
times had difficulty concealing a smile as he observed this tactic.
operate successfully over the years. For a time, Butterfield strongly urged both the EPC and the Advisory Committee to read Whitehead's *The Aims of Education*. What, he might ask, would Whitehead have thought of the man or policy under consideration? One way or another, Butterfield was determined that Wesleyan should be the finest University of its kind and have the finest faculty.

His faculty of the 1960's wrought many changes. They scrapped broad-based courses, notably that in Western Civilization, and, before the decade ended, the Humanities course as required for freshmen. Senior comprehensive examinations went by the board, too. The faculty supported, in Butterfield's last year, President-elect Etherington's request for a "Study of Educational Policies and Programs" by faculty-student committees which, among other things, were to call into question the whole program of University requirements for graduation. Early in the decade they had dropped the matter of hours and points for graduation and simplified the whole procedure by providing that a student could qualify for graduation by completing thirty-four semester courses. They also eliminated Saturday classes. As has been seen, they supported the Butterfield effort to set up several colleges within Wesleyan with an inter-disciplinary approach but pressed strongly for the enlargement of graduate work at Wesleyan.

And it goes without saying — though it is certainly worth saying — that this faculty was productive in the publication of scholarly research and literary endeavor, and evidence of creativity in the arts.

What gradually occurred was something of a reversion, in matters of scholarship, to the disciplinary preoccupation of the pre-World War II University, but with a stronger and more universal insistence on scholar-
ship as ultimately expressed in publication within a specific field. Though, in the 1960's, there was still a strong emphasis on teaching, it may well have received less attention than before World War II and considerably less than in the late 1940's and early 1950's when the Butterfield concept of liberal education was in full flower and teaching had the character of a mission worth following even at the sacrifice of publication. In fact, liberal education as Butterfield conceived it, with roots in morality and the Christian tradition, was itself passing; the newer faculty had little time and less patience with such holdovers from an earlier period, even one so recent as the post-World War II era. Not that Butterfield's "service to their fellow man," as one of the prescriptions of students' education, was denied; it was simply not accorded much attention and was considered by some as having a doubtful place as one of the goals of higher education in the 1960's. And with the shift away from certain elements in general education which explored the roots of tradition, scholars could plunge almost at once into the teaching of their specialized knowledge.

Not all the faculty joined the full cry for specialized scholarship or regarded the passing of the concept of liberal education for the undergraduate as a good thing. What troubled them, among other questions, was what constituted a liberal education in the 1960's. That the times force change they recognized, of course; some of them had helped force change themselves in the post-war years. But that much of value was being lost was a conviction that disturbed them. Moreover, along with the passing of the substance and form of liberal education, it seemed that published scholarship was being emphasized out of proportion to teaching. Small wonder that, notwithstanding certain reservations, many voted for the student evaluation of teaching.
Hence, the unremitting tension among the faculty of the 1960s, a tension that expressed itself in a constant dialectic. Such intellectual tension can be the very lifeblood of a university, and a university without it to some degree is moribund. There was healthiness in the tension at Wesleyan. Yet, at times, it became febrile as criticism of Centers already existing or planned, like the Center for Advanced Studies, the Science Center, the Arts Center, turned snide and personal. On the other hand, with Wesleyan heading into its new-found affluence with the Xerox purchase of the Press, criticism of policies lacked the rancor of desperation. Besides, the voices of those who believed in the existing trend of Wesleyan outnumbered the doubters and the hesitant, and rose in a swelling chorus that reached even to Wall Street.

BUTTERFIELD RESIGNS

On February 7, 1966, at a special meeting of the faculty, President Butterfield announced his wish to resign in or before June, 1967, a wish he had communicated in January to Gilbert Harrison Clee, 1935, Wesleyan’s extraordinarily capable president of the board of trustees.55 At once the trustees, with an advisory committee from the faculty,56 went to work to find a successor. He was discovered in the person of Edwin Deacon Etherington, Wesleyan, 1948, LL.B. Yale, 1953, LL.D. Trinity, 1965, a distinguished lawyer who had been associated with the New York Stock Exchange for several years and had been president of the American Stock Exchange since 1962. He was elected president of Wesleyan on June 30, 1966 to succeed Butterfield as of July 1, 1967.

Meanwhile Butterfield continued to serve his remaining months with
the interest and devotion to duty of a man newly appointed to office. If his energy was not what it was, one, unknowing, would not have suspected it. He carried a full administrative load, he helped initiate Etherington into the presidential tasks during much of the second semester of 1966-67, and he interviewed candidates for faculty positions with the penetration and zest of old. Ever one to believe in treating students as adults, and giving them responsibility, he welcomed their introduction during his last year to committees dealing with educational policy, curriculum planning, and student affairs. Their having a role in University governance "seems appropriate at least to a degree."\textsuperscript{57} Convinced that student responses in the 1950's to his own inquiries about teachers were "on the whole mature, responsible, and sensitive," he thought the idea of student evaluation of teachers "basically healthy." "College teaching," he said in his last annual report to the trustees, "is a high and personal art but it is the only profession I can think of, apart from that of the undertaker, that for centuries has not had to please the client directly involved."\textsuperscript{58}

At his final Commencement as president, he spoke with affection of his years at Wesleyan, though he made it amply clear that he had had to earn his acceptance by the faculty. He was modest about his accomplishments, generously according praise to others, but there was no missing the quiet pride he felt in what he had done to transform Wesleyan from what Connecticut Life previously described as an institution "second rate by national standards" when he took over in 1942 to a college ranking "with the select few at the top."\textsuperscript{59} Butterfield himself was more generous. He considered Wesleyan when he assumed office to be "a solid place intellectually." But he knew "that Wesleyan, good as she was and
because she was as good as she was, had greater potentials." He was grateful and appreciative for what he had been permitted to do for the University and for what the University had done for him. He looked forward to the future for Wesleyan with faith and hope.

His last Commencement was given over to a community celebration of his long service to Wesleyan. Fayerweather Gymnasium was filled with old photographs, newspaper clippings, and memorabilia of his years at Wesleyan since arriving as director of admissions in 1935. Of these years, one had been spent as acting president and twenty-four as president. As one then read the accounts and viewed the evidence of the presidential years, one could not help but wonder in what respects he was right in some of his decisions, in what respects possibly wrong. Since his resignation the passage of time has helped place the decisions in a perspective that may permit of a more reasonable assessment than at the time. Naturally an assessment by any individual who was a member of the faculty for most of the Butterfield years is bound to be subjective; others may well have different views. With that caveat understood, one can proceed.

AN ASSESSMENT

His achievements stand out, of course. He helped bring to Wesleyan a truly distinguished faculty, though he inherited a number of superlative members from the McConaughy regime. With Wesleyan's finances bright from the 1950's on, he supported a strong scholarship program that attracted bright and deserving boys. From the start, students believed in him and he in them as mature individuals who should be given every opportunity to develop their potential. He believed that it was a
healthy intellectual experience for faculty and students to learn together, and he liked to conduct a Humanities class himself until the pressure of presidential duties intervened. No more ardent exponent of liberal education ever existed; vocational studies for undergraduates he deplored.

If he made mistakes, he could acknowledge them, but he was more often right than wrong. He was right in opposing, along with the Executive Committee of the board of trustees, the movement within and without the faculty to establish an ROTC unit of the Air Force on campus during the Korean War. He felt that in the national emergency Wesleyan could better serve the national welfare in ways more within the particular competence of the University; other than continuing to pursue the program of liberal education, Wesleyan did not spell out these ways.61

His decisions to support a Master of Arts in Teaching program and a Master of Arts in Liberal Studies were happy ones. The first was one of the early programs of its type in the country and sorely needed at the time. The second was innovative and has remained unique, continues to be admired by other institutions, and has contributed greatly to the liberal education of thousands of established teachers, many of whom have testified orally or by letter to its value in their work and lives.

His decision to support an enlargement of Wesleyan and to consider the eventual readmission of women as undergraduates few can fault now, though some did at the time. It seemed to him, as it did to many, that with so many students throughout the country clamoring for a chance for a college education, Wesleyan could make its contribution to a national problem by increasing the number of students admitted. Of course, with its growing affluence, it could afford to do so, but that did not neces-
sarily detract from the sincerity of the motive. And, in due time, the community should again be graced by the presence of undergraduate women who would, he insisted (and how right he was as subsequent experience has borne out), "add to the intellectual and cultural vitality and quality of the classroom and the campus."62

The manner in which women should be educated at Wesleyan was a problem with which Butterfield wrestled for a long time. At first, he was strong for coordinate education, but gradually he accepted the idea of coeducation. He was probably powerfully influenced in this acceptance by two people he greatly admired, David Reisman and Mary Bunting, president of Radcliffe College and daughter of Henry Andrews Ingraham, 1900. Mrs. Bunting felt that Wesleyan should not make the mistake of separating men and women only to spend the next half-century rectifying the error.

What of the college plan which Butterfield worked so hard to promote? The two original Butterfield Colleges, the College of Letters and the College of Social Studies, are still the only ones from that era that survive, though they are thriving, with the CSS, in particular, having consistently shown sturdiness from the beginning. Others have been projected and one appears to have really established itself, the College of Science in Society. But there have been no growing clusters of enduring colleges such as Butterfield envisioned as a kind of antidote to an enlarging Wesleyan, numerous islands of smallness where the relationship of teacher and student could truly be significant in the mission of liberal education.

Is the College Plan, as has been suggested, "the field on which he lost his greatest battle?"63 Possibly. But that the idea has not been
more contagious at Wesleyan does not of itself signify that Butterfield was mistaken. Other factors have intervened: general faculty opposition to fragmentation of departments and to the collegiate programs, the difficulty of specific faculty members rallying about a college plan to which they would wish to commit themselves, the skepticism and even indifference of students as well as faculty about another experimental program, the problem of funding -- the list could continue. As for the idea itself, one comes back to an astute observation made in 1975 that "in one of those cheering ironies of academe, CSS, once feared as too radical, too unstructured and academically risky, stands today as a bastion of orderly structure and demanding performance at a time when academic standards are subject to question."\(^{64}\)

As for advanced learning, advocated so warmly, even fiercely, by faculty groups in the early 1960's and to which Butterfield finally assented after much heart-searching, the suspicion presently grew in some quarters that it might have been in the long-run best interests of Wesleyan had he not changed his mind. Admittedly the whole subject is highly controversial, but even before the financial crunch of the 1970's questions were being raised as to whether Wesleyan was not simply becoming another doctoral degree-granting institution, of which there were already too many in the land. The cherished hopes of doing something both different and significant had not been completely realized, to say the least. The sciences had mounted interesting Ph.D. programs, but advanced learning originally envisaged as being embodied in a kind of interdisciplinary, institutional context not necessarily pointed toward a doctorate, never really got off the ground. There was a great deal of talk especially among a number of faculty members in the Social Sciences
about adopting such an approach but never a viable plan. What was proposed was a series of Ph.D. programs in various departments of the second division, programs that, for one reason or another, never reached the board of trustees. The humanities faculty, while supporting the idea of advanced learning for mathematics and the natural sciences -- and the social sciences, too, if they wanted it, never really embraced it with the exception of Music, which evolved a highly distinctive, distinguished, and expensive program.

The humanities departments may have made the wisest decision. Certainly the difficulty of attracting able faculty to departments without doctoral programs, a point argued so strongly in the 1960's, has not been of quite the stature envisioned, though the problem was made less stringent by the superfluity of faculty candidates for jobs in the 1970's. Moreover, it is not easy to find jobs for the comparatively few Ph.D.'s who now graduate from Wesleyan. And the expense of doctoral programs, however prestigious they may be, eats deeply into the available funds for what remains primarily an undergraduate institution. Eliminating doctoral programs, however, is not like eliminating a sport; to scratch a doctoral program could strike a blow at confidence in Wesleyan, within and outside the University, from which recovery could be painful and slow.

Perhaps, therefore, there was greater justification for the original Butterfield reluctance to accept the advanced learning idea than appeared at the time. Had the original interdisciplinary conception been followed, as Butterfield and many others thought it would be, then Wesleyan might have made a contribution to advanced learning both distinctive and distinguished. Instead, she has had to settle for a number
of doctoral programs that are distinguished but not that much different from what obtain at many first-rate universities. Their loss to the academic world would be lamentable; the loss of the original conception, had it been implemented, would be tragic. But, though there is a real question in science, it is possible that Wesleyan could survive and continue to serve the academic world with distinction without either.

On balance, what Butterfield accomplished more than outweighs whatever errors may have been made. His administration stands in its totality as the most revolutionary in the history of Wesleyan, the most productive, and financially the most successful — though he admitted in all candor in his last Commencement address that "The board agreed to raise the money . . . and no board has fulfilled that promise in such overflowing measure." It can be said, in fact, that Butterfield's presidency was easier in this respect than that of any of Wesleyan's previous chiefs. He was freed by the board "of the usual responsibilities of college presidents as fund-raisers, agents of public relations, and prophet of all things." He was expected by the board to do "an inside job," and this he did with great devotion, sensitivity, firmness and skill. Interestingly enough, however, he was often brought in to help secure a financial arrangement, his judgment was often asked, he was always kept informed, and, on occasion, he displayed a remarkable capacity to raise money on his own; in the case of the generous response of the Surdna Foundation, for example, he was the fund-raiser.
That Commencement weekend in June, 1967 was one of "warmth and joy" for Victor and Kay Butterfield, as they acknowledged in their card of thanks to the community, adding, "The spirit and quality of Wesleyan is the spirit and quality of you who serve her and the source of our pride and love for her. Our minds and hearts will be with you always." 67

There was also "warmth and joy" that weekend for the hundreds who counted their own lives richer for having known the Butterfields. But there was sadness, too, for the ending of a distinguished career and especially in the spirits of those who recognized the occasion as the closing of a great epoch in the history of Wesleyan.

President Butterfield held many distinguished positions in the course of his career. Fittingly he was chairman of the Committee on Faculty Fellowships of the Ford Foundation's Fund for the Advancement of Education and was a member of the College Grants Advisory Committee of the Ford Foundation. He was a member of the Danforth Foundation Graduate Fellowship Program, the Advisory Committee of the National Commission on Accrediting, and the Commission on Liberal Education of the Association of American Colleges. He was likewise a member of the American Academy of Arts and Sciences and of the Century Association.

He served as a trustee of the Edward W. Hazen Foundation and of Deerfield Academy, as a Fellow of the National Council on Religion in Higher Education, a member of the Cornell Council for the College of Arts and Sciences, and a Regent of the University of Hartford.

Upon retiring, Butterfield deliberately disengaged himself from Wesleyan. He had had his "day in the sun," a man who, in one assessment,
was probably the single most influential person in the history of the institution." He had no wish to intrude upon his successors and offered counsel only when asked.

Though he long suffered from illness during his retirement years, he appeared to be making a real recovery and was keeping regular hours in his office in the Center for the Humanities when he became very ill again. Still, he carried on for a while. Then he entered the Middlesex Memorial Hospital one November night in 1975; the next day, November 19, he died.

From all corners of the educational world came praises for the deceased. Of all the remarks those of President Colin Campbell of Wesleyan seemed especially pertinent and so very true. "Few men," said President Campbell, "have the skill to shape an institution as Victor L. Butterfield shaped Wesleyan. For two and a half decades he was its guiding hand; and his dedication to the humanizing influence of the liberal arts was unflagging. Vic was more than a mere college president, he was a moral force. Though his manner was gentle, his determination was rock hard and what he wanted for Wesleyan he usually got. As an educational leader he had few peers, and by his insistence on quality he brought Wesleyan national renown." As the faculty Memorial Minute, prepared by Professor Rosenbaum, concluded so appropriately, "... he planted lots of trees... some actual, many figurative. 'He who plants trees loves others besides himself.' Vic devoted his life to preparing the soil, to planting the trees. May we nurture well what he began."
V

The Etherington Administration
"The point of emphasis should continue to be experimentation and innovation bold enough to be promising for all education but soundly conceived in the current interests of students."

Edwin Deacon Etherington, the twelfth president of Wesleyan, was born on Christmas Day, 1924, in Bayonne, New Jersey. His parents were Charles Kenneth and Ethel (Bennett) Etherington. His father, a successful accountant whom Etherington reportedly admired more than any other man, sent him to Lawrenceville School, where his career was spectacular for its undistinguished quality. He later candidly acknowledged that he had "a sloppy teenage existence" and a "punk academic record." At Lawrenceville, "first they put me back a year to keep me from drowning. Then they put me in summer school to keep me from drowning more. And then I graduated first or second from the bottom of the class." Described by his headmaster as an "unjelled omelet," he graduated in 1943, served one year as an unhealthy infantryman in the Army, then audaciously applied for admission to Wesleyan.1

What to do about the young man initially posed a problem for the administration that happily was soon solved. As President Butterfield remarked when he conferred Wesleyan's honorary degree of Doctor of Laws on Etherington in 1965, "I admitted you to Wesleyan ... as much on the basis of my hunch as on your school record. A hunch was never more prophetic."2

257.
Nor was it. A sea-change took place in the hitherto floundering youth. He won the Bruner Freshman Improvement Prize, the Edward Bennett Rosa Worthy Student Award, and the Cole Prize in freshman English. Majoring in English, he became a member of Phi Beta Kappa, and in 1948 graduated with honors in general scholarship and distinction in creative writing. In extracurricular activities he was vice president of the College Body; editor of the Argus; assistant editor of the literary Cardinal; chairman of the honor system; head of Phi Nu Theta fraternity; a member of the executive cabinet of the Christian Association; a member of Skull and Serpent, a senior honorary society; and a member of the tennis and squash teams.

He never ceased being grateful to President Butterfield for giving him the opportunity to prove himself. Writing to Butterfield in the year of his graduation, he said, "From the time I first entered Wesleyan, I sensed that you believed in me... I have always... been grateful that you have considered me to be a person of 'possibilities'... Your influence has been strong and healthy, and it will be lasting..."3

After an additional year at Wesleyan as assistant to the dean and as instructor in English, he entered Yale Law School. The same kind of record continued. He was elected to the Order of Coif for academic excellence. In extracurricular activities he was a member of the Moot Court, contributed to the Yale Law Journal, and joined the legal fraternity of Phi Delta Phi and the social fraternity of Corbey Court. His last year found him an assistant in the instruction of law and chairman of the Assistant Law Instructors Group.

Though his academic achievement at Yale Law School entitled him to consideration for a clerkship with one of the United States Supreme Court justices, he chose instead to become law clerk to the Honorable Henry W.
Edgerton of the U. S. Court of Appeals, District of Columbia. Etherington said of Edgerton, "He had just written the key decision breaking apart the pattern of housing segregation in Washington. I admired what he stood for and the way he expressed it. There was a compactness to his opinions and a vein of compassion that ran all through them. I had the greatest respect for him."⁴

His year of clerking over, Etherington joined the law firm of Wilmer and Brown in Washington, where he remained for about a year.

While in Washington, he made the acquaintance of Katherine Colean, an attractive Smith College graduate of the class of 1950. They were married on September 11, 1953 and had four children: Edwin Deacon, Jr., Kenneth Colean, Marion Lanier, and Robert Miles.

In 1954, Etherington left Washington to join the New York City law firm of Milbank, Tweed, Hadley and McCloy. While there, he concentrated on work for the New York Stock Exchange and broker-dealer firms.

Then, in 1956, a financial future of great promise began to open up with his appointment as assistant secretary of the New York Stock Exchange. From 1958 to 1961 he served as vice president in charge of civic and governmental affairs for the Exchange, a task which included responsibility for legislation and the Securities Exchange Commission, the Federal Reserve and state regulatory matters.

Finally, in 1961, after five years with the Stock Exchange, he left to join, as a general partner, the large brokerage house of Pershing and Company. But this proved only a "breather," for, in 1962, the American Stock Exchange (AMEX) selected him from about seventy prospects to be its president.
Etherington was a man never insensitive to a challenge where moral and in a general sense, at least, educational concerns were involved. For years AMEX had been rife with scandal. Its president had had to resign, and many abuses in its operations were discovered by the Securities and Exchange Commission. Serving as a consultant to a clean-up committee, Etherington so impressed its members by his keenness, judiciousness, and integrity that the presidential search committee decided on him as the obvious candidate. Accordingly the board of governors met in March, 1962, and, in the amused comment of the chairman of the board, "The fellows could hardly wait to vote for him. It was the most unanimous vote I ever saw."5

Something now occurred which was to become typical of Etherington's style of operation. He let six months elapse before taking full control of his new office. Meanwhile, he drew up a new constitution for AMEX and plans for a reorganization of the staff, and gathered about him a small group of able, young executives with regulatory responsibilities that had previously been exercised by committees elected from the AMEX membership.

He soon made his influence felt at AMEX. Standards were raised for determining the soundness of companies wanting to trade their securities. Administrative procedures and controls were strengthened to avert unethical practises. Innovations were made to develop new techniques and technology in the securities business. The result was a vast increase in confidence and prestige for AMEX. In 1965, according to an article in The National Observer, "... many Wall Streeters today consider Ted Etherington to be the most important acquisition by the Exchange since 1921, the year the mart acquired a roof." Etherington had "proven to be brainy, energetic, and an extremely able administrator."6
Enormously well regarded, he spent busy but not unpleasant days. Paper work in the morning. Visits to the floor "to see and be seen." Business lunches. Afternoon committee meetings. A return to his Georgian Colonial home in Upper Montclair with a full briefcase but in time for a cocktail with his wife and visits with his young family. An annual salary that was presently raised from $80,000 to $100,000. Prospects unlimited.

Then came President Butterfield's decision in the winter of 1966 to retire from Wesleyan in or before June, 1967 and Wesleyan's search for his successor. The joint search committee of trustees and faculty, significant by its composition of a closer trustees-faculty relationship than in earlier searches for Wesleyan presidents, considered a list of about sixty prospects. These were eventually reduced to four, then two, and finally one, Etherington. The committee submitted its report to the trustees in June, 1966, and in the meeting that month the board unanimously chose Etherington as Wesleyan's twelfth president, to take office a year later.

The faculty members of the joint committee had taken an especially hard look at Etherington if for no other reason than that they would have to live with him and he with them. After considering him in all possible aspects, they pronounced him "a man of extraordinary talents and . . . an excellent choice." They said they had been "tremendously impressed with the force of his intellect, the rapidity with which he comprehends new circumstances and problems, the sensitivity of his response to unfamiliar situations, and the forthrightness of all his dealings with us. He has impressed all of us with his integrity, his urbanity, and his deep concern for problems which seem to us to be of prime importance."
The administration and the trustees were delighted with him. In a statement to the board Butterfield said, "I view the prospect of Ted Etherington as my successor with the greatest enthusiasm. After more than a year's careful consideration in the light of what is required and an extensive knowledge about and acquaintance with college administrators, I know of no one whom I would rather see appointed." Gilbert Harrison Clee, 1935, president of the board and an early and eloquent advocate of Etherington, said that "we have found . . . a man who will be the vigorous and able president of both administrative ability and educational vision who can sustain and strengthen Wesleyan's momentum and help give her wise direction." 9

But if Wesleyan rejoiced, Wall Street was shaken. Perhaps its most promising young executive, a possible future head of the New York Stock Exchange, had forsaken the bustling financial world for the presidency of a small, if rich, University at a salary probably less than half of what he had been receiving. On the other hand, David S. Jackson, head of the AMEX board, while acknowledging the loss, had only good words for the young executive. "As our President," Jackson told him, "you have combined a code of ethics and a moral approach to our responsibilities with an instinct for creative solutions and a remarkable executive capacity to turn ideas into action. . . The American Stock Exchange is also proud -- justifiably proud -- that a great university, Wesleyan, well aware of its role in a rapidly changing world and eager to assume increased obligations of leadership, has named you as its President." 10

Etherington himself greeted the change with a mixture of regret and enthusiasm. He would miss the financial world in which he had invested
important years of his life and which had given him recognition. He would miss the "linkage with these men and women who have captured the respect of people throughout the securities industry." But Wesleyan had asked him to work with faculty and young people at the place where he had been a student and teacher. It was giving him "an opportunity to pace my activities more closely to those of my own family." Above all, Wesleyan was affording him "a chance to center my energies on activities that have always captured a major share of my interest. This is a time of demand performance for the nation's schools, colleges and universities. Educators, having helped detonate the knowledge explosion, must respond to the increasingly intense search by industry and the professions for trained minds . . . The role of liberal arts education and the function of Wesleyan University are identified with the need for people who can help society know its own worth and creative potential. My decision is based on the high priority I assign to that need."11 It was obviously reassuring to him that after the announcement of his acceptance of Wesleyan's presidency was made, he received during the first two weeks more than five hundred letters from businessmen, alumni and students supporting his decision.12 The alumni were especially enthusiastic about the appointment; the Alumni Association had even given him its Distinguished Alumnus Award in 1965.

Etherington resigned from AMEX on February 1, 1967, then spent months visiting other campuses as well as spending time at Wesleyan. And even as he wished a study of the AMEX made before taking over his duties there, he asked that Wesleyan institute a study of its operations and its goals. Accordingly, in January, the Study of Educational Policies and Programs began, an ambitious project generally analogous to the self-study project of the early 1950's under the chairmanship of Professor Burford and funded
by the Ford Foundation. SEPP, however, was being funded by Wesleyan and was to continue well beyond the time that President Etherington assumed office. It involved thirteen panels of faculty and students, consultants from outside Wesleyan, and an enormous amount of written work in terms of numerous reports prepared by John Maguire, associate professor of religion and newly appointed associate provost. Only three of these reports had appeared by the time of Etherington's inauguration, and, in the words of the Argus, they had been "increasingly criticized as inconclusive and undirected." The Argus hoped "that future SEPP reports will make up in clarity and brevity what the first three have lacked, and will indeed provide a firm foundation for the Etherington era." There was a considerable body of faculty opinion in agreement with the Argus, though praise for the effort made was general.

THE NEW PRESIDENT TAKES OVER

Taking over officially as president on July 1, 1967, Etherington was formally installed on Saturday evening, October 21. Delegates from more than one hundred colleges, universities and learned societies were present for the elaborate, colorful ceremony held in the Alumni Cage before an audience of 2500. Visiting delegates included the presidents of Harvard, Yale, Brown, Amherst, Williams, Tufts, Bowdoin, Smith, Mt. Holyoke, Connecticut College for Women, and Wellesley.

Graciously acknowledging that "Victor Lloyd Butterfield can be succeeded, but not replaced, as President of Wesleyan University," President Etherington spoke of developments pertinent to general education. First, was the rush of students to colleges and the shifting
balance between the private and public sectors of education. Second, was the huge growth of statewide public systems of education and "the phenomenon of the multiversity." Third, was the accelerated pace in education, which affected the lives and attitudes of all involved in the process. Fourth, was the opportunity for liberal arts colleges like Wesleyan to make contributions of quality in the face of general quantitative pressure. Fifth, was the plea for relevance among students, who, because of their concern for the deprived and the threatened in this world, "find it difficult . . . to slow down, to seek perspective, to examine their own lives and prospects."

Etherington explored each of these developments in some depth. Time and again he emphasized the kind of quality Wesleyan could and should give to education within the limits of its resources. Citing President Willbur Fisk's goals of education as directed to "the good of the individual" and "the good of the world" and Fisk's recognition of a spirit of reform everywhere fermenting, Etherington saw relevance today in Fisk's objectives and the need for examining ways, through reforms, by which Wesleyan could more effectively discharge its obligations to students and society in 1967 and beyond. Given such factors as "growth in education, complication and bigness, increased tempo -- the task of Wesleyan is to make a qualitative contribution helping to justify continued support for private education. The point of emphasis should continue to be experimentation and innovation bold enough to be promising for all of education but soundly conceived in the current interests of students."

The burst of applause that followed his thirty-minute address was an expression of more than polite acceptance of a maiden presidential effort.
He had touched responsive chords in an audience deeply affected by developments in the academic world and the world "outside." It was clear to many Wesleyan people present who observed and listened that enthusiastic, vigorous hands had taken over the presidency, their owner evidently knowing the direction he wanted to go and clearly committed to the task. "I'm back here," the New York Times quoted him, "because I want to be an educator, and I'm here to stay." 15

MANAGING THE PORTFOLIO

Higher education, however, had been on a spiral ascent in terms of expense for years, and just to maintain the programs of the Butterfield era cost more in the Etherington years, let alone introducing anything new. So very much, therefore, hinged upon the endowment of the University, and the endowment experienced a number of significant changes. One was in its management, and it was originally suggested by the president of the board, Gilbert Clee, 1935. Clee, President Etherington, and Wesleyan's new Vice President Campbell reviewed Wesleyan's financial affairs and recommended that a shift be instituted from board management to outside management. Three banks were then chosen to manage the securities allocated among them; since 1970, there has been a change to investment counseling firms. In 1970 the concept of "total return" was also adopted for endowment portfolio management -- total return on investment being the sum of dividends, interest payments, and capital appreciation whether realized or not. This concept was likewise first articulated and promoted by Clee. 16
FINANCIAL PROBLEMS BEGIN

Unfortunately, certain other financial occurrences were beginning to hurt. Campus revenues changed from a growth rate of 21.0 per cent in 1966-67, the last year of the Butterfield era, to 9.2 per cent in 1969-70, the last year of the Etherington administration. Campus expenditures for the same period declined from 27.0 per cent to 20.1 per cent. Though this last decline was favorable, an expenditure growth rate of 20.1 was hardly an encouraging balance for a campus revenue growth rate of 9.2 for the same year.¹⁷

The endowment experienced distressing development. On June 30, 1968 it attained the highest market value ever, $171,100,000. From that point on, it plummeted, owing to a complex of causes which included a decline in stock market values, high inflation rates and the need to draw capital from the portfolio to meet expenses. The low water mark was reached in 1970 with the portfolio value at $116,000,000. Reassuringly, it moved sharply upward in the following eighteen months to about $150,000,000. But it was clear that the days of great affluence had passed.¹⁸

THE BUILDING PROGRAM

Few Wesleyan administrations have had no building program, and the Etherington administration had one that was exceptionally interesting -- and expensive. There were three principal building projects actually undertaken or contracted for during the Etherington years. These were the Science Center, the Center for the Arts, and the Hockey Rink. The Science Center grew out of the long and splendid tradition of science
at Wesleyan. A survey of graduates of classes from 1870 to 1910 placed Wesleyan third in the nation in the number of "distinguished" scientists per one thousand graduates. A study in 1951 along somewhat similar lines ranked Wesleyan twenty-second among five hundred colleges and universities in the number of "professional" scientists per one thousand graduates. There were great names in the past, of whom generations of Wesleyan graduates were proud, men such as Atwater, Bradley, and Hoover in Chemistry, Goodrich and Schneider in Biology, and Cady in Physics. But there was a cluster of younger men of more recent vintage as well, more numerous, more specialized in research perhaps, but just as dedicated as scholars and teachers. Between the few of an earlier period and the many since World War II Wesleyan's scientific reputation remained high. More spacious facilities to permit both teachers and students to carry on their work, particularly with the advent of the doctoral programs, were considered both necessary and overdue.

The construction of the Science Center was planned for in two phases. The contract for phase one was awarded to Edwin Moss and Son of Bridgeport for $3,857,843, with the National Science Foundation contributing $500,000. This firm had built McConaughy Hall, the Wesleyan Press Building, and the addition to the Public Affairs Center. College Place was cleared of houses and filled in, and adjoining Shanklin Laboratory of Biology and running parallel to Lawn Avenue a large four-storey structure was to rise with huge glass areas and a brownstone trim. The entire new complex was to be known as the Hall-Atwater Laboratories of Chemistry and Biology; Shanklin would retain its own name and function. Ground-breaking ceremonies took place on Commencement weekend, 1965, with Professor John Sease (Chemistry) smashing a beaker.
over a bulldozer driven by President Butterfield. The complex was completed in late 1967 and dedicated on October 11-12, 1968, the principal speaker being Representative Emilio Quincy Daddario, 1939, chairman of the House Space and Aeronautics Committee.

The final phase called for the demolition of the Hall Laboratory of Chemistry and the construction of both a seven-storey tower, containing, among other facilities, a lecture hall seating three hundred, and a large low structure, integrated with the tower, which would house a science library of two hundred thousand volumes. The phase two buildings, like the phase one construction, would be finished in brownstone and glass. The cost was placed at $10,885,000 and a contract was signed in May, 1968 with the E. and F. Construction Company of Bridgeport. Ground-breaking started at once. When completed, the Science Center would contain all the physical science departments and Mathematics. It would be the first comprehensive science facility in Wesleyan's history.

The Center for the Arts was in the dreaming and planning stages for many years. Discussions had started as early as the late 1940's with Professors Daltry and Winslow of the Music Department, Pendleton of Theater, and Green and, later, Martin of Art moving with increasing persuasiveness through the 1950's and into the 1960's. In 1961-62 serious planning started, with the concept of having all three departments under one roof gradually evolving into a complex of buildings on land between Davison Art Center and North Field. The architects for the complex were Roche and Dinkeloo, and bids were let, with October 7, 1969 as the last day of acceptance.

Unfortunately, while minds were being made up on the substance of the program and the building design, expenses had risen enormously. From
an initial estimate of $9,250,000 soaring prices of material and labor resulted in the lowest bid being submitted as $13,750,000. Understandably shaken, the trustees called for a rebidding, and, in their April meeting of 1970, they eliminated three buildings from the complex. The cost figure for the eleven buildings now comprising the Center was $11,600,000, and construction began in the summer of 1970.

The limestone buildings, none higher than three stories, were constructed on simple, almost classical lines, and arranged around open spaces and walkways. As many trees were spared as possible and one of these in particular is a beautiful adornment to the whole: a huge copper beech, which has been observing what has been going on at Wesleyan for certainly most of the University's history. When viewed from North Field, according to one professional admirer, the buildings look almost like Mayan temples. The Center was dedicated on September 15, 1973.

For generations Wesleyan students regretted the absence of a hockey rink. During a particularly cold winter during the early 1930's, a group of enthusiasts received permission to board up a small portion of Andrus Field and flood it. The result was blissful but only for a few days, until, New England weather being what it is, a thaw set in. After World War II, with the arrival of Professor Spurrier, who combined interests in religion and hockey from his undergraduate days at Williams, the interest in the sport began to widen. From 1954 on, it was conducted more or less regularly as an informal sport under Spurrier's direction, with the Choate School generously making its facilities available. Obviously such an arrangement could not continue indefinitely. Interest was spurred by gifts in 1962 of $150,000 from the Lililla Babbett Hyde Foundation and $50,000 from the Watson Foundation.
Finally, in 1966, plans were drawn for a real winter sports arena. By providing twice the ice area and retractable seating, multiple use of the arena was seen as possible even during hockey practise. The structure was to seat 3600 spectators and to cost $1,700,000. It was scheduled for completion in November, 1967.

Once such information was publicized, however, many students and faculty became indignant at the price and attention given the project. A formal petition raised questions about both the price and priorities. The result was a delay in construction, a reduction in size (a seating capacity of 2000), and a smaller outlay of funds (about $1,000,000). The site chosen was the east side of Knowles Avenue halfway between Cross Street and Pine Street, and ground was broken in the spring of 1968. Though completion was set for February, 1970, the electrical work necessary was delayed by a strike at General Electric. Hence the rink was not ready until the spring of 1970, something over two months after President Etherington's resignation.

The HDC and the IFF.

Two community and financial developments in which Wesleyan became exceedingly interested when affluence obtained were the Hill Development Corporation (HDC) and the Institute for the Future (IFF). The HDC came into existence in late 1966 as a manifestation of Wesleyan's interest in helping create a better community. The HDC had two principal duties. One was to develop and manage the tax-paying real estate of the University; in consequence, property not required for educational purposes was transferred to HDC. The second concern of HDC was to cooperate with Middletown and the Redevelopment Agency, the city then having in view a $12,000,000
urban renewal project involving 125 acres of the downtown district. To these ends the trustees pledged $3,000,000 in operating capital. The new firm was headed, as president, by James E. Lash, an urban development consultant and former executive vice president of the national ACTION Council for Better Cities; Lash remained until 1971. Etherington became chairman of HDC's board of directors.

HDC was very active from the first. It studied with great care, then developed more than two hundred acres of Wesleyan farmland between Route 17 and Wadsworth State Park, creating Wesleyan Hills, a planned residential community in units of eight to ten houses, each with its own government, yet with each unit represented in an overall group. It helped fund the Medical Practice Building, aided in founding the Middletown Future Workshop, and was active in support of the Greater Middletown Community Corporation and the building of Wadsworth Grove. Throughout, it stood solidly behind the city's endeavor in urban renewal. 21

The Institute for the Future, incorporated in the state of California, was a most interesting organization during the few years it was represented in Middletown. It was a non-profit corporation concerned with research in the public interest. Among other foci were the evaluation and refinement of technological and economic forecasting. Its original incorporation was by a coalition of business leaders, scientists, and social scientists. It came operatively into existence in September, 1968 with executive offices in New York, installations projected for the Southwest and the West Coast, and an Eastern Headquarters in Middletown, thanks in good part to the Wesleyan board of trustees and to President Etherington, who worked very hard to bring IFF here.

In the spring of 1968, the board approved arrangements to help the
the IFF get started in Middletown with the development of an urban research laboratory on the farmland south of the campus. Wesleyan also helped the IFF to obtain support from the Connecticut Research Commission and Connecticut industry. Meanwhile, until a permanent building was available, the University was instrumental in obtaining quarters for the IFF in the Riverview Center building on Main Street. The IFF was constructed in no way as a subsidiary of Wesleyan. It had its own independent existence, though there was a considerable exchange of ideas and information with the University.

The relationship, however, did not last for long. Among other reasons, Middletown was simply too inaccessible in terms of transportation, particularly by air. Hence, in 1972, the IFF, wanting to consolidate its operations, moved to Menlo Park, California, where it had established an office two years before, very close to an airport. 22

ADMINISTRATIVE CHANGES

Among the significant changes President Etherington introduced was a restructuring of the administration. His recognition of the need to have an administrative official who would know academic problems from first-hand experience led to the appointment of Professor Rosenbaum, who had served as Dean of Science from 1963 to 1965 and Provost since 1965, to the newly created post of Academic Vice President; he retained, however, his responsibilities as Provost. Accompanying Etherington to Middletown was a bright, energetic young lawyer, Colin G. Campbell, who had been very active in the American Stock Exchange. At Wesleyan he became administrative vice president and, in 1969, executive vice president. Presently the office of vice president for Student Affairs was created and to this
was brought, in 1968, Joseph W. Cole, who had been associate provost at Rochester. Etherington said of these appointments: "Within the past year Wesleyan has established academic and administrative vice presidencies and the addition of the student affairs office at this level will help provide a balanced total system." 23

There were other changes as well throughout the administration. One was the appointment of Joseph Henry McMahon of Yale as associate professor of Romance Languages and dean, to succeed Stanley Idzerda, who resigned in 1968 to become president of the College of St. Benedict in Minnesota. McMahon, in turn, resigned in 1969 to turn to full-time teaching and was succeeded by Associate Professor of Government David Walter Adamany. The post of dean of admissions experienced a change when, in 1968, John Craven Hoy, 1955, moved to the deanship of special academic programs and Robert Lewis Kirkpatrick, Jr., 1960, took over the admissions office. In the treasurer's office Howard Bierly Matthews, 1928, retired in 1969 as vice president and treasurer after nineteen years of devoted service; his successor was Robert Douglas Siff, 1948, vice president of the First National City Bank of New York.

With the above positions, plus numerous assistant deans and associate provosts and various other administrative personnel above the secretarial level, Wesleyan now had an administrative structure for a larger university than it was at the time. And, indeed, gradual growth was anticipated both in numbers and programs. But such an administration was expensive, and to some on-campus observers it appeared top-heavy. Granted, there had been criticism in the late 1950's and early 1960's that there was need for more administrators, that President Butterfield was overworked, which was certainly true. But the new plan seemed almost too
elaborate. Still, the arrangement allowed the president to move about more freely within and without the university, looking into those areas that needed attention. As for the expense, Wesleyan's affluence could afford it, or so many thought at the time.

THE TRUSTEES REORGANIZE

The trustees likewise reorganized themselves. As of September 6, 1969 they increased their number from twenty-six to twenty-nine, the three additions being alumni. In fact, nine of the twenty-nine were to be elected by alumni, three each year for three-year terms. The change also provided that each year there would be an alumnus trustee of ten or fewer years after graduation. Seniors were now permitted to participate with alumni in the election of alumni trustees. Furthermore, as an indication of the way the winds of change were blowing, women began to be recruited for board membership, the first to serve being Alyce Chenault Gullattee, B.A., M.D. of Washington, D.C.24

The board, in fact the University as a whole, suffered a serious loss with the death of Gilbert Harrison Clee, 1935, on July 28, 1968 after a long illness. Chairman of McKinsey and Company, Incorporated, he had served devotedly on the board for fifteen years and had been its president for five. It was he, more than any other single individual, who had been responsible for the sale of the Press to Xerox, with a resulting surge of affluence that permitted the University a rare latitude of movement. President Etherington said that Clee "has left us with a vision for liberal education, at Wesleyan and elsewhere, as the life core of a humane world society."25
Curricular developments, of which portents were evident during the Butterfield years, were highly significant. By early February, 1968, the reports of the Study of Educational Policies and Programs were finished; all told, when published in May, they comprised four volumes. Although subjected to a good deal of criticism for digressiveness, indecisiveness, and even ignorance of what was really going on at Wesleyan, they represented a conscientious attempt to come to grips with many of the educational problems at Wesleyan and with possible directions for the future. Among their recommendations were the reestablishment of co-education; a transformation of the Center for Advanced Studies into a Center for the Humanities whose Fellows should be teaching members of the faculty; a reconstitution of the Public Affairs Center with a view to making it a catalyst for the analysis of public policy and a center for basic research in the social sciences; a closely monitored development over the next decade of a limited number of additional programs of advanced learning on interdisciplinary lines; the expansion of the Master of Arts in Teaching program to a year-round basis with emphasis on inner city needs; and the creation of a committee which should continue studies for a new library. Such suggestions, approved by the faculty, were endorsed by the trustees at their meeting on May 11, 1968.26

Of all these decisions, that approving coeducation roused the most interest. Although feeling within the Wesleyan community was by no means unanimous in support, most people favored it, while many were enthusiastic. Etherington was "absolutely convinced" the decision was "a sound one."27 The Argus had the following comment when seventeen co-eds appeared on
campus in September, 1968:

After more than half a century of asceticism in the classroom, after nearly two generations of a life that was 'monastic on weekdays and orgiastic on weekends,' after five decades of libidinal crush, the Wesleyan undergraduate is at last exposed to the presence -- inconceivable as it may seem -- of female, undergrad students. 28

Soon, one member of the faculty announced happily, Wesleyan male students would not have to go away weekends to date girls. Perversely, of course, some did -- and do.

The shifting of the Center for Advanced Studies to a Center for the Humanities was a popular move. Both faculty members and students became involved to a far higher degree than before, while when certain visiting Fellows were invited for varying periods of time, even they participated in the active, on-going intellectual life of the Humanities on campus. There was, admittedly, a certain loss of national prestige, but the gain was considered worth the loss.

The reconstitution of the Public Affairs Center never really got off the ground, certainly not as envisaged. Still, the enterprise prospered in terms of the new department of Sociology added, the increased faculty size, the growth in the number and variety of courses offered, and, especially, the proportion of undergraduates taking courses and majoring in the PAC departments.

As for advanced learning, the faculty approved on March 19, 1968 the institution of a doctoral program in Chemistry. Proposals for doctoral programs were also submitted by the History and Psychology departments and approved by the Educational Policy Committee. Both proposals, however, languished thereafter for lack of further faculty action and went into limbo.
An education program for undergraduates was approved and adopted. Though the Master of Arts in Teaching program received a shot in the arm, as it were, the Graduate Summer Program, for teachers, a more and eminently successful program, was temporarily shaken until the agitation to relate it more closely to the inner city and then to phase it out died.

The library study committee labored for years, meeting with numerous interested bodies and with informed consultants. Though a plan for a new library was ultimately adopted, a change in the financial status of Wesleyan during the early 1970's compelled its abandonment and the release of the architect.

For some time, many members of the faculty had felt that generalization requirements were too rigid, that, indeed, with the improvement in secondary school teaching, the appearance of the more intellectually sophisticated college student, and the changing direction of his interests, such requirements were unnecessary. This was a belief widely held in the nation during the 1960's. Hence, after a good deal of thought and discussion, the faculty voted on February 20, 1968 for a revision of the undergraduate program which should entail the elimination of all prescribed generalization requirements. No longer would a student have to take two years of science, two of social science, and two of the humanities. The only general requirement left was that of physical education, and on March 8, 1969 the faculty got rid of that, too. Such requirements as remained were those of the departments for their majors, and the Colleges for their enrollees; naturally there was no attempt to touch these. Even these changed, however, as in those departments admitting a limited number of courses from other departments on their majors' concentration lists, and the elimination of comprehensive examinations for seniors by most de-
A move related to this "liberalization" policy was taken on March 19, 1968 when the faculty approved the "pass-fail" method of grading in courses. The standard letter-grading could be retained by the instructor, but he was expected to inform the class at the start of the semester of whichever method he endorsed. Voices were not lacking to point out how difficult it would be under the "pass-fail" system to determine Phi Beta Kappa and class standings and that graduate schools would probably require more extensive letters of recommendation where letter-grades were non-existent. But the faculty was willing to experiment with the system, and, as so often happens with experiments, this one eventually became a "permanent" part of the grading system.

Two important curricular developments of another kind occurred in the Etherington years. One was anticipated toward the close of the Butterfield administration in connection with plans for the Public Affairs Center, namely, the creation of the department of Sociology in 1967. Already on hand to staff it were Professors Philip H. Ennis and Hubert J. O'Gorman and Associate Professor Vernon Dibble. Its establishment filled a long-felt need.

The other curricular development reflected the growing demand on campus, and throughout the nation, for that matter, for more attention to Asia and Africa. Existing departments like Religion, Government and History, for example, expanded their offerings, while the College of Social Studies, in 1967, approved of an Afro-Asia "track" in their program. Such measures, however, failed to meet the growing pressures from the blacks in the community for courses, even programs, peculiarly related to them and, if possible, taught by blacks. Accordingly, on April 10, 1969, the faculty
approved by unanimous vote a proposal for an Afro-American Institute, which was organized in September, 1969 with headquarters in the former John Wesley House on the corner of High Street and Washington Terrace. 29

THE PROFESSORS

As Wesleyan continued to develop along the lines of the "Little University" concept, its faculty grew as well. Eighteen professors were appointed during the Etherington regime or became professors with the beginning of the fiscal year 1967. Of these, six were in the first division, eight in the second, and four in the third.

In the first division, John Martin, Cornell, 1951, came to Wesleyan in 1957 after being with Ealing Film Studios and later with various architects' offices. He was a lecturer at Wesleyan for ten years and was appointed professor in 1967. He has served as chairman of the department and of the Creative Arts Program, and has successfully combined academic work and private practise, especially in building design.

The English department made two unusual appointments. In 1967, Paul Horgan, distinguished author and recipient of many honorary degrees, including Wesleyan's doctorate in Literature (1956), was appointed adjunct professor and senior fellow in letters. He was twice a Guggenheim Fellow, 1947-48 and 1958, a fellow at the Center of Advanced Studies from 1959 to 1961, and Director of the Center from 1962 to 1967. Renowned for his varied and profound cultural interests, particularly of the southwestern United States, he has won many awards from musical, literary, and religious organizations. Among his numerous honors, he is a Knight of St. Gregory. He is the author of articles and stories in magazines and more than thirty
volumes, including fiction, biography, history, and an opera. He received the Pulitzer and Bancroft Prizes in 1955 for his study, Great River: The Rio Grande in North American History and the Pulitzer in 1976 for his biography of the great Bishop Lamy of New Mexico. He retired in 1971 but has continued to serve as author in residence. Brilliant, deeply perceptive, and incredibly versatile and prodigious, yet a genial presence, he has engendered intellectual and artistic excitement throughout his stay at Wesleyan.

Peter Starbird Boynton, William and Mary, 1949, served as instructor in English from 1956 to 1958 and assistant professor from 1958 to 1968. In 1968, he was promoted to professor of the College of Letters, the first tenured appointment in that institution. A fine pianist and a sensitive, extraordinarily effective tutor, he was also the author of Games in the Darkening Air (1966), The Eavesdroppers (1970), and Stone Island (1973), which was published posthumously. He died in 1971.

The German department had one professorial appointment, Arthur Stevens Wensinger, Dartmouth, 1948. Arriving at Wesleyan in 1955 after a term as teaching fellow at Michigan, where he received his doctorate, he moved progressively from instructor to his appointment as professor of German and Humanities in 1969. In that year he also became senior tutor in the College of Letters. A genial, perceptive teacher, he has been a translator for Objectivefilm -- Gesellschaft Geiselgasteig, Munich (1948-49), and of The Theater of the Bauhaus (1961) and plays by Yvan Goll (1965-67). He was a co-editor of Modern European Poetry (1966) and of Hogarth on High Life (1970).

Romance Languages appointed Clifton Cherpack, Trinity College, 1960. Cherpack came as professor from Duke University in 1967. He was an

Theater saw the appointment of William Roger Ward, Ball State Teachers College, 1951, and Illinois, where he received an M.F.A. in 1953. He came to Wesleyan in 1956 as instructor in Art and Theater and was appointed professor of Theater and Design in 1969. He has excelled in the design aspects of theater production and has contributed greatly to the success of theater at Wesleyan, particularly in its technically artistic aspects. He has also served as chairman of the department. From 1953 to 1956 he was a technical illustrator for the Underwater Sound Laboratory at New London.

In the second division, the Economics Department appointed Michael Christopher Lovell, Reed College, 1952. While teaching at Yale, he was a visiting lecturer from 1960 to 1962. He came to Wesleyan as full-time professor in 1969 from a professorship at Carnegie Mellon University. In 1975 he received an award from the Calvin K. Kazanjian Economics Foundation for his unique methods of teaching through the establishment of an economics laboratory at Wesleyan. Energetic within and without the classroom, he has been chairman of the committee on publications of the American Economics Association (1975-), and associate editor of Econometrica (1965-68), Review of Economic Studies (1968-70), and Journal of the American Statistical Association (1975-). He is the author of numerous articles on economic history and business economics and of three books: Sales Anticipations and Inventory Behavior (1969) and Macroeconomics: Measurement Theory and Politics (1975).
Government appointed two professors, Nelson Woolf Polsby, Johns Hopkins, 1956, and John Grant Grumm, Occidental, 1950. Polsby came to Wesleyan in 1961 and was appointed professor in 1967. Almost as soon as promoted he left for the University of California, to become professor of Political Science in 1967. He was a vigorous, probing teacher with widespread political interests. Among his numerous publications are Community Power and Political Theory (1964) and Congress and the Presidency (also 1964). Grumm left a professorship at the University of Kansas to assume one at Wesleyan in 1969. He has served, among other capacities, as book review editor of the Midwest Journal of Political Science (1969-); a member of the Inter-University Consortium for Political Research, Executive Council (1970-); and a member of the American Political Science Association Advisory Committee for State Legislative Services (1971-). He is the author of numerous articles for professional journals.

Three men were appointed to professorial rank in History. Donald Burton Meyer, Chicago, 1947, arrived at Wesleyan from a professorship at the University of California at Los Angeles. An incisive, dynamic person, with a Ph.D. from Harvard, where he tutored before moving to UCLA, he has specialized with great distinction in teaching and writing in those areas of American history where social and religious history intersect. He was a Guggenheim Fellow in 1966 and a member of the American Historical Association's Committee on the Status of Women Historians from 1971 to 1973. At Wesleyan he served as department chairman from 1968 to 1970 and as director of American Studies since 1967. He is the author of scholarly articles and of The Protestant Search for Political Realism (1960), The Positive Thinkers (1967) and of the soon to be published Sex and Freedom in American History: From Mrs. Hutchinson to Mrs. Roosevelt.
Robert Louis Benson, California (Berkeley), 1950, was a Princeton Ph.D., a Fulbright Scholar in Germany, and an instructor at Barnard before assuming an assistant professorship at Wesleyan in 1959. He was appointed professor in 1968 and served as chairman from 1970 to 1972. A teacher of enormous range of interests, he specialized in medieval history, particularly church history and canon law. He wrote several articles relating to canon law, co-edited *Imperial Lives and Letters of the Eleventh Century* (1962), and was author of *The Bishop Elect: A Study in Medieval Ecclesiastical Office* (1968). He left in 1975 for a professorship at California (Los Angeles).

Richard Tilman Vann, Southern Methodist University, 1952, arrived at Wesleyan in 1964 as associate professor after having been a tutor at Harvard and an assistant professor at Carleton College. He was appointed professor of History and Letters in 1969. He has been awarded numerous fellowships and in 1973 was elected Fellow of the Royal Historical Society. His articles in professional and religious (particularly Quaker) journals are legion. His interest in the history of women and the family, reflected in his skillful teaching and writing, is extensive and profound. He is the editor, compiler and translator of *Century of Genius: European Thought 1600-1700* (1967) and the author of *The Social Development of English Quakerism 1655-1755* (1969). He is also Executive Editor of *History and Theory* and served as Director of the College of Letters in 1970 and from 1971 to 1973.

In Religion Stephen Decatur Crites, Ohio Wesleyan, 1953, came to Wesleyan in 1961 as an assistant professor after a B.D. at Yale, a Methodist pastorate in Southington, Connecticut, a Ph.D. at Yale, and a year of teaching at Colgate. He was promoted to professor in 1969. He has
been a Fulbright and Rockefeller Fellow at Heidelberg, 1959-1960, a Resident Fellow at Heidelberg, 1966-1967, Fellow at the Center of Humanities, 1969-1970, Minister of the College Church, 1963-1967, and an insightful and judicious member of important Wesleyan committees. He is author and translator of philosophical articles, especially on Hegel and Kierkegaard, translator of Crisis in the Life of An Actress (1967) and author of In the Twilight of Christendom (1972).

The department of Sociology saw the appointment of Herbert Hiram Hyman, Columbia, 1939, as professor in 1969. Prior to this, he was professor at Columbia, chairman of the department there, and Program Director, United Nations Research Institute for Social Development, Geneva, 1964-1965. He has been a visiting lecturer or professor at universities in this country and abroad. He was also a Fellow at the Wesleyan Center for Advanced Studies, 1968-1969, and has been chairman of the social psychology section of the American Sociological Association, 1970-1971; president of the Sociological Research Association, 1974; president of the American Association for Public Opinion Research, 1959-1960; and chairman of the Committee on Comparative Sociological Research, 1968-1969, for the Social Science Research Council. Since 1970 he has been an associate editor of Sociological Methodology. In 1961 he received an award from the Guggenheim Memorial Foundation and in 1956 the Julian L. Woodward Memorial Award for Distinguished Achievement from the American Association for Public Opinion Research. This distinguished and prolific scholar, a busy, compassionate man, is the author of scores of articles for professional periodicals. He is also the author or co-author of, among other books, Interviewing in Social Research (1954), Political Specialization (1959), Application of Methods of Evaluations (1962), Secondary Analysis of Sample Surveys (1972), and The Enduring Effects of Education (1975).
In the third division, three appointments to the professorship were made in the Chemistry Department: Paul Haake, Peter Stanley Wharton, and Peter Anthony Leermakers. Haake, Harvard, 1954, arrived in 1968 from an associate professorship at the University of California, Los Angeles, and was appointed professor at Wesleyan in 1968. He has held several fellowships, including an Alfred P. Sloan Research Fellowship from 1964 to 1967, a NATO Senior Postdoctoral Fellowship in 1974. His work has primarily been in physical organic chemistry as related to physical inorganic chemistry and biochemistry, and includes a particular interest in environmental chemistry. He has written articles on specific aspects within these areas for professional journals. He has served on a number of Wesleyan committees, particularly as chairman of the Financial Planning Committee which submitted a detailed report in 1975 on ways drastically to reduce expenses to meet the financial crunch in which the University found itself. The report greatly stimulated community thinking.

Wharton, Cambridge University, 1952, after a doctorate at Yale, postdoctoral work at Columbia, and years of service at Wisconsin, came to Wesleyan in 1968 as professor from a professorship at Wisconsin. His work has been largely in organic chemistry in which he has written articles for chemical journals. He has conducted the organic laboratory here at Wesleyan and taught, among other subjects, chemical transformations. He has held a number of fellowships, including, while at Wisconsin, the Frederick Gardner Cottrell Fellowship of Research Corporation in 1961. He has served on various departmental and University committees.

Leermakers, Wesleyan 1958, received his doctorate in 1961 from the California Institute of Technology and after a year at Yale as A. E. Norman Postdoctoral Fellow returned to Wesleyan as assistant professor.
From 1967 to 1969 he was Alfred P. Sloan Fellow and was appointed professor in 1969, one of the youngest persons in recent Wesleyan history to attain that rank. Highly regarded as teacher and colleague, he was also author or co-author of more than sixty research papers and six published articles. His breadth of interest in chemistry was extensive, but he was especially well recognized for work in photochemistry and photosensitization. He died in 1971 from injuries received in an automobile accident.

In Mathematics William Wistar Comfort, Haverford College, 1954, was raised to the professorship after receiving his doctorate at the University of Washington in 1958 and teaching at Washington, Harvard, Rochester and Massachusetts. While at Wesleyan, he has been chairman of the department, visiting professor at McGill, Heidelberg, and The Instituto Matematico at Pisa, and a member of various Wesleyan committees. His fields of research are Stone-Cech Compactification, Ultrafilters, and Topological Groups, and in these fields he is in wide demand in this country, Canada, and Europe as a lecturer and a member of colloquia. He was a council member of the American Mathematical Society, 1972-75; Topology editor of the Proceedings of the American Mathematical Society, 1972-76; managing editor of the Proceedings and chairman of the Proceedings editorial committee, 1974-75.

CHANGING MORES

The Etherington years were the most turbulent in the history of Wesleyan. Expressive of the mood of the country, they were years of protest and revolt, political, racial, social. Revulsion at previously accepted
styles of life and espousal of liberation were most obviously evident in long hair, beards, soiled, disheveled clothing, bare feet, unrestrained rhetoric, and manners that sometimes challenged civility. The popularity of fraternities as social organizations and -- up to a point -- socially educating institutions reached what was, until then, probably an all-time low in the history of the modern Wesleyan. The EQV fraternity terminated its existence in 1967-68 and the Commons Club in 1968-69, the latter becoming a dormitory. In November, 1969, the fraternities pledged only 40 per cent of the freshman class, while, in the spring of 1970, it was reported to the trustees that fraternity affiliation was down to 23 per cent of the college body as compared with 79 per cent in 1965. Of course, offsetting to an extent the decline in the percentage of affiliation was an increase in the size of the undergraduate student body from 1240 in 1965 to 1476 (including women) in 1969. Notwithstanding such a qualification, however, the emphasis of this particular college generation was on more informal groups, many evolving almost spontaneously and dissolving about as quickly. It was an era of individualism, of unconventionality. Yet, in the accent on being different, students, curiously enough, seemed more alike in appearance, behavior and attitudes than in more conventional eras.

Athletics was one form of group activity in which interest continued high, and Little Three championships were not lacking by any means. The football teams had mixed records. In 1967 and 1968 the elevens barely broke even, but in 1969 the team went 8-0 for the season, winning the Little Three. The team was declared the U.P.I. College Division New England Champion and Donald Russell was named U.P.I. College Division Coach of the Year. Finally Lambert Cup honors in 1969 were divided with
the University of Delaware, the Cup being awarded annually "to the outstanding Eastern middle-sized college football team."

Individual honors came to several players in these years. In 1967, defensive tackle Herbert Kurtz Cooper, III, 1968, was named to the Small College All-American second team, and end Eugene Edgar Lang, II, 1969, received honorable mention for the same team. The following year, 1968, end and Captain Stuart Hart Blackburn, 1969, scored ten touchdowns and, in receiving passes, gained 709 yards, a Wesleyan record. The Eastern College Athletic Division chose him as right end and the NCAA Postgraduate Scholarship Committee granted him a scholarship of one thousand dollars for further study. Lastly, in 1968, Peter A. Panciera, 1971, broke two New England Small College records for the most yards gained passing in one season (1705) and the most touchdown passes thrown in one season (17), and tied the major and small college record for the most touchdown passes thrown in a single game (5 against Middlebury).

Cross country teams fell upon hard times, failing to break even in 1967, 1968, and 1969; the season of 1967 was the first losing season since 1948 and the 28-31 loss to Williams was the first defeat by that college in twelve years. Individually, however, both Ambrose Joel Burfoot, 1968, and William Rodgers, 1970, excelled, both in the first season and Rodgers in the last two. In 1968, Rodgers placed fourth in the College Division of the Inter-Collegiate Amateur Athletic Association of America championship. Even as Burfoot won the Boston Marathon in 1968, the first American since 1957 to win the race of 26 miles, 385 yards, so did Rodgers as an alumnus. In fact, Rodgers won it twice, in 1975 and 1978, in the two fastest times in the history of that event. The record he set in 1975 was two hours, nine minutes, and fifty-five seconds, while his 1978 time was slower by
only eighteen seconds. He also won the New York City Marathon for three successive years, 1976-78.*

Both the soccer and the basketball teams during the Etherington years were below par, especially in the 1967-1968 and 1968-1969 seasons. During the latter, however, guard and Co-Captain of basketball, John William Sitarz, 1969, scored 38 points against Trinity in a 99-83 victory, breaking the Wesleyan Cage record. The year 1969-1970 found Wesleyan very slightly on the upswing in soccer with a 4-2-4 record and definitely improving in basketball with a record of 13 wins and 5 losses and a convincing 70-64 triumph over Amherst.

Swimming teams under Coach John Edgar had splendid seasons through 1970. For three consecutive seasons, 1967-1968 through 1969-1970, the teams won 9 meets and lost 1, taking the Little Three championship the first two seasons. The 1967-1968 Little Three crown was the first won by Wesleyan in swimming in forty-four years, the season was the first since 1936 that Williams was beaten, and the year was only the third that both Amherst and Williams were defeated, the other years being 1919 and 1924. The team placed second in the New Englands. The 1968-1969 team again won second in the New Englands and placed fourth in the NCAA College Division championship. Though the great Sandy Van Kernen had graduated in 1966, the level of ability remained high. Outstanding was John Davidson Ketcham, 1970, NCAA All-American for three years and New England title holder in the 100-yard and 200-yard backstroke. He established Wesleyan Varsity swimming records, still holding as of 1978, in the 100 yard backstroke (1968), the 200-yard individual medley (1969), and he was one of the four (Ketcham, Robert Mark Stone, 1970, William Edward Gallas, 1969, and Steven Bernhard Pfeiffer, 1970) in the 400-yard medley relay (1969).

* In 1979 he again won the Boston Marathon with a record time of 2:09:27.
He likewise set two pool records still standing in 1978 in winning the 200-yard backstroke (1967) and in swimming as one of the four (Ketcham, Stone, Gallas, and Davis, 1970) in the 400-yard medley relay (1968).


Baseball had only one good year during the Etherington administration. This was in the spring of 1968 when the team won 11 games and lost five and took the Little Three championship. In the seasons of 1969 and 1970 the teams failed to break even.

Track and squash were sports in which little success in terms of teams was achieved, the former usually winning one meet and losing six, the latter winning three games and losing ten. Tennis was only slightly better for two seasons and worse in 1968-1969, when the score was 0-7.

A brighter spot in the spring season was the golf record. Though the 1967-1968 team lost more than it won, the 1968-1969 and 1969-1970 teams won 10-2 and 8-5 respectively and were Little Three championships both years. In the history of golf at Wesleyan up to that time it was a rather unusual occurrence for a team even to achieve a successful season, let alone win the Little Three.

Crew, with Philip Lowrain Calhoun, 1962, as coach, had a fine record, winning 8-1 in the season of 1968, 8-2 in 1969, and 7-1 in 1970. Among other achievements, in 1968 the crew placed third in the Kerr Cup.
Regatta at Springfield. The 1969 crew won the first Little Three championship for Wesleyan, while the 1970 crew repeated that feat. The enthusiasm for this recently revived sport was remarkable, particularly among its toiling participants.

VEHEMENT REACTIONS TO THE VIETNAM WAR

For large numbers of students and many faculty members, the principal concerns of these years, not excluding studies, seemed to be the problems of war and race. The Vietnam War tension, which became increasingly severe during the Etherington administration, can only be truly understood in the national context. Opposition to the War, particularly among students, who were, of course, faced with the draft, was rising rapidly throughout the country as our policies, supported by military action, failed to bring the conflict to an end. Many Americans came to denounce the war as unnecessary, misguided, illegal, immoral, and tragically expensive in suffering, grief, and money. Others did not view the war in such extreme terms except for the human and financial cost, but felt that something had gone wrong. There was a good deal of confusion in the popular mind as to what course the government should follow.

Among students, though divisions of opinion persisted, an increasing number believed that the country should get out of the war, some insisting on an immediate withdrawal. How much of this sentiment sprang from an opposition to the draft and how much from a repugnance of the war itself as an unacceptable policy is likely to remain an unsettled question. But it would be folly to deny the existence of a large measure of outraged idealism among those students who took to the streets in vehement protest, often to be joined by faculty members who felt similarly. Wes-
Wesleyan students were hardly different from students throughout the land in their attitudes toward the war, and the same could be said of members of the Wesleyan faculty.

The incidents on campus were numerous, and feelings, at times, ran high. To mention a few occurrences, on March 7, 1968, a group of about 120 students and faculty members picketed North College when representatives of Dow Chemical Company, makers of napalm, conducted job interviews. A rotating sit-in inside the interviewing room so antagonized two students desiring interviews that they preferred complaints to the Student Judiciary Board on the ground of violation of interviewers' rights. One result of the disturbance was that 24 students were placed on probation.31

On April 25 of that same year, a "Day of Concern" was held, with suspension of classes. As Professor Swift, chairman of the committee planning that day, said, it was held "to make possible community consideration of the current crises in America. These crises have increasingly tended to disrupt the normal enterprise of the University, as well as the individual plans and purposes of many of us." Held under the shadow of the recent assassination of Martin Luther King, the Day witnessed a good deal of discussion about Vietnam, the draft, urban rioting, and conditions at Wesleyan.32

There were two Commencements in 1968, each somber in its own way. One was held on May 19, a so-called "Vietnam Commencement" on Denison Terrace where war protestors honored 243 students who had signed a pledge refusing induction.33 The regular Commencement weekend was an especially poignant time since it followed so closely the assassination of Senator Robert Kennedy on June 5. The festivities of reunion classes, coinciding with the day of his funeral, were greatly curtailed.
On February 6, 1969, a Navy recruiter was due on campus, and sixteen interviews were scheduled. A group of students demanded the cancellation of the interviews and an end to military commitment. Another group, more than 400, petitioned the president to protect men wishing to talk to any recruiters. The president met with representatives of both groups on February 5 and said that he had appointed a student-faculty committee to recommend policy with respect to its counselling program. Until the report was made recruiting visits would continue.

On the morning of the 6th he addressed a large group at North College, asking cooperation but warning that any use of physical force would call for disciplinary action. Though he sought to calm the students, the Argus contended that he angered them.34

Notwithstanding the president's plea, a group of students and faculty entered the interviewing room. Vice President Cole asked them several times to leave. When a number persisted in remaining, University representatives and the Navy representative agreed that a coherent exchange of information was out of the question; hence, the interviews were cancelled.35

The incident was disturbing. Though no force was used, the protestors by their disruptive action had clearly called into question the long-accepted custom of interviewing by the national services and the right of interviewer and interviewee to speak freely in private. The president, before, during, and after the incident, worked for a greater understanding among the various constituencies of the community. In fact, both the president and many faculty members came to believe that if better communication could result in greater understanding, and that, in turn, in a lessening of tension created by anti-war incidents, particularly interviewing, whether by government representatives or those of private corporations, then
changes should be made in existing codes and in the constitutions of such corporate bodies as faculty and trustees to permit students to assume more responsibility in the affairs of the University.

Notwithstanding the efforts of the president and the ad hoc committee to be objective and dispassionate, the anti-war faction among the students would not be persuaded that military recruiting was an acceptable activity. Hence, on May 6, 1969, they occupied the president's office in South College to protest such recruiting on campus.

The last significant anti-war protest during the period in which Etherington was president came on October 15, 1969. At this time, by a faculty vote of 81 to 55, all classes were suspended for the day in order to permit students to participate in a "Vietnam Moratorium." On the day in which the faculty voted, it also took a political position for the first time in the Vietnam crisis. A total of 78 voted in favor of an anti-war statement; 11 opposed this action, and there were 45 abstentions. The president's position was that a university should maintain political neutrality but that "a university is a proper place to express political views so long as the rights and consciences of those who do not agree are protected."36

The president's personal opinion was made amply clear in a speech on "Moratorium Day," an opinion formed months before but only after an excruciating examination of all that the war involved. On October 15, 1500 people -- students, faculty members, and Middletown citizens -- marched from St. John's Square at the north end of Main Street to the South Green at the foot of Main and Church Streets. Reaching the Green at about 3:30 P.M., they listened to a number of speakers. Among them was President Etherington, who said, with impassioned bluntness, "The
matter comes down to one word: out; out of Vietnam." He never backed away from this position.

Racial Tensions

Also disturbing Wesleyan during the tumultuous Etherington years, and with even more ominous overtones, was the racial tension. For that matter, an awareness of racial issues had been present on campus long before Vietnam became a household word. Sympathy for the civil rights movement had existed at Wesleyan even prior to the 1954 Supreme Court decision in Brown versus the Board of Education of Topeka, Kansas. Afterward, sympathy steadily mounted, though with profound deploring, during the 1960's, of the terrible destruction of lives and property in such places as — among others — Watts, Detroit, and Newark. The efforts of Martin Luther King were warmly supported in the Wesleyan community. A personal friend of Professor Maguire, he spoke here to the College of Social Studies. At a later time, June, 1964, he gave the baccalaureate address from Denison Terrace. Nearly a year after that, a group of Wesleyan students and faculty members joined the march of civil rights protesters from Selma to Montgomery, Alabama. Plans afoot in the last years of the Butterfield administration to admit more black students, particularly during the tenure of John Craven Hoy, 1955, as dean of admissions, received a good deal of support from the community, though there were voices, largely unheeded, urging caution in the number and pace of such admissions.

Owing to the national ferment over racial injustice, tension might well have developed on campus whatever the number of blacks admitted. But when Wesleyan's zeal for redressing an imbalance in the student body re-
sulted in the admission of blacks, over a period of three years, to the extent of roughly ten per cent of the whole without making proper provision for their acceptance, trouble was not long in brewing.

The initial incident of any significance occurred during the fall weekend party concert on November 18, 1967. An obscene demonstration by a few whites touched off a burst of indignation by no means confined to blacks. President Etherington considered the most disturbing feature to be "the undertones of racist slurs, punctuated by specific words and gestures." He declared that "Neither the underlying attitude nor the overt comments and actions can be tolerated at Wesleyan. Responsible and civilized people throughout this community are properly disgusted and outraged." 38

But such an expression, however appropriate, could not extinguish resentment among the blacks; it continued to smoulder through the winter months.

Then on Thursday, April 5, 1968 came the assassination of the great black leader, Dr. Martin Luther King, Jr. While part of the nation's capital erupted in smoke and flame, most people were shaken by indignation, shame, and grief. Locally, the Chapel filled up on Friday for a memorial service. On Sunday afternoon a crowd estimated at 1500, one third of it from the Wesleyan community, marched in silence to the north end of Main Street, where Msgr. Edward McKenna, of St. John's Church, offered prayers. Governor Dempsey declared a holiday for Tuesday, and Wesleyan cancelled all classes. Hundreds watched the funeral on television. Of all that was said about this tragedy, few utterances were as pertinent or as eloquent as the peroration of President Etherington's statement:

And now one who did not hear his words has silenced his great voice, but not his eternal message. A man who lived by the word
of God has died by the sword of man.

We share in the grief of his family, of his nation and of all mankind. Our passion remains rooted in his wisdom and in his vision for oneness and brotherhood among us all.\textsuperscript{39}

The assassination of Senator Robert Kennedy two months later made the spring of 1968 one of the saddest seasons in the recent history of the nation.

The fall of 1968 was punctuated by two occurrences, both in October. The first was the burning of the 1968 Olla Pedrida by a group of blacks at the entrance to North College as "an outrageous, unforgivable insult to all black people," reflecting "the white Western racist orientation of Wesleyan which seeks to deny the existence and unique expressiveness of the black world."\textsuperscript{40} Despite the extreme nature of the statement, no violence occurred. The second development was also an instance of an extreme view when, speaking in McConaughy Hall, Father James Groppi of Milwaukee approved the use of violence by blacks, in fact "any tactic known to mankind to wipe away this system -- the white racist system -- in which they are forced to live."\textsuperscript{41} Reception of this address was, understandably, of a mixed nature.

The situation on campus was difficult, but a good deal of effort was being made by students, both black and white, to find rapport, and by the administration, faculty, and students to reach areas of understanding and agreement. If some people thought, however (and some did), that a mode of peaceful existence had been found, they were presently bitterly disappointed. Certainly there was a campus-wide failure to take into account the increased self-awareness of the Afro-American Society. On February 17, 1969, the Society requested the president to suspend classes on February 21, the anniversary of the death of Malcolm X. After two meetings, the Educational Policy Committee recommended that the faculty concur. To
the embarrassment of the Committee the faculty rejected the recommendation, 60 to 47, but left it to individual members of the faculty to cancel their classes if they chose to do so. The result was that, on February 21, blacks forcibly occupied Fisk Hall. The president then asked all students to remain away from Fisk and called for non-violence and calmness during the protest. Fortunately the day passed without further untoward incident, though there was some criticism of the president for having, in effect, overruled the faculty decision. To this he addressed himself at a special faculty meeting on March 8. He felt that his move was a logical one, given the faculty discussion. He recognized that segments of the campus might differ with him, but he urged that "there should be every effort made for general responsiveness and mutual trust and consideration." The difficulties on campus impelled the trustees to investigate the situation. James John O'Leary, 1936, chairman of the Student Affairs subcommittee of the board, took his committee to Middletown and met with a random selection of faculty and students, including blacks. They discussed the issues with this group and, as O'Leary said, "had the opportunity to see first-hand the tension on campus." He reported to the board "a great sense of concern among students with respect to racism and expressed the belief that the campus attitude and the administrative approach to the problem were highly constructive." During the fall of 1969 the feeling between the races on campus increased and in early November erupted in incidents of violence, resulting in three expulsions and the suspension of one student who was later reinstated by the president when the Student Judiciary Board notified the president that it was unable to obtain sufficient evidence to hold a hearing. On Friday, November 7, an alumni discussion on "The Concerned College
"Generation" was taken over by blacks, of whom two made it clear that, in their minds and those of the blacks who were members of the black Ujaama family, there was little justice to be obtained at Wesleyan; the suspended student was especially insistent. To prevent any further violence that weekend, a Hartford court, at the University's request, issued an injunction against nine members of Ujaama, while two dozen policemen were on hand during the football game with Williams. The University's policy helped preserve order, though criticism was not lacking that the administration had over-reacted.

Racist feeling continued, if at a lower level of intensity, for most of what was left of the first semester, but flared up after the Christmas vacation in terms of furious discussion, though not in violence, owing to an article in the magazine section of the New York Times for Sunday, January 17, 1970 by a journalist who had visited the campus. While much of what he wrote was true, some was exaggerated and the tone was one of foreboding for the future. The total effect was the presentation of a campus at war with itself. There were numerous interesting consequences. One was a hot debate on campus among students and faculty alike. Another was that some alumni were antagonized by the new Wesleyan. A third was that a number of white candidates for admission were "turned off" and went elsewhere. Usually there is a measure of pride when what is happening at Wesleyan makes the newspapers; there was precious little pride in the publication of this article.

PRESIDENT ETHERINGTON RESIGNS

The campus was still echoing with the discussion over the Times article
when, on February 7, 1970, President Etherington startled many in the community by resigning to become a candidate for the Republican nomination for United States senator from Connecticut. It seemed for a while as if everyone had an opinion as to why, at the age of forty-two and after only two and one-half years in office, he should opt out of his important post. There were those who said he had used his time at Wesleyan primarily to establish a base from which to promote a political career. Others contended that the tensions between blacks and whites had sickened him, perhaps even frightened him away. Still others claimed that the anti-war sentiment, though he sympathized with it, had politicized the University to a degree with which he no longer felt comfortable. And there were those who, remembering his 1967 statement that he was back at Wesleyan to stay, were convinced that he had returned to Middletown expecting to find the Wesleyan he had left in the late 1940's and was the victim of a profound disillusionment.

Etherington has remained conscious of the criticism and sensitive about some of it. In 1971 he vehemently denied that he left because of the tensions, particularly racial tensions, and he reiterated his denial in 1976. He admitted that, with racial and anti-war feeling running high, "Those days were a terrible emotional trauma," and added that while "the dramatic events at Wesleyan were small as compared to other things going on in higher education, . . . we had a tense, critical period here, too." Anyone who was at Wesleyan then could certainly agree with this, especially members of his administration. One of them, speaking "as a still somewhat shell-shocked survivor," also in 1976, mentioned "the frantic simultaneity of things, the feel of excitement, the sense of almost insupportable strain."
But Etherington would not accept the criticism that he left because the situation became rough and hard to manage. "I know some people think that's what I did," he said; "But my feeling is just the opposite. We went through some hard times in the fall of 1969 and it was over when I left. At that point, I felt Wesleyan was trying some bold and innovative things. And I felt, 'Boy, it's working well.' It was the best point in my presidency." 46

As for the criticism that he had used Wesleyan to promote his political career, he has met it head-on. "I understood the sentiment that said I used Wesleyan as a political stepping stone," he told an Argus interviewer in 1976, "but I was disappointed about it, hurt. I did not come to Wesleyan to get into politics -- if I wanted to be in politics, I would have stayed right there at AMEX." Given his point of view, an understandable bitterness emerged when he said, "Everyone likes a winner. Had I won, I don’t think people would have said that my tenure was too short. When I lost, the focus was entirely on that I should have stayed. That's one of the sadnesses I have to carry." 47

Why, then, did he resign? "I felt that I could do more as a Senator," he said, thus reaffirming in 1976 his position as stated in the Argus at the time of his resignation: "I want the chance to come to grips with national issues and to know that I have done my best to influence our national direction." 48

But it was not simply that being a senator would open up a far larger arena for his interests, talents, and energies, it was also a conviction that he had accomplished just about all he could at Wesleyan. "When I resigned," he said in 1976, "I felt the main things of my presidency here had been done -- coeducation he considers this his outstanding achievement, improving town-gown relations, cementing a place for minority stu-
In terms of how he viewed his presidency Etherington had a record of substantial achievement. The building program moved ahead after long consideration. To reiterate specific achievements, plans were completed and funds appropriated for the Center for the Arts so that construction started the summer after Etherington resigned. The first phase of the Science Center, which was started before he became president, was completed during late 1967 and construction of the second phase started in 1968. The Hockey Rink was begun in 1968 and completed shortly after Etherington left. Plans were also initiated for the expansion of library facilities. Though criticism abounded that too much money was being expended for construction without sufficient justification and as if Wesleyan's resources were limitless, Etherington has defended what was done. "Every building project looked possible . . . I don't think we had a lush Wesleyan when I was here."

In other achievements the faculty "Minute" of February 18, 1970, accepted with a rising vote of thanks to the president, and expressing appreciation of what Etherington accomplished, sums up rather concisely what was done. The board of trustees was altered to effect "a more broadly based social and chronological representation." The administration was restructured "to permit of a more sensitive and effective response to the needs and desires of the entire academic community." Important committees came to reflect the various parts of the community and a closer relationship with the trustees. Coeducation again became a reality. Avenues of exchange were opened with other colleges. The Afro-American Institute and the Center for Humanities came into existence. Curriculum requirements were relaxed, a more liberal course selection introduced, along with a more flexible grading system. Not mentioned in the "Minute"
was the closer and more harmonious relationship effected with the town.

The "Minute" concluded that although some of the changes were already being planned when Etherington arrived, and although internal and external pressures accelerated changes, "in all that was accomplished your influence and often your direction were evident. We are grateful for the attention you gave to the problems of the University and for the feeling of good fellowship that existed between you and us." 51

Brief though it was, Etherington's tenure as president was highly significant. The period was one of strain throughout the country, and one more potentially dangerous locally than was ever encountered by any previous Wesleyan president. Etherington tried constantly, conscientiously, and sincerely to respond to the needs, expressed and felt, of the community. Given the tensions of the time, it is scarcely cause for wonder that he could not satisfy all segments of the Wesleyan community or any one segment all the time. In the end, he accomplished a great deal, but, notwithstanding his sense of the principal tasks completed, he left a campus still seething with serious problems.

That he had his disillusionments was true. Two had to do with faculty and students, and may have reflected his lack of experience with the academic world. According to his recollection in 1976, "One faculty member said that he thought I felt the place could be ruled by consensus, but that it really can't be. He was perfectly right, especially when dealing with scholars and teachers. If you add external pressures (like racial tensions) to the already prevalent departmentalism, you can't develop a faculty consensus." 52

As for students, "I guess I had an overdose of what I came here wanting most -- to be close to students . . . Having come out of a world
dominated by adults at AMEX, I was not prepared for some of the immaturity of the students and of their failure to respond to reason. The first instinct I knew was to debate, not to block." But while he was at Wesleyan, there was no question of Etherington's respect and affection for students. "My relationships with students," he said, "were totally rewarding -- rather like the faculty, who were also frustrating as a group, but super as individuals."53

As a group, the faculty viewed his sudden departure not with dismay but with regret, and the trustees accepted his resignation, as had the faculty, with a rising vote of thanks and with the adoption of a resolution which pointed out that "Patience, tact, imagination, candor and a deeply moral approach to people and issues" marked his approaches to the changes which were designed "to strengthen our University and to demonstrate the potential and promise of liberal education at Wesleyan." The trustees expressed "their gratitude to him for loyal service to this University, their admiration for his unique qualities as a leader and their best wishes for fulfillment wherever his sense of duty leads him."54

Etherington's subsequent career has had more than its share of misfortune, though he has endeavored to retain both his poise and his sense of service. He lost the nomination of his party for U.S. senator, he has undergone two heart operations which have greatly limited his range and intensity of activity, and he suffered the tragic loss of his daughter in an automobile accident in 1978. He headed a State commission which submitted to Governor Meskill a plan for greater efficiency and economy in government. He has been on the boards of several foundations, has served as a consultant on Wall Street, and remained a Wesleyan trustee until the fall of 1970. Wesleyan named the Etherington Community College Scholarship
for him, and he has been helpful in corporate contacts for this program. Occasionally he appears at functions on campus, and he is a faithful observer of the Wesleyan-Coast Guard football game. He lives with his family at Old Lyme, Connecticut.
VI

The Campbell Administration
"Our overriding responsibility is to provide society with men and women of developed intellectual capacity, moral sensitivity, and commitment to a humane social order."

INTERREGNUM

The resignation of Etherington as president created the need for an interregnum administration with authority to act and for a committee to search for a new president. Luckily in Robert A. Rosenbaum, provost and professor of Mathematics, the person was available who could discharge the presidential duties with judiciousness and skill while the search committee pursued its work. At the meeting of the trustees, after the Etherington resignation was announced, Rosenbaum was escorted into the room and received a standing ovation. The trustees, by unanimous nomination and election, then appointed him acting president of the University, effective immediately. Rosenbaum, however, excluded himself from any consideration as permanent president.

The availability of Rosenbaum at this critical time made it possible to bring to the post of chief administrator a very great measure of continuity, faculty-mindedness, and something of the idealism that had characterized the Butterfield years. As one chairman, who found Rosenbaum
"a rock of assurance during a very unsure period," said of him, "He managed to march and take stands for the peace movement while he handled the complex business of appointments, promotions and the budget in ways that kept the old-guard strongly in his corner, and in Wesleyan's corner." Others felt similarly and were grateful that Wesleyan could turn, if only temporarily, to a person who knew Wesleyan well from years of service in several capacities, and who was a man of clear cool-headedness, integrity, and inner strength.

At the same meeting in which the trustees chose Rosenbaum as acting president, they authorized their chairman, Philip Bransfield Brown, 1944, to appoint the search committee consisting of five trustees, three faculty members, and three students. The selection of faculty and students was to be consistent with their wishes and the procedures were to be arranged through Rosenbaum in consultation with faculty and students. It is interesting to note that even as the search committee for Etherington had been broadened to include faculty, so this committee was further extended to include students, a recognition by the trustees of the changing times, especially of the desire of students to become involved in the University governance.

With Rosenbaum as acting president, Professor Richard M. Ohmann as chancellor pro tem, and Colin G. Campbell as executive vice president, the transition from the Etherington administration was accomplished very smoothly, but this is not to say that the interim administration did not have its problems.

One of these problems was that of creating some kind of parliamentary body that would be representative of the components of the community. The
result was the appearance of a University Senate, the voting members of which were to be elected members of the Educational Policy Committee, the Committee on Graduate Instruction, the Student Affairs Committee, and the Financial Planning Committee. Senate actions, embracing a wide latitude of policy, were subject to faculty review and would stand unless overthrown by the faculty. Though students were to be members of all four committees, sometimes furious debate ensued during the discussions before and after the creation of the Senate about the demands of students and some faculty members that students be granted parity; the faculty voted down this proposal. And in September, 1970, the Senate began its difficult, time-consuming and rather brief career.

CAMPUSS TROUBLES

The tension of the first semester in 1969-1970, perceptibly slackening in the late winter, rose slightly on April 8 and 9, 1970 with the occupation of the admissions office by a group of Latin American students. Among their demands were the admission of more Latino students, a Puerto Rican faculty member, and a cultural center. A compromise on the number of Latino students was fortunately reached in time to prevent a full occupation of the offices in North College.

More drastic evidence of a tendency to violence lurking in the community occurred in the early hours of April 30 when three fires broke out on campus. At 3:40 A.M. a fire bomb was thrown into Downey House, but alert action by janitors and the Middletown Police and Fire Departments soon extinguished it. An hour later the Music Annex Building on William Street went up in flames and was completely gutted. At 5:30 a fire was discovered at the Information Systems Building on Wyllys Avenue and destroyed part of the structure. Incendiary devices were thrown at other
buildings in the course of the day without significant damage, while a bomb threat was received at the Science Center. Such activity caused a great deal of indignation. Hundreds of students organized themselves into fire watches, while a radical group, comprising both faculty and students, denounced the bombings as "acts of stupidity." "Terrorism," they asserted, "is . . . inconsistent with the values of humanity and rationality, that we, as radicals, believe in."5

The early days of May, 1970 touched off an explosion of protest throughout the country at the American invasion of Cambodia. A stormy protest at Kent State University in Ohio resulted in the death of four students before the rifle fire of a National Guard unit, and academia seethed with anger and revulsion. Both students and faculty at Wesleyan voted to join a nation-wide campus "strike" against the foreign and domestic policies of the United States government, particularly our involvement in the Vietnam War, which had now been enlarged by the Cambodian invasion. A special faculty meeting hurriedly called was attended by 175 members, an extraordinarily large number.6

For days thereafter, meetings were held throughout Wesleyan and the town with workshops set up, work undertaken with students from Middlesex Community College and Middletown High School, a small newspaper, Strike News, published and other activities engaged in to promote the objective of the strike: rallying sentiment against the Vietnam War. In view of the excitement, it was so difficult to carry out the normal study and class routines, that the faculty and trustees provided that more than seventy seniors be recommended for their degrees upon completion of unfinished course work or, in a number of cases, completion of further courses.7

In keeping with the anti-authoritarian and unconventional spirit of the times, the Commencement exercises were considerably modified. One evidence
was the optional use of robes and mortarboards by students and faculty alike and the assumption of informal, even casual, attire, especially by students.

Thus ended one of the strangest, most exhilarating (for some), most distressing (for others), and most tumultuous (for all) academic years in the history of Wesleyan.

THE NEW PRESIDENT

Throughout the summer and into the early fall of 1970 the search for a president continued. Out of a field of 450 candidates it narrowed finally to one, who was already in Wesleyan's backyard, so to speak. This was Colin Goetze Campbell, executive vice-president.

The vote of the search committee was six for and five against. Of the negative votes cast, three were from students and one from a faculty member. The student members said that though Campbell was "a man of great capabilities," they simply did not know whether he had "his primary abilities in which we feel to be the crucial area . . . education." They preferred a president who had "a thorough understanding of education," a person who could "direct the school through a phase of perhaps necessary but nevertheless dangerous tumult."8

The Argus differed with both the students' opinion and their early disclosure. "We cannot accept their opinion that Mr. Campbell is not an appropriate choice for the presidency of Wesleyan," said an Argus editorial; "indeed, we cannot conceive of anyone more fit. In his years at Wesleyan, in personal contact with students and in professional association with the faculty, Mr. Campbell has earned the respect of the community." As for the early disclosure by the student members, "we find it repugnant that they should find it necessary to break their oath of silence in rejecting Mr. Campbell . . . before the full Board of Trustees has had the opportunity
to judge Mr. Campbell for itself."³

In fairness to the students, however, they felt that the committee, or at least they as members of it, had been under severe pressure for the previous week to make a selection. This, of course, did not excuse the impropriety of their disclosure. And as the Argus observed, reflecting the opinion of many in the community, through perhaps not with a full awareness of how arduous such a selection can be, "since the committee spent eight months considering some 450 candidates, we can hardly believe that the 'rush' endured -- by all the committee, incidentally -- was so very great." ¹⁰

Colin Campbell, at thirty-four, was the youngest president appointed in Wesleyan's history and the second Cornell alumnus (Victor Butterfield was the first). He was born on November 3, 1935 in New York City, the youngest child of Joseph and Marjorie Goetzee Campbell. His father was a certified public accountant, government worker, sometime vice president of Columbia University, and comptroller-general of the United States. After the family moved to New Canaan, Connecticut, his mother became very active in Republican politics and developed a strong interest in retarded children. At the time of Campbell's appointment as president of Wesleyan, she was chairman of the board of the Mansfield Training School. Aside from Colin, there were four other sons: one a business executive, one the president of a lumber company, another a banker, and still another a physician engaged in research at the University of Rochester Medical School.

The new president's career read like a classic success story. After he completed public school in New Canaan, he attended Cornell University, receiving his B.A. in 1957. Columbia University's School of Law awarded him his LL.B. in 1960, and the State of Connecticut admitted him to the Bar in 1961. Until 1962 he was an associate with the Stamford law firm of Cummings...
and Lockwood. Then, in 1962, he became assistant to the president of the American Stock Exchange in New York and, in 1963, secretary of the Exchange. The following year he was appointed vice-president of the Planning and Government Affairs Division of the Exchange.

Edwin Etherington, president of AMEX, had known Campbell for a number of years; they had first met when Campbell introduced Etherington to a group at Cornell Law School where the AMEX head was to give an address. Etherington was so impressed with the young man's performance at AMEX and his ability and personality that he persuaded Campbell to join him at Wesleyan when Etherington became president in 1967. Campbell was first the administrative vice president, then, in 1969, executive vice president of Wesleyan.

At Wesleyan, while sharing with Etherington the pressures of those stormy two and one-half years, Campbell acquired both respect and affection on campus and in the town. Townfolk elected or appointed him to various positions of honor and responsibility; among other positions, he became a director and member of the executive committee of the Greater Middletown Chamber of Commerce, a director of the Middletown Industrial Development Corporation, a director and corporator of the Middletown Savings Bank, a corporator of the Middlesex Memorial Hospital, and president of the board of directors of the Middlesex County Legal Assistance Association. In 1969, the Greater Middletown Jaycees conferred on him their Distinguished Service Award.

Campbell enjoyed a full family life, not only one of parents and brothers, but also one of his own. He met Nancy Nash of Waynesboro, Virginia, a Hollins College graduate, when both were studying at the University of Edinburgh in the summer of 1958. As Campbell said, "She was studying to be a teacher, and it was a good thing, because she supported me after we were married and I attended law school. We had this tiny apartment, a tight budget, but a lot of
friends.\textsuperscript{11} An attractive, gracious person, once described by her husband as "brunette, level-headed and very, very, bright,"\textsuperscript{12} Nancy Campbell has continued to attract friends to the Campbell circle by virtue of her own qualities of mind and personality. The Campbells, at the time of his election to the Wesleyan presidency, had three children: Elizabeth Carter (1961), Jennifer Lee (1962), and Colin Magruder (1964). A fourth child, Blair, arrived in 1971, just in time for her father's installation as Wesleyan president.

In view of the October appointment of Colin Campbell as president, it was decided to postpone his formal installation for the time being. Meanwhile he and his administration, the faculty, the students, and the trustees addressed themselves to the problems of another academic year.

The explosive temper of the times which had characterized the previous year was generally lacking in 1970-71, though on Sunday, January 31, 1971, one would not have thought so. At about five o'clock in the morning a firebomb gutted the Alumni Relations and Development building on Washington Terrace; fortunately most of the records survived. Two firebombs were also hurled at Downey House but with minor damage. Notwithstanding this activity, throughout the academic year there was a more equable spirit at Wesleyan, as in academia at large.

PROBLEMS

Still, there were problems, and one of them, continually growing in seriousness, that confronted the community was the financial pinch. Wesleyan could no longer live off its fat, dipping deeply into its capital to pay its commitments. The Singleton Report of the previous winter had sounded a warning against this procedure.\textsuperscript{14} In recognition of the problem, the
Campbell administration, the faculty and the trustees felt impelled to face candidly the matter of priorities. Three categories were set up: programs absolutely essential, programs desirable but needing increased institutional support and dependent on improvement of finances, and programs for which financial support should be terminated and which should be phased out. In the last category both the Masters of Arts in Teaching program and the Wesleyan University Press were identified since both were seen as having "little or no direct impact on the undergraduate enterprise." Accordingly the trustees voted, with a good deal of regret expressed by individual members, that the MAT class entering in 1971 be the last class and that when its members received their degrees in 1973 the MAT degree no longer be offered.

As for the Wesleyan University Press, faculty and community support was so vigorous for its continuance that volunteers in the publication field organized a committee to see if procedures could be worked out to assure its continuation in "a financially accepted manner." The trustees, therefore, chose not to take action against the Press at that time, June, 1971. More positively, almost a year later, after receiving a report by the special committee on the Press, the Financial Planning Committee of the Board concluded that the Press should be continued and steps taken to assure that its deficits not exceed $25,000 annually.

THE INSTALLATION

The formal installation of President Campbell, originally planned for the spring of 1971, occurred on Saturday, September 18, a warm day with intermittent sunshine yet with an ever-present threat of showers, which, happily, remained only a threat so far as the exercises were concerned. Skillfully organized by a committee of which Professor Reed of the Department of English
was the capable chairman, both the Campbell installation and the dedication of the Butterfield Colleges, which immediately followed, proceeded with smoothness and dignity.

The installation was remarkable for its simplicity. Many persons alluded to it as a family affair, and indeed those who attended it in the hockey rink were largely Wesleyan and Middletown people; guests from the outside were few. One person unexpectedly present was Nancy Campbell, the new president's wife, who, only fifty-eight hours before, had been delivered of her fourth child, Blair. She came directly from the maternity ward of the hospital to the installation, escorted by the president's two brothers.

The invocation was given by the Bishop of the United Methodist Church, the Reverend Frederick Buckley Newell, 1913, after which the chairman of the board of trustees, Philip B. Brown, 1944, spoke appropriately of the occasion, then said, "I take great pleasure and pride in uttering one ceremonial sentence: Colin Goetze Campbell, by the authority in me vested, I hereby install you as thirteenth President of Wesleyan University."

Professor Rosenbaum, former acting president and now Wesleyan's "permanent" chancellor, then presented the new president, on behalf of the trustees, the honorary degree of Master of Arts, ad eundem gradum, the degree customarily conferred upon faculty members who are not Wesleyan graduates when they become full professors.

President Campbell, who had already been Wesleyan's principal executive for nearly a year, wittily responded in his address to these formal acts by observing to the amusement of all, "As the newest member of my family might say if she could: 'It's nice to be legitimate.'"

President Campbell, in his address, noted that on such an occasion as an installation, people in a university view the future hopefully, how-
ever tempered their hope may be by apprehension and concern. After all, "a university is almost by definition the collective embodiment of our hope for the future," and, though imperfect, "is an instrument . . . for bringing wisdom into human affairs."

He saw the era on which Wesleyan was now entering as demanding even more than those qualities that had previously characterized the college: "dedication, self-sacrifice, persistence, and imaginative innovation." He viewed the era as demanding "the boldness to plunge ahead despite the inevitable doubts. It will demand a generosity of spirit and breadth of vision: that recognizes knowledge to be indivisible, that perceives structures as flexible instruments rather than rigid enclosures; that views other programs within the university not as competitors but as elements of a total process on whose vitality our own depends; that values cooperation over competition; and that welcomes other institutions as allies and potential partners in the complex enterprise of learning."

He and others had given a great deal of time during the previous year "to putting our house in order, to ensuring that our fiscal situation is such that our future is not imperiled." This "difficult and painful exercise" had been absolutely necessary. At the same time he made it abundantly clear that notwithstanding the demands of such duty -- and here he spoke with great force -- "fiscal responsibility, effective management, and efficient use of our resources are only means to an end, not ends in themselves. Our mission is education. It is a mission which is not postponable or subject to expediency. It is the sole reason for this university's existence. We are here to teach and to learn."

"Our overriding responsibility," he said, "is to provide society with men and women of developed intellectual capacity, moral sensitivity, and
commitment to a humane social order." He saw the fundamental task as being achieved in several ways: "To move young men and women to discover the untested range of their individual powers. To prod them, to awaken them, to encourage them, to stimulate and to challenge them to exercise these powers of intellect, imagination and character to the fullest . . . and to advance man's knowledge of himself, his capacities and his world as an essential part of the process."

Two immediate problems he cited were academic standards and curricular change. The first he described as "thorny" and clearly falling between the poles of being "sloppily permissive" and "rigidly orthodox." Wesleyan's concern should be "for serious work seriously pursued, and for meaningful assessment of that achievement."

As for curricular change, this was a subject "no less thorny and no less demanding of scholarly humility and tolerance toward intellectual differences." He reminded his audience that "New times demand new programs. Both from within and from outside the academy there will be pressures for new subject matter, new teaching approaches, new combinations and groupings of skill and interest. How successful we will be depends on how innovative we are, how responsive to new ideas, how broadly we conceive our role and how modestly we each regard our sphere of expertise."

President Campbell found Wesleyan rich in human resources, an unusual gathering of talent and students eager to learn. He called his listeners' attention to the research tradition at Wesleyan which "makes the discovery and creation of knowledge a prime concern," and the university's "national reputation for teaching excellence and innovative education." Above all, he concluded, "we have the spirit of this place which calls on such of us to welcome the new day, to be steadfast in what we profess, to be bold in our
undertaking, to be humble in our learning, to be always inquiring, to be generous in our differences, and to commit ourselves without reservation—as we do this university—to the search for truth and the advancement of human understanding."

It was an effective address, one that incorporated idealism and realism in harmonious balance, and somewhat similar chords were struck by the two former presidents, Butterfield and Etherington, in speeches at the dedication of the Butterfield Colleges which immediately followed the Campbell installation. If the Campbell address was less high-flown than such an address might have been from a person new to Wesleyan, it revealed an understanding of some of the fundamental problems facing the University and of the ideals which had characterized Wesleyan's efforts to achieve a standard of excellence in teaching and scholarship and community awareness. After all, Campbell had already been on the ground for a number of years and had served as president for one. He knew whereof he spoke, both about academic issues and the darkening financial horizon. Neither of these, however, intimidated him. As he was reported nearly a year before saying, "I am enormously enthusiastic about being president of Wesleyan. That's not a matter of naiveté either. I've been here three and a half years and I'm not coming in with any illusions." 19

THE FINANCIAL SITUATION

It was well that President Campbell had no illusions because the precarious condition of the University's finances proved a haunting problem. Wesleyan's operating expenditures increased fivefold from 1958 to 1974, from— in round numbers—$4,000,000 to $20,000,000. Operating revenues, obtained principally from tuition fees, room and board, increased sevenfold,
from $1,700,000 to $11,000,000. To make up the balance, endowment income was tapped. This was accomplished through relying on interest and dividends or withdrawing capital gains. Endowment support to operating expenditures rose from $2,400,000 in 1958 to $9,200,000 by 1974.

The financial changes were significant. Annual operating surpluses disappeared and were replaced by increasingly large withdrawals of capital, particularly from 1969 on. Debt service obligations were assumed in 1960; there had been no debt in 1958-59. But with the erection of the Foss Hill dormitories Wesleyan negotiated for a federally sponsored loan which involved an annual debt service of about $100,000 each year until the year 2000. In 1972-73, debt financing arrangements were also made for the Science Center, the Center for the Arts, the apartments constructed on William Street, and the new power plant in the open area between the Psi Upsilon fraternity and William Street. A bond issue by the Connecticut Health and Education Facilities Authority covered these projects with a debt service on the bond issue of over $2,000,000 each year until the year 2002. A third change (a factor previously noted in the Etherington chapter) was the erosion of the investment portfolio from its market value high of $171,000,000 in 1968 to $107,000,000 on December 31, 1974. The erosion was caused largely by the stock market decline, withdrawals of capital, and severe inflation. A last change to be noted is that since 1969 Wesleyan could not or at least did not operate on a balanced budget and, to make up the annual deficiency, dipped into the portfolio. As early as 1970 concern about this procedure induced the trustees and administration to set up portfolio spending guidelines for operating and capital purposes. Inability to adhere to these guidelines finally led in 1975 to the consideration and ultimate adoption of a plan of action which would ensure the continued operation of the University. It would be at
a lower level, to be sure, but one still consonant with what Wesleyan construed its mission to be. 20

A PLAN OF ACTION

In preparation for a plan of action the administrative staff drew up three paperback volumes on the financial status of the institution. 21 The first two volumes, known from their covers as "The Orange Book" and "The Purple Book," analyzed the growth of the University since 1960, while the third, "The Green Book," presented policy options. All three were vigorously discussed by both trustees and faculty. The crux was, of course, the question of what expenses could be eliminated in order to prevent further erosion of the portfolio. Reports from the Financial Planning Committee and the Student Priorities Project added further informed faculty and student opinion.

During the summer of 1975, on the basis of all reports and discussion and suggestions they had elicited, the administration drew up "A Plan of Action" which was issued as the fourth of its volumes, the famous (or possibly infamous in the view of a number of faculty opponents) "Red Book." The Red Book contained an analysis of all aspects of Wesleyan's activity with proposals for reduction of administration, faculty, library, physical plant, secretarial and miscellaneous personnel; amalgamation of certain activities; and elimination of a number of services. Budgets were to be reduced in most areas, including 15 per cent in library acquisitions, by 1979-80. Salaries were to see the average annual increment of seven per cent lowered to four per cent by 1979-80. The number of students, meanwhile, was to be increased to 2350, also by 1979-80.

Faculty opposition was widespread and vigorous, particularly on the
reduction of its number and of its annual salary increment. The first was to be effected by reducing numbers in active service from approximately 240 full-time equivalents to 200 by 1979-80 through not filing vacancies (occasioned by retirement, resignation, contract expirations, and death), consolidating or discontinuing programs, letting irregulars go, and not making so many visiting appointments. By 1980, faculty shrinkage and student increase would raise the student-faculty ratio to between 12 and 13 to 1.

The annual increment reduction was seen by many as seriously impairing personal finances in a period of soaring inflation. Many faculty members spoke of unionizing and began to take a serious interest in the local chapter of the American Association of University Professors.

Still, a decision had to be made, and President Campbell, deeply committed to the academic enterprise, came to the decision only after an excruciating examination of mind and conscience and after opening up the subject for widespread consideration. It is doubtful that any president in Wesleyan's history was ever readier to listen to and weigh an opposing view. Indeed, throughout the fall formal and informal discussions of the Red Book produced some lively give-and-take. Faculty opponents recognized the need for retrenchment but differed with the administration as to where, how, and to what extent reductions should occur. Finally, after a most painstaking appraisal, the board of trustees approved the Plan of Action on October 18, 1975. 22 While changes were subsequently made in it, including a projected student increase to 2450 by 1977-78, the Plan has continued in most major respects essentially as passed. In furtherance of it, 610 freshmen matriculated in September, 1977, and 646 in January, 1978 -- the largest freshman class ever. It was larger than the entire college body in 1930, twice that of 1900, and more than twelve times larger than that when Wesleyan opened
By June 30, 1978 important changes had occurred. Revenues from operations increased considerably, owing largely to tuition and fees, gifts and grants from (in round numbers) $12,400,000 in 1974-75 to $19,765,000 in 1977-78, while operating expenditures increased from $21,500,000 in 1974-75 to $24,936,000 in 1977-78. Net capital expenditures for 1977-78 were $2,596,000, lower by $586,000 than in 1974-75. The investment portfolio was relied on, in 1977-78, for operating purposes to the extent of $5,170,800. This figure, plus the net capital expenditures and funds from minor adjustments revealed a total reliance of $7,792,100 in 1977-78, a marked reduction indeed in total reliance from the figure of $12,226,000 in 1974-75.

Of the total reliance for 1977-78, $5,885,483 was raised from investment income and the balance by withdrawals from "quasi-endowment capital" in the investment portfolio. As the treasurer observed in his report, "1977-78 marked the first time in ten years that investment income more than covered portfolio reliance for operations and resulted in a withdrawal of capital less than the amount of net capital expenditures." Unfortunately, despite this reassuring news, the value of the consolidated portfolio was down to $103,566,811 as of June 30, 1978, a decrease of more than $4,500,000 since June 30, 1972. Of this decrease capital withdrawals amounted to about $1,900,000, while a decline in the market value of the portfolio accounted for the rest. 23

An analysis by Howard Matthews, 1928, former Wesleyan vice president and treasurer, of the years from June, 1967, the end of the Butterfield administration, to June, 1978, is very revealing as a summary. The book value of Wesleyan's plant funds increased by $55.2 million, from $42.3 million to $97.5 million, whereas the 1967 market value of Wesleyan's investments, $162 million, diminished to a point barely exceeding the 1978 book value, the conditions of the market having prevented the 5 per cent to 15 per cent annual
growth originally forecast. Gifts, research grants, and contracts that had been received and used in the eleven-year period amounted to $46.5. To balance operating budgets, however, the University had had to draw on capital funds to the extent of $29.7 million. The gradual reduction of the dependence on the capital funds from 1975 to 1978, the increase of the portfolio return in 1978, along with the increase in students' fees, contributed, as the current treasurer, Richard Greene, also observed, to the surplus in the operating budget, despite a rise in operating expenses, for the first time in a decade. Notwithstanding such an encouraging development, the generally somber financial situation, as both Greene and Matthews make clear, points up the urgency in the years to come for seeking higher yields on the investment portfolio and a strenuous and persistent effort to obtain more funds both for current purposes and capital needs.

RAISING FUNDS

An ambitious attempt to secure additional funds for Wesleyan was launched in 1972 in the form of the 15th Decade Fund. It was to be a broadly based campaign designed to raise $23,000,000 in three years. The purposes included a new library and Center for the Arts with operating endowment for both; endowment for the Center for Humanities, Public Affairs program, the World Music program, University Professorships, University Scholarship, and new physical education facilities.

Unfortunately the campaign, though well organized and pressed with considerable vigor, came nowhere near achieving its goal. Awareness gradually developed that the goal was unrealistic, and not within the historical patterns and traditions of Wesleyan giving. The Fund was therefore reconstructed to adhere more closely to those patterns and traditions. As of June 30, 1978
the Fund had raised about $10,660,000 in gifts, of which a considerable portion was raised via the Wesleyan Alumni Fund. The WAF gifts, meanwhile, increased from $305,000 in 1970-71 to $1,003,000 in 1977-78. This was a new record in WAF giving and an encouraging development, indicating a growing Alumni awareness of Wesleyan's needs and her dependence on their generosity.25

COSTS OF A COLLEGE EDUCATION

Among the numerous developments during the Campbell administration has been the swift and steep rise in the cost of a college education. This is best illustrated by a comparison of the expenses faced by a student in the beginning of the Campbell presidency, and by one in the fall of 1977. In 1970 tuition for the class of 1971 was set at $2200, but for the class of 1975 (entering in 1971) it was projected at $2700. Fees amounted to $225; room, $550; board at the dining hall, $700; books and supplies, $150; incidentals, $440. The total estimated, not including transportation, amounted to $4750. For the academic year beginning in 1978, however, tuition alone had risen to $4720, while fees were $330; room, $955 ($980 to $1105 in college-owned apartments); board (19 meals per week), $1050. The total, not including incidentals or transportation, reached $7055. With incidentals, which were not estimated in the Announcement of Courses bulletin, the total figure hovered around $7500, with the distinct possibility that if the inflation persists, the total figure may reach $10,000 or above by the mid-1980's. Notwithstanding this rise in expenses, President Campbell reported at the Alumni Luncheon on June 4, 1977 that whereas in the spring of 1972 Wesleyan had received 3100 applications for admission from secondary schools, in 1977 the University had received 4600 applications.26 This number went down to 4134 in 1978, but 4134 was still a high total in view of the cost. Certainly such a volume of applications said
something for the respect in which the quality of a Wesleyan education was held.

CONSTRUCTION

In keeping with the worsening financial situation during the Campbell years, new construction was held to a minimum. Projects previously started were brought to completion such as the Science Center, Center for the Arts, the power plant, and the William Street apartments; otherwise, what was done was largely in the nature of maintenance. The really serious blow to projects under study was the discontinuance of all planning for a new library. Olin Library continues to function but is crowded with books and people. Two very useful modifications made were 1) to remove the archives to the basement "Pit" and turn much of the third floor into a study and leisurely reading space, and 2) to move the newspapers and periodicals from the basement to the third floor and convert that area in the basement to study space for those doing required reading. Part of the strain had previously been relieved by the opening of the science library in the Science Center. Eventually, a new library building may have to be constructed. At present plans are underway to build an addition to Olin.

CURRICULUM CHANGES

The curriculum experienced a number of interesting and significant developments during the 1970's notwithstanding the stringent financial situation and the gradual shrinkage of the faculty. These developments included 1) the establishment of a college, a department, bi-lateral or joint majors, and
a series of "Studies" programs; 2) a change in an existing Institute; and 3) a return to a kind of generalization.

The new college, the College of Science in Society, had long been under consideration before it emerged in a formal proposal which was vigorously discussed on campus throughout 1973 and 1974. It was designed to be a three-year, interdisciplinary program that would link the life sciences with the humanities and the social sciences. The college, it was hoped, would appeal to four groups of students. One would be the non-science major wanting work in science and mathematics other than the introductory courses. Another would be the natural science or mathematics major desiring a larger, enriched view of his own discipline. A third would be the graduate student who might be attracted to seminars on the relationship of science to society or education. A fourth would be the student who would elect to major in the college and whose culminating effort would be a research project or thesis to be completed in the senior year.

Approved by the faculty in November, 1974 and the trustees in January, 1975, the College planned to begin its operation in September, 1975, housed in East College, one of the buildings in the Butterfield College complex. For three years the program was to be experimental, and during this period it would be funded by a grant of $371,400 from the National Science Foundation. In commenting on the new college, President Campbell said, "I feel it's tailor-made for Wesleyan."27

The College started slowly with twelve students out of forty-nine who had expressed an interest. In the course of 1975-76, three more joined the program, but four withdrew. Prospects for 1976-77 were much brighter, with twenty-one students registered in the spring. The staff of the College frankly acknowledged the truth of one of Machiavelli's statements in The
Prince: "There is nothing more difficult to carry out nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things." But the staff remained invincibly optimistic, and the CSIS was "going strong" as of 1978.

The Geology Department pressed strongly in 1972 and 1973 for a limited expansion that would permit it to be reconstituted as a Department of Earth and Environmental Science. The new program was designed principally for undergraduates 1) who were not science majors, 2) who were science majors and who would take courses emphasizing the application of their sciences to the environment, and 3) who wanted to major in Environmental Science or Earth Science. The program was approved in 1973 and a beginning made in the reorganization of the department, thanks to a grant from the Culpepper Foundation.

A total of three bilateral or joint majors was established. These were in departments where the connections were fairly obvious and the resulting enrichment for the undergraduates highly desirable. These majors were Biology-Psychology, Psychology-Sociology, and Mathematics-Economics.

A long series of "Studies" programs, based on region, time, or other rationale, was added to the already existing American Studies, Latin American Studies, and Classical Studies (in all three of which students might major). The new programs were: African Studies, East Asian Studies (succeeding Asian Languages and Literature), Educational Studies (designed for undergraduates), Environmental and Urban Studies, Hebrew Studies (as tracks of the Religion Department and the College of Letters), Medieval and Renaissance Studies, Russian and Soviet Studies, and Women's Studies. Majors were available for students in 1978 in African Studies, East Asian Studies, and Russian and Soviet Studies.

An interesting change occurred in 1975 when the Center for Afro-
American Studies succeeded the African-American Institute. The purpose of the CAAS was "to develop an academic program to fill the void in American liberal arts education that has been created by the almost complete absence of the articulation and incorporation of the black American cultural and intellectual perspective in the study of the humanities, the behavioral and the social studies." After careful search a director was found in the person of Oliver W. Holmes of the University of Michigan, who is both the director and an associate professor in the History Department.

RETURN TO GENERAL EDUCATION

Early in 1976 sentiment began to surface that had long been brewing about the subject of what came to be called "General Education" at Wesleyan. It was felt by many that more was needed than lip service to the "Guidelines" that had been in effect since the abolition of generalization requirements in the late 1960's. Groups of faculty and students came together to discuss the matter of General Education with particular attention to the freshman year. Out of this campus-wide interest came a mandate in the spring of 1976 for a so-called "Task Force" to study the situation and to report its recommendations to the Educational Policy Committee.

The Task Force, headed by Professor Barber of the Economics Department and called GEFY (General Education and the Freshman Year), found that a considerable proportion of students had had no work in one of the three divisions, and it issued a preliminary report in the late fall of 1976 in which it proposed that students take courses in all three divisions for generalization and additional courses on a higher level for their last two years. The proposal won some support but a great deal of criticism from students. In early 1977 a group of students calling themselves the Student
Union Core Committee was sharply critical. In the report which it issued, it said, "That the guidelines of 1968 were made guidelines rather than requirements shows that the faculty of that era had a faith in their students that seems to have vanished." The group contended that the Task Force "does not present convincing evidence that students are not receiving an adequate liberal education." 29

The Educational Policy Committee found itself the recipient of several submissions in the spring of 1977. These included both the final report of the Task Force, two student reports, and a report from a small group of faculty. The EPC met with members of these groups and with the faculty as a whole and studied the numerous letters sent to it by administrators, faculty, and students. Finally it drew up its own report and presented it for action by the faculty on May 12, 1977.

The EPC report dealt with a variety of subjects, only the most important of which need be mentioned here. It proposed that courses be divided into three groups. These would consist of Humanities and the Arts, Social and Behavioral Science, and Natural Sciences and Mathematics. Such groupings did not coincide exactly with existing divisional alignments.

No student was to escape a wide exposure under the new plan. For the first two years of his college career a student would be expected to take two semester courses in each of the three groups and at least two semester courses at a higher level (200-level) in each of two of the three groups. For his last two years a student should not only major in a given subject but also enlarge his general education from among a number of interdisciplinary courses and seminars. University honors would be awarded only to a student whose generalization in his last two years satisfied a new organization to be created, a Board on General Education and University Honors. This Board, of which the two princi-
officers were to be the Coordinator of University Courses and the Director of
the Honors College (both appointed by the president), would also have jurisdic-
tion over the first two years, and any student considered deficient in his
generalization would have to appear before the Board with his advisor and
defend his choice of courses. Incidentally, it was envisaged that seniors
would be made an integral part of the advising system and would work closely
with faculty advisors, who would still have primary responsibility.

Wesleyan had thus come back to something approaching the generalization
concept which it had earlier embraced. Now, however, the choices were wider
and there were no specific course requirements as such. Though a number of
faculty members criticized the EPC report as having no teeth, Professor
Joyce Lowrie, who chaired the EPC and this faculty discussion, disputed
the criticism, observing that advisors were accountable to the new Board;
while Professor Jan Miel remarked, "The EPC proposal may not have teeth, but
it has an admirable set of dentures." The new plan was viewed as a much more
mature system than the earlier, more rigid generalization both in concept and
method, more faithful to the principles of liberal education than the random
combinations of courses generally pursued since 1968, and more in keeping with
the character of the University. And, for 1978-79, sixty University courses
were available for the entering class.

PHYSICAL EDUCATION SURVIVES WITHOUT REQUIREMENTS

Of all the developments affecting departments, it may well be that the
most remarkable were those experienced by the Physical Education Department.
Requirements had been dropped back in 1969 and it had been expected that stu-
dent interest would dwindle and the staff would shrink. This definitely did
not happen during the Campbell years. To be sure, where the regular physical
education program as such with its three-year requirement formerly drew 75 per cent of the students, it now (1978) draws but 30 per cent. On the other hand, in the total program offered there is a higher percentage than 75 per cent who participate, and they do so more often.

The arrival of women in the fall of 1970 necessitated the hiring of female personnel and the development of a women's program. The first female coaching appointment to the department was made on May 1, 1970. She was Barbara Bascom, Ithaca College, 1962, with an M.S. in 1964. The program started slowly, but through her efforts and the interest of the women undergraduates there are now eleven varsity sports for women: field hockey (established as the first, in 1970), tennis, basketball, squash, crew, cross country, track and field, swimming, lacrosse, ice hockey, and soccer, established in 1978. There is now, more over, an Athletic Association for Women, founded by women athletic captains to secure greater recognition.

Since the fall of 1970 there has been a revival of interest in all levels of the program: intercollegiate, intramural, physical education as such, and general recreation. For example, whereas in 1970 there were 200 intercollegiate contests of all kinds, in 1978 there were 350. Also on the intercollegiate level, crew was added in 1971, reviving hope for duplicating the achievements of former crews in the old days of rowing at Wesleyan.

Thanks to Wesleyan, a rowing program was developed for the Middletown Public Schools. In fact, the rowing program had a definite effect on the 1976 Middletown referendum for the revitalization of the waterfront area, a venture supported by both local and federal funds.

The intramural system was greatly broadened from the old system of including only fraternities. Now the competition is open to any group that wants to form a team, and as of 1978 there were 67 softball teams. These
were organized into four divisions with different levels of ability and competitive interest. On almost any Sunday afternoon (Sunday has become intramural day from noon until 6:00 P.M.) one can find 400 students playing softball and 200 playing volleyball in the spring season. Soccer has replaced touch football as the principal intramural sport in the fall, while in the winter basketball is the unquestioned king with as many as 55 teams. Women's also volleyball has got under way.

The program has helped to bridge the gap to a coeducational institution because sport is a common ground. Often men's and women's teams work out at the same time, as in swimming and rowing. It would be hard to choose between the sexes in the degree of interest manifested in sport in general. Though further specific sports may be added in the future, what is likely to occur, if the present is any indication, is a continuing growth of interest among the student body as a whole.

In 1970-71, when there was uncertainty as to where the program was going, the tenure arrangement, standard in other departments, was dropped for members of the Physical Education Department, and employment was established on a contract basis. There is an initial four-year contract, followed, if everything is satisfactory, by another; after that, five-year contracts are negotiated. Members have academic rank as in other departments, though as of 1978 there is but one adjunct professor, who is chairman. One member who chose to continue on a tenure basis, Elmer Swanson, was approved in early 1979 for the full professorship. An adjunct or associate professor in the department may sit in the Academic Council but, unlike associate professors in other departments, does not vote. In faculty meetings, however, all members of this department have full voting rights. Members in the department for the academic year 1978-79 totaled thirteen, of whom there
were two women full-time.

The existing plant, at least as of 1978, is adequate for the demands made upon it. There has long been need for many more lockers, and there is need as well for another pool and more basketball space, which would relieve the burden on the cage. Fortunately the hockey rink came into existence in 1970, which made it possible for the department to provide programs in that sport for both Wesleyan and the Middletown community. Fortunately, too, plans have been adopted to renovate and add to Fayerweather Gymnasium. Ideally, perhaps an additional building should be erected, possibly located on Wylyys Avenue across from Fayerweather and connected with it by a tunnel. The financial situation being what it is, however, less ambitious plans have had to suffice.

In order to provide a bridge of greater understanding between the department on the one hand and the administration and the faculty on the other, something like the old Athletic Committee might well be created. Consisting of members from each of the three components, plus at least one male and one female from the undergraduate body, it could act as an effective liaison group and interpreter. It might approve schedules, investigate needs, hear complaints, and present views. After all, no single department at Wesleyan serves so many people as the Physical Education Department.

A severe loss to Wesleyan in human terms and physical education was suffered on January 28, 1973 when Steve E. Witkowski, Wesleyan's head athletic trainer for forty-one years, died. Steve, who had served as president of both the Eastern and the National Athletic Trainers Association, was pro-

*As of late April, 1979, work was begun by Clearspan Structures of Hartford, at a cost of $1,034,000, to add 8,000 square feet largely on the second floor facing Wylyys Avenue. Plans called for 650 new lockers for women, class and team rooms, and other facilities.
bably better known to more Wesleyan students during those years than any single member of the faculty or administration. In 1955 he was a member of the U.S. training staff for the Pan American Games in Mexico City. A year later he was head trainer for the U.S. Olympic team at the summer games in Melbourne. In 1960 he won reappointment as head trainer for the U.S. team at the summer games in Rome. From that time on cancer began to afflict him, and his struggle against it was, as Professor Russell of the Physical Education Department remarked, "a great example of courage." Steve was one of those persons who, like "Doc" Raymond in earlier years, though neither administrator nor faculty member, gave practically a lifetime of service to Wesleyan, for which the University and hundreds of young men who experienced his ministrations were deeply indebted. 32

ADMINISTRATIVE CHANGES

It would have been surprising indeed if the administration had escaped change during the Campbell years; it has not. Established as Wesleyan's chief academic post in the fall of 1969, the chancellor lasted only until June, 1973 when Professor Rosenbaum, whom the trustees had voted into the post in April, 1970 on recommendation of a joint faculty-student committee, resigned to return to the classroom following a sabbatical and a leave of absence. In place of the chancellor, a vice-president for academic affairs was created, the first appointee being Professor Michael Brennan, an economist at Brown University, who assumed his duties in the fall of 1973. Brennan, in turn, resigned in 1977, and his successor became Professor Nathanael Greene, chairman of the History Department, who took office on July 1, 1977. By coincidence the three principal officers of the academic affairs branch of the administration were then historians: Greene; the courtly, erudite provost, William Kerr; and the associate pro-
vost, Sheila Tobias, long an eloquent exponent of women's liberation. Ms. Tobias left for a post in Washington, D.C. in 1978 and was succeeded by Nancy Lewinsohn, likewise an historian. In addition, the new part-time administrator, the Coordinator of University Courses, a position approved by the faculty in May, 1977, was Professor Philip Pomper, also an historian.

President Campbell further modified his administration, owing in part to his desire for greater unity and efficiency and also in part to financial exigency. In 1970, there were two vice presidents, whereas, in 1978, there were three. One of these three was for Planning and Operations (Burton B. Sonenstein), an office roughly comparable to Business Affairs in 1970. The second was for the traditional office of vice president and treasurer (Richard W. Greene). A third -- and the primary academic officer -- was the vice president for academic affairs (Nathanael Greene), which, as previously indicated, was a 1978 version of the chancellor of 1970.

There were other changes. When President Campbell took over, one could count, in addition to the provost, three associate provosts and one assistant provost; in 1978, there were the provost, William Kerr, and one associate provost, Nancy Lewinsohn. In the dean's office in 1970 there were the dean of the college, an associate dean and four assistant deans; in 1978, one found the dean of the college, Edgar F. Beckham, a dean of students, Edward J. Shanahan, an associate dean of the college, Michael D. Young, and an assistant dean of the college, Lorraine Broderick. Admissions, in 1970, consisted of a dean, an associate dean, and three assistant deans; in 1978, there were a dean, an associate dean and five assistant deans. In 1978, the dean was Karl M. Furstenberg, who had succeeded Mrs. Jane W. Morrison, the first woman admissions dean for the entire university in Wesleyan's history. The associate dean was Mrs. Elizabeth M. Scheibe. Of the five
assistant deans two were women.

The growing presence of women was becoming increasingly, though not startlingly, manifest in offices listed under the administration. For example, when Wyman Parker retired as librarian in 1976, he was succeeded by Mrs. Nina Cohen of Seattle, Washington. Furthermore, the University physician in 1978 was Dr. Helen Davis, while for years the director of student mental health was Philippa M. Coughlan, Ph.D. All told, though one finds an appreciable reduction since 1970 in the total number of persons listed under the administration there was a modest relative increase in the number of women.

UNIVERSITY GOVERNANCE

Among the problems confronting both the administration and the faculty was the University Senate. As early as 1967 a good deal of thinking had started on reform of the committee structure which crystallized in 1969 in the conception of a Senate; this was approved by the faculty in April, 1970. For several years during the Campbell administration the Senate worked reasonably satisfactorily and certainly helped allay the distrust that had developed between students and faculty in the late 1960's. At the same time, the Senate became increasingly a problem. Part of the problem was the issue of parity with the faculty which the students consistently sought. Part of it was that student participation on faculty committees often led to a lack of clearcut discussion and to an obfuscation of the faculty position. Part of it was also the enormous consumption of time for both students and faculty and the lament of the latter at the sacrifice of teaching and scholarship. Still another part was that, though the faculty meeting
retained a veto over legislation effected by the Senate, the faculty meeting became less and less significant, a factor which troubled many faculty members in view of faculty responsibility for the curriculum. Finally a Task Force on University Governance was appointed, with Professor Russell Murphy as chairman, to study this among other problems of governance. As a result of its report, the faculty voted on March 4, 1975 to streamline the committee system (principally the merging of four committees -- the Administration Committee, the Committee on Graduate Instruction, the Financial Policy Committee, and the Student Affairs Committee), to deny parity to students on the essential committees, and to abolish the Senate in favor of a more substantial and responsible faculty meeting. Student response to the fate of the Senate was surprisingly moderate in tone, though a group of 300 students met to express their objections. A random survey conducted by the Argus before the faculty vote revealed that many students themselves were critical of the Senate as ineffective.

NEW PROFESSORS

During the period from 1970 to 1978, a total of forty-eight people attained full professorial status. Ten of these were appointed from outside Wesleyan; the others, from within. Of the forty-eight, sixteen were of the first division, twelve of the second, and twenty of the third. In the first division the Art Department had one new professor, John Thatcher Fraser, University of Texas, 1954. He came to Wesleyan as instructor in 1959 and rose progressively to the professorship in 1972. He has achieved a very considerable reputation, and his paintings and drawings have been exhibited in many galleries, including the Dallas Museum of Fine Arts, the
Houston Museum of Fine Arts, the Yale University Art Gallery, and the Institute of Fine Arts in Washington, D.C. He is the director of the Wesleyan Film Program, has produced films of his own, and has become a scholar, in particular, of the films of the French primitive filmmaker, George Méliès.

In Classics Stephen Lee Dyson, Brown, 1959, arrived at Wesleyan as an instructor in 1963, but having achieved his doctorate from Yale that same year, he became almost at once an assistant professor. He was promoted to associate professor in 1970 and to professor in 1975, and received the Robert Rich Professorship of Latin in 1977. He is highly regarded as a teacher but especially as a leader of excavations locally, within the Middletown area, and in Italy to which he has taken groups of students (he holds a diploma in Classical Archaeology from Oxford, 1961). He has also been active in developing an exhaustive study of the Roman frontier involving native and provincial policy under the Republic.

Jay David Konstan, Columbia, 1961, after serving as lecturer at Brooklyn College, was appointed assistant professor of Classics in 1967, associate professor in 1972, and professor in 1977. He received a Ford Foundation Grant in the Humanities in 1970 for study of the literature of late antiquity and was a Fellow at the Wesleyan University Center for the Humanities in 1973. He is the author of various articles in scholarly journals and of Some Aspects of Epicurean Psychology (1973) and of Catullus' Indictment of Rome: The Meaning of Catullus 64 (forthcoming as of 1978). A person with a very lively interest in the Wesleyan scene, he has been exceedingly active on committees and in the AAUP. He has served on the Upward Bound Advisory Committee as member and chairman, the Financial Planning Committee, the Center for the Humanities Advisory Committee, the Committee on General Education, the Library Committee, the Search Committee for Chief
Academic Officer, 1972-1973, the Educational Policy Committee, and the Education Committee of the board of trustees.

In English six were appointed professors. Geraldine Murphy, Regis College, 1941, after extensive secondary school experience as a teacher of English, was appointed an assistant professor in the Master of Arts in Teaching Program at Wesleyan from 1957 to 1960, when she received her doctorate from Radcliffe. In 1962, she was promoted to associate professor of English and Education and, in 1970, to professor. She has brought to her work both competence in her subject and a wisdom and interest in her counselling that have won her many accolades from students. She is the author of chapters in books and articles in periodicals and of The Study of Literature in High School (1968); she is also editor of A Momentary Stay: A Short Story Collection (1972).

Joseph Wayne Reed, Jr., Yale, 1954, became instructor at Wesleyan in 1960, associate professor in 1967, and received the professorship in 1971. He has been department chairman; has lectured (with his wife, a novelist) in Canada, India, and Nepal; enjoys a unique reputation as a rather esoteric painter of miniatures and, among other subjects, teaches, to the delight of his students, courses on film narrative and language of film. His publications, to mention a few, include English Biography of the Early Nineteenth Century, 1801-1838 (1966), Faulkner's Narrative (1973), Walpole's Family Correspondence (edited with W. S. Lewis), Vol. XXXVI of the Yale edition of Horace Walpole's Correspondence (1973).

Anthony Connor has had a most unusual career. Born in England, he left school at the age of fourteen and designed textiles for twenty years. Developing an interest in poetry and painting, he taught in art school in 1960,
later lectured in a technical college, and earned an M.A. in 1968 from the University of Manchester. He was a visiting professor of English at SUNY, Buffalo, in 1966; writer-in-residence at Amherst in 1967; taught at Wesleyan in 1968-1969; and received the professorship in 1971. He has had numerous volumes of poetry published by Oxford University Press, one of the more recent being *The Memoirs of Uncle Harry* (1974). He began to write plays in 1969. Both his long and short plays, for children as well as for adults, have received acclaim, "The Last of the Feinsteins" (a short play) being produced in 1975 by the National Theater Company of Great Britain. He has also written for television. In 1973 he was the recipient of a fellowship of the Royal Society of Literature of the United Kingdom.

Sherman Henry Hawkins, Harvard, 1951, came to Wesleyan from the University of Rochester in 1971 as professor of English and William R. Kenan, Jr. University Professor of Humanities from 1971-1974. An imaginative and enthusiastic teacher, he has specialized in Elizabethan and Jacobean drama. He is the author of articles in professional journals and is engaged in an exhaustive study of certain of Shakespeare's historical plays.

Richard Sidney Slotkin, Brooklyn College, 1963, came to Wesleyan as assistant professor in 1966. He was promoted to associate professor in 1973 and to professor in 1976. A teacher and writer of remarkable insight, he has analyzed with great care both the reality and mythology of the settlement of this country and its westward expansion. He has published articles in professional journals and is the author of *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860* (1973). This book received the Albert J. Beveridge Prize from the American Historical Association and was nominated for a National Book Award.

Carol Burke Ohmann, Wellesley College, 1950, "emigrated from Haddletown"
for several years to Central Connecticut State College and Vassar as lecturer in English before starting to teach at Wesleyan, where her husband Richard Ohmann, had been a member of the English department since 1961. She finally "arrived" in the department here in 1971 as an associate professor and received the professorship in 1977. She has taught a variety of courses on Modern British and American literature, particularly British, with special attention to women writers, above all Virginia Woolf (a very popular seminar). She is the author of articles in professional journals and of *Ford Madox Ford: From Apprentice to Craftsman* (1964) and *Saint Margaret's School, 1865-1965* (1965); and co-edited *Female Studies IV: Teaching About Women* (1971). She has served a number of times on the English department's Steering Committee, was chairman of the department from 1973 to 1975, and was a member of the University's Educational Policy Committee from 1972 to 1974.

Romance Languages moved three men up to the professorship. Norman Richard Shapiro, Harvard, 1951, came to Wesleyan from Amherst in 1960 as an assistant professor. He was raised to associate professor in 1965 and to professor in 1971. He received a Ford Foundation grant, served as French editor for a prominent publishing company, and has written articles, translations from the French, and college texts. A sensitive translator, his rendering of several of George Feydeau's plays, *Four Faces* (1970), was nominated for a National Book Award in 1971, while his translation of *The Comedy of Eros: Medieval French Guides to the Art of Love* (1972) won the sixteenth annual Midwestern Books Competition. Recently he has been working on Léon Lalcal of Haiti.

Joseph Henry McMahon, Manhattan College, 1952, arrived from Yale in 1968 as associate professor and dean of student affairs, a post he left in
in 1969 to teach full time in Romance Languages; he was promoted to the professorship in 1974. Prior to his Wesleyan experience, he had been dean of Pierson College at Yale from 1963 to 1966. He was awarded a Guggenheim Fellowship for 1971. He was editor of Yale's French series from 1963 to 1967; has published numerous articles and translations in professional journals; wrote The Imagination of Jean Genet (1963), Human Beings, The World of Jean Paul Sartre (1970); and has been busy with research on Rousseau's La Nouvelle Héloïse.

Jan Miel was appointed in 1976 professor of Letters and Romance Languages and Literature. A graduate of Harvard, 1952, Miel came to Wesleyan from M.I.T. as assistant professor in 1964 and was promoted to associate professor in 1969. He is the author of articles in professional journals, and a book entitled, Pascal and Theology (1969). His specialty in teaching is the seventeenth century. He has served as director of the Wesleyan Program in Paris and has been active in the College of Letters. Peter Norman Dunn, University of London, 1947, moved from the University of Rochester to Wesleyan in 1977 as Professor of Romance Languages and Literatures. At Rochester he had been director of Spanish Studies. His principal fields of activity within the Spanish language include the medieval epic, the sixteenth and seventeenth century novel, and seventeenth century drama. He has been the author of many scholarly articles and of Castillo Solorzano and the Decline of the Spanish Novel (1952), and Fernando de Rojas (1975). He also brought out a critical edition of Calderon de la Barca, El alcalde de Zalamea (1966). He has held important committee posts in the Modern Language Association and the Renaissance Society of America, and is a member of the Academy of Literary Studies.

Joyce Oliver Lowrie, Baylor University, 1957, came to Wesleyan in 1966 as assistant professor in French after holding a similar post at Campbell
College, North Carolina. She was promoted to associate professor in 1972 and to professor of Romance Languages and Literatures in 1978. She was awarded a Fulbright Scholarship to France and held University Fellowships at Yale, where she received her doctorate. She was also a Wesleyan Fellow at the Center for Humanities in the fall of 1973. She has published articles in French periodicals and The Violent Mystique: Thematics of Expiation in Balzac, Barbey, d'Aurevilly, Drey, and Huysmans (1974). She has been remarkably active administratively, serving several semesters as director of the Wesleyan Program in Paris and as a member of the Investment Committee, 1973-1974, the Admissions Committee, 1974-1975, the Search Committee for Dean of Admissions, 1974-1975, resulting in the appointment of Jane Morrison, the Search Committee for Dean of Admissions, 1977-1978, resulting in the appointment of Karl Furstenberg, and the Educational Policy Committee, 1977-1978, which she chaired from 1976 to 1977.

Music appointed two to the professorship. Jon Borthwick Higgins, Wesleyan, 1962, returned to Wesleyan in 1978 as professor of Music. He had previously been associate professor at York University, Toronto, Canada, where he had also served as associate dean of the Faculty of Fine Arts and director of the Graduate Program in Fine Arts. He has had an extensive concert experience as a vocal soloist in both Western and Indian Music throughout the United States, Canada, and India. He has given lectures and demonstrations in all three areas, has made professional recordings, and has published many articles on the music of India. He is a member of a number of societies and associations, both Canadian and American, for Asian studies.

Alvin Lucier, Yale, 1954, was appointed assistant professor of Music in 1970, after having held the same post at Brandeis University, taught at Wesleyan part-time in 1968 and 1969, and been visiting assistant professor
of Music in the spring semester of 1969-70. He was promoted to associate professor in 1972 and to professor in 1978. He has composed extensively for voice and music, and his compositions have been played by symphony orchestras in both this country and Europe. He has also composed for the theater, films, and television and he has lectured and concertized widely. He is deeply interested in electronic music and has taught and composed in this medium. He has been the recipient of numerous prizes, commissions, and scholarships; he has written articles for periodicals and books; and he is co-author of Chambers, Scores and Interviews on Music and Environment (1977).

Of the twelve persons who received the professorship in the second division four were appointed in Economics. Richard Alan Miller, Oberlin, 1952, was appointed instructor in 1960, assistant professor in 1962, associate professor in 1967, and professor in 1972. He is the author of articles on microeconomics and other aspects of economics. He served, during a leave in 1973-74, as an economist with the Antitrust Division, U. S. Department of Justice, Washington, D.C., assisting with the economic analysis in support (or otherwise) of investigations, cases, and remedies under antitrust law and with long-range planning. He received at Outstanding Performance Rating from the Department of Justice. At Wesleyan, besides being a long-time department chairman, efficient and far-sighted, he has served for years as the dignified, unflappable marshal at Commencement and other formal functions.

Basil John Moore, Toronto, 1955, became assistant professor in 1958, associate professor in 1964, and professor in 1972. He was a consultant for the U.S. Budget Bureau in 1966-67 and AID in 1968, and was visiting professor at the University Sains Malaysia in Penang in 1974-75. He is the author of articles and An Introduction to the Theory of Finance (1968) and An Intro-
duction of Economic Theory (1973).

Michael Brennan, DePauw University, 1952, came to Wesleyan in 1974 from Brown University, where he was a full professor of Economics and dean of the Graduate School since 1966. He is the author of many articles on economic theory and education and of six books, which include his Theory of Economic Statistics (2nd ed., 1970) and his Preface to Econometrics (1960) which has gone through several editions. His work at Wesleyan was primarily administrative, as vice president for Academic Affairs, until 1977 when he became a full-time member in the department of Economics. He has also been on the executive committee of the Association of Graduate Schools and president of the New England Council on Graduate Education.

Peter Kilby, Harvard, 1957, arrived at Wesleyan in 1965 as assistant professor, became associate professor in 1970, and received the professorship in 1976. He has served as co-chairman of the College of Social Studies and is the author of a number of highly regarded books, which include African Enterprise: The Nigerian Bread Industry (1965), Entrepreneurship and Economic Development (1971), and (with Bruce Johnston) Agriculture and Structural Transformation: Economic Strategies in Late-Developing Countries (1975).

Russell Davis Murphy, St. John's Seminary, 1955, arrived at Wesleyan as instructor in Government in 1966. He was raised to assistant professor in 1968, the year he received his doctorate from Yale, to associate professor in 1970, and to professor in 1978. A popular teacher of urban politics and policies, he has publications in professional journals and is the author of Political Entrepreneurs and Urban Poverty (1971), which, as a doctoral dissertation under a different title, won the Leonard D. White Award of the American Political Science Association as the best dissertation completed and accepted in 1968 in public administration. He has been Election Night

Of the four moved up to professor in History, the first was Nathanael Greene, Brown, 1957. Greene came to Wesleyan in 1963 as an instructor, having previously been a Fulbright Fellow in France and a Teaching Fellow at Harvard. He was promoted to assistant professor in 1964, associate professor in 1968, and professor in 1974. He has a reputation as a superb, dynamic teacher, and he is the author of numerous books, including *Crisis and Decline: The French Socialist Party in the Popular Front Era* (1969), *From Versailles to Vichy: The Third French Republic, 1919-1940* (1970), *European Socialism Since World War I* (1971). He has served as chairman of the department, the Faculty Library Committee, and the Library Planning Committee; and he has been a member of the Educational Policy Committee, the editorial and the governing boards of the Wesleyan University Press, and of the editorial board of *French Historical Studies*. In 1971-72, he was appointed a Guggenheim Fellow. Possessing remarkable administrative ability, he was appointed vice-president for Academic Affairs in 1977.

Richard Van Wyck Buel, Jr., Amherst, 1955, arrived at Wesleyan as assistant professor in 1962, was promoted to associate professor in 1969, and attained the professorship in 1975. Though he is known as an exacting teacher,
his courses in American History and American Studies are usually oversubscribed. He is an author deeply respected for the thoroughness of his scholarship and the judicious nature of his writing. His seminal article, "Democracy and the American Revolution: A Frame of Reference," first published in the William and Mary Quarterly (1964), has been republished in five different sources, while his book, Securing the Revolution: Ideology in American Politics, 1789-1815 (1972), won wide acclaim. He is an associate editor of History and Theory, has received fellowships from the American Council of Learned Societies and the National Endowment for the Humanities, and has served as chairman of the department.

Philip Pomper, Chicago, 1959, after study in the Soviet Union and Holland, was appointed assistant professor at Wesleyan in 1965, associate professor in 1971, and professor in 1976. His courses in Russian history invariably elicit the respect of students because of his extensive preparation, organization, and enthusiasm. He has served as chairman of the Educational Policy Committee and has been a member of the FPC. The holder of several distinguished fellowships, including one from the Ford Foundation (for study at Amsterdam) and one from Trex (for study at Moscow State University), he has published a number of articles and three books: The Russian Revolutionary Intelligentsia (1970), Peter Lavrov and the Russian Revolutionary Movement (1972), and Sergei Nechaev (due out in 1979). President Campbell appointed him coordinator of University Courses in 1977, a responsibility he has discharged with vision, skill, and the utmost conscientiousness.

Hayden White, Wayne State University, 1951, came to Wesleyan in 1973 as director of the Center for the Humanities and adjunct professor of History after having served, sequentially, as professor of History at Rochester and U.C.L.A. In 1976, he became a tenured professor of History at Wesleyan as
well as William R. Kenan, Jr. Professor of Humanities. He is a vital teacher of intellectual history and has been acclaimed as having one of the most original minds in the current generation of intellectual historians. He is the author of an astonishing number of articles ranging over a wide spectrum of subject matter and eras, and of numerous books and translations of books. His books include *Metahistory: The Historical Imagination in 19th Century Europe* (1973) and *The Greco-Roman Tradition* (1973). Among his other projects, he is editor of *Major Traditions of World Civilization*, of which at least seven volumes have appeared. His fellowships, which number seven, include two Fulbrights to Italy and one from the Social Science Research Council. He left in 1978 to assume a professorship at the University of California at Santa Cruz.

Philosophy had two men appointed to the professorship. Victor Gourevitch, Wisconsin, 1946, came from Wellesley in 1966 with the rank of associate professor. He was appointed professor in 1973. An exceedingly erudite person, he has attracted students of quality to his classes. Appointed director of the Center for Humanities for a period of three years in 1970, he opened the Center to the community and made attendance by both Fellows and listeners an exciting intellectual experience. He is a member of a host of learned societies and has participated in their programs. He is the author of a number of highly regarded articles in professional journals and has been at work for some time on a study of Rousseau.

Lewis Kent Bendall, Rice, 1954, also arrived from Wellesley as assistant professor in 1963; he was raised to associate professor in 1967 and professor in 1976. He has a reputation as a rigorous yet perceptive teacher, his lectures and discussions as well as his writing being particularly distinguished by their lucidity. He is the author of several articles in pro-
fessional journals and of *Exploring the Logic of Faith* (with Frederick Ferre, 1962). Among the areas of his research which prompt his interest is the analysis of logical systems in order to understand cognitive and linguistic processes. While at Wesleyan, he has served in many positions, including being chairman of the University Senate for the first year of that organization's existence, the Educational Policy Committee, the Committee on Graduate Instruction, and the African-American Institute Planning Committee.

Sociology appointed one professor, Vernon Kent Dibble, Wesleyan, 1954. Dibble returned to Wesleyan as associate professor in 1968 and received his professorship in 1974. He had previously been assistant professor at Columbia and, before that, research associate and associate director of the Project for Effective Justice, School of Law, at Columbia, 1962–64. In the classroom he is a powerful presence whose assertions are often cunningly contrived to provoke furious discussion which often becomes immensely instructive. He has written articles on an impressive variety of topics for professional journals and is the author of *Science, Ethics, and the Social Process: The Legacy of Albion W. Small* (1975). He has held Fulbright and Ford Foundation Fellowships, was book review editor of the *American Journal of Sociology* (1960–62), member of the advisory board of *History and Theory* (1969 – ), and has served as an expert witness for the defense, in criminal suits, on the social composition of grand juries.

Of the twenty persons in the third division who were raised to professor, Anthropology appointed one. Willard Walker, Harvard, 1950, moved to Wesleyan in 1966 as assistant professor of Anthropology after being a research associate in the department at the University of Chicago. In 1970, Wesleyan appointed him associate professor and, in 1977, professor. Among other affiliations he is a member of a number of Anthropological associations, a Fellow of the
American Anthropological Association, a Fellow of the Society for Applied Anthropology, and a member of the editorial board of American Indian Culture and Research Journal. He has had articles published in professional journals and is the author of Cherokee Primer (1965), which has gone through several editions and has been reprinted, and is co-author of Cherokee Stories (1966), which has been reprinted in its entirety once and in part a number of times. Walker has served as chairman of his department.

Five were appointed to the professorship in Biology. First was William Firshein, Brooklyn College, 1952. Appointed initially assistant professor in 1958, he became associate professor in 1965 and professor in 1970. A molecular biologist, he has received support from the National Institute of Health, and the American Cancer Society and the National Science Foundation for studies of the chemical composition of genes. In fact, in 1966 he received a five-year development award from the National Institute of Health. He has served as chairman of the department, has published many articles in professional journals, has represented the faculty on the board of trustees, and enlivens many a faculty meeting with comments expressive of an independent mind.

Lewis Nelson Lukens, Harvard, 1949, was assistant professor in the Yale Medical School before coming to Wesleyan in 1966 as associate professor. He was promoted to professor in 1973. He teaches courses in biochemistry and is the author of articles in professional journals dealing with purine and collagen synthesis.

Spencer Julian Berry, Williams, 1955, started at Wesleyan in 1964 as assistant professor, became associate professor in 1971, and received the professorship in 1976. He is a scholar specializing in the developmental biology and biochemistry of insects. He was the recipient of a five-year
Career Development Award given by the National Institute of Health. He has supervised doctoral candidates, lectured abroad at scientific meetings and published, singly or with others, well over a score of articles. A man whose acute questions cut away a lot of the underbrush, he has served on the board of governors and the editorial board of the Wesleyan Press and has been a member of the Advisory Committee, the Library Committee, and the search committee for a new librarian.

Barry Irwin Kiefer, University of Denver, 1960, came to Wesleyan in 1965 as assistant professor. He was appointed associate professor in 1969 and professor in 1976. He enjoys a reputation as an effective teacher and has been the author of many articles reflecting his scholarly interest in significant aspects of what has been described as the molecular and genetic analyses of cellular differentiation. He has received a number of important grants for his research, particularly from the United States Public Health Service. At Wesleyan his services have been in great demand. He has been, among other things, department chairman, also chairman of the Financial Planning Committee, Science Division representative in the University Senate, and faculty representative on the board of trustees.

Anthony Aniello Infante, Temple University, 1959, was appointed assistant professor of Biology in 1967, associate professor in 1973, and professor in 1978. He is a biochemist and has received research grants from the United States Public Health Service, the National Science Foundation, and the American Cancer Society. He has lectured widely on the "outside" and has co-authored nearly thirty research papers that have been published and a dozen abstracts. Since coming to Wesleyan, he has served in the University Senate, 1973-1974, on the Senate's Subcommittee on Student Evaluation of Teaching, 1973-1974, and on the Educational Policy Committee, 1973-1974.
Chemistry appointed three to the professorship. One was a world-renowned biochemist: Max Tishler, Tufts, 1928. After teaching at Harvard until 1937, he became associated with Merck and Company, serving over the years as director of developmental research and as president of the Merck, Sharp and Dohme Research Laboratories Division. He directed teams which synthesized hydrocortisone; developed commercial syntheses for vitamin B₂, pantothenic acid and vitamin K₁; and created production processes for penicillin, streptomycin, cortisolone, and hydrocortisone. His interest in sulfa drugs led to the discovery of sulfaquinoxaline. In collaboration, he isolated the first antinomycin in crystalline form (related antinomycins have been helpful in treating certain types of cancer).

Long wishing to return to an academic environment, he accepted the Wesleyan appointment in 1970 and served as chairman of the department. Becoming Emeritus Professor of the Sciences in 1975, he has continued his research, particularly in the cancer area. He has written, singly or as co-author, and edited a number of books, including *Organic Chemistry* (1938) and *Organic Syntheses* (1959). He has also written more than one hundred articles and holds more than one hundred patents. He has been a fellow of the National Academy of Sciences and president of the American Chemical Society. He is the recipient of more than a half-dozen honorary degrees and of numerous distinguished awards, including the Priestly Medal of the American Chemical Society and, in 1977, the Gold Medal of the American Institute of Chemists. He was cited in 1976 by the ATC for his "exciting chemical innovations relating to the betterment of mankind." In 1975 a prize in his name was established at Wesleyan by the family and friends of this modest, friendly man to be awarded annually to the best graduate teaching assistant in Chemistry. As President Campbell said of the prize and Tishler, "This is a marvelous and
richly deserved tribute. . . . Wesleyan is grateful to him for his remarkable service as a teacher, research scientist and faculty leader. . . . ”

Albert Joseph Fry, Michigan, 1958, arrived at Wesleyan in 1964 as a postdoctoral research fellow in Chemistry, a role he had just left at the California Institute of Technology. He was appointed assistant professor in 1965, associate professor in 1972, and professor in 1977. An organic chemist, he is especially interested in organic electrochemistry, has published, as author or co-author, more than forty papers in professional journals, and a book, Synthetic Organic Electrochemistry (1972). He has served on numerous Wesleyan committees, including the University Honors Committee and the Library Committee, has been a member of the Wesleyan Graduate Council, chaired his department's Curriculum Committee, and was director of the Graduate Program in Chemistry at Wesleyan.

Bryan Earl Kohler, University of Utah, 1962, moved from Harvard to Wesleyan in 1975 as an associate professor of Chemistry with tenure and was promoted to professor in 1977. His specialty is physical chemistry in the area of spectroscopic determination of molecular electronic structure, particularly cases where the structure is novel or likely to determine photochemical behavior. He is the author of numerous articles in professional journals. At Wesleyan he has served as chairman of the Educational Policy Committee.

Earth and Environmental Sciences had one professorial appointment. Jelle deBoer, Utrecht, 1958, came to Wesleyan as a post-doctoral fellow in Geology in 1963. He was appointed assistant professor in 1964, associate professor in 1969, and professor in 1974. He was subsequently appointed George I. Seney Professor of Geology. He has served as chairman of the department. In 1972 he was awarded a grant from the National Science
Foundation to work in Costa Rica for a year; of ten awards, his was the only one to a geologist. He has also received grants from other sources, including the Connecticut Research Foundation, the Army Corps of Engineers, the United Nations, and the Organization of American States. His specialties are applied geophysics and structural geology, and his field experience has carried him over much of the world. He has written many articles, published one book, *Geology of the Vicentinian Alps with Special Reference to Their Paleomagnetic History* (1963), has another book at a publishers, *The Outer Arc of the Costa Rican Orogen*, and has a third in preparation.

Four appointments were made to the professorship by Mathematics. James Dolan Reid, Fordham, 1952, moved from associate professor at Syracuse to Wesleyan in 1969 and received his professorship in 1971. His specialty has been algebra, including linear algebra. He has supervised doctoral candidates, served as chairman of the department, and published, singly or jointly, articles in professional journals.

Fred E. J. Linton, Yale, 1959, came to Wesleyan as assistant professor in 1963. He was promoted to associate professor in 1968 and professor in 1972. He teaches algebra, has published articles in professional journals and has lectured abroad, including the Polish Academy of Sciences in Warsaw, the Catholic University of Louvain, and at Sussex, England. He taught for the spring quarter of 1976 at Berkeley and lectured at various institutions on the Jonsson-Tarski topos. He has served as chairman of the department.

Anthony Wood Hager, Pennsylvania State University, 1960, came to Wesleyan from Rochester in 1968 as assistant professor. He moved to associate professor in 1969 and to professor in 1975. He teaches calculus, analysis, and uniform spaces. In the spring of 1973 he was in Prague as part of the exchange program between the U.S. National Academy of Sciences and the
Czechoslovakia Academy of Sciences. Under the same auspices, he spent the spring semester of 1975 lecturing and participating in seminars at the Mathematics Institute of Czechoslovakia Academy of Science. His field is topological algebra and general topology, and he has published many articles on such matters, for example, as topological completion, and uniform embeddings into coreflections of products. He has taken his turn as department chairman.

William Lawrence Reddy, B.S. 1960, Siena College, moved from the State University of New York at Albany in 1968 to become assistant professor at Wesleyan. He was appointed associate professor in 1970 and professor in 1975. He teaches, among other courses, fundamentals of analysis, Fourier series and boundary value problems, and the teaching of mathematics, and he has the reputation of being an imaginative, innovative instructor. His field of research interest has changed from topological dynamics to "singular coverings, monotone maps, light open maps and the global structure of continuous maps." He is also interested in mathematical models of psychological processes. He was a member of the Institute for Advanced Study at Princeton, 1969-1970, has been chairman of the department, and has published articles in professional journals.

Three were appointed professors of Physics. James Elliot Faller, University of Indiana, 1955, came to Wesleyan as assistant professor in 1966 and was promoted to associate professor in 1968 and to professor in 1971. He designed one of two instruments used by the Apollo 11 team, a package containing one hundred special reflectors directing a beam of light back to its source irrespective of the angle of incidence. He received in 1970 a large grant from the National Aeronautics and Space Administration to develop and construct a laser-ranging ground station at Wesleyan; also in 1970 he received
the Arnold O. Beckman Award by the Instrument Society of American for his work in developing a new method for measuring the local acceleration of gravity. In 1973 NASA awarded him an Exceptional Scientific Achievement Medal for his contributions to the nation's moon exploration program. He was an effective teacher and a writer of many articles. Unfortunately he left for the University of Colorado in 1974.

Ralph Beierlein, Harvard, 1958, became a member of the Physics Department as assistant professor in 1966 after being Visiting Research Associate at the Smithsonian Astrophysical Observatory. Prior to that he had taught at Harvard and held several fellowships, including a Fulbright, a National Science Cooperative Fellowship, and one from the National Academy of Sciences. He was appointed associate professor in 1969 and professor in 1975 and awarded the Charlotte Augusta Ayres Professorship as of July 1, 1977. Though his research has been of an eclectic nature, he admits that he finds himself coming back to gravitation and relativity theory. He has published nearly thirty articles, a number in collaboration with graduate students. A paper on laser-ranging in 1967 was one of the earliest that appeared in that field. A popular teacher and outside lecturer, he was associate editor of The American Journal of Physics (1972-75), and is author of Atoms and Information Theory, An Introduction to Statistical Mechanics (1971). He has served as department chairman and on a number of University committees, including the Student Affairs Committee, which he also chaired.

Richard Wallace Lindquist, Worcester Polytechnic Institute, 1954, was appointed associate professor in Physics in 1965 after having been Research Scientist Associate at the University of Texas, and, before that, an instructor at Princeton and an assistant professor at Adelphi. He was pro-
promoted to professor in 1978. He teaches both undergraduate and graduate courses and has co-authored articles in professional journals. His committee service at Wesleyan has been extensive and includes, among other committees, the Library Committee, 1966-1968, the Committee on Honors, 1968-1970, the Educational Policy Committee, 1972-1974 (he was chairman, 1972-1973), and the Trustee Education Committee, 1973-1975. He has also been chairman of his department.

There were three professorial appointments in Psychology. Karl Edward Scheibe, Trinity, 1959, arrived at Wesleyan as assistant professor in 1973, was appointed associate professor in 1967 and professor in 1973. He has been a Danforth Associate, a visiting professor at the Universidade Federal de Brasilia in 1968 and at the University of California at Santa Cruz in 1971, and a Fulbright-Hays Senior Fellow at the Catholic University of Sao Paulo in Brazil in 1972-73. He has served on the important committees and chaired his department and the Ad Hoc Committee on Tenure Procedures in 1973. He is a gifted and sensitive teacher, a colleague of extraordinarily fine judgment and the author of articles in professional journals. He has also written (with several others) College Students on Chronic Wards (1969) and (singly) Beliefs and Values (1970).

Nathan Brody, New Hampshire, 1956, was already a full professor and, for four years, had been chairman of the department of Psychology, Graduate Faculty, New School for Social Research when he received a call to Wesleyan in 1976. Coming with a reputation as a remarkable classroom teacher, he teaches at Wesleyan such courses as Intelligence and Personality Assessment. His research interests have ranged from projective assessment of motive states to personality assessment and methodology in personality research. He has written many articles and chapters for books and is the author of
Personality: Research and Theory (1972) and (with his wife Erness) Intelligence: Nature, Determinants and Consequences (1976). He has served as chairman of the department at Wesleyan.

Daniel R. Miller, City College of New York, 1938, was a seasoned scholar and teacher of international reputation when he arrived at Wesleyan as professor in 1976. Before that he was professor and chairman of the doctoral program in Social Psychology at Michigan when, in 1968, he left to become professor and chairman of the department of Psychology at the new Brunel University in England. Though he was trained as a clinical psychologist, his interests have spanned personality, social psychology, sociology and anthropology. At Wesleyan his courses have included abnormal psychology and the psychology of family processes. He has written many articles and (with G.E. Swanson) The Changing American Parent (1958) and (also with Swanson) Inner Conflict and Defense (1960). He has been the recipient of numerous awards and grants -- among the latter several from the National Institute of Mental Health.

Not a full professor because he removed himself as associate professor with tenure to adjunct professor on a contract basis is Donald MacIntosh Russell, Bates College, 1951, chairman of the department of Physical Education since 1968. Coming to Wesleyan in 1960 as instructor, Russell was promoted to assistant professor in 1961 and to associate professor in 1967. Then in 1971 he chose to continue henceforth on a contract basis and was appointed adjunct professor. Besides instruc ting in class programs, coaching freshman basketball and baseball for a number of years and women's squash since 1976, he was head coach of football from 1964 to 1970, with three Little Three championships: in 1966, 1969, and 1970; in 1969 the team was undefeated. Capable and popular on and off campus, Russell has been a member of the Com-
mittee on Committees and also of the Nominating Committee of the National Collegiate Athletic Association, president of the Eastern College Athletic Conference, 1977-1978, vice president of the New England College Athletic Conference, 1978-1979, and is slated to be president, 1979-1980. He has served on various University committees, including Student Affairs and Admissions. In addition, locally he has been a member of the Middletown Board of Education, 1966-1969, and the Middletown Common Council, 1969-1977. He has also been a corporator of both the Middlesex Memorial Hospital, 1972 to date (1978), and the Liberty Bank for Savings, 1973 to date (1978).

With the retirement of Wyman Parker as Caleb T. Winchester Librarian in 1976, Mrs. Nina T. Cohen, Queens College, 1949, was appointed to that post. She had seen extensive library service at the State University of New York in Buffalo from 1960 to 1973 and as Associate Director of Libraries for Public Services at the University of Washington in Seattle from 1973 to 1976. Among her other activities, she was a member of the Government Documents Committee of the American Library Association, 1969-1971, the A.L.A. Nominating Committee, 1974, the Publications Committee of the Association of College and Research Libraries, 1975-1977, and vice-chairman of the Advisory Committee on Long Range Planning for Academic Libraries for the Commissioner of Education of New York State, 1971-1973. She left Wesleyan in 1978.

A search for her successor started in 1978 and was concluded with the appointment early in 1979, of J. Robert Adams, Baylor University, 1950, associate university librarian at the University of Arizona, Tucson. He was the unanimous choice of the search committee, which comprised members of the faculty, administration, library staff, and student body. He holds a B.D. degree from Southwestern Baptist Theological Seminary, an M.A. from the
University of Chicago, and a Management Study Program certificate from the Graduate School of Business Administration, Washington University. He was with the University of Chicago Library from 1964 to 1968 and at the Washington University Libraries of St. Louis from 1968 to 1973. He was assistant librarian at Washington University when he went to Arizona. He taught in the department of Librarianship at Washington, and served on faculty committees and in professional organizations in Missouri and Arizona. While at Tucson, he wrote a column on new books for a local newspaper.

STUDENT LIFE

Student life during the Campbell administration has been fascinatingly diverse. While students no longer take to the streets to register their protest at government policies and social attitudes, they still manage to evince their concern if less dramatically than before and with greater civility in rhetoric. They have continued to gather to discuss issues, and the classroom has often resounded with their views. By 1977 and 1978 they were very active through rallies, petitions and letters to the Argus in objecting to Wesleyan's having any investments in South Africa, home of the controversial apartheid policy. Over many other issues the Argus shows a rich mixture of opinion in student letters to the editor. The Argus itself always has its own views, which it does not hesitate to make known, but it seems to be developing an increasingly responsible attitude in its "straight" news reporting.

Another outlet for student opinion is Hermes, described in the University Handbook as a bi-weekly "with the aim of presenting Wesleyan, Middletown and world issues in an entertaining, provocative way." The standard of subject, argument and writing has generally been high, though the articles have
usually been of a critical nature. This *Hermes* was founded in the academic year 1975-76, but there have been other *Hermes*, usually of short duration, since the appearance of the first in the early 1930's. None, however, has been as mature as the paper of the 1970's.

Student publications of a regular nature continue few notwithstanding the great expansion in student enrollment. *The Olla Podrida*, the traditional yearbook but still an instrument through which, for decades, opinion was occasionally virtually articulated, has been dormant for a number of years. As the *Handbook* expresses it so aptly, its "fate . . . is left up to anyone who is willing to put in the time and energy needed to publish it. In past years there have been few volunteers." From an historian's point of view this is regrettable.

The only other publication of any regularity is the *Adlit*. This is funded by the Middletown chapter of the Alpha Delta Phi fraternity. It has lately been the only literary journal which could claim to represent, as a literary journal, the Wesleyan student body. One thinks with nostalgia of the old *Wasp* and especially the *Cardinal* which existed, precariously to be sure, independently of a fraternity's support. But the *Adlit* and Alpha Delta Phi deserve commendation for the contribution they have made. Fortunately the *Cardinal* was revived in the fall of 1978, and hope is widespread that it will find sufficient subscribers and purchasers of individual copies to survive.

Students also express themselves, with more or less subtlety and sophistication, through WESU-FM, the student radio station. It is a large organization, averaging between 50 and 120 functioning operatives. During the 1970's it has been on the air seven days in the week, and its choice of classical music is excellent.

Though fewer in numbers than in former years, fraternities remain active. There are eight of them, not including Eclectic, "which," in the words
of the Handbook, "seems to fall between the designation of an 'interest house' and a fraternity." 38 (To older alumni Eclectic with its 'mix' of both sexes and its absence of old fraternity customs is practically unrecognizable except as a building.) The active fraternities, as of 1978, are Alpha Delta Phi, Beta Theta Pi, Chi Psi (closed as a house because of financial reasons but alive as an organization), Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha, Kappa Mu Kappa, and Psi Upsilon. A number of these are co-ed.

The percentage of the college body in fraternities has fallen to about 15 per cent. This figure, however, applies only to membership. Otherwise, approximately half the college body becomes involved in one aspect or another of fraternity life. Except for Chi Psi all the fraternities and Eclectic presently have eating clubs or cooperative kitchens. Certain academic events are sponsored by fraternities. And, of course, there are numerous social activities generated by fraternities which draw many students who are not members. 39 It is still much too early to count fraternities out, as some "viewers with alarm" have done and, occasionally, as some antifraternity people have hoped to do. As Mark Twain might have said, rumors of their demise have been greatly exaggerated.

ATHLETICS

Interest in intercollegiate sports has continued comparatively high through the Campbell years, though so far as most students who are not participants are concerned, that interest varies with the degree of success. This is not necessarily true of the participants themselves, fortunately for the continued existence of those
where a favorable season may be a rarity. And at Wesleyan intercollegiate competition certainly produced a mixed record from the fall of 1970 through the fall of 1978, losing seasons, winning seasons, and occasionally a Little Three championship.

FALL SPORTS

Football fortunes experienced just slightly better than a break-even status from the fall of 1970 through the fall of 1978, with 38 games won and 34 lost. Only one Little Three championship was won outright, and that was in 1970 with a team that had a 5-3 record. The 1978 season ended in a triple tie for the Little Three for the fifth time in history. The best seasonal record overall was 6-2 achieved in 1977 and 1978. Potentially the best team was probably the 1978 team filled by so many able players of the class of 1979. It was this 1978 team that beat Williams (24-12) for the first time since 1970. Unfortunately it played less well against Amherst, losing 30-15, and went down before an inspired Trinity team, 43-10. This last game was watched not only by 6,000 fans but also by members of the undefeated teams of 1946, 1947, 1948, and 1969.

Many players through the years were outstanding and mention of any may be unfair to others; nevertheless a number were especially noteworthy. David Revenaugh, 1972, held the Wesleyan rushing record over his career of 1869 yards until that was exceeded by Robert Latessa, 1979, with 1878 yards. Peter Panciera, 1971, held the passing career record of 3086 yards, while the largest number of career pass completions, 259, was achieved by Brad M. Vanacore, 1977. As of 1978, Dennis Robinson, 1979, who made the UPI All-New England second team in 1977, and the ECAC All-New England Division III team in 1978, achieved the most career points, 168, the most career touchdowns, 28, the most career touchdowns rushing, 19, the most career punt
returns for touchdowns, 6, and the most in one season, 3, as well as the longest punt return for a touchdown, 82 yards against Colby in 1978. John Papa, 1979, a fine passing quarterback, who tied Panciera's 1969 record against Amherst for the most consecutive passes completed, with 6 against Colby in 1978, was a most successful place kicker, registering the most career field goals in Wesleyan's history, 16, the most career points after touchdowns, 75, and the longest field goal, 40 yards, against Amherst in 1976. In 1977 he was named punter and place-kicker for the UPI All-New England first team and the ECAC All-New England Division III team in 1978. There were also John McVicar, 1978, a defensive end who made the Kodak Coaches All-America first team in 1977 for the second year and the UPI All-New England for the third year; Matthew Hoey, 1978, a linebacker who was on the 1977 All-ECAC second team and the UPI All-New England second team; and Jeffrey Gray, 1977, an excellent offensive lineman playing center who made All-New England and All-East teams in 1976. And one could go on.

In soccer the men's team under Coach Terry Jackson usually had winning seasons, and, in 1972-73 and 1977-78, Little Three championships. The best record was achieved in the fall of 1973 with nine wins, four losses, and one tie. Though the 1978 season ended in six games won, six lost and one tie, three players were named to the New England Intercollegiate Soccer League All-Star team: Stanley C. Hamilton, 1979, forward, for the second year in a row; Paul A. Roland, 1980, forward; and Andrew J. Simon, 1981, fullback. The women's soccer team, coached by Peter Buttenheim and playing in 1978 for the first time on a varsity instead of a club basis, made a promising beginning with a record of 3-4-2, a nice comeback after losing the first four games. The team tied Yale 3-3, with neither team being able to take advantage of the twenty-minute overtime.
The men's cross country teams had but two winning seasons from 1970 to 1978. These were in 1972 and 1973 with records of 6-1 and 5-4 respectively. Spencer Smith, 1980, participated in the 1978 NCAA Division III National championships at Rock Island, Illinois, the first Wesleyan harrier to qualify for these since Ambrose Joel Durfoot, 1968, in 1967. Of the 230 runners Smith placed 83rd.

Women's cross country, established as a varsity sport in 1976, progressed steadily from a record of 2-2 in that year to 5-2 in 1977 and 7-2 and the Little Three championship in 1978. Especially effective in these early years of the sport were Ann Dunham, 1979, and Jill Quigley, 1981.

Field hockey, founded at Wesleyan in 1970, had a string of losing years. Then, in the fall of 1978, with the swift development of a group of eager underclasswomen, the steadying influence of a few upperclasswomen, and a new coach, Gale Lackey, the Wesleyan team achieved a brilliant record of ten wins and one loss, and captured the Little Three championship. Somewhat less impressive but nevertheless noteworthy was that the women's tennis team, also after years of valiant struggle, achieved a winning season in 1978 with a 6-5 record.

WINTER SPORTS

The men's basketball teams had their ups and downs, but there were four very good years. In 1970-71, with a 16-4 record, the team beat Amherst twice and Williams once, and in 1971-72, with a 16-7 record, the team defeated Williams twice and Amherst once. In both years Wesleyan won the Little Three championship. Moreover, in 1971-72, the team, the coach (Herbert F. Kenny, Jr.), and the institution were selected for the third consecutive year by the Basketball Officials Association for the
Schoenfeld Sportmanship Award. The 1976-77 team achieved a 15-6 record, it was considered the most improved team in New England, and Kenny was acclaimed Coach of the Year in New England. The 1977-78 team, though winning only 9 games and losing 8, downed Amherst twice and Williams once to take the Little Three crown.

In women's basketball the team of 1973-74, coached by Stacy L. Vinson, became the first to establish a winning season with a 6-4 record, followed the next year by 9-3. The seasons of 1975-76 (5-8) and 1976-77 (7-9) were less impressive, but the number of games was gradually increased and, with that increase, the strain. The 1977-78 team, under Coach Rayla Allison, played a schedule of 17 games, of which it won but two. Hopes for a change in fortunes, however, never die.

Men's squash teams always seem to have their troubles, rarely having a winning season (the last was in 1970-1971), while women's squash so far has fared only slightly better.

Like squash, men's hockey had a string of losing seasons, though the 1971-72 team had a satisfactory record of 11-7 and the 1973-74 team with a 10-12-1 season went to the finals of the ECAC Regional New England championship. John Gardner, 1974, a fine goalie, was named to the All-ECAC squad, after the tournament. In 1975-76, Richard Gallogly, 1976, was voted player of the year for the ECAC Division III. Women's hockey, after being on a club basis, "iced" its first varsity team in 1977-78 with a 5-5 record, not bad at all for the first year.

Wrestling started out well, sagged in the middle, then came on strongly in the years of the Campbell era. The team won the Little Three in 1970-71 with an 8-10 record and another Little Three in 1972-73 with a 3-6 tally. Still, every year from 1970-71 through 1975-76 was a losing season. Finally
came a 7–7 record in 1976–77 and a very satisfactory 9–3 for 1977–78, with Coach John Biddiscombe in his fourth year at Wesleyan, and the Little Three championship.

Swimming, which continued for men until 1972 under John Edgar and then, upon his demise, under Patrick M. Callahan, 1971, enjoyed a fair degree of success, with more winning than losing seasons. The team won the Little Three championship in 1970–71 and 1971–72. Callahan achieved records for both the pool and the team in the 500- and 1000-yard freestyle and in the 800-yard freestyle relay.

Women’s swimming, with Barbara Bascom as coach, had its first varsity season in 1976–77 with a successful 5–4 season, including a win of 103–15 over Holy Cross and 97–16 over Amherst. The season’s record in 1977–78 was 4–5.

SPRING SPORTS

Baseball teams, coached since 1894 by Peter Kostacopoulos, who succeeded Norman Daniels, had four winning seasons out of eight. Though the Little Three title eluded Wesleyan most of the time, the nine’s had three very impressive seasons: in 1974, when the team won 15 games and lost 7—the 15 being the largest number of victories ever achieved in a season in Wesleyan baseball; in 1975, when the record was 14–7; and in 1978, when the count was 14–6. The 1974 team, moreover, won the ECAC regional tournament title.

Track has had its devotees since the Greeks, and has enjoyed a long and generally successful experience at Wesleyan. During the Campbell years,
however, Wesleyan's men's track teams usually came out on the short end of individual meets and had losing seasons. More successful was the women's track team, which, in 1976, enjoyed a winning season, including the Codfish Bowl Championship in Boston, duplicated both feats again in 1977, and won the Little Three title in 1978.

Men's tennis teams had only two winning seasons out of eight. These were in the spring of 1971 with a tally of 8-3 and the spring of 1973 with a 5-2 record. The teams, however, broke even three years in a row, an odd circumstance: 1974, 4-4; 1975, 4-4; and 1976, 5-5.

Golf had its troubles over the years but achieved solid 7-4 records in 1970-71 and 1971-72. The low point was reached with a 3-10 season in 1976-77, but the team rebounded in the spring of 1978 with a 6-7 record.

Lacrosse witnessed more enthusiasm than success during these years, no male team recording a winning season. Women's lacrosse, established as a varsity sport in 1976, fared somewhat better: it achieved a winning season in the spring of 1978 with four wins, two losses, and one tie.

Men's crew, still coached through 1972 by Philip Calhoun and thereafter by James Joy, a Western Ontario graduate with an M.A.L.S. from Wesleyan in 1972 and several years of coaching the lightweight crew at Yale, did very well indeed. It won the Little Three championship in 1971, 1973, 1974, and 1977 and had six winning seasons out of eight; in fact, in 1977 it had a remarkable record of 11-1. Several crews placed well in named and regional regattas.

Women's crew, coached by Patrick Callahan, steadily improved with a remarkable record of 18-7 in the spring of 1978, including the Dad Vail Championship.

Wesleyan's athletic ties with Amherst and Williams are of ancient
vintage and with Bowdoin, almost as old. All four colleges had long had an agreement for the conduct of intercollegiate athletics. In 1971, after three years of discussion and study, the presidents of eleven liberal arts colleges accepted the recommendations of their athletic directors to establish an athletic conference. Based upon the agreement shared by Amherst, Bowdoin, Wesleyan, and Williams, a new document was drafted for the eleven institutions, which comprised, in addition to the original group, Bates, Colby, Hamilton, Middlebury, Trinity, Tufts, and Union. The interest in establishing the conference was prompted by a concern that the liberal arts colleges were losing their identity in the intercollegiate athletic world. By joining together, this identity has been preserved, and NESCAC has a voice and is recognized as representing the small college athletic program.

RELATIONS WITH ALUMNI

Relations between the administration and the alumni have become increasingly close during the Campbell years. The two principal obstacles to good relations, affluence and student stridency, gradually disappeared as obstacles -- in fact, the affluence itself vanished in the depression and inflation of the 1970s, while new student generations came and went that were increasingly less disposed to public agitation. Alumni have become more understanding of the problems Wesleyan faces and more appreciative, if possible, of its educational enterprise.

Much of the responsibility for the closeness of alumni to Wesleyan is attributable to the director of Alumni Relations, the Alumni Association, and the Alumni Council. Unless one asks, "What does the director of Alumni Relations do?", one has little idea of how numerous and complex his duties are. The director is the principal administrator for University relations with about 14,000 alumni and more than 2,000 parents.
parents. Among his more important functions, he organizes and administers all alumni and parent relations programs, including Alumni Council, reunions, clubs, job placement, continuing education, alumni trustee selection and election, seminars, alumni tours, campus understanding programs, and parents committees. He also supervises the study and implementation of long-range alumni relations programs, and he serves as spokesman for the University at numerous alumni and parent meetings throughout this country and abroad.

So much of a person’s success in this pivotal post, a post of which the duties are not well known by many faculty and students, depends upon his competence, imagination, tact, energy, and enthusiasm.

It is fortunate that Wesleyan has in its director, as of 1978, a person who possesses these qualities in abundance and a profound dedication to the University, William Karl Wasch, 1952. He took over the office in 1968, following the resignation of Baxter Patrick, 1936. Wasch brought to the post a good deal of business experience with oil companies as well as on-campus experience as director of Annual Giving, 1964-1966, and director of Development, 1966-1968. Besides his Wesleyan duties, Wasch has been active in the affairs of the town and his political party. Among his professional affiliations he is a member of the National Council for Advancement and Support of Education.

The second factor mentioned, the Alumni Association, consists of all people who have attended Wesleyan, whether or not they received a Wesleyan diploma. The Association votes annually for the three alumni members of the board of trustees. The Association also meets annually to elect officers and consider all necessary business. The officers elected are a chairman, vice-chairman, secretary, treasurer, assistant secretary, and assistant treasurer.

Throughout the year, the Alumni Council transacts the business of the
Association. The Council is composed of the Association officers (who are also the officers of the Council), former chairmen and secretaries, the members of all standing committees, the alumni councilor elected by each local alumni club, ten councillors-at-large, the chairman of the board of trustees, the president of the University, and those persons who have been elected life members. All told, about 160 persons are members of the Council, which meets at least three times a year.

As of the fall of 1978, ten committees with specific interests and responsibilities comprise the Alumni Council. These committees are: Alumni Clubs, Alumni Reunions, Alumni/Student Relations (which established the much appreciated Career Counseling Program in 1976), Athletics, Communications (which, among other things, makes comments and suggestions on the content of Wesleyan, the alumni magazine, and The Red and Black news-letter), Continuing Education (responsible for campus and home seminars), Distinguished Alumni Awards, Fraternity Relations, Nominations, and Wesleyan Alumni Fund or, more recently, the National Alumni Fund (a very enthusiastic committee, closely organized and using the telephone among other methods, which, in its 1977-78 programs, succeeded for the first time in history in securing fifty percent participation of alumni, who contributed more than $1,000,000!).

Women now serve on all these committees except the Fraternity Relations Committee.

That good relations between Wesleyan and the alumni need constantly to be cultivated is, of course, the most obvious of perceptions, but there have been times in the history of the University when alumni have been alienated by what has happened on campus. Such alienation appears to have occurred, at least in part, because of a breakdown in communication between the University and the alumni, who felt that they were not kept adequately informed.
of what was going on and why. Alumni are part of the Wesleyan family, they wish to know what is happening on campus, they like to feel needed (as, indeed, they are) and testimony everywhere suggests their whole-hearted desire to assist Wesleyan in any way they can. The most recent years give ample evidence of their continuing, lively interest in this institution and of Wesleyan's earnest efforts to sustain that interest.

The Campbell administration has endeavored to build a real sense of people belonging to the Wesleyan community after graduation. Not that this is novel; other administrations have tried the same. But this administration has made an unusually serious and sustained effort to be open and objective with alumni. Among the interesting results have been a growth in the number of people attending alumni meetings throughout the country and seminars on campus, a significant increase in contributions as previously noted, and a widening diffusion of a feeling of trust.

WHAT HAPPENS AFTER GRADUATION?

What Wesleyan graduates do after Commencement has been a question in which many people have been deeply interested. Actually the distribution of Wesleyan alumni in the various vocations has shifted from time to time. In his analysis of the 1931 Alumni Record Dean Nicolson wrote that the "proportion entering business compared with proportions entering the 'learned professions' had increased greatly in the late nineteenth and early twentieth century, so that in the 1920's the ratio was 44 to 55. Bankers, brokers and insurance men — a third of all Wesleyan business men — were especially numerous in the youngest classes."

A report was made in 1971 on "The Employment of Wesleyan Alumni" by Rupert Wilkinson, an English sociologist working in conjunction with the Alumni Office. The report revealed a number of striking developments. Using Wesleyan surveys made in 1900 and 1949, he wrote:
As one would expect, the businessman proportion of the living-alumni rose greatly for the first half of the present century, and the proportions in the ministry fell, both while the ministry declined, both in absolute numbers and in proportions. Less predictable, however, the proportion in college faculty appeared to stay about the same, despite a sharp increase over this period in the college faculty proportions of the national professional managerial labor force. However, at both dates, 1900 and 1949, the faculty proportion of living Wesleyan alumni (about 7% apparently) was much higher than the national proportion.  

By comparing the 1949 survey with a survey of living alumni in 1968, Wilkinson found a general stability:

The proportion of known alumni in business has not altered since 1949; it stands at about 45%. Similarly, the proportion in college teaching and scholarship has not apparently altered, for all the trends to academic professionalism that marked a college like Wesleyan in the late 1950's or early 60's. The proportion is six per cent (four per cent of all professional-managerial workers are college faculty). Lawyers too, have stayed the same, at about 7.5%, though this is far more than the national average... Doctors, other health workers, and medical students showed an increase, from 8.4 to 11.3%. School teachers, by contrast, declined. This percentage of living known alumni was nearly halved, to 5%, and they also declined in absolute numbers. In 1949, the schoolteacher percentage of Wesleyan known alumni was not much under the school teaching proportion of all professional-technical-managerial workers; in 1968, it was far less. This probably reflects the relatively low status of schoolteaching among elite college graduates, and the higher social class composition of Wesleyan alumni graduating since the 30's.

So far as public employment was concerned, Wilkinson estimated that "of all known lawyers in the 1968 survey (excluding judges and law students), about 7% worked for a government agency." Such a percentage was "less than the government (non-judicial) proportion of all American lawyers in 1967 — about 13%." Wilkinson based this on the assumption that in recent decades "Wesleyan lawyers tend more than most lawyers to have attended the most prestigious law schools, and a preliminary study of law school graduates in 1967 indicates that graduates of the most prestigious schools were less likely to be in government than others." He found no evidence of a rush into public employment by alumni in the early Roosevelt years but saw an increase, slightly later, in Federal recruitment.
from classes graduating in the early Roosevelt years. Furthermore, there occurred "an upsurge in Federal employment in the Kennedy years." All this, by the way, may say something about "the recruiting powers of new, bustling and articulate Presidents."44

How the situation has changed statistically among alumni since the Wilkinson report is still not clear, but certain developments should be noted. Wesleyan continues to hold a high place in medicine, with 75 per cent to 90 per cent of the class of 1978 applying to medical schools (27 individuals in 1977) being accepted at one, at least.45 As of 1974, a study on the undergraduate origins of United States medical students lists Wesleyan among the one hundred "major suppliers" of medical students and ranks the University in the highest ten institutions according to medical school entrant/applicant ratio.46 The appeal of the ministry to graduating seniors is slight, but according to Professor C. Hess Haagen, director of Institutional Research and Career Services, a small number of graduates seem to be attracted to non-established religious groups or cults rather than to formal schools of theology. There has been a definite falling off in the numbers of Wesleyan graduates entering the teaching profession, whether at the college or school level, a development undoubtedly owing at least in part to the reduction of the numbers of the young. The closing of many schools and the "freezing" or actual shrinkage of college faculty have made the job market very tight. The financing of graduate education in the arts and sciences, moreover, has become increasingly difficult. The fading of job opportunities in the teaching area compared with a decade ago and mounting educational costs have thus turned graduates' attention to sectors where opportunities appear more numerous and the revenue more rewarding.

If the number of graduates entering business shows only a slight in-
crease, there is a distinct increase in the number entering law school, but with some important and interesting qualifications. Wesleyan seniors with good credentials have a high rate of acceptance. Naturally those with less impressive credentials have a lower rate of acceptance, but acceptance does occur. Often, however, Wesleyan students do not enter law school at once if not accepted by schools they most prefer; they will wait until the next year or the year following, meanwhile finding a job or trying a variety of jobs. For that matter, according to Professor Haagen, law schools often encourage a delay in applying for entrance. Whatever the reasons, substantial numbers of law aspirants throughout the country, including Wesleyan graduates, are entering law school at a more mature age.

How the growing presence of women graduates will affect the vocation spectrum is uncertain. Though hundreds of women have passed through Wesleyan during President Campbell's administration, a few more years will be needed, as they forge their careers, for any analysis to be significant. There appears, indeed, to be more uncertainty among women about careers than among men. Of the class of 1980, 40 per cent (43 per cent of the men) entered Wesleyan to get a better job, while 53 per cent (57 per cent of the men) entered to prepare themselves for graduate or professional school. On the other hand, 49 per cent (33 per cent of the men) reported that there was a very good chance of their changing their career choice. Whereas the roles of housewives and mothers might have been sufficient for most a generation ago, nowadays these roles may be only part of the total role women fill as physicians or lawyers or teachers or business persons of one kind or other. Certainly women in general -- and this applies particularly to Wesleyan women -- are doing very well in their acceptance at medical, law and business schools. According to Professor Haagen, acceptance of women at such institu-
tions is presently at a slightly higher rate than men in terms of the num-
bers in the applicant pool. Increasingly, so it would appear, earlier
barriers are being removed and women are being accepted without evidence
of discrimination in the admissions processes of graduate and professional
schools.47

On a lighter note but in connection with the increasing numbers of
women as Wesleyan undergraduates and graduates, a few alumni were prompted
to do something about making the Alma Mater less sexist. Women would hardly
be expected to put their hearts into singing, "We'll all be boys again
together." The idea of modifying the song belonged to Hartford Attorney
Joseph F. Skelley, Jr., 1950, whose two Wesleyan daughters indicated their
objection to the lyrics, evidently in no uncertain terms. Skelly mentioned
the matter to the Alumni Council, which appointed him forthwith chairman
of an ad hoc committee to rewrite the Alma Mater. It also appointed Leonard
J. Patricelli, 1929, leader of the Glee Club of those days and currently
president of the 1080 Corporation, owner of Station WTIC radio.

The two alumni put their heads together and co-opted Professor Richard
K. Winslow, 1940, chairman of the Music Department, who in turn consulted
Professor Richard Wilbur, winner of a Pulitzer Prize in poetry. Winslow and
Wilbur apparently solved the problem by passing notes back and forth during
a rather less than inspiring faculty meeting. Out of this grade school maneu-
ver came two more or less ingenious changes. Instead of "We'll all be boys
again together," the professors substituted, "We'll all be young again to-
gether," while in place of "Strike hands and pledge your faith, each man,"
appeared "Join hands and praise you while we can" — hardly as dramatic but
preserving the rhyme and meter and being quite neuter. The Alumni Council
liked the new version and, in the summer of 1977, accepted it, thus clearing
the way for both sexes henceforth to "raise the song for Alma Mater."

TRUSTEES

A constant in all the multifarious changes at Wesleyan through the years has been the steadfast loyalty and devotion of the trustees, who shared the controlling power with "visitors" from the New England Conference of the Methodist Episcopal Church as a Joint Board until the charter was changed in 1870 to give complete control to the trustees. Whether it was Laban Clark, so important in the founding of Wesleyan; George I. Seney, 1845, banker, railroad president, and great benefactor of the University in the 1870's and 1880's; John Emory Andrus, 1862, trustee from 1889 to 1934 who, for all his love of economy, repeatedly made timely and generous contributions; George W. Davison, 1892, banker, booklover, and donor at his death in the 1950's of the largest single gift in the history of Wesleyan, trustees have given unsparingly of their time, their substance, and themselves. During the stressful 1960's when colleges were in tumult throughout the country, they never lost their faith in the administration, faculty or students at Wesleyan, though on occasion their equanimity must have been sorely tried.

Expressive of their devotion was the remark of the late Frank Henry Wenner, 1918, when, in 1959, the trustees reduced their number by half. "On the day the reorganization was voted, one Trustee said, 'Why, Frank, you are asking us to commit hara kiri.' To which Frank replied, 'Yes, I am and it's a small thing to do for Wesleyan, isn't it?'" 48 In that spirit, Gilbert Clee, 1933, labored unceasingly for Wesleyan, though sick unto death. Also in that spirit Philip Brown, 1944, has presided over the board for years as the University encountered "the time of troubles," social and financial, which
afflicted Wesleyan and the nation during the 1960's and 1970's. Throughout the years the affection and the concern of the trustees for Wesleyan have been deep and abiding and rarely more so than during the Campbell administration.

FINANCIAL TENSIONS

In summing up, it may be said that with the guidance of President Campbell, the cooperation of the faculty, the mature judgment of the trustees and the loyal support of alumni and students, Wesleyan has so far (1978) weathered the stresses of the period. It would be going too far to assert that the financial affliction, worsened by the inflation and the state of the market, is over, or that its crisis period has even passed. It has left its mark in many ways, including an increased student body to meet expenses, fractionally smaller administration, a somewhat diminished secretarial, clerical, and maintenance staff, overall a reduced number of programs, particularly the elimination of the Master of Arts in Teaching Program, and a halt to major construction plans. Other ventures have been placed pretty much on a pay-your-own-way basis such as the Graduate Summer School for Teachers, expanded to include undergraduates, and the Wesleyan Press. Salary raises came near to disappearing as the rate of annual increment rarely rose to more than four per cent, a rate which fell appreciably behind the annual rate of inflation. Even seven per cent, subsequently adopted, lingered behind inflation. The faculty, especially the younger faculty, were understandably disturbed, the local AAUP chapter shook itself out of its dormancy, and there were some fiery charges of unfairness, injustice, and wastefulness hurled at the administration. In the end, however bitter the feeling in some quarters, most of the faculty accepted,
even if many vehemently disapproved and continued to disapprove through the years, the administration's prescription for the University's ills.

AN END TO PASSIVE COMPLIANCE

Less disposed to accept the administration's ruling in financial and related matters was a group indispensable to the functioning of Wesleyan, and this group's action led to a development unique in Wesleyan's history and startling in its implications: a strike and the formation of a union by most of the clerical and secretarial workers in September, 1978. This was an unusual action to occur at a comparatively small university and the first union of its kind to secure recognition at any New England private college. Whether striking and unionizing were necessary was hotly disputed at the time. The workers, who affiliated with The Office and Professional Employees International Union, insisted the necessity clearly existed, citing not only the question of wages and grading but also the increased workload and the growing impersonalization of treatment by the administration, of which the months of fruitless negotiation with it appeared to be an example. Naturally the administration had a somewhat different view. Sympathy for the clerks and secretaries was widespread, but faculty and students were divided on the strike and union issues. Though the AAUP strongly supported the strikers, the faculty as a whole declined to stop meeting their classes out of sympathy.

The 24-day strike ended on September 26 with a one-year instead of a three-year contract as earlier proposed, a seven per cent pay increase retroactive to July 1, 1978, a salary step system within pay grades with workers attaining the midpoint in three years and the maximum in five, and automatic binding arbitration for grievances. Speculation grew then and subsequently
as to whether the maintenance workers would also unionize; they did. There was likewise a good deal of discussion within the AAUP about forming a collective bargaining unit if the administration failed, in the members’ judgment, to heed their financial need for 1979-80.

SHAPE OF THE FUTURE?

What lies ahead for this once small but now greatly enlarged Wesleyan? It is hardly the role of an historian to be a prophet, but certain facts are reasonably clear. From the time of the original undergraduate student body of 48 in 1831 to the 2423 undergraduates and 171 graduate students for the academic year starting in September, 1978 there have been present in Wesleyan students an intellectual curiosity, a determined independence of mind, an almost unquenchable idealism, and a robustness of spirits that characterize youth in many times and places, but which have been especially evident at Wesleyan. There is little likelihood that such characteristics will diminish in the future, though fashion may occasionally dictate that they be disguised or concealed in some way, perhaps by an appearance of ultra sophistication or primitivism. The process of selection, rigorous for years, will certainly persist with an emphasis on high standards. To teach such students, furthermore, Wesleyan has an elite faculty rooted in a remarkable teacher-scholar tradition from which it is unlikely to depart. In 1975, a MALS graduate, recalling his master’s work undertaken more than twenty years before, said of the Graduate Summer School, "The Wesleyan experience . . . formed for me a model of what good teaching and good learning are all about." That in brief, is what the Wesleyan faculty has sought to furnish from the time President Willbur Fisk’s four teachers first met their classes in 1831 to President Campbell’s 1978 cohort of 310 (284.50 full-
time equivalents), of whom 65 are women. Vital, perceptive teaching that is enriched by scholarly research and writing, and learning that is inspired by such teaching to greater awareness and understanding -- that is a goal worth cherishing in any age.

In all candor, however, Wesleyan is not an especially relaxed institution to be at, whether for teacher or student. Evidently it has not been from the beginning and may never be. This is not simply because of what is now a rich diversity in race, creed, and social and economic background of both faculty and student body. It seems also to emanate from a love of learning which finds expression in the constant and spirited clash of minds and ideas and from a compelling urge to excel. The latter may exist in itself for both faculty and students; it is certainly spurred on for students by the fierce competition for acceptance at graduate or professional schools; it has an import for non-tenure faculty in the need to secure recognition as teachers and as writers of scholarly works or for accomplished artistry if in the field of the arts; and it has meaning for the senior faculty in the desire to add to their knowledge and their scholarly or artistic reputation. There is, therefore, a strong accent on individualized, strenuous endeavor in a milieu of constant intellectual ferment. This is a yeasty, even feisty sort of place.

Given this condition, it would be surprising if, for some, there were not at times a certain feeling of loneliness, even of estrangement, on campus. At the same time, Wesleyan is a friendly university, not so large as to be impersonal (though there is evidence that it is becoming impersonal), and there is a very considerable degree of concern throughout the community for those of its members in distress for whatever reason, even loneliness, and
a disposition to help in numerous ways. This mixture of competitiveness and compassion has a long history at Wesleyan and remains so strong that obviously it is not about to disappear.

Part of the glory of the modern Wesleyan has been the number and variety of programs it has offered. Still, in view of the financial situation and current educational developments nationally, whether Wesleyan can or should maintain all its programs is a question it will probably have to face in the not-so-distant future. On the other hand, though its pecuniary resources are not as abundant as they once were, they are not insignificant, and Wesleyan's intellectual and artistic resources, even if a reduction of programs became necessary, would continue bright with achievement and promise; after all, the University leadership is committed to the maintenance of quality. Hence, in 1978, Wesleyan faces the future with determination and hope, though the hope is admittedly qualified by the distressing financial situation.

Since its founding Wesleyan has sought with vision and passion to provide a context within which a student might acquire a liberal education. Notwithstanding the change of view in different eras as to what constitutes such an education, it still pursues that objective. And while it nurtures the mind, the spirit and the body are not forgotten, though the former may receive a less conventional and more varied acknowledgment than in the nineteenth and early twentieth centuries and there is no compulsion to exercise the latter.

"Great is truth, and mighty above all things," Scripture tells us. The way to its shrine is often uncertain and obscure, and the entrances are confusingly numerous. Yet to the quest for truth, whatever its essence and dimensions and wherever it may repose, Wesleyan has been profoundly
and irrevocably dedicated. As far as one can tell, this will also be true in the future, certainly as long as professor and student at Wesleyan can sit down together and freely discuss the nature and condition of man and the universe.
NOTES

1 Carl F. Price, Wesleyan's First Century (Wesleyan University, Middletown, Conn., 1932), 149-50.

2 See William A. Atwater to Bishop Hendrix, Atwater Collection, Letters 1886-88, 455. Wesleyan Archives (hereafter W.A.).

3 Webb Hall had been the birthplace of Reginald DeKoven of musical fame. After it had become Isaac Webb's School, following Webb's acquisition of the building in 1833, many children in and outside of Middletown attended it, including President Rutherford B. Hayes and the popular historian, John Fiske. In 1860, Simon Towle acquired the house and leased it to the Reverend Dr. Henry De Koven, who taught modern languages at Wesleyan in 1842-43. It was later acquired by Dr. William C. Bell, who sold it to Wesleyan in 1889. Home for women undergraduates until the end of their first dispensation at Wesleyan, it was known as the "Quail Roost." Subsequently, as East Hall, it housed the Christian Association, the College Store, the Post Office, and the headquarters of the Alumni Council. It was burned out in 1929 and torn down, and eventually its site became Parking Lot B. The site is now (1978) the location of the heating plant. There has been considerable speculation that a student union may eventually be constructed over the heating plant.

4 Olla Podrida, 1890, 7-8.

The praise of Van Vleck might well have extended to his hiring Woodrow Wilson. Carl Price (Wesleyan's First Century, 145) asserts that it
was President Beach "who secured Woodrow Wilson's promise to come to Wesleyan." Such a statement, however, "is altogether apocryphal," according to a letter to Professor John Spaeth, April 26, 1967, from Professor Arthur S. Link, editor of The Papers of Woodrow Wilson. "There is no mention whatsoever of Wesleyan in the correspondence and no mention of, or letters from, President Beach at this time," writes Professor Link. Letter in W.A. Oct. 9, 1889.

5 Olla Podrida, 1890, 9.

6 Wesleyan University Bulletin, Oct. 15, 1889

7 Wesleyan Argus, Oct. 9, 1889

8 William North Rice, Bradford Paul Raymond, 1846-1916: Address by William North Rice (Wesleyan University, Middletown, 1916). Most of the material in this sketch is drawn from Rice's address.


10 An account of the ceremony and the address is found in the Argus, July 13, 1889. See also New York Tribune, June 27, 1889.

11 Argus, Oct. 9, 1889


13 Ibid.

14 Andrus was a careful giver, and he wanted President Raymond to exercise "great management" with respect to finances, as is evidenced in a letter to Raymond dictated on Oct. 3, 1901 (W.A.):

"The same old problem stands before us. Boys appealing for help, something to eat but very little corn in the crib. We are not sure of a bountiful harvest this year. We are liable to strike the weevil, the grass-
hopper, drouth, and early frost. Numerous contingencies, but not many assurances of success cheer our vision. I notice the drafts on the Treasurer of late have been in excess of those of last year. It may be that the sudden increase of the incoming class may bring revenue far in excess of our dreams. If so, not a word of caution would I say. It is all important to be economical in every detail on financial lines this coming year. Economies are good to talk about but actual results on that line are better. We look to you for great management this year. Cannot the students pay more tuition and less for cigars and dainties that injure the stomach and are no special advantage to the brain? I am told that some of the boys last year pleaded poverty but had money sufficient to spend for all current sports and pleasures that are not essential to college life and education. My Wife told me yesterday, after listening to a statement made to me by one of my fellow citizens: — "You divide his promises by four, the remainder by eight, and that remainder by two, then you can rely on the balance." Perhaps some of the boys have been gushing on these lines to you. We expect great things from your management this year. We even expect you to be able, with a pot of white paint to paint for us the rainbow colors of finance. If you will do this, we will have the most hilarious and joyful Commencement next year that Wesleyan has ever known."


16 Ibid., 167

17 The game with Lehigh, assigned to Thanksgiving Day by Carl Price (Wesleyan's First Century, 162), was played on Saturday, November 23,
at Springfield and ended in 3-3 tie; on Thanksgiving Day, November 28, Wesleyan defeated the University of Pennsylvania by a score of 10-2 in a game played in New York City. Bragdon, in *Woodrow Wilson: The Academic Years*, 172-73 and 439-40, had taken special pains to penetrate the varying legends in order to get at Wilson’s actual role in Wesleyan football.


19 Inscribed on a faculty picture taken while Wilson was at Wesleyan, along with a nickname for each member. Picture in the Wesleyan Picture File, W.A. Olin Library.


21 Quoted in Price, 164, from a letter of June 28, 1915 to Wilson Wallace Thompson, 1890, W.A.

22 Olla Podrida, 1892, 8. Rowland Miles, 1889, may have had doubts about Wilson as a teacher. In order to encourage debate, Wilson organized the students into a House of Commons. One of the issues debated was whether Wesleyan should change its name. A leader of the “Government,” a cabinet member, which supported the change was Theodore Sommers Henderson, 1892, later a Methodist bishop. Leader of the “Opposition” was Miles, known as “Squire.” Miles argued so eloquently against the bill that students deserted the Government benches, and the bill was defeated. Convinced, mistakenly, that Miles wanted to wreck the device, Wilson ranked him out and would accept no explanation. Years later when Miles, a lawyer
living on Long Island, had business in Washington, he called at the White House to give President Wilson his good wishes. Wilson declined to receive him. Price, 164.

23Burton H. Camp, Science at Wesleyan (Middletown, 1968), 14

24William N. Rice to President Shanklin, Aug. 18, 1917. W.A.


26See Faculty Minutes for February 18 and July 13, 1892.

27Much of this data is drawn from George Matthew Dutcher, An Historical and Critical Survey of the Curriculum of Wesleyan University and Related Subjects (Middletown, 1948).


29As if in recognition of its degree of dignity the Academic Council voted to consider the wearing on proper occasion of the "so-called American Intercollegiate System of Academic Costume," See Academic Council Minutes, June 19, 1900.

30Argus, June 16, 1896.

31See Fac. Mins. for March 25, 1890; May 14, 22, 27, 1890; January 26 and February 26, 1892.

32For much of the above analysis, see Dutcher, An Historical and Critical Survey of the Curriculum, 25-26.

33Argus, March 15, 1890.

34Dutcher, An Historical and Critical Summary, 21
35 Raymond, Van Vleck, Winchester, Conn, Armstrong, Kuhns, and Heidel.

36 Dutcher, 27.


38 Including Professor Dutcher.


40 Fac. Mins., Feb. 7 and 13, 1893; Argus, Dec. 17, 1895.

41 Seventy-Fifth Anniversary, 1831-1906 (Middletown, 1907), 48.


43 Ibid., 7.

44 Price, 173. The attitude toward women is ably discussed by Lucy Knight, 1972, in "Pressing the Damsels," Wesleyan (The Wesleyan University Alumnus), Spring, 1975, 17-19. See also her article in ibid., Winter, 1975, 22-24.

45 Papers on the Relation of Wesleyan University to the Higher Education of Women, 12, 15.

46 See digest of the report in Argus, March 7, 1900.

47 Academic Council Minutes, March 12 and 14, 1900.

48 Trustee Minutes, March 30, 1900, and Papers on the Relation of Wesleyan University to the Higher Education of Women.

49 Trustee Minutes, June 25 and 26, 1900.

50 Letter to the Alumnae of Wesleyan University, July 5, 1900.
See Frank A. Nicolson (Ed.), Athletics at Wesleyan (Brattleboro, 1938), 51; John Hunter, The 100th Anniversary of Intercollegiate Football. Pamphlet in Athletics File, W. A.}

Saturday Evening Post, Oct. 31, 1931. How large Wesleyan football teams were during the Raymond years, particularly the 1890's, would be a little hard to determine were it not for the Argus of Nov. 19, 1895 which gives the weights for the positions: center, 171; left guard, 181; right guard, 170; left tackle, 165; right tackle, 164; left end 140; right end, 138; quarterback, 152; right halfback, 145; left halfback, 146; fullback, 160. The line therefore averaged a little over 161 pounds; the backfield, a shade under 151; and the teams as a whole, 157 5/11. This team managed to win half its games.

Were there "giants in those days" at Wesleyan? Certainly not in terms of the late twentieth century. The Argus, on Jan. 8, 1895, contains an interesting statement with respect to the extremes in the college body: "Noyes, '98, is the tallest man in college, with actual measurement, stripped, of six feet two and one half inches. Sandford, '97, is the shortest man, with five feet two inches to his credit. The heaviest man is Sibley, '98, whose weight, stripped, is one hundred eighty pounds. The lightest man is W. W. Anderson, '96, with a record of eighty-eight pounds stripped."

Olla Podrida, 1890, 91.

Athletics at Wesleyan, 53; Argus, April 29, 1908.

Olla Podrida, 1892, 134.
59 Argus, Feb. 18, 1896.

60 Price, 159.

61 Fac. Min., June 24 and 28, 1904.

62 Price, 169-170, has an excellent account of "Doc" Raymond. For Judge Sutherland's own account of the door-crashing episode, see the Wesleyan University Alumnus, Jan., 1952, 13.


64 On Dec. 14, 1894, the trustees noted "with deep regret and sympathy" the cases of typhoid and raised seven hundred dollars to defray the expenses of sick students. Trustees Minutes, Dec. 14, 1894. The 1894 epidemic was recounted in full by Professor H. W. Conn in the Report of the State Board of Health for 1894, 243-64.

65 Argus, April 27, 1898.

66 Ibid., editorial for April 27, 1898.

67 Academic Council Minutes, June 19, 1900.

68 Seventy-Fifth Anniversary, 1831-1906, 32-35.

69 Ibid. 43.

70 Rice, in Bradford Paul Raymond, 1846-1916, 11.

71 Trust. Mins., June 7, 1907.

72 Rice in Bradford Paul Raymond, 12.

73 Winchester in Bradford Paul Raymond, 18-19.

74 Argus, Oct. 21, 1908.
75Fac. Mins., March 1, 1916.
NOTES

II

THE ADMINISTRATION OF WILLIAM ARNOLD SHANKLIN


2Trust.Min., May 26 and 29, 1909

3Argus, Nov. 18, 1908

4Ibid., Nov. 25, 1908

5Ibid., Feb. 24, 1909

6Ibid., Nov. 18, 1908

7Ibid., July 7, 1909

8Ibid.

9Among those present besides Shanklin were Professors Rice and Van Vleck; C. S. Coleman, A. R. Crittenden, and S. H. Olin for the trustees; Governor Weeks and three high military aides, and Major Russell and Postmaster Calef.

10George William Curtis, The Duty of the American Scholar in Politics and the Times. An Oration delivered on Tuesday, August 5, 1856, before the Literary Societies of Wesleyan University, Middletown, Conn. (N.Y., 1856)

11Accounts of the inauguration, including Shanklin's address and those of other speakers, may be found in the Argus Nov. 18, 1909; The Penny Press, Nov. 12, 1909; and The Middletown Sun, Nov. 13, 1909. The hair-cut and shave information may be found in Henry M. Wriston, Academic
Procession (N.Y., 1959), 6. Wriston was present at the inauguration as a student. For Carpenter's remark about Taft's enjoyment of the day, see The Middletown Sun, Nov. 13, 1909, 1.

12The office was on the top floor of the Manhattan Hotel at Madison Avenue and 42nd Street.

14Fac. Mins., Jan. 10 and June 3, 1911
15Tbid., Jan. 16, 1919
16Dutcher, An Historical and Critical Survey of the Curriculum, 37
18Dutcher, An Historical and Critical Survey of the Curriculum, 40
19Tbid., 36-37
20Tbid., 32
21See Trust. Mins. for Nov. 5, 1919 and June 18, 1921
22Tbid., April 20 and June 19, 1920
23Tbid., June 15, 1918 for dean, and June 21 and Nov. 5, 1919 for the assistant professorship.
24Dutcher, An Historical and Critical Survey of the Curriculum, 33
25For the creation of the Advisory Committee, see Academic Council Minutes for March 18, 25, 27, 1911. The first members were Harrington and Winchester for the humanities, Armstrong and Dutcher for the social sciences, and Cady and Rice for the natural sciences and Mathematics.
26During one semester the writer counted four pitches, two of which hit their mark in a cloud of chalkdust.
27 Camp, Science at Wesleyan, 16

28 Loc. cit.

29 Ibid., 19

30 Dutcher, An Historical and Critical Survey of the Curriculum, 33

31 Loc. cit.

32 Price, Wesleyan's First Century, 198-200

33 Burton H. Camp, "When the Ivy was Younger," in Alumnus, Feb., 1960, 5

34 The correspondence between Shanklin and Fisher is dated January 27, 1913 and may be found in the Trust. Mins. for Jan. 31, 1913.

35 Camp, "When the Ivy was Younger," Alumnus, Feb. 1960, 5

36 Resolution passed by the Hartford Get Together Club, Jan 19, 1913. W.A. Kolin

37 Irville Le Compte to Professor Rice, March 3, 1913. Fisher File, M.A. Kolin

The writer's father-in-law, Carl S. Mueller, 1903, was convinced this was the reason and wrote to Fisher in sympathy and to Shanklin in criticism.

38 Alfred Lane to Professor Rice, March 12, 1913. Ibid.

39 Professor Rice to Edward L. Thorndike, March 12, 1913. Ibid.

40 Edward L. Thorndike to Professor Rice, March 19, 1913. Ibid.


42 Professor Rice to Edward L. Thorndike, March 13, 1913. Fisher File, W.A. Kolin archives, OHIO Library

43 For Professor Dodge's comments, see Raymond Dodge to Professor Madison Bentley, April 22, 1913. Ibid.


*Loc. cit.*

From *Such Sources As This*, a pamphlet published for the endowment campaign of 1919-1922

*Wes. Univ. Bulletin*, December 24, 1924

*Wriston, Academic Procession*, pp. 21-22


*Ibid.*, pp. 16-17


For the meeting with the trustees and the arrangements effected, see the "Memorandum Concerning the Circumstances Connected with the Proposal for the Resignation of President Shanklin," originally drafted by Dutcher and Wriston on June 10, 1920 and revised June 18, 1920.

Shanklin File, W.A.  

Trust. Mins., April 20, 1920

Clarence Newton to George M. Dutcher, April 22, 1920. Shanklin File, W.A.

*Hartford Courant*, Aug. 10 or 11, 1921

Trust. Mins., Sept. 7, 1923

Mrs. Joseph Merriam to Mrs. Charles Atwater (her daughter), Oct. 15, 1923. Shanklin File, W.A.
63. [col. name], Univ. Bulletin, Oct., 1928, 22

64. [col. name], Oct. 9, 1924. See also Arthur B. Haley, 1907, "William Arnold Shanklin, An Appreciation," in Alumnus, Nov. - Dec., 1924, 47-49.
NOTES
III

THE ADMINISTRATION OF JAMES LUKENS McCONAUGHY


2. *Argus*, Feb. 12, 1925


4. McConaughy's address may be found in ibid., 21-37

5. Accounts of the installation and other ceremonies may be found in ibid., passim; *Argus*, June 5, 1925; *Alumnus*, May-July, 1925. For the "Doc" Raymond allusion, see above Shanklin chapter 7


7. Full descriptions of the buildings comprising the Johnston Quadrangle are given in *Price*, 209-12. The costs I have listed, differing somewhat from Price's figures, were submitted to me by the former treasurer and vice-president of Wesleyan, Howard Bierly Matthews, 1928. See the Matthews analysis in the Matthews File, W.A.

8. For costs of the construction and reconstruction of buildings, see ibid.

9. The internal changes in the administration are discussed in detail in Dutcher, *An Historical and Critical Survey of the Curriculum*, 46-47

10. ibid., 40

11. For all these changes, see ibid., 43

12. For the above, see ibid., 45


14. McCurdy's xeroxed pamphlet, "History of Soccer at Wesleyan,"
covers the sport's development during his long tenure.


For her appearance at Wesleyan, see Argus, Jan. 17, 1935.

17 Professor Camp's comments are contained in "When the Ivy Was Younger," Alumnus, Nov. 1960, 17.

18 Loc. cit.

19 Ibid., May, 1948, 4

20 Argus, March 9, 1948

21 Fac. Mins., March 16, 1948
NOTES

IV

THE ADMINISTRATION OF VICTOR LLOYD BUTTERFIELD

1 Commencement address, Alumnus, Aug., 1967, 2

2 Argus, Extra, Sept. 16, 1943

3 Ibid., Oct. 23, 1943, and especially Alumnus, Oct., 1943, 5-7

4 Alumnus, Oct. 1943, 7-8

5 The speeches by Dutcher and Maynard are in ibid., 4-5 and Argus, Oct. 23, 1943

6 Annual Report to the Trustees, Bulletin, 1946-1947, 3

7 Alumnus, Nov., 1963, 6

8 Ibid., 5

9 Fac. Mins., April 16, 1957


11 Ibid., 10.


13 Alumnus, Summer, 1974, 49


15 For a more complete version of the saga of the Press, see ibid. See also Wesleyan (Alumnus), Summer/Fall, 1977, 54-55.

For information in this paragraph, see *ibid.*, 8.

*Ibid.*, 8


Fac. Mins., Nov. 13, 1956


Report of the Educational Policy Committee to the Faculty of Wesleyan University, May, 1955 (Middletown, Conn., 1955), 35


*Ibid.*, 37

Fac. Mins., Feb. 24, 1959


*Time, Apr. 18, 1960*, 46

Report of the Educational Policy Committee, May, 1955, 26-27

Report of the President to the Board of Trustees and the Academic Council on the Future of the University, Nov. 14, 1961, 7


37 EPC Minutes, 1960-61. See comments by Butterfield in Report of the President to the Board of Trustees and the Academic Council, Nov. 14 1961 and by the Dean of the Faculty in Wesleyan University Annual Report, Bulletin, 1960-1961, 7-8

38 See e.g., Professor Richard L. Greene (English) to Professor John W. Sease (EPC Chairman), March 21, 1961. EPC Minutes, 1960-61


41 Ibid., Dec. 1, 1962

42 The first Ph.D. (Mathematics) in Wesleyan's history was conferred upon Murray Eisenberg on June 6, 1965.

43 Fac. Mins., April 10 and 25, 1962

44 Trust. Mins., Jan. 15 and Apr. 23, 1959


46 Academic Council Mins., May 22, 1957

47 Ibid., Apr. 19, 1966


Fac. Mins., May 2, 1967

For Butterfield's comments, see, in order, Butterfield, Faith of A Liberal College, 11, 2, 3 and Academic Council Mins., Dec. 2, 1942.

This theme is developed with extraordinary perception and skill by Burton R. Clark, "The Wesleyan Story: The Importance of Moral Capital," in David Riesman and Verne A. Stradtmann (eds.), Academic Transformation (N.Y., 1973), 367-81.

Not necessarily "to the detriment of scholarly competence," as Clark contends. See ibid., 374.


The Presidential Search Advisory Committee consisted of both faculty and trustees. The faculty members named by Butterfield were: T. C. Dunham, E. D. Hanson, R. A. Rosenbaum, D. E. Swift, W. M. Wallace. The trustees were: K. R. Andrews, G. H. Clee, D. C. McClelland, S. T. Tooker. President Butterfield was also a member.


Ibid., 9


For Butterfield's last Commencement address, see "A gift of Restlessness," in Alumnus, Aug., 1967, 2-5.
The author favored the establishment of such a unit and thought, at the time, that the president and the board could not have been more wrong. For Butterfield's statements, see Fac. Mins., Jan. 16 and Feb. 16, 1951.

Report of the President to the Board of Trustees and the Academic Council on the Future of the University, Nov. 14, 1961, 44

John W. Paton, "A Historical Overview," in Staff Report on The Context for Planning and Decision at Wesleyan ("The Orange Book"), 1975, 6

Loc. Cit.


Ibid., 3


Wesleyan (The Wesleyan University Alumnus), Spring, 1976, cover

Loc. cit.

Fac. Mins., Dec. 16, 1975
NOTES

THE ADMINISTRATION OF EDWIN DEACON ETHERINGTON

1 For quoted remarks, see Life, Feb. 14, 1962, 38.
2 Citation in Etherington File, W.A.
5 Ibid.
7 See Newsweek, March 11, 1963, 75-76.
8 Letter to faculty is from the faculty section of the report of the Presidential Search Advisory Committee, July 12, 1966. Etherington File, W.A.
9 The statements from Butterfield and Clee are in the Wesleyan University News Bureau release, July 14, 1966. Etherington File, W.A.
10 Jackson to Etherington, July 13, 1966. Ibid.
11 Etherington to Jackson, July 13, 1966. Ibid.
14 For inaugural address, see ibid.
16 Endowment File, W.A.
17 Staff Report on the Context for Planning and Decisions at Wesleyan ("The Orange Book"), 1975, Pt. IV, 9.
18 Ibid., 7-8.
19 The Science Center. Booklet in The Science Center File, W.A.


21 Hill Development Corporation File, W.A.

22 Institute for the Future File, W.A. A number of social scientists at Wesleyan never accepted this organization as sound intellectually or methodologically.


26 Trust. Mins.


28 Ibid., Sept. 20, 1968.


31 See Argus, March 8 and April 12, 1968.

32 Ibid., April 12 and 26, 1968.

33 Ibid., May 21, 1968.


35 For incident, see *ibid.*, the "Official Statement of Wesleyan University with Respect to the Events of February 6, 1969"; the President's memorandum, "For Students, Faculty and Staff," Feb. 12, 1969.


39 For the events of those days on campus, see *ibid.*, Apr. 9, 1968.
40 Ibid., Oct. 11, 1968.
41 Ibid., Oct. 25, 1968.
43 Ibid., Mar. 8, 1969.
46 See the perceptive interview with Etherington conducted by Jane Eisner, 1977, in Argus, Apr. 13, 1976. For the comment from a member of his administration, see Provost William Kerr to Willard M. Wallace, Sept. 9, 1976. Wallace File, W.A.
50 Ibid.
52 Argus, Apr. 13, 1976.
53 Ibid.
NOTES
THE ADMINISTRATION OF COLIN GEOTZ CAMPBELL

1. Many shared Professor Vose's view, expressed differently, of course.


5. Ibid., May 1, 1970.


9. Ibid.

10. Ibid.


12. Ibid.

13. Most of the biographical material on President Campbell was gleaned from the Campbell File, W.A.

14. W.A.


18. The Inaugural address may be found in the Campbell File, W.A.


20. The financial situation of that period is explored in detail in "The

21 The "color" books are in the W.A.

22 Trust. Mins., October 18, 1975. The Red Book, incorporating the Plan of Action, is in the W.A.

23 For much of the financial data, see "Report of the Treasurer for the Year Ended June 30, 1978," W.A.


26 Enclosure of Campbell's speech in letter of July 11, 1977 to the alumni. The exact number of applications was 4632. Of this number, 1434 were offered admission and 613 were enrolled, just about 43 per cent. Costs for 1970-71 and 1978-79 may be found in the Wesleyan University Bulletins for those years.

27 Argus, May 6, 1975.


29 Both quotations are from the Core Committee Report in Argus, January 25, 1977.

30 For the CPC report and its acceptance by the faculty, see Fac. Mins., May 12, 1977.

31 For much of the information on the Physical Education Department, I am indebted to Professor Donald Russell, its chairman. See also the detailed and perceptive analysis of need by Jack McCain, "How the Fit Survive: The

For a full account of Witkowski and the testimonials to him, see 


Dean Morrison left Wesleyan on October 1, 1977 after having served splendidly since September, 1974, to become executive director of admissions, placement, and management at a new graduate school at Yale, the School of Organization and Management.


Ibid., p. 25.

Ibid.

For most of the information on the definition and operation of alumni organizations I have relied heavily on William Wasch and the pamphlet published by the Wesleyan University Alumni Association, Handbook for New Wesleyan Alumni (quoting freely from the latter without even bothering to use quotation marks!).


Ibid., p. 6, 7.

Ibid., p. 7.

Ibid., p. 16.

Wesleyan (Wesleyan University Alumnus), Vol. LXI, No. 3 (Spring, 1977), p. 17. According to Professor Haagen, the percentage in the Alumnus should be 75-90% instead of 80-90 as given.

47 I am deeply indebted to Professor C. Hess Haagen for much of the information in the above paragraphs.

48 From the Memorial Minute to Frank Henry Wenner in Trust, Mins., October 21, 1967.


50 There are numerous questions, some related to programs, others not, that come to mind. The Ph.D. program, limited though it is and however good it may be, becomes increasingly hard to justify in view of the large number of newly minted Ph.D.s still being produced throughout the country and the lack of jobs. Something similar might be said of the Educational Studies Program with its production of teachers for the schools. Another question relates to the future of the Butterfield Colleges. They are a minor enterprise in terms of the numbers of students involved but are by no means inexpensive. Is the kind of education they offer, whatever its merits, worth the concentration of manpower, service, and funds needed to keep them separate and distinct institutions? Likewise, are the Center for the Arts and the Center for Humanities sufficiently contributory to Wesleyan to warrant an indefinite sponsorship?

With respect to the trustees, to cite one of another category of questions, would it not be desirable for them to involve even more deeply than at present certain informed, tenured faculty members on matters of investment? As for raising funds, though the present incumbent is spending an increasing amount of his time on this task, should not even greater efforts be made to
release the president from many of his Middletown duties for this purpose? Until President Butterfield's administration this used to be part of a president's traditional role, and a number of Wesleyan's presidents were very successful at it, though they might find it a burden, as did President Raymond. Moreover, would it not be a wise provision on occasion to consider appointing professional fund-raisers? This was done successfully during the Shanklin administration, and it is encouraging that this, among other measures, is being looked at by the board. After all, a truly successful fund drive on a major scale could mean the continuance of all or most of the programs Wesleyan presently cherishes. These — and there are others that many a Wesleyan person could mention — are questions to which, in this writer's opinion, Wesleyan cannot long avoid addressing itself.
POSTSCRIPT TO THE
HISTORY OF WESLEYAN

BY
WILLARD M. WALLACE
Even as Joshua bade the sun stand still until he had subdued the Amorites, so this writer would have liked time to pause between the completion and the publication of this second part of the Wesleyan history. Alas, time refused to wait after the end of 1978; hence this brief postscript before the history goes to press, touching on a number of developments from the beginning of the second semester of 1978-79 through June 1980.

THE FINANCIAL DECISIONS

Of all the problems facing this little University in the eighteen months since this history was finished, finances proved the most troublesome. The "Plan of Action," embodied in the celebrated "Red Book" and spread over five years, had been designed, as Philip Brown, Chairman of the Board of Trustees, declared, "to reverse the drain on the University's resources and ... at the same time to maintain the qualities that make Wesleyan the exciting place that it is." Overall, with a number of exceptions, of course, the "Plan of Action" achieved much of what it set out to do, though its implementation was
not without anguish. Mainly it reduced the annual dependence on the endowment between 1975 and 1980 from $9,200,000 to $6,600,000, and this at a time when operating expenditures rose by about 80 percent. The "Plan," however, was not expected to terminate Wesleyan's difficulties; rather, as President Campbell explained, it was expected to "provide a stable base for next steps."²

The "next steps" were embodied in "A Planning Report for the 1980's," otherwise known as "The White Book" from its cover, issued in September, 1979. Addressed to such issues as the total financial problem, the student body, the academic programs, student charges, financial aid, faculty compensation, and fund raising, "The White Book" presently became the object of wide-ranging and sometimes furious debate among faculty and students. Various committees were formed which submitted close analyses often critical of the proposals made. There was genuine concern that cutbacks in faculty personnel and increases in the student body might seriously impair the educational program, while questions raised by "The White Book" concerning the wisdom of continuing specific programs distressed many people.

Most of the suggestions offered for alterations in programs were bound to be challenged, and were. One proposal was to restructure the Butterfield Colleges, possibly transforming the College of Letters into a program for cross-disciplinary studies in the Humanities, reshaping the College of Social Studies into
a cross-disciplinary program in Social Studies, incorporating the curriculum concepts of the College of Science in Society in a revised curriculum of the Department of Earth and Environmental Sciences. It was also proposed that alternatives be examined to the Ph.D programs in Ethnomusicology, Mathematics, and Physics and to Masters' programs in Earth and Environmental Sciences and Psychology. Consideration was to be given to continuing the Educational Studies Program in concert with neighboring institutions or, failing that, eliminating it. Physical Education was to be reviewed with consideration given to eliminating one or more varsity sports. The various departments of modern languages and literatures might be consolidated into a Department of Modern Languages and Literatures. Likewise a Department of the Creative Arts might be created by a combination and consolidation of Art, Music, and Theater. Finally the Graduate Summer School might be expanded and renamed the Graduate Liberal Studies Program, which shortly was effected.

Since money, or the lack of it, lay at the root of most of the problems, it was hardly surprising that the faculty should take a hard look at the Wesleyan portfolio. In fact, one faculty committee respectfully but vigorously challenged the manner and types of Wesleyan's investments.
After discussions that involved the community for months the Trustees voted on February 23, 1980 the following as a financial framework for Wesleyan for the ensuing five years, 1980-1985:

"1. A student/instructor ratio of 12 to 1 to be accomplished through the addition of 150 undergraduates (to a total of 2600) by 1983-84 and a reduction of 25 full-time equivalents in the size of the faculty by 1984-85.

2. A policy of keeping charges to students in line with the increased cost of operations and closer to Ivy League Institutions, which are Wesleyan's principal competitors for students.

3. A commitment to an admissions and financial aid program for the most academically qualified students regardless of their financial need assuming that external sources of financial aid increase sufficiently to finance at least 35% of total scholarship costs.

4. A compensation policy which aims to reverse the erosion in the standard of living of its faculty through appropriate allocation of internal resources, the attraction of new endowment funds and a concerted effort to increase public awareness of the plight of the academic profession.

5. A growth in the level of unrestricted annual giving to at least $2 million by 1984-85 coupled with a commitment to a substantial capital funds effort during the period."
Among other actions the Trustees, particularly in response to strong sentiment among faculty and also among students, promised to review investment and endowment spending policies, to investigate other approaches to investment, and to consider engaging as a consultant a distinguished economist from outside the University.

Programmatic changes both of structure and substance continue under examination. Financial construction may indeed produce profound alteration in the years ahead, and the Board expressed the situation well when it said in its statement, "The real test of the strength of Wesleyan -- its faculty, students, administrators, alumni and trustees -- will be measured by the success of our collective effort to maintain and enhance the educational quality of the University while living within the boundaries the Board has established." It is unlikely, however, that such success, if it is to be achieved, will be gained without considerable sacrifice particularly by those most affected, the students and the faculty, and their willingness to accept it as necessary if the University is to survive as other than just another institution of liberal learning. So far as one can tell from sentiment expressed in the late spring of 1980 they support the financial decisions, though some people may still not like them, but will have to be truly persuaded of the necessity for drastic programmatic change.
In response to the financial situation the Board of Trustees approved a 14 percent increase in student charges for 1980-81. This would bring tuition and required fees up from $5,545 to $6,320, with average room charges up from $2,080 to $2,360. This would raise the total charges to many students to $8,680, and with books, health insurance, Wesleyan Student Assembly tax, and incidentals, the bill will easily exceed $9,000 in this era of depression, recession, or whatever.

The salary factor for faculty likewise received attention. All ranks for 1980-81 were accorded a minimum increase of ten percent, while continuing members were granted overall salary increases in excess of 11.3 percent. All this was less than many faculty had hoped for in view of the inflation but it was gratifyingly larger than the nine percent previously assured.

The salary situation had become increasingly distressing as the inflation worsened. One result was a considerable sympathy for the unionization of many of the employees in 1978. Another was a growing sentiment for unionizing the faculty itself. Many meetings were held and experts were consulted, and at last the issue was put to a vote in October, 1979. By a narrow margin, 65-61, the Wesleyan chapter of the American Association of University Professors defeated a motion to unionize for collective bargaining. The situation thus continues on the basis of the previous several years whereby the AAUP tends to represent the faculty as a whole in discussions with the Administration over compensation and related matters.
THE WAF

A promising and cheering development in the financial picture was the improvement in Alumni giving. The Wesleyan Alumni Fund drive closing in June 1979 reached $1,102,449, a ten percent increase over 1978, while the WAF drive terminating in June 1980 achieved a total of $1,263,073, or a fifteen percent increase over 1979. The truly dramatic aspect of the emphasis on giving, however, is seen by another comparison: in 1970-71, $305,286; in 1974-75, $504,223; in 1979-80, $1,263,073 -- a 314 percent increase since 1970-71. All this was achieved not simply by augmented financial generosity and an enlargement in the number of donors but also by an extensive organizational program and the contribution of a great deal of time and effort by many individuals in the Alumni body. Such a growing sense of responsibility and dedicated effort augur well for the future.

RENOVATION OF THE GYMNASIUM

In keeping with the general retrenchment policy, the only significant construction undertaken was the sorely needed renovation of Fayerweather Gymnasium at a cost of $1,265,000. The task, begun in the spring of 1979 and completed in 1980, involved the addition of 8,750 square feet, largely on the second floor facing Wyllys Avenue. Provision was made for 650 lockers for women, class and team rooms, and other facilities. The renovation acquired an experimental dimension when the Pew Memorial Trust of Philadelphia contributed $200,000 to the work. Of this amount $75,000 was ticketed for the purchase...
and installation of a solar hot water heating system, the panels for which are visible on the roof of the "Cage."

THE PROFESSORS

Within the eighteen months from January 1, 1979 to July 1, 1980 eleven individuals were promoted to full professor: five in the first division, two in the second, and four in the third, including one in Physical Education. Of the first division people, Art claimed John Thomas Paoletti, Yale, 1961, who, with a Ph.D in the History of Art at Yale, came from Dartmouth to Wesleyan as associate professor in 1972. He is regarded as a distinguished scholar in Renaissance studies and has published articles and The Siena Baptistry Font (1979). He was made professor in 1980. Alfred Turco, Jr., Brown, 1962 (and valedictorian), arrived in 1967 as instructor in the English Department, was promoted to assistant professor on receiving his doctorate from Harvard in 1969, and was made associate professor in 1974 and then professor in 1980. He is a Shaw scholar of note, has published a variety of articles on Shaw, and is entering the field of Scandinavian literature as both teacher and scholar. Herbert Anton Arnold, Dr. Phil, Würzburg, 1966, started at Wesleyan in 1963 as instructor of German and tutor in the College of Letters. He rose progressively through the academic grades to become professor of German and Letters in 1980. Renowned for the precision and clarity of his analyses, he has specialized in scholarly articles and
reviews in German literature of the seventeenth and eighteenth centuries and in the political and cultural developments of the Hitler period. He has served as co-director of the College of Letters, director of Wesleyan programs in Germany, chairman of the Educational Policy Committee and member of various other faculty and University committees. He has also been a member of the Board of Trustees of The American Field Service and chairman of its Board of Directors.

Richard Howard Stamelman, B.A., Hamilton College, 1963, arrived at Wesleyan in 1967 from Duke as assistant professor of Romance Languages. He was promoted to associate professor in 1974 and to professor in 1979. He is the author of The Drama of Self in Guillaume Apollinaire's "Alcools" (1976) and numerous scholarly articles. Aside from sensitivity as teacher and scholar of French poetry he has demonstrated a wide range of remarkable administrative ability as, among many posts, director and coordinator of the Wesleyan Program in Paris and of discussions dealing with "the Humanities and Public Issues" sponsored by the Connecticut Humanities Council, coordinator, with the deans of the faculty of Amherst and Williams, of annual Little Three colloquia, director of the Center for the Humanities, member of the Advisory Committee, the Financial Planning Committee of the Board of Trustees, and other committees.

The Theater and Dance Department saw the appointment of Fredrik Eugene de Boer, Antioch College, 1959, to professor in 1980. He came to Wesleyan as instructor in Theater in 1963 and was promoted to assistant professor in 1965 and associate
professor in 1970. He has taught courses in acting and directing, history and criticism, and Balinese dance and theater. He has directed more than twenty plays since 1970 and produced a number of works outside Wesleyan in New York, Baltimore, San Francisco and other cities. He has published articles and is the author of *From Kaja to Kelod: Balinese Dance in Transition*, to be published soon by Oxford University Press.

The two individuals promoted to the professorship within the second division were David Anson Titus, Harvard, 1956, in Government and Charles Stewart Gillmor, Stanford, 1962, in History. Titus, who became an instructor in 1966, was appointed assistant professor in 1970, associate professor in 1973, and professor in 1979. Among his numerous administrative posts, as a specialist in Japanese government and history, he has chaired the executive board of the Associated Kyoto Program, Wesleyan's East Asian Studies Program, and panels on Japan sponsored by the New England Conference of the Association for Asian Studies and the American Historical Association. He has also chaired his department and has been a visiting scholar at Corpus Christi College, Cambridge. A lively teacher and a skilled linguist, he has published articles in Japanese as well as English, and is the author of *Palace and Politics in Prewar Japan* (1974). Gillmor, who is properly a historian of science, began at Wesleyan as an instructor in 1967 and rose to assistant professor in 1968 and associate professor in 1973. He was appointed professor of History and Science in 1979. As
an ionospheric physicist. He spent more than a year as a United States exchange scientist with the Sixth Soviet Antarctic Expedition. Among other awards, he has received numerous grants from the National Science Foundation and a Senior Fulbright Research Fellowship to Cambridge University. He has acquired a well-deserved international reputation, lecturing on four continents, and has published articles and Coulomb and the Evolution of Physics and Engineering in Eighteenth Century France (1971). At present he is at work on a book commissioned by Charles Scribner's Sons, Album of Science: The Physical Sciences in the Twentieth Century. While at Wesleyan he has been an active and unstinting institutional citizen. He has served on many special committees, and in addition has been chairman of the Financial Planning Committee and a member of the Educational Policy Committee and the EPC Ad Hoc Committee on the budget. He has also been chairman of the Public Affairs Center. In the fall of 1979 he organized a successful Einstein Centenary Celebration at Wesleyan.

Of the four professorial promotions in the third division, Johannes Fabian, Bonn and Munich, received his doctorate from the University of Chicago in 1969 and, starting at Wesleyan as associate professor of Anthropology in 1974, was promoted to professor in 1979. Previously he had chaired his department at the Université Nationale du Zaire, a task he also discharged at Wesleyan from 1977 to 1980. He has served on the boards of
several university presses and of the periodical, History and Theory. He has written many articles, a number dealing with central African topics, and Jamaa: A Charismatic Movement in Katanga (1971) as well as (in collaboration) Work and Communications (1979). His anthropological interests range from ethnographical topics in francophone Africa to the anthropology of communication and knowledge, and to the history and philosophy of the social sciences.

In 1980 Gregory Stuart Horne, Dartmouth, 1957, was promoted to a professorship in Earth and Environmental Sciences after arriving at Wesleyan in 1967 as an instructor in Geology and climbing the academic ladder. He has held research grants for studies of the geology of the Caribbean area, Honduras, the Connecticut River estuary, and Newfoundland. In 1978 he was a Fulbright–Hayes Senior Scholar Research Fellow for the study of calendonides in Norway. As with many scientists, his published scholarship has assumed the form of articles in learned periodicals and corporate research reports. In fact, he has had wide professional geological experience working in connection with business corporations. While at Wesleyan he has served on various committees, including the Library Committee, the Science Division Executive Committee, and the Advisory Committee. He has been a member of the Board of Directors of the Essex Marine Laboratory and Chairman of the Board,
Ethan Monroe Coven, Rochester, 1962, arrived at Wesleyan as a lecturer in Mathematics in 1967, becoming assistant professor in 1968, associate professor in 1974, and professor in 1980. For one year, 1971-72 he was a guest professor at the Universität Erlangen-Nürnberg, in West Germany. His published articles have been considered significant contributions, ranging from symbolic dynamics to sofic systems (shifts of finite type) and block maps. His teaching has been labeled dynamic and enthusiastic. His institutional service has been especially important in his department, where, as chairman of the departmental advisory committee, he has been virtually co-chairman of Mathematics.

Senior members of the Physical Education Department, with one exception, chose to be considered for promotion on a contract basis; the exception was J. Elmer Swanson, Michigan, 1947. Arriving at Wesleyan in 1963 as an assistant professor, he was promoted to associate professor in 1965 and to professor in 1979. This genial, popular man has served as coach of cross country, and track and field, and has taught classes in track and field, swimming, physical fitness, badminton, tennis, squash, paddleball and golf. He has been active in various capacities for the National Collegiate Athletic Association, including care of records for ten years at the Indoor NCAA Meet, chairman of the heats committee for ten years at the NCAA Division II Outdoor, and District I representative on the NCAA Track and Field Rules Committee. He has also been involved in Eastern
Intercollegiate Athletic organizational activities and helped develop a constitution for the Connecticut Interscholastic Track Coaches Association.

Not a professor but appointed to a position important to Wesleyan's artistic life, Curator of the Davison Art Center, was Ellen Gates D'Oench, Wesleyan, 1973. The affable, perceptive Mrs. D'Oench, who received her Ph.D in Art History from Yale in 1979, was an assistant curator of painting for the Center of British Art at Yale. She is no stranger to the Davison Print Collection with its 15,000 items or to Wesleyan; she is a former trustee of this University and a founder of the Friends of the Davison Art Center.

CHANGES IN PERSONNEL

Two significant administrative changes occurred. Vice President and Treasurer Richard W. Greene resigned in June, 1980 to become a private consultant. As "the chief financial officer," to quote President Campbell, "during a most trying period of Wesleyan's history [he] played a leading role in identifying the degree to which the University was relying on its endowment, and he ... worked actively and effectively to reduce that reliance to a more acceptable level." Another departure, this time at the end of January, 1980, was that of Vice President for Planning and Operations, Burton B. Sonenstein, who left to become Vice President for Planning at Georgetown University. "Sonenstein," said the President, "won wide respect
in planning and budgeting, and as the officer responsible for
administrative data processing and physical plant operations.
His development of a long-range planning model for Wesleyan ... provided important assistance in considering and choosing from among options for the University's future."^{4}

Joining Greene and Sonenstein in leaving Wesleyan was
James Steffenson, Jr., Director of Wesleyan's Graduate Liberal
Studies Program and Lecturer in English and the Arts. Steffensen,
Pomona, 1952, was a Rhodes Scholar at Oxford where he obtained
his doctorate. A capable administrator and a vibrant teacher,
he had succeeded to the Director's position in 1974 upon the
retirement of James Emmet Cronin, 1930. During Steffensen's
tenure, the Graduate Summer School, as it was known until 1980,
experienced a marked growth in numbers of students and in ex-
panded programs. As of July, 1980, Steffenson returned to
his beloved teaching, becoming Professor of Drama at Dartmouth.

An institutional change occurred which left many people
with mixed feelings. The Wesleyan University Press, which
was founded in 1957 and had been having an annual deficit in
recent years of about $50,000, merged with Columbia University
Press in 1979. Though the Wesleyan Press will retain editorial
autonomy, Columbia will provide warehousing, shipping, billing,
and eventually design supervision and marketing. Willard
Lockwood, Director of WUP, mentioned such advantages for both
presses as "economies of scale, greater specialization, and
Steffensen's successor is Barbara Mac Eachern, Executive Director of the University of Southern California's College of Continuing Education. The recipient of the B.A., M.A., and Ph.D degrees in English from the University of Rochester, she has taught at Rochester, Mount Holyoke, and USC. Among her numerous activities since 1971, when she joined USC, she helped establish the Program for the Study of Women and Men in Society, directed the Master's Program in Liberal Arts, and served as a consultant to the National Endowment for the Humanities and as USC's representative in the Association of Graduate Liberal Studies Programs. She will assume her duties at Wesleyan on July, 1981. Until then, Professors Briggs and Rosenbaum will be Acting Co-Directors of Wesleyan's Graduate Liberal Studies Program.
efficiencies." Notwithstanding satisfaction that the arrangement will mean the continuation of the WUP, there was regret in some quarters at the passing of the complete operation out of Wesleyan's hands. Through 1979 the WUP had published three Pulitzer Prize winning books, one National Book Award and eleven nominations, one Bollinger Prize, and three Melville Cane awards. Its poetry series has often been acclaimed and in 1975 won the Carey-Thomas award for "distinguished publishing." 6

Within a year of the WUP's merger with the Columbia Press Willard Lockwood resigned as Director of the WUP to become managing editor of Cornell Maritime Press, a publishing company in Maryland devoted to maritime matters. It was largely owing to Lockwood's capable, sensitive direction that the Wesleyan University Press won such acclaim in the publishing field for works of intellectual and aesthetic distinction.

FAREWELL

Change of another nature also occurred, with the deaths of three of the professoriat, two of them retired. Ralph Darling Pendleton, 1929, Professor Emeritus of Theater, died in the fall of 1979, a brilliant, witty, gentle person who established Theater as a department at Wesleyan and left an enviable legacy of success and esteem. Burton Howard Camp, 1901, Professor Emeritus of Mathematics, passed away in the late winter of 1980. A man who gave Wesleyan a measure full to overflowing of teaching and wise counsel, he would have reached the century mark had he lived until September. In the spring of 1980 the community was
deeply saddened by the death of a cherished active member of the faculty, Professor of Sociology Vernon Kent Dibble, 1954, who fought his affliction with great courage.

Three other people died who had served Wesleyan for many years. One was J. R. de la Torre Bueno, Editor Emeritus of the Wesleyan University Press, a man of imagination with a penchant for distinguished works on the dance who had been editor from 1958 to 1972 and was a consistent advocate of the highest editorial standards. Another was Clair Beebe Crampton, 1929, Director of Health Services and University Physician Emeritus, who died in the spring of 1980. He gave devoted medical service for fifteen years to Wesleyan on a voluntary basis, was Dean of Freshmen for one year, and then accepted a full-time appointment in 1964 as College Physician and Director of Health Services. The third was Philip Bransfield Brown, 1944, member of the Board of Trustees since 1961 and its Chairman since 1969, who died in January 1980. Son of Elizabeth Bransfield Brown, 1907, and a Washington, D.C. lawyer of distinguished reputation, he knew Wesleyan all his life and served her brilliantly and with rare dedication through very trying years. He was honored at the 1980 Commencement by a posthumous award of the doctor of humane letters degree. He is buried in the little college cemetery on Foss Hill.
THE NEW CHAIRMAN OF THE BOARD

Soon after Brown's death the Board of Trustees elected D. Ronald Daniel, 1952, as its new, and the 19th, Chairman. "Ron" Daniel is managing director of McKinsey and Company, Incorporated, the international management consulting firm with which the late Gilbert Clee, 1935, a former Chairman of the Board of Trustees, had been affiliated. Daniel had been Senior Vice Chairman of the Board since 1974, a member of numerous boards of directors and advisory boards of business, artistic, and educational organizations, and the author of articles in business publications. He came to his new position thoroughly aware of the problems facing Wesleyan, including the concerns of both students and faculty. As President Campbell said, "With Ron Daniel's election it is clear that one of Phil Brown's desires, that there be a continuity of able leadership of the Board, has been fulfilled."

ATHLETICS

Though "men may come and men may go" there is no end to student life, especially athletics except in time of war. In the second semester of 1978-79 Wesleyan won three Little Three championships: the men's heavyweight crew, wrestling and women's lacrosse. The year 1979-80 found the women more successful in this respect than the men. They captured the Little Three crown in cross country, track, squash, and again in lacrosse. Men's teams won the championship in wrestling and baseball.
Among individual performances Scott Steele's was outstanding in 1979-80. He gained sixth place in Division III NCAA wrestling out of a field of thirty-two, and earned a place on the All-American Team for Division III. He thus became Wesleyan's first wrestler ever to win All-American recognition in the division. This 158-pounder had a record of 47-3-2 in regular season matches, a 67-14-2 record overall in four years, a 16-6 mark in New England competition; moreover, he never lost a Little Three competition. A truly extraordinary competitor.

STUDENT INTERESTS

Student interest in affairs inside and outside of Wesleyan seemed to be rising from early in 1979. Loyalty and respect for certain assistant professors up for the tenure decision prompted letters of support to the Argus and, in at least one case in 1979, a massive petition and demonstration not without some damage to property. Public sessions held by the President and other officials on the University's financial plight found students in full attendance and ready with all kinds of sharp questions. The issue of the draft registration sparked vigorous discussions all over the campus, particularly in the spring of 1980. While there was deep sympathy for the American hostages in Iran and the Afghans struggling against their Soviet invaders, objections to the possibility of going to war in behalf of the oil corporations, as a number of students viewed the
situation, were loud and vehement. As the year 1979-80 neared its end, there was increasing concern on campus over the question of sexual assault, a problem all too common on college campuses today and one to which Wesleyan was clearly not immune. Whatever the issue that stirred them, student opinion groups were quick to form and to express themselves, often in vivid rhetoric, in meeting or in print.

Thus it is ever at Wesleyan, a lively place at all times and even mercurial on occasion. But however tense attitudes and feelings may become over issues and events in the course of an academic year, it is remarkable how almost always a resolution, at least of sorts, is effected by Commencement time. Then matters seem to fall into a reasonable perspective.

REFLECTIONS ON THE 1980 COMMENCEMENT

The Commencement of 1980 was held on Andrus Field on a glorious June morning. The scene was colorful with the graduating seniors in red gowns, the Doctoral and Masters of Arts candidates in black, the faculty in varicolored gowns and hoods, the parents, other relatives, and friends of the students making a kaleidoscope of blue and grey and pink and white. In the background were the green grass, everywhere the grass; and the ivy-clad walls of the buildings. The Commencement program was similar to the past, though this ceremony was somewhat different in that the principal address was given by Jean Francois-Poncet, the French Minister of Foreign Affairs and an honors graduate of Wesleyan in 1947.
Still, it was not what was said by several speakers that made the Commencement rather special for this observer of many Commencements, sitting as a member of the faculty on Denison Terrace. Rather there was a feeling of gratitude that Wesleyan had survived a difficult decade and stood at the opening of a new decade, one of continued hardship, to be sure, but also one of promise. It seemed, too, that something akin to that feeling was shared, in terms of their own lives, by the seniors. Coming up the marble steps to the podium to receive their diplomas from the President, they looked, as graduates so often do, triumphant, many confident, others determined, and more than a few relieved. But all had completed their tasks and, like Wesleyan itself, stood ready, so far as that was possible, and eager for what might lie ahead.

President Butterfield once remarked that he thought Wesleyan would have failed in its task of liberal education if a graduate of years standing were to say that the four best years of his life were in the past. Mr. Butterfield was probably right. Still, there is a special quality about the college experience which enables it to serve as inspiration, guide, and solace. Compounded of hopes and dreams and friendships and the appealing but evanescent buoyancy of youth, as well as the sober tasks of knowledge, it has been a sturdy support to generations of Wesleyan graduates in the exciting struggle toward career attainment, in enrichment of the inner life,
even in the times of trouble that, sooner or later, attend one. Small wonder that, though leaving Wesleyan on that bright June day, the Class of 1980 will return at intervals, as have so many classes before and as will so many classes in the future, to renew the memories of their days at Wesleyan. For while those may not be the best years of their lives, they are a time to be cherished, a unique era celebrated so eloquently by Frank Mason North of the Class of 1872 when he wrote:

"O morning land of college days! 
O hill of golden light! 
No other skies so soft as thine,
No other lands so bright."

2. President Campbell's address to the students, "Current Issues Facing the University," September 24, 1979. Campbell File, WA.


4. The President to the Faculty, November 15, 1979. Campbell File, WA.

5. Wesleyan, Summer/Fall, 1979, 3.

6. Ibid., 3.

More changes for the Wesleyan History

re POSTSCRIPT

1. On page 14 under CHANGES IN PERSONNEL, substitute the words "A number of" for "Two"

2. On page 15 insert page 15a before the paragraph beginning "Joining Greene"

3. On page 15, delete "and Sonenstein" in the paragraph beginning "Joining Greene."

4. Change the number of page 15a previously submitted to 15b and insert on page 15 as previously indicated for the old 15a

5. On page 16 insert 16a after the paragraph on Lockwood and before FAREWELL
Before many months had passed, however, Sonenstein was persuaded to return to Wesleyan, beginning in September, 1980. Since his and Greene's resignations the University decided to consolidate its financial, operations, and planning functions under one official who would, in effect, combine the responsibilities formerly exercised by both Greene and Sonenstein. The latter's new appointment was as Vice President for Administration and Finance, and Treasurer of the University.
Chosen as Lockwood's successor as Director of the Press was Jeanette Hopkins, Vassar, 1944. She was a former newspaper reporter and an editor at Harcourt, Brace, and World and at Harper and Row. After nine years with the latter firm, she left in 1973 to become a consulting editor on an independent basis. In this capacity she edited numerous successful books that were published by various distinguished publishing houses. Both publishers and authors praised her, while her strong commitment to scholarly publishing afforded special satisfaction to the faculty-administration selection committee, which evaluated 85 candidates, and to the Wesleyan community.
Updated Portion of Chapter 6 Prepared by
Willard M. Wallace to Cover Events Through 1982
growth originally forecast. Gifts, research grants, and contracts that had been received and used in the eleven-year period amounted to $46.5 million. To balance operating budgets, however, the University had had to draw on capital funds to the extent of $29.7 million. The gradual reduction of the dependence on the capital funds from 1975 to 1978, the increase of the portfolio return in 1978, along with the increase in students' fees, contributed, as the then treasurer, Richard Greene, also observed, to the surplus in the operating budget, despite a rise in operating expenses, for the first time in a decade. Notwithstanding such an encouraging development, the generally somber financial situation, as both Greene and Matthews made clear, pointed up the urgency in the years to come for seeking higher yields on the investment portfolio and a strenuous and persistent effort to obtain more funds both for current purposes and capital needs.24

The Plan of Action, spread over five years, had been designed, as Philip Brown, then chairman of the board of trustees, declared, "to reverse the drain on the University's resources and ... at the same time to maintain the qualities that make Wesleyan the exciting place that it is."25 Overall, with a number of exceptions, of course, the Plan of Action achieved much of what it set out to do, though its implementation was not without anguish. There was little or no hope that it would terminate Wesleyan's difficulties; rather, as President Campbell explained, it was expected to "provide a stable base for next steps."26

The "next steps" were embodied in "A Planning Report for the 1980's," otherwise known as The White Book from its cover, issued
in September, 1979. Addressed to such issues as the total financial problem, the student body, the academic programs, student charges, financial aid, faculty compensation, and fund raising, The White Book presently became the object of wide-ranging and sometimes furious debate among faculty and students. Various committees were formed which submitted close analyses often critical of the proposals made. There was genuine concern that cutbacks in faculty personnel and increases in the student body might seriously impair the educational program, while questions raised by The White Book concerning the wisdom of continuing specific programs distressed many people.

Most of the suggestions offered for alterations in programs were bound to be challenged, and were. One proposal was to restructure the Butterfield Colleges, possibly transforming the College of Letters into a program for cross-disciplinary studies in the Humanities, reshaping the College of Social Studies into a cross-disciplinary program in Social Studies, incorporating the curriculum concepts of the College of Science in Society in a revised curriculum of the Department of Earth and Environmental Sciences. It was also proposed that alternatives be examined to the Ph.D. programs in Ethnomusicology, Mathematics, and Physics and to Masters' programs in Earth and Environmental Sciences and Psychology. Consideration was to be given to continuing the Educational Studies Program in concert with neighboring institutions or, failing that, eliminating it. Physical Education was to be reviewed with con-
sideration given to eliminating one or more varsity sports. The various departments of modern languages and literatures might be consolidated into a Department of Modern Languages and Literatures. Likewise a Department of the Creative Arts might be created by a combination and consolidation of Art, Music, and Theater. Finally the Graduate Summer School might be expanded and renamed the Graduate Liberal Studies Program, which shortly was effected.

Since money, or the lack of it, lay at the root of most of the problems, it was hardly surprising that the faculty should take a hard look at the Wesleyan portfolio. In fact, one faculty committee respectfully but vigorously challenged the manner and types of Wesleyan's investments.

After discussions that involved the community for months the trustees voted on February 23, 1980 the following as a financial framework for Wesleyan for the ensuing five years, 1980-1985:

1. A student/instructor ratio of 12 to 1 to be accomplished through the addition of 150 undergraduates (to a total of 2600) by 1983-84 and a reduction of 25 full-time equivalents in the size of the faculty by 1984-85.

2. A policy of keeping charges to students in line with the increased cost of operations and closer to Ivy League institutions, which are Wesleyan's principal competitors for students.

3. A commitment to an admissions and financial aid program for the most academically qualified students regardless of their financial need assuming that external sources of financial aid increase sufficiently to finance at least 35% of total
scholarship costs.

4. A compensation policy which aims to reverse the erosion in the standard of living of its faculty through appropriate allocation of internal resources, the attraction of new endowment funds and a concerted effort to increase public awareness of the plight of the academic profession.

5. A growth in the level of unrestricted annual giving to at least $2 million by 1984-85 coupled with a commitment to a substantial capital funds effort during the period.  

Among other actions the trustees, particularly in response to strong sentiment among faculty and also among students, promised to review investment and endowment spending policies, to investigate other approaches to investment, and to consider engaging as a consultant a distinguished economist from outside the University. But as the trustees made plain, "The real test of the strength of Wesleyan -- its faculty, students, administrators, alumni and trustees -- will be measured by the success of our collective effort to maintain and enhance the educational quality of the University while living within the boundaries the Board has established."

In response to the financial situation the board of trustees approved a 14 per cent increase in student charges for 1980-81, and further raised them for 1981-82, the year of the Sesquicentennial. A student entering Wesleyan the latter year could be expected to pay $6950 for tuition, $1450 for a dormitory residence (up to $1600 for an apartment residence), $1420 for nineteen meals per week, and $440 in various required fees and taxes. The total of
$10,260 took no account of books, travel, or incidentals. This was a far cry indeed from the $2700 tuition charged the class of 1975 entering in 1971 at the beginning of the Campbell presidency. Then the total estimated cost per student, not including transportation, was $4850 (tuition was $2700). 29

Notwithstanding the increased expenses in the intervening years of inflation, recession, and depression, applications continued high. In fact, the admissions dean reported in June, 1982, when the Sesquicentennial celebrations were about to close, that of 19,000 inquiries for admission to the class of 1986 there were 4657 applications, the largest number in Wesleyan's history. 30

The salary factor for faculty likewise received attention from the trustees. All ranks for 1980-81 were accorded a minimum increase of ten per cent, while continuing members were granted overall salary increases in excess of 11.3 per cent. All this was less than many faculty had hoped for in view of the inflation, but it was gratifyingly larger than the nine per cent previously assured.

The salary situation had become increasingly distressing as the inflation worsened. One result was a considerable sympathy for the unionization of many of the employees in 1978. Another was a growing sentiment for unionizing the faculty itself. Many meetings were held and experts were consulted, and at last the issue was put to a vote in October, 1979. By a narrow margin, 65-61, the Wesleyan chapter of the American Association of University Professors defeated a motion to unionize for collective bargaining. The situation thus continues on the basis of the previous several years
whereby the AAUP tends to represent the faculty as a whole in discussions with the Administration over compensation and related matters.

Fundamental to improving the overall financial situation of Wesleyan was the raising of money. An ambitious attempt to secure additional funds was launched in 1972 in the form of the 15th Decade Fund. It was to be a broadly based campaign designed to raise $23,000,000 in three years. The purposes included a new library and Center for the Arts with operating endowment for both, endowment for the Center for Humanities, Public Affairs program, the World Music program, University Professorships, University Scholarship, and new physical education facilities.

Unfortunately the campaign, though pressed with considerable vigor, came nowhere near achieving its goal. Awareness gradually developed that the goal was unrealistic, and not within the historical patterns and traditions of Wesleyan giving. The Fund was therefore reconstructed to adhere more closely to those patterns and traditions. As of June 30, 1978 the Fund had raised about $10,660,000 in gifts, of which a considerable portion was raised via the Wesleyan Alumni Fund.

A far more important source over the stretch was the Wesleyan Alumni Fund itself, often alluded to as the Wesleyan Annual Fund, of which it is the large part. It was here that a minor miracle occurred, actually the result of careful planning, a more informed alumni body, and more widespread and generous participation by alumni. The truly dramatic aspect of the emphasis on giving is seen by a comparison of receipts: in 1970-71, $305,286; in 1974-75,
$504,233; in 1979-80, $1,263,073, and in 1981-82 $2,000,989. As the Report of the Treasurer for the Year Ended June 30, 1982 points out, the WAF set records for nine consecutive years. The WAF ending on June 30, 1981 had seen 53.6% alumni participation, while that ending on June 30, 1982 showed 57.2% participation, a considerable jump over a decade before when 44% contributed. In fact, the average gift from alumni rose from $181.22 in 1980-81 to $196.90 in 1981-82. There is still, of course, a long way to go in raising the number of contributors and the amount contributed, but the progress so far promises well for the future.32

From 1979 a turnaround was clearly discernible as the WAF returns increased, the "Plan of Action" was carried out, the procedures in "A Planning Report for the 1980's" were instituted, and the market improved. Indeed as of June 30, 1981 the endowment had increased in value from $117,533,000 to $135,144,000.33 Better days were at hand, or so it seemed.

But unqualified rejoicing was somewhat premature. In 1981, Wesleyan's vice-president for administration and finance and its treasurer as well, Burton Sonenstein raised a voice of caution when he said, "In our well deserved enthusiasm over Wesleyan's improved fiscal position, we must bear in mind our exposure to the economic and political climate which could threaten the financial health of private higher education in the 1980's."34 It was as if he were clairvoyant. By June 30, 1982 the endowment declined in value from $135,144,000 to $122,713,000. This was caused, it was reported, "by the adverse investment climate which reflected the severe recession, concerns for persistent high interest rates, and
ballooning federal deficits." There was confidence, however, that "the decline in the market value of the endowment was partially offset by the highest level of interest and dividend income in the University's history."  

Confidence in the future of the University as well as a recognition that certain of its needs could not, or certainly should not wait longer for attention, impelled the trustees to consider launching a capital campaign. How such a campaign should differ from the 15th Decade Fund greatly concerned them. In a meeting in late 1980 they pointed to factors that had impeded the 15th Decade Fund and that would not be present in a capital campaign. Among these factors were "the absence of a professional staff...; the absence of the kind of research capability that exists today; the absence of input about the attitudes of the University's several constituencies; the absence of a preliminary testing of attitudes and intentions of major prospects ... [and] the absence of financial stability." One trustee insisted that the situation had changed dramatically and that Wesleyan's having achieved financial stability was "a uniquely amazing accomplishment with major positive implications."  

Certainly one of these implications was the attitude of foundations and large donors whose reaction to Wesleyan's putting its financial house in order, the president reported in the spring of 1980, was "uniformly positive."  

As early as 1978 the trustees had created a development committee. Under Lelan F. Sillin, Jr. the committee carefully prepared the ground. The development office was enlarged from 2 1/2
full-time people to 8 1/2. Their work was greatly facilitated by the purchase of an on-line computer and word-processing equipment. In 1981 the board authorized the committee to move into the old house. Goals, priorities, and time-tables were developed, and a strategy was contrived for inviting trustees to participate in raising funds. To dynamize the effort, a capital gifts committee under David B. Jenkins, 1953, was established, the members of which were responsible for the cultivation and solicitation of major gifts from 300 to 350 individuals, corporations and foundations, the engaging of a consulting firm and an advertising firm, and increased support and encouragement of the WAF.

As a result of three and one-half years of testing ideas, developing a fund-raising capability, and building up a nucleus fund (the suggestion of the consulting firm), the development committee concluded that Wesleyan was ready to begin what its chairman called "a bold campaign."39

The financial goals were determined by the University's needs as presented by President Campbell, needs often exhaustively aired over varying periods of time with trustees, administration, faculty, and students. The focus for support was on two principal areas: endowment and facilities. Support for endowment fell into three categories: financial aid, professorships, and educational programs. With respect to the first the president saw as indispensable the enlargement of endowment for financial aid in order to keep down the demands on unrestricted endowment. As for professorships, few chairs were endowed compared with other institutions; funds for
such endowment would release funds that could be used to bolster salaries. With respect to educational programs, an endowment of this sort could be made available for faculty development, curricular innovation, general education, and equipment -- for example, the replacement of worn-out or obsolete equipment in the Biology laboratory.

Support for facilities involved specifically library facilities and a student center. The library had long before outgrown its housing, and though the University's collection had been "excellent for many years in relative terms, its quality in terms of access and effective use by students has diminished." The plans proposed for renovation and expansion were impressive. "Their implementation would review the library's centrality in the educational program."

The president saw the need for a campus center as critical. He mentioned that it was initially articulated in the mid-1950s. Actually students had mentioned the need for such a center as far back as the 1930s, while, even earlier, it had been an objective which President Shanklin had hoped to achieve. Of course the decline of the fraternities and their role in students' lives underscored the need for a center, particularly with a co-educational student body of roughly 2600. Plans for the conversion of the vacant Scott Laboratory to a student center had long been discussed, and the president thought the quality of student life would be "immeasurably" improved with the conversion of Scott to a center.
Not that other needs for facilities did not exist -- far from it. Physical educational facilities were inadequate, and sooner or later the Public Affairs Center would have to be modernized. Both of these needs, however, ranked lower on the priority list that the enlargement of Olin Library and the conversion of Scott to a student center. 41

The development committee now recommended to the board of trustees authorization for a $58.5 million fund-raising program which was to extend to 1987. Of this amount, a sum of $18 million was for the annual giving program (WAF) and $40.5 million for capital endowment. The latter figure was broken down into $24.5 million for endowment (financial aid, $10 million; professorships, $8 million; and enhancing the learning environment, $6.5 million; ) and $16 million (adding to and renovating Olin Library, $9.5 million; conversion of Scott Laboratory into a Campus Center, $1.5; and for other facilities, primarily physical education, $5 million). The board unanimously approved the recommendation, though it chose to wait until October, 1982, for reaffirmation of the action and a public announcement of the Gallups of the acts begun on the evening of October 21st, "barked the high-off of campaign. The University's capital campaign after four years of intensive planning ..." All friends of Wesleyan were formally notified by a letter of

The "Campaign for Liberal Learning," as it came to be called, was indeed a bold move but one that immediately began to generate, as the chairman of the board's development committee had hoped, both "confidence and enthusiasm" in the community as the action became known. After long months of self-study by the community and observation and counsel from without, the financial measures were being effected for what President Campbell aptly described as the goal of the campaign, the "preservation and enrichment of
the 'Little University' concept through the enhancement of quality in the educational program and in campus life." That certainly was a goal worthy of labor and devotion to achieve.

CONSTRUCTION

In keeping with the worsening financial situation during the mid-1970s, new construction was held to a minimum. Projects previously started were brought to completion such as the Science Center, Center for the Arts, the power plant, and the William Street apartments; otherwise, what was done was largely in the nature of maintenance. The really serious blow to projects under study was the temporary discontinuance of all planning for the library. Olin Library continued to function but was crowded with books and people. Two very useful modifications made were: 1) to remove the archives to the basement "Pit" and turn much of the third floor into a study and leisurely reading space, and 2) to move the newspapers and periodicals from the basement to the third floor and convert that area in the basement to study space for those doing required reading. Part of the strain had previously been relieved by the opening of the science library in the Science Center, but it was generally realized that eventually (and sooner rather than later) something fundamental would have to be done: enlarge the existing Olin or construct another building, not to replace Olin but to supplement it. The move in the late 1970s to resume planning and in the 1980s to make the enlargement and renovation of Olin Library a cardinal feature of the "Campaign for Liberal Learning" afforded general relief and hope within the community.
The only significant construction undertaken before the Campaign for Liberal Learning was the sorely needed renovation of Fayerweather Gymnasium at a cost of $1,265,000. The task, begun in the spring of 1979 and completed in 1980, involved the addition of 8,750 square feet, largely on the second floor facing Wyllys Avenue. Provision was made for 650 lockers for women, class and team rooms, and other facilities. The renovation acquired an experimental dimension when the Pew Memorial Trust of Philadelphia contributed $200,000 to the work. Of this amount $75,000 was ticketed for the purchase and installation of a solar hot water heating system, the panels for which were established on the roof of the Alumni Field House. Notwithstanding what was done, there was need for further modernization and enlargement.

CURRICULUM CHANGES

The curriculum experienced a number of interesting and significant developments during the Campbell years notwithstanding the stringent financial situation and the gradual shrinkage of the faculty. These developments included 1) the establishment of a college, a department, bi-lateral or joint majors, and a series of "Studies" programs; 2) a change in an existing Institute; and 3) a return to a kind of generalization.

The new college, the College of Science in Society, had long been under consideration before it emerged in a formal proposal which was vigorously discussed on campus throughout 1973 and 1974. It was designed to help students understand and define the role of science in ways that improve the quality of human life. It was to be a three-year, interdisciplinary program that would link the
life sciences with the humanities and the social sciences. The college, it was hoped, would appeal to four groups of students. One would be the non-science major wanting work in science and mathematics other than the introductory courses. Another would be the natural science or mathematics major desiring a larger, enriched view of his own discipline. A third would be the graduate student who might be attracted to seminars on the relationship of science to society or education. A fourth would be the student who would elect to major in the college and whose culminating effort would be a research project or thesis to be completed in the senior year.

Approved by the faculty in November, 1974 and the trustees in January, 1975, the college planned to begin its operation in September, 1975, housed in East College, one of the buildings in the Butterfield College complex. For three years the program was to be experimental, and during this period it would be funded by a grant of $371,400 from the National Science Foundation. In commenting on the new college, President Campbell said, "I feel it's tailor-made for Wesleyan."45

The college started slowly with twelve students out of forty-nine who had expressed an interest. In the course of 1975-76, three more joined the program, but four withdrew. Prospects for 1976-77 were much brighter, with twenty-one students registered in the spring. The staff of the college frankly acknowledged the truth of one of Machiavelli's statements in The Prince: "There is nothing more difficult to carry out nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things."46 But the staff remained invincibly optimistic, and the
CSiS continued to gather strength. In early 1980 the educational policy committee recommended, after intensive review, that the College of Science in Society become part of the regular Wesleyan program. This was approved by the faculty on April 29, with the CSiS henceforth to be known as the Program of Science in Society. As of 1981-82 it counted fifty-nine students who were active majors and a faculty of five part time, with plans for the addition of a person who should be a professor of Sociology and of Science in Society; the trustees approved the appointment in April, 1982.

The Geology Department pressed strongly in 1972 and 1973 for a limited expansion that would permit it to be reconstituted as a Department of Earth and Environmental Science. The new program was designed principally for undergraduates 1) who were not science majors, 2) who were science majors and who would take courses emphasizing the application of their sciences to the environment, and 3) who wanted to major in Environmental Science or Earth Science. The program was approved in 1973 and a beginning made in the reorganization of the department, thanks to a grant from the Culpepper Foundation.

By 1981-82 students had an extraordinary range of "majors" from which to choose. In the first place, a total of twenty-six departmental majors existed. There were also three kinds of interdepartmental majors. One was the standing interdepartmental major; in this category were African Studies, American Studies, American Studies -- Afro-American Studies (a joint program), East Asian Studies, Latin-American Studies, Linguistics, and Russian and Soviet Studies. A second type was the departmentally sponsored
interdepartmental major. This type was offered by two related departments and included approved programs in Biochemistry, Biology-Psychology, Mathematics-Economics, and Psychology-Sociology. The third type was the university major in which a student, with faculty guidance and approval by the Educational Policy Committee and the Student Affairs Committee, could design his own major involving at least two departments.

Then, too, there were the collegiate programs. At the end of the freshman year a student could apply for admission to the College of Letters, the College of Social Studies, or the Science in Society Program. Each college had its own course of study which, pursued over three years, led to a Bachelor of Arts degree.

This richness in diversity did not include the Studies programs which carried no "major" commitments. These, like the "major" Studies, were based on region, time, or other rationale. They included Educational Studies (designed only for undergraduates), Environmental and Urban Studies, Medieval and Renaissance Studies, and Women's Studies. In time, given sufficient faculty personnel, student interest, and funds, these strictly Studies programs might be converted into major programs as well.49

An interesting change occurred in 1975 when the Center for Afro-American Studies succeeded the African-American Institute. The purpose of the CAAS was "to develop an academic program to fill the void in American liberal arts education that has been created by the almost complete absence of the articulation and incorporation of the black American cultural and intellectual perspective in the study of the humanities, the behavioral and the social studies." The program, however, reaches beyond the American
blacks to include perspectives of blacks in the Caribbean and Latin America and, for purposes of comparison, American Indians and other ethnic minorities. 50
RETURN TO GENERAL EDUCATION

Early in 1976 sentiment began to surface that had long been brewing about the subject of what came to be called "General Education" at Wesleyan. It was felt by many that more was needed than lip service to the "Guidelines" that had been in effect since the abolition of generalization requirements in the late 1960s. Groups of faculty and students came together to discuss the matter of General Education with particular attention to the freshman year. Out of this campus-wide interest came a mandate in the spring of 1976 for a so-called "Task Force" to study the situation and to report its recommendations to the Educational Policy Committee. Similar studies were also being conducted elsewhere, particularly at Harvard.

The Task Force, headed by Professor Barber of the Economics Department and called GEFY (General Education and the Freshman Year), found that a considerable proportion of students had had no work in one of the three divisions, and it issued a preliminary report in the late fall of 1976 in which it proposed that students take courses in all three divisions for generalization and additional courses on a higher level for their last two years. The proposal won some support but a great deal of criticism from students. In early 1977 a group of students calling themselves the Student Union Core Committee was sharply critical. In the report which it issued, it said, "That the
guidelines of 1968 were made guidelines rather than requirements shows that the faculty of that era had a faith in their students that seems to have vanished." The group contended that the Task Force "does not present convincing evidence that students are not receiving an adequate liberal education." 51

The Educational Policy Committee found itself the recipient of several submissions in the spring of 1977. These included both the final report of the Task Force, two student reports, and a report from a small group of faculty. The EPC met with members of these groups and with the faculty as a whole and studied the numerous letters sent to it by administrators, faculty, and students. Finally it drew up its own report and presented it for action by the faculty on May 12, 1977.

The EPC report dealt with a variety of subjects, only the most important of which need be mentioned here. It proposed that courses be divided into three groups. These would consist of Humanities and the Arts, Social and Behavioral Science, and Natural Sciences and Mathematics. Such groupings did not coincide exactly with existing divisional alignments.

No student was to escape a wide exposure under the new plan. For the first two years of his college career a student would be expected to take two semester courses in each of the three groups and at least two semester courses at a higher level (200-level) in each of two of the three groups. For his last two years a student should not only major in a given subject but also enlarge his general education from among a number of interdisciplinary courses and seminars. University
honors would be awarded only to a student whose generalization in his last two years satisfied a new organization to be created, a Board on General Education and University Honors. This Board, of which the two principal officers were to be the coordinator of University Courses and the director of the Honors College (both appointed by the president), would also have jurisdiction over the first two years, and any student considered deficient in his generalization would have to appear before the Board with his advisor and defend his choice of courses. Incidentally, it was envisaged that seniors would be made an integral part of the advising system and would work closely with faculty advisors, who would still have primary responsibility.

Wesleyan had thus come back to something approaching the generalization concept which it had earlier embraced. Now, however, the choices were wider and there were no specific course requirements as such. Though a number of faculty members criticized the EPC report as having no teeth, Professor Joyce Lowrie, who chaired the EPC and this faculty discussion, disputed the criticism, observing that advisors were accountable to the new Board; while Professor Jan Miel remarked, "The EPC proposal may not have teeth, but it has an admirable set of dentures." The new plan was viewed as a much more mature system than the earlier, more rigid generalization both in concept and method, more faithful to the principles of liberal education than the random combinations of courses generally pursued since 1968, and more in keeping with the character of the
University. And, for 1981-82, though not all were available for that specific year, a total of seventy-two University courses were listed in the Bulletin. 53

PHYSICAL EDUCATION SURVIVES WITHOUT REQUIREMENTS

Of all the developments affecting departments, it may well be that the most remarkable were those experienced by the Physical Education Department. Requirements had been dropped back in 1969, and it had been expected that student interest would dwindle and the staff would shrink. This definitely did not happen during the Campbell years. To be sure, where the regular physical education program as such with its three-year requirement formerly drew 75 per cent of the students, it drew only about 30 per cent in 1981-82. On the other hand, in the total program offered there was a higher percentage than 75 per cent who participated, and they did so more often.

The arrival of women in the fall of 1970 necessitated the hiring of female personnel and the development of a women's program. The first female coaching appointment to the department was made on May 1, 1970. She was Barbara Bascom, Ithaca College, 1962, with an M.S. in 1964. The program started slowly, but through her efforts and the interest of the women undergraduates there are now eleven varsity sports for women: field hockey (established as the first, in 1970), tennis, basketball, squash, crew, cross country, track and field, swimming, lacrosse, ice hockey, and soccer. There is now, moreover, an Athletic
Association for Women, founded by women athletic captains to secure greater recognition.

Since the fall of 1970 there has been a revival of interest in all levels of the program: intercollegiate, intramural, physical education as such, and general recreation. For example, whereas in 1970 there were 200 intercollegiate contests of all kinds, there were in 1982 approximately 350. Also on the intercollegiate level, crew was added in 1971, reviving hope for duplicating the achievements of former crews in the old days of rowing at Wesleyan. Thanks to Wesleyan, a rowing program was developed for the Middletown Public Schools. In fact, the rowing program had a definite effect on the 1976 Middletown referendum for the revitalization of the waterfront area, a venture supported by both local and federal funds.

The intramural system was greatly broadened from the old system of including only fraternities. Now the competition is open to any group that wants to form a team, and as of 1982 there were 40 softball teams. These were organized into four divisions with different levels of ability and competitive interest. On almost any Sunday afternoon (Sunday has become intramural day from noon until 6:00 P.M.) one can find 400 students playing softball and 200 playing volleyball in the spring season. Altogether, more than 1200 participate in intramural sports. Soccer has replaced touch football as the principal intramural sport in the fall, while in the winter basketball is the unquestioned king with as many as 55 teams (46 in 1982). Women's volleyball is also popular.
The program has helped to bridge the gap to a co-educational institution because sport is a common ground. Often men's and women's teams work out at the same time, as in swimming and rowing. It would be hard to choose between the sexes in the degree of interest manifested in sport in general. Though further specific sports may be added in the future, what is likely to occur, if the present is any indication, is a continuing growth of interest among the student body as a whole.

In 1970-71, when there was uncertainty as to where the program was going, the tenure arrangement, standard in other departments, was dropped for members of the Physical Education Department, and employment was established on a contract basis. There is an initial four-year contract, followed, if everything is satisfactory, by another; after that, five-year contracts are negotiated. Members have academic rank as in other departments, though in terms of adjunct professors, adjunct associate professors, and adjunct assistant professors. The chairman, Donald M. Russell, is an adjunct professor. One member who chose to continue on a tenure basis, Elmer Swanson, was approved in early 1979 for the full professorship. An adjunct or associate professor in the department may sit in the Academic Council, but, unlike associate professors in other departments, does not vote. In faculty meetings, however, all members of this department have full voting rights. Members in the department for the academic year 1981-82 totaled twelve, of whom there were two women full-time.

The existing plant, even given the renovations to Fayerweather Gymnasium in 1979-80, is scarcely adequate. There is need for further coverage, particularly for an additional or an enlarged
pool and more gymnasium space. Fortunately "A Campaign of Liberal Learning" has taken note of this, with a goal of $5,000,000 established by the trustees for Physical Education and other facilities.54

One happy development among the Physical Education facilities was the hockey rink's coming into existence in 1970. It thereby became possible for the department to provide programs in hockey for both Wesleyan and the Middletown community. The rink also furnishes a site for rainy day commencements, as in 1975 and 1982.

In order to provide a bridge of greater understanding between the department on the one hand and the administration and the faculty on the other, something like the old Athletic Committee might well be created. Consisting of members from each of the three components, plus at least one male and one female from the undergraduate body, it could act as an effective liaison group and interpreter. It might approve schedules, investigate needs, hear complaints, and present views. After all, no single department at Wesleyan serves so many people as the Physical Education Department.55

A severe loss to Wesleyan in human terms and physical education was suffered on January 28, 1973 when Steve E. Witkowski, Wesleyan's head athletic trainer for forty-one years, died. Steve, who had served as president of both the Eastern and the National Athletic Trainers Association, was probably better known to more Wesleyan students during those years than any single member of the faculty or administration. In 1955 he was a member of the
U.S. training staff for the Pan American Games in Mexico City. A year later he was head trainer for the U.S. Olympic team at the summer games in Melbourne. In 1960 he won reappointment as head trainer for the U.S. team at the summer games in Rome. From that time on cancer began to afflict him, and his struggle against it was, as Professor Russell of the Physical Education Department remarked, "a great example of courage." Steve was one of those persons who, like "Doc" Raymond in earlier years, though neither administrator nor faculty member, gave practically a lifetime of service to Wesleyan, for which the University and hundreds of young men who experienced his ministrations were deeply indebted.  

ADMINISTRATIVE CHANGES

It would have been surprising indeed if the administration had escaped change during the Campbell years; it has not. Established as Wesleyan's chief academic post in the fall of 1969, the chancellor lasted only until June, 1973 when Professor Rosenbaum, whom the trustees had voted into the post in April, 1970 on recommendation of a joint faculty-student committee, resigned to return to the classroom following a sabbatical and a leave of absence. In place of the chancellor, a vice-president for academic affairs was created, the first appointee being Professor Michael Brennan, an economist at Brown University, who assumed his duties in the fall of 1973. Brennan, in turn, resigned in 1977, to become a full-time member of Economics, and his successor became Professor Nathanael Greene, chairman of the History Department, who took office on July 1, 1977. By coincidence the three principal officers of the
academic branch of the administration were then historians: Greene; the courtly, erudite provost, William Kerr; and the associate provost, Sheila Tobias, an eloquent exponent of women's liberation. Ms. Tobias left for a post in Washington, D.C. in 1978 and was succeeded by Nancy Lewinson, likewise an historian by training. In addition, a part-time administrator, the coordinator of University courses, a position approved by the faculty in May, 1977, was Professor Philip Pomper, also an historian.

President Campbell further modified his administration, owing in part to his desire for greater unity and efficiency but also in part to financial exigency. For most of the 1970s a severe reduction was effected in the number of administrators and clerical help. Then these numbers began to climb in anticipation of the fund drive, "A Campaign for Liberal Learning." Among principal officials, there were two vice presidents in 1970; there were three in 1982. These were the vice president for academic affairs, Professor Nathansel Greene; the vice president for administration and finance, and treasurer as well, Burton B. Sonenstein; and the vice president for University Relations, Robert L. Kirkpatrick, Jr., whose office embraced Public Information and Publications, Alumni Relations, and Development.

The Sonenstein candidacy was brought about largely by the resignation of Vice President and Treasurer Richard W. Greene in June, 1980 to become a private consultant. President Campbell said that Greene had worked hard and successfully to reduce the University's reliance on its endowment to what Campbell described as "a more acceptable level." An even earlier departure, in January, 1980, has been Sonenstein as vice president for planning and operations;
Burton B. Sonenstein to assume the post of vice president for planning at Georgetown University. Campbell was high in his regard for Sonenstein as an officer whose "development of a long-range planning model for Wesleyan ... provided important assistance in considering and choosing from among options for the University's future." Before many months, however, Sonenstein was persuaded to return to Wesleyan as of September 15, 1980. Since, in the meantime, the University decided to consolidate its financial, operations, and planning functions under one official, Sonenstein became, in his new appointment, vice president for administration and finance, and treasurer of the University.

There were other changes. When President Campbell took over, one could count, in addition to the provost, three associate provosts and one assistant provost; in 1981-82, there were the provost, William Kerr, who was also secretary of the University, and one associate provost, Nancy Lewinsohn, who served, too, as assistant to the president. The University Editor, John W. Paton, likewise was directly under the president. In the dean's office in 1970 there were the dean of the college, an associate dean and four assistant deans; in 1982, one found the dean of the college, Edgar F. Beckham; a dean of students, Edward J. Shanahan; two associate deans, Michael D. Young and Janina Montero; and an assistant dean, Denise Darrigrand. Admissions, in 1970, consisted of a dean, an associate dean, and three assistant deans; in 1982, there were a dean, two associate deans and three assistant deans. In 1982, the dean was Karl M. Furstenberg, who had succeeded Mrs. Jane W. Morrison, the first woman admissions dean for the
entire University in Wesleyan's history. The associate deans were Claire K. Matthews and Gregory Pyke; the assistant deans: Paul Lawrence Glanton, Bruce J. Poch, and Deborah E. Townsend.

The growing presence of women was becoming increasingly, though not startlingly manifest in offices listed under the administration. For example, when Wyman Parker retired as librarian in 1976, he was succeeded by Mrs. Nina Cohen of Seattle, Washington. Furthermore, the University physician in 1982 was Dr. Helen Davis, while for years the director of student mental health was Philippa M. Coughlan, Ph.D. All told, though one finds a reduction since 1970 in the total number of persons listed under the administration, there was only a modest relative increase in the number of women.

UNIVERSITY GOVERNANCE

Among the problems confronting both the administration and the faculty was the University Senate. As early as 1967 a good deal of thinking had started on reform of the committee structure which crystallized in 1969 in the conception of a Senate; this was approved by the faculty in April, 1970. For several years during the Campbell administration the Senate worked reasonably satisfactorily and certainly helped allay the distrust that had developed between students and faculty in the late 1960s. At the same time, the Senate became increasingly a problem. Part of the problem was the issue of parity with the faculty which the students consistently sought. Part of it was that student participation on faculty committees often led to a lack of clear-cut discussion and to an obfuscation of the faculty position. Part of it was also the enormous consumption of time for both students and faculty and the lament of the latter at the sacrifice of teaching and scholarship. Still another part was that, though
the faculty meeting retained a veto over legislation effected by the Senate, the faculty meeting became less and less significant, a factor which troubled many faculty members in view of faculty responsibility for the curriculum. Finally a Task Force on University Governance was appointed, with Professor Russell Murphy as chairman, to study this among other problems of governance. As a result of its report, the faculty voted on March 4, 1975 to streamline the committee system (principally the merging of four committees -- the Administration Committee, the Committee on Graduate Instruction, the Financial Policy Committee, and the Student Affairs Committee), to deny parity to students on the essential committees, and to abolish the Senate in favor of a more substantial and responsible faculty meeting. Student response to the fate of the Senate was surprisingly moderate in tone, though a group of 300 students met to express their objections. A random survey conducted by the Argus before the faculty vote revealed that many students themselves were critical of the Senate as ineffective. 60

NEW PROFESSORS

During the period from 1970 to 1975, a total of sixty-seven people attained full professorial status. Twelve of these were appointed from outside Wesleyan; the others, from within. Of the sixty-seven, twenty-four were of the first division, sixteen of the second, and twenty-seven of the third. In the first division the Art Department had two professors. The first was John Thatcher Frazer, University of Texas, 1954, and a MFA from Yale in 1960. He came to Wesleyan as instructor in 1959 and rose progres-
sively to the professorship in 1972. He has achieved a very considerable reputation, and his paintings and drawings have been exhibited in many galleries, including the Dallas Museum of Fine Arts, the Houston Museum of Fine Arts, the Yale University Art Gallery, and the Institute of Fine Arts in Washington, D.C. He is the director of the Wesleyan Film Program, has produced films of his own, and has become a scholar, in particular, of the films of the French primitive filmmaker, George Méliès.

John Thomas Paoletti, Yale, 1961, with a Ph.D in the History of Art from Yale, arrived at Wesleyan via Dartmouth College as an associate professor in 1972. He is regarded as a distinguished scholar in Renaissance studies and has published articles and *The Siena Baptistery Font* (1979). He was promoted to professor in 1980.

In Classics Stephen Lee Dyson, Brown, 1959, arrived at Wesleyan as an instructor in 1963, but having achieved his doctorate from Yale that same year, he became almost at once an assistant professor. He was promoted to associate professor in 1970 and to professor in 1975, and received the Robert Rich Professorship of Latin in 1977. He is highly regarded as a teacher but especially as a leader of excavations locally, within the Middletown area, and in Italy to which he has taken groups of students (he holds a diploma in Classical Archaeology from Oxford, 1961). He has also been active in developing an exhaustive study of the Roman frontier involving native and provincial policy under the Republic.

Jay David Konstan, Columbia, 1961, and Columbia Ph.D. in 1967, served first as lecturer at Brooklyn College, then was appointed assistant professor of Classics at Wesleyan in 1967.
associate professor in 1972, and professor in 1977. He received a Ford Foundation Grant in the Humanities in 1970 for study of the literature of late antiquity and was a Fellow at the Wesleyan University Center for the Humanities in 1973. He is the author of various articles in scholarly journals and of Some Aspects of Epicurian Psychology (1973) and of Catullus' Indictment of Rome: The Meaning of Catullus 64 (1978). A person with a very lively interest in the Wesleyan scene, he has been exceedingly active on committees and in the AAUP. He has served on the Upward Bound Advisory Committee as member and chairman, the Financial Planning Committee, the Center for the Humanities Advisory Committee, the Committee on General Education, the Library Committee, the Search Committee for Chief Academic Officer, 1972-73, the Educational Policy Committee, and the Education Committee of the board of trustees.

The College of Letters and the German department saw the appointment of Herbert Anton Arnold, D. Phil. Würzburg, 1966, who started at Wesleyan in 1963 as instructor of German and tutor in the College of Letters. He rose progressively through the academic grades to become professor of German and Letters in 1980. Renowned for the precision and clarity of his analyses, he has specialized in scholarly articles and reviews in German literature of the seventeenth and eighteenth centuries and in the political and cultural developments of the Hitler period. He has served as co-director of the College of Letters, director of Wesleyan program in Germany, chairman of the Educational Policy Committee and member
of various other faculty and University committees. He has also been a member of the board of trustees of The American Field Service and chairman of its board of directors.

A full-time appointment to the College of Letters was Howard Ian Needler, Yale, 1958 and Columbia Ph.D. in 1965. Though a Physics major, he became a specialist in Modern Languages, particularly, Italian and Russian. He was a Rhodes Scholar and, among other awards, has held an American Council of Learned Societies fellowship, a Fulbright Scholarship (which he did not take up), and a University fellowship at Columbia; he was also a Wesleyan Faculty Fellow at the Center for the Humanities. He came to Wesleyan from the University of Colorado as assistant professor of Letters in 1969, rose to associate professor in 1973, and received the full professorship of Letters in 1981. His publications, as yet largely in article form and appearing in scholarly periodicals, tend to focus on developments in medieval and early Renaissance literature; he has also translated and edited Russian studies on Soviet rocketry for the Israel Program for Scientific Translations.

In English eight were appointed professors. Geraldine Murphy, Regis College, 1941, after extensive secondary school experience as a teacher of English, was appointed an assistant professor in the Master of Arts in Teaching Program at Wesleyan from 1957 to 1960, when she received her doctorate from Radcliffe. In 1962, she was promoted to associate professor of English and Education and, in 1970, to professor. She has brought to her work both competence in her subject and a wisdom and interest in her counselling
that have won her many accolades from students. She is the author of chapters in books and articles in periodicals and of *The Study of Literature in High School* (1968); she is also editor of *A Momentary Stay: A Short Story Collection* (1972).

Joseph Wayne Reed, Jr., Yale, 1954, and a Yale Ph.D in 1961, became instructor at Wesleyan in 1960, associate professor in 1967, and received the professorship in 1971. He has been department chairman; has lectured (with his wife, a novelist) in Canada, India, and Nepal; enjoys a unique reputation as a rather esoteric painter of miniatures of historical scenes; and, among other subjects, teaches, to the delight of his students, course on film narrative and language of film. His publications, to mention a few, include *English Biography of the Early Nineteenth Century, 1801-1838* (1966), *Faulkner's Narrative* (1973), *Walpole's Family Correspondence* (edited with W.S. Lewis), Vol. XXXVI of the Yale edition of Horace Walpole's *Correspondence* (1973). He chaired with great effectiveness the Sesquicentennial Committee.

(John) Anthony Connor has had a most unusual career. Born in England, he left school at the age of fourteen and designed textiles for twenty years. Developing an interest in poetry and painting, he taught in art school in 1960, later lectured in a technical college, and earned an M.A. in 1968 from the University of Manchester. He was a visiting professor of English at SUNY, Buffalo, in 1966; writer-in-residence at Amherst in 1967; taught at Wesleyan in 1968-1969; and received the professorship in 1971. He has had numerous volumes of poetry published by Oxford University Press, one of the more recent being *The Memoirs of Uncle Harry*
He began to write plays in 1969. Both his long and short plays, for children as well as for adults, have received acclaim, "The Last of the Feinsteins" (a short play) being produced in 1975 by the National Theater Company of Great Britain. He has also written for television. In 1973 he was the recipient of a fellowship of the Royal Society of Literature of the United Kingdom.

Sherman Henry Hawkins, Harvard, 1951, came to Wesleyan from the University of Rochester in 1971 as professor of English and William R. Kenan, Jr. University Professor of Humanities from 1971-1974. An imaginative and enthusiastic teacher, he has specialized in Elizabethan and Jacobean drama. He is the author of articles in professional journals and is engaged in an exhaustive study of certain of Shakespeare's historical plays.

Richard Sidney Slotkin, Brooklyn College, 1963, with a Ph.D from Brown, 1967, came to Wesleyan as assistant professor in 1966. He was promoted to associate professor in 1973 and to professor in 1976. A teacher and writer of remarkable insight, he has analyzed with great care both the reality and mythology of the settlement of this country and its westward expansion. He has published articles in professional journals and is the author of Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860 (1973). This book received the Albert J. Beveridge Prize from the American Historical Association and was nominated for a National Book Award. He has also written a Civil War novel, The Crater (1980) which was a History Book Club
selection.

Carol Burke Ohmann, Wellesley College, 1959, and a Ph.D from Radcliffe, commuted from Middletown for several years to Central Connecticut State College and Vassar as lecturer in English before starting to teach at Wesleyan, where her husband, Richard Ohmann, had been a member of the English department since 1961. She finally "arrived" in the department here in 1971 as an associate professor and received the professorship in 1977. She has taught a variety of courses on Modern British and American literature, particularly British, with special attention to women writers, above all Virginia Woolf (a very popular seminar). She is the author of articles in professional journals and of Ford Madox Ford: From Apprentice to Craftsman (1964) and Saint Margaret's School, 1865-1965 (1965); and co-edited Female Studies IV: Teaching about Women (1971). She has served a number of times on the English department's Steering Committee, was chairman of the department from 1973 to 1975, and was a member of the University's Educational Policy Committee from 1972 to 1974.

Alfred Turco, Jr., Brown, 1962 (and valedictorian), arrived in 1967 as instructor in the English Department, was promoted to assistant professor on receiving his doctorate from Harvard in 1969, and was made associate professor in 1974 and then professor in 1980. He is a Shaw scholar of note, has published a variety of articles on Shaw, and is entering the field of Scandinavian literature as both teacher and scholar. He has chaired the Humanities program at Wesleyan.
Phyllis Davidoff Rose, Radcliffe, 1964 (summa cum laude), and a Harvard Ph.D., 1960, became an assistant professor of English at Wesleyan in 1969 after initial teaching experiences at Harvard and Yale. She was promoted to associate professor in 1976 and to professor in 1981. A teacher of the Victorian novel, she has published articles and reviews in professional journals and prestigious newspapers. Her very perceptive book, Woman of Letters: A Life of Virginia Woolf (1978), was nominated for the National Book Award for biography.

Music appointed two to the professorship. John Borthwick Higgins, Wesleyan, 1962, and a Wesleyan Ph.D. in 1973, returned to Wesleyan in 1978 as professor of Music. He had previously been associate professor at York University, Toronto, Canada, where he had also served as associate dean of the Faculty of Fine Arts and director of the Graduate Program in Fine Arts. He has had an extensive concert experience as a vocal soloist in both Western and Indian Music throughout the United States, Canada, and India. He has given lectures and demonstrations in all three areas, has made professional recordings, and has published many articles on the music of India. He is a member of a number of societies and associations, both Canadian and American, for Asian studies.

Alvin Augustus Lucier, Jr., Yale, 1954, and a degree of MFA from Brandeis in 1960, was appointed assistant professor of Music in 1970, after having held the same post at Brandeis University, taught at Wesleyan part-time in 1968 and 1969, and been visiting assistant professor of Music in the spring semester of 1969-70. He
was promoted to associate professor in 1972 and to professor in 1978. He has composed extensively for voice and music, and his compositions have been played by symphony orchestras in both this country and Europe. He has also composed extensively for voice and music, and his compositions have been played by symphony orchestras in both this country and Europe. He has also composed for the theater, films, and television and he has lectured and concertized widely. He is deeply interested in electronic music and has taught and composed in this medium. He has been the recipient of numerous prizes, commissions, and scholarships; he has written articles for periodicals and books; and he is co-author of *Chambers, Scores and Interviews on Music and Environment* (1977).

Romance Languages moved five persons up to the professorship. Norman Richard Shapiro, Harvard, 1955, and a Ph.D. from Harvard in 1958, came to Wesleyan from Amherst in 1960 as an assistant professor. He was raised to associate professor in 1965 and to professor in 1971. He received a Ford Foundation grant, served as French editor for a prominent publishing company, and has written articles, translations from the French, and college texts. A sensitive translator, his rendering of several of George Feydean's plays, *Four Faces* (1970), was nominated for a National Book Award in 1971, while his translation of *The Comedy of Eros: Medieval French Guides to the Art of Love* (1972) won the sixteenth annual Midwestern Books Competition. Recently he has been working on Léon Laleau of Haiti.

and dean of student affairs, a post he left in 1969 to teach full-time in Romance Languages; he was promoted to the professorship in 1974. Prior to his Wesleyan experience, he had been dean of Pierson College at Yale from 1963 to 1966. He was awarded a Guggenheim Fellowship for 1971. He was editor of Yale's French series from 1963 to 1967; has published numerous articles and translations in professional journals; wrote The Imagination of Jean Genet (1963), Human Beings, The World of Jean Paul Sartre (1970); and has been busy with research on Rousseau's La Nouvelle Héloïse. He has served as chairman of the department and Division I.

Jan Miel was appointed in 1976 professor of Letters and Romance Languages and Literature. A graduate of Harvard, 1952, with a Ph.D from Princeton in 1964, Miel came to Wesleyan from M.I.T. as assistant professor in 1964 and was promoted to associate professor in 1969. He is the author of articles in professional journals, and a book entitled, Pascal and Theology (1969). He is highly regarded in the classroom where his specialty is the seventeenth century. He has served as director of the Wesleyan Program in Paris and has been active in the College of Letters.

Peter Norman Dunn, University of London, 1947, with a London D.Litt moved from the University of Rochester to Wesleyan in 1977 as Professor of Romance Languages and Literatures. At Rochester he had been director of Spanish Studies. His principal fields of activity within the Spanish language include the medieval epic, the sixteenth and seventeenth century novel, and seventeenth century drama. He has been the author of many scholarly articles and of Castillo
Solorzanos and the Decline of the Spanish Novel (1952), and Fernando de Rojas (1975). He also brought out a critical edition of Calderon de la Barca, El alcalde de Zalamea (1966). He has held important committee posts in the Modern Language Association and the Renaissance Society of America, and is a member of the Academy of Literary Studies.

Joyce Oliver Lowrie, Baylor University, 1957, and a Yale Ph.D., came to Wesleyan in 1966 as assistant professor in French after holding a similar post at Campbell College, North Carolina. She was promoted to associate professor in 1972 and to professor of Romance Languages and Literature in 1978. She was awarded a Fulbright Scholarship to France and held University Fellowships at Yale, where she received her doctorate. She was also a Wesleyan Fellow at the Center for Humanities in the fall of 1973. She has published articles in French periodicals and The Violent Mystique: Thematics of Expiation in Balzac, Barbey, d'Aurevilly, Bloy, and Huysmans (1974). She has been remarkably active administratively, serving several semesters as director of the Wesleyan Program in Paris and as a member of the Investment Committee, 1973-1974, the Admissions Committee, 1974-1975, the Search Committee for Dean of Admissions, 1974-1975, resulting in the appointment of Jane Morrison, the Search Committee for Dean of Admissions, 1977-1978, resulting in the appointment of Karl Furstenberg, and the Educational Policy Committee, 1976-1978, which she chaired from 1976 to 1977.

Richard Howard Stamelman, B.A., Hamilton College, 1963, arrived at Wesleyan in 1967 from Duke as assistant professor of Romance Languages. He was promoted to associate professor in 1974 and to professor in 1979. He is the author of The Drama of Self in
Guillaume Apollinaire's "Alcools" (1916) and numerous scholarly articles. Aside from sensitivity as teacher and scholar of French poetry he has demonstrated a wide range of remarkable administrative ability as, among many posts, director and coordinator of the Wesleyan Program in Paris and of discussions dealing with "the Humanities and public Issues" sponsored by the Connecticut Humanities Council, coordinator, with the deans of the faculty of Amherst and Williams, of annual Little Three colloquia, director of the Center for the Humanities, member of the Advisory Committee, the Financial Planning Committee of the Board of Trustees, and other committees.

The Theater and Dance Department saw two appointments. The first was Fredrik Eugene de Boer, Antioch College, 1959, and a University of Wisconsin Ph.D., 1965. He came to Wesleyan as instructor in Theater in 1963 and was promoted to assistant professor in 1965, associate professor in 1970, and professor in 1980. He has taught courses in acting and directing, history and criticism, and Balinese dance and theater. He has directed more than twenty plays since 1970 and produced a number of works outside Wesleyan in New York, Baltimore, San Francisco and other cities. He has published articles on the Indonesian theater and dance and is the author of From Kaja to Kelod: Balinese Dance in Transition, to be published soon by Oxford University Press.

The other professorial appointment in Theater and Dance was William Francisco, a Middletown native, and graduate of Amherst College, 1955, with a MFA from Yale. He was appointed director in
residence of Theater and Dance at Wesleyan in 1974 after having spent the decade before as associate director of the Shakespeare Festival, McCarter Theater, at Princeton. In 1975 he was promoted to associate professor and in 1981 to professor. He has directed many varied theatrical productions throughout the country, an impressive list of operas, and numerous television programs and films for television.

Of the sixteen persons who received the professorship in the second division four were appointed in Economics. Richard Alan Miller, Oberlin, 1952, was appointed instructor in 1960, assistant professor in 1962, the year he received his Yale doctorate, associate professor in 1967, and professor in 1972. He is the author of articles on microeconomics and other aspects of economics. He served, during a leave in 1973-74, as an economist with the Antitrust Division, U.S. Department of Justice, Washington, D.C., assisting with the economic analysis in support (or otherwise) of investigations, cases, and remedies under antitrust law and with long-range planning. He received an Outstanding Performance Rating from the Department of Justice. He was visiting professor at the University of New Haven in 1980. At Wesleyan, besides being a long-time department chairman, efficient and far-sighted, he has served for years as the dignified, unflappable marshal at Commencement and other formal functions.

Basil John Moore, Toronto, 1955 (with a Johns Hopkins Ph.D., 1958), became assistant professor in 1958, associate professor in 1964, and professor in 1972. He was a consultant for the U.S.
Budget Bureau in 1966-67 and AID in 1968, and was visiting professor at the University Sains Malaysia in Penang in 1974-75. An effective teacher, he is the author of professional articles and An Introduction to the Theory of Finance (1968) and An Introduction of Economic Theory (1973).

Michael Joseph Brennan, DePauw University, 1952 University of Chicago, Ph.D. 1956, came to Wesleyan in 1974 from Brown University, where he was a full professor of Economics and dean of the Graduate School since 1966. He is the author of many articles on economic theory and education and of six books; these include his Theory of Economic Statistics (2nd ed., 1970) and his Preface to Econometrics (1960) which has gone through several editions. His work at Wesleyan was primarily administrative, as vice president for Academic Affairs, until 1977 when he became a full-time member in the department of Economics. He has also been on the executive committee of the Association of Graduate Schools and president of the New England Council on Graduate Education, and a long-time member of the Advisory Committee of the Danforth Foundation.

Peter Kilby, Harvard, 1957 (D. Phil., Oxford, 1967), arrived at Wesleyan in 1965 as assistant professor, became associate professor in 1970, and received the professorship in 1976. He has served as co-chairman of the College of Social Studies and is the author of a number of highly regarded books, which include African Enterprise: The Nigerian Bread Industry (1965), Entrepreneurship and Economic Development (1971), and (with Bruce Johnston) Agriculture and Structural Transformation: Economic Strategies in Late-Developing Countries (1975).
In the Government Department two became professors. The first was Russell Davis Murphy, St. John's Seminary, 1955, who started in 1966 as instructor. He was raised to assistant professor in 1968, the year he received his doctorate from Yale, to associate professor in 1970, and to professor in 1978. A popular teacher with a profound interest in and knowledge of urban politics and policies, he has publications in professional journals and is the author of Political Entrepreneurs and Urban Poverty (1971), which, as a doctoral dissertation under a different title, won the Leonard D. White Award of the American Political Science Association as the best dissertation completed and accepted in 1968 in public administration. He has been Election Night Analyst for Connecticut for the American Broadcasting Company, 1966, 1968, 1970; a member of the board of directors of the Middlesex County Legal Assistance Association, 1970-1971, and president, 1971-1972; chairman of the Task Force on Staffing, Middletown Board of Education, 1973-1974; and a member of the editorial board of the American Political Science Review, 1971-1977. Among his Wesleyan committee activities, he chaired the Committee on Rights and Responsibilities, 1975-1976, and the Task Force on Faculty Governance, 1974-1975, which recommended the termination of the Senate and the rejuvenation of the faculty meeting.

The second to receive a professorship in Government was David Anson Titus, Harvard, 1956. Titus, who became an instructor in 1966, was appointed assistant professor in 1970, the year he obtained his Columbia Ph.D, associate professor in 1973, and professor in 1979. Among his numerous administrative posts, as a specialist in Japanese government and history, he has chaired the executive
board of the Associated Kyoto Program, Wesleyan's East Asian Studies Program, and panels on Japan sponsored by the New England Conference of the Association for Asian Studies and the American Historical Association. He has also chaired his department and has been a visiting scholar at Corpus Christi College, Cambridge. A lively teacher and a skilled linguist, he has published articles in Japanese as well as English, and is the author of *Palace and Politics in Prewar Japan* (1974).

Of the five moved up to professor in History, the first was Nathanael Greene, Brown, 1957. Greene came to Wesleyan in 1963 as an instructor, having previously been a Fulbright Fellow in France and a Teaching Fellow at Harvard. He was promoted to assistant professor in 1964, when he obtained a Ph.D from Harvard, associate professor in 1968, and professor in 1974. He has a reputation as a superb, dynamic teacher, with a quick, incisive mind, and he is the author of numerous books, including *Crisis and Decline: The French Socialist Party in the Popular Front Era* (1969), *From Versailles to Vichy: The Third French Republic, 1919-1940* (1970), *European Socialism Since World War I* (1971). He has served as chairman of the department, the *Faculty Library Committee*, and the *Library Planning Committee*; and he has been a member of the *Educational Policy Committee*, the editorial and the governing boards of the Wesleyan University Press, and of the editorial board of *French Historical Studies*. In 1971-72, he was appointed a Guggenheim Fellow. Possessing remarkable administrative ability, he was
appointed vice-president for Academic Affairs in 1977 and has administered that office with a good deal of understanding and precision.

Richard Van Wyck Buel, Jr., Amherst, 1955, arrived at Wesleyan as assistant professor in 1962, the year of his Harvard Ph.D., was promoted to associate professor in 1969, and attained the professorship in 1975. Though he is known as an exacting teacher, his courses in American History and American Studies are usually oversubscribed; students respond to him and value his high standards. He is an author esteemed for the thoroughness of his scholarship and the judicious nature of his writing. His seminal article, "Democracy and the American Revolution: A Frame of Reference," first published in the William and Mary Quarterly (1964), has been republished in five different sources, while his books, Securing the Revolution: Ideology in American Politics, 1789-1815 (1972) and Dear Liberty (1980), have won wide acclaim. He is an associate editor of History and Theory, has received fellowships from the American Council of Learned Societies and the National Endowment for the Humanities, and has served as a very efficient chairman of the department.

Philip Pomper, Chicago, 1959, won his doctorate from Chicago in 1962, and, after study in the Soviet Union and Holland, was appointed assistant professor at Wesleyan in 1965, associate professor in 1971, and professor in 1976. His courses in Russian history invariably elicit the respect of students because of his extensive preparation, organization, historical imagination, and enthusiasm. He has served as chairman of the Educational Policy Committee and has been a member of the Faculty Planning Committee. The holder of several distinguished fellowships, including one from
the Ford Foundation (for study at Amsterdam) and one from Irex (for study at Moscow State University), he has published a number of articles and three books: *The Russian Revolutionary Intelligentsia* (1970), *Peter Lavrov and the Russian Revolutionary Movement* (1972), and *Sergei Nechaev* (1970). President Campbell appointed him coordinator of University Courses in 1977, a responsibility he discharged with vision, skill, and the utmost conscientiousness. He brought the same high qualities to the chairmanship of the History Department which he assumed in 1981. 

Hayden White, Wayne State University, 1951 came to Wesleyan in 1973 as director of the Center for the Humanities and adjunct professor of History after having served, sequentially, as professor of History at Rochester and U.C.L.A. In 1976, he became a tenured professor of History at Wesleyan as well as William R. Kenan, Jr. Professor of Humanities. He is a vital teacher of intellectual history and has been acclaimed as having one of the most original minds in the current generation of intellectual historians. He is the author of an astonishing number of articles ranging over a wide spectrum of subject matter and eras, and of numerous books and translations of books. His books include *Metahistory: The Historical Imagination in 19th Century Europe* (1973) and *The Greco-Roman Tradition* (1973). Among his other projects, he is editor of *Major Traditions of World Civilization*, of which at least seven volumes have appeared. His fellowships, which number seven, include two Fulbrights to Italy and one from the Social Science Research Council. Unfortunately, he left in 1978 to assume a professorship at the University of California at Santa Cruz.
The fifth person in History was Charles Stewart Gillmor, Stanford, 1962. Gillmor, who is properly a historian of science, with a 1968 Ph.D in that subject from Princeton, began at Wesleyan as an instructor in 1967; a year later he was promoted to assistant professor and in 1973 to associate professor. Then in 1979 he was appointed professor of History and Science. An ionospheric physicist, he spent more than a year as a United States exchange scientist with the Sixth Soviet Antarctic Expedition. Among other awards, he has received numerous grants from the National Science Foundation and a Senior Fulbright Research Fellowship. He was a history scholar with NASA in Washington, D.C., in 1980, ship to Cambridge University. He has acquired a well-deserved international reputation, lecturing on four continents, and has published articles and Coulomb and the Evolution of Physics and Engineering in Eighteenth Century France (1971). At present he is at work on a book commissioned by Charles Scribner's Sons, Album of Science: The Physical Sciences in the Twentieth Century. While at Wesleyan he has been an active and unstinting institutional citizen. He has served on many special committees, and in addition has been chairman of the Financial Planning Committee and a member of the Educational Policy Committee and the EPC Ad Hoc Committee on the budget. He has also been chairman of the Public Affairs Center. In the fall of 1979 he organized a successful Einstein Centenary Celebration at Wesleyan.

Philosophy had two men appointed to the professorship. Victor Gourevitch, Wisconsin, 1946 (and a Ph.D from the University of Chicago in 1955) came from Wellesley in 1966 with the rank of associate professor. He was appointed professor in 1973. An
exceedingly erudite person, he has attracted students of quality to his classes. Appointed director of the Center for Humanities for a period of three years in 1970, he opened the Center to the community and made attendance by both Fellows and listeners an exciting intellectual experience. He is a member of a host of learned societies and has participated in their programs. He is the author of a number of highly regarded articles in professional journals and of Philosophy and Politics (1968), and has been at work for some time on a study of Rousseau.

Lewis Kent Bendell, Rice, 1954 (and a Yale Ph.D in 1960), also arrived from Wellesley as assistant professor in 1963; he was raised to associate professor in 1967 and professor in 1976. He has a reputation as a rigorous yet perceptive teacher, his lectures and discussions as well as his writing being particularly distinguished by their lucidity. He is the author of several articles in professional journals and of Exploring the Logic of Faith (with Frederick Ferre, 1962). Among the areas of his research which prompt his interest is the analysis of logical systems in order to understand cognitive and linguistic processes. While at Wesleyan, he has served in many positions, including being chairman of the University Senate for the first year of that organization's existence, the Educational Policy Committee, the Committee on Graduate Instruction, and the African-American Institute Planning Committee.

Sociology appointed three professors. The first was Vernon Ken Dibble, Wesleyan, 1954, who obtained his Ph.D from Columbia University in 1961. Dibble returned to Wesleyan as associate
professor in 1968 and received his professorship in 1974. He had previously been assistant professor at Columbia and, before that, research associate and associate director of the Project for Effective Justice, School of Law, at Columbia, 1962-64. In the classroom he was a powerful presence whose assertions were often cunningly contrived to provoke furious discussion which often became immensely instructive. He wrote articles on an impressive variety of topics for professional journals and was the author of Science, Ethics, and the Social Process: The Legacy of Albion W. Small (1975). He held Fulbright and Ford Foundation Fellowships, was book review editor of the American Journal of Sociology (1960-62), member of the advisory board of History and Theory (1969-80), and served as an expert witness for the defense, in criminal suits, on the social composition of grand juries. In early 1980 he became very ill, fought his affliction with great courage, but unhappily died in the spring.

The department of Sociology moved in 1980-81 to fill the breach by appointing Charles Clay Lemert professor of Sociology. Lemert received a B.A. from Miami University (Ohio) in 1959, a B.D. and an M.A. from Andover Newton Theological School in 1963, and a Ph.D from Harvard in 1972. Among his activities he has taught high school programs, served as a minister, been a visiting scholar to France several times, a visiting associate professor of Psychiatry at the Harvard Medical School, and a visiting associate in Sociology at McClean Hospital in Belmont, Massachusetts. He arrived at Wesleyan from Southern Illinois University, the Graduate Faculty, where he had been associate professor of Sociology and acting chairman. He has held a number of fellowships, including one
from the Rockefeller Brothers and one from the National Endowment for the Humanities. He has served as advisory editor of the Sociological Quarterly, associate editor of Theory and Society, and associate editor of the Review of Religion Research. The author of many papers for professional journals, he has written one book, Sociology and the Twilight of Man: Homocentrism and Discourse in Sociological Theory (1979), co-authored Michel Foucault: Social Theory and Transgression (1983), and edited and translated French Sociology: Rupture and Renewal Since 1968 (1981).

Sociology added yet another member in 1982 when it appointed Karin D. Knorr professor of Sociology and of Science in Society. Ms. Knorr, who spent much of her life in Austria and received her Ph.D from the University of Vienna in 1971, came to Wesleyan from the position of associate professor of Sociology at Virginia Polytechnic Institute and State University. Prior to that, among other positions, she had been a lecturer at the University of Vienna, a Ford Fellow at Berkeley, assistant professor at the Institute for Advanced Studies at Vienna, and a research fellow at the University of Pennsylvania. She has one book to her credit, The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science (1981) and has co-authored or edited seven others. In addition she has written singly, co-authored, or translated upwards of forty-two articles for scholarly journals as well as participating in the publication of numerous research reports. She has received grants from several foundations, including the Foundation for the Advancement of Industrial Research, the Ministry (Vienna) for Science and Research, the National Bank for the Advancement of Science, and the Foundation for the Advance-
ment of Fundamental Research. She is on the editorial board of *Journal Knowledge: Creation, Diffusion, Utilization*.

In the third division, which raised twenty-seven to the professorship, Anthropology had two. First was Willard Brewer Walker, Harvard, 1959 (and a Ph.D. from Cornell in 1964). He moved to Wesleyan in 1966 as assistant professor of Anthropology after being a research associate in the department at the University of Chicago. In 1970, Wesleyan appointed him associate professor and, in 1977, professor. Among other affiliations he is a member of a number of Anthropological associations, a Fellow of the American Anthropological Association, a Fellow of the Society for Applied Anthropology, and a member of the editorial board of *American Indian Culture and Research Journal*. He has had articles published in professional journals and is the author of *Cherokee Primer* (1965), which has gone through several editions and has been reprinted, and is co-author of *Cherokee Stories* (1966), which has been reprinted in its entirety once and in part a number of times. Walker has served as chairman of his department.

The second appointment to professor in the Anthropology Department was Johannes Fabian, Bonn and Munich, who received his doctorate from the University of Chicago in 1969 and, starting at Wesleyan as associate professor of Anthropology in 1974, was promoted to professor in 1979. Previously he had chaired his department at the Université Nationale du Zaire, a task he also discharged at Wesleyan from 1977 to 1980. He has served on the boards of several university presses and of the periodical, *History and Theory*. He has written many articles, a number dealing with

For the first time in many years the department of Astronomy obtained a full professor with the appointment in 1981 of Arthur Reinhold Upgren, University of Minnesota, 1955. After gaining his Ph.D. from Case Institute of Technology in 1961, he became a research associate at Swarthmore, then an astronomer with the Astrometry and Astrophysics Division of the United States Naval Observatory. He arrived at Wesleyan as an assistant professor in 1966, became adjunct associate professor from 1973 to 1977 when he was promoted to associate professor, and served as acting chairman of the department and acting director of the Van Vleck Observatory from 1968-1977. From 1977 on he has been both department chairman and director of the observatory. Earlier he had supervised the modernization and renovation of the Van Vleck 20-inch and 6-inch refractors and the installation of the 24-inch reflector. A hard-working teacher and researcher, he has authored or co-authored more than a hundred papers for professional journals.

Five were appointed to the professorship in Biology. First was William Firshein, Brooklyn College, 1952 with a doctorate from Rutgers in 1958. Appointed assistant professor in 1958, he became
associate professor in 1965 and professor in 1970. A molecular biologist, he has received support from the National Institute of Health, and from the American Cancer Society and the National Science Foundation for studies of the chemical composition of genes. In fact, in 1966 he received a five-year development award from the National Institute of Health. He has served as chairman of the department, has published many articles in professional journals, has represented the faculty on the board of trustees, and enlivens many a faculty meeting with comments expressive of an independent mind.

Lewis Nelson Lukens (Harvard, 1949) with a Ph.D. from the University of Pennsylvania in 1958, was assistant professor in the Yale Medical School before coming to Wesleyan in 1966 as associate professor. He was promoted to professor of Biology in 1973. He teaches courses in biochemistry and is the author of articles in professional journals dealing with purine and collagen synthesis.

Spencer Julian Berry, Williams, 1955, gained his Ph.D from Western Reserve University in 1965. He started at Wesleyan in 1964 as assistant professor, became associate professor in 1971, and received the professorship in 1976. He is a scholar specializing in the developmental biology and biochemistry of insects. He was the recipient of a five-year Career Development Award given by the National Institute of Health. He has supervised doctoral candidates, lectured abroad at scientific meetings and published, singly or with others, well over a score of articles. A man whose acute questions cut away a lot of the underbrush, he has served on
the board of governors and the editorial board of the Wesleyan Press and has been a member of many committees, including the Advisory Committee, the Library Committee, and the search committee for a new librarian.

Barry Irwin Kiefer, University of Denver, 1960, came to Wesleyan in 1965 as assistant professor, the same year in which he obtained his doctorate from Berkeley. He was appointed associate professor in 1969 and professor of Biology in 1976. He enjoys a reputation as an effective teacher and has been the author of many articles reflecting his scholarly interest in significant aspects of what has been described as the molecular and genetic analyses of cellular differentiation. He has received a number of important grants for his research, particularly from the United States Public Health Service. At Wesleyan his services have been in great demand. He has been, among other things, department chairman, chairman of the Financial Planning Committee, Science Division representative in the University Senate, and faculty representative on the board of trustees.

Anthony Aniello Infante, Temple University, 1959, was appointed assistant professor of Biology in 1967, associate professor in 1973, and professor in 1978. He is a biochemist and has received research grants from the United States Public Health Service, the National Science Foundation, and the American Cancer Society. He has lectured widely on the "outside" and has co-authored well over thirty research papers that have been published and a dozen abstracts. Since coming to Wesleyan, he has served in the University Senate, 1973-1974, on the Senate's Subcommittee on Student Evaluation of Teaching, 1973-1974, and on the Educational Policy
The sixth member of the Biology department to become a full professor was Jason S. Wolfe, Rutgers, 1962. After receiving his Ph.D from Berkeley in 1967, he engaged in post-doctoral Biophysical research at the University of Lincoln and the Johns Hopkins University. He was appointed an assistant professor at Wesleyan in 1969, and was promoted to associate professor in 1976 and to professor in 1982. In 1974-75 he spent the academic year with the department of Biological Chemistry at the Hebrew University in Jerusalem. He has presented papers at conferences throughout the world, and has written singly or as co-author at least forty articles for learned publications. While he has been at Wesleyan, his faculty colleagues have recognized his ability in committee by electing him to many departmental and university committees. The latter include the financial planning committee, the Senate, and the committee for General Education and Honors. He is also a member of the editorial board for the Wesleyan University Press.

Chemistry appointed three to the professorship. One was a world-renowned biochemist: Max Tishler, Tufts, 1928 with a Harvard Ph.D in 1934. After teaching at Harvard until 1937, he became associated with Merck and Company, serving over the years as director of developmental research and as president of the Merck, Sharp and Dohme Research Laboratories Division. He directed teams which synthesized hydrocortisone; developed commercial syntheses for vitamin B₂, pantothenic acid and vitamin K₁; and created production processes for penicillin, streptomycin, cortisone, and
hydrocortisone. His interest in sulfa drugs led to the discovery of sulfaquinoxaline. In collaboration, he isolated the first antinomycin in crystalline form (related antinomycins have been helpful in treating certain types of cancer).

Long wishing to return to an academic environment, he accepted the Wesleyan appointment in 1970 and served as chairman of the department. Becoming Emeritus Professor of the Sciences in 1975, he has continued his research, particularly in the cancer area. He has written, singly or as co-author, and edited a number of books, including Organic Chemistry (1938) and Organic Syntheses (1959). He has also written more than one hundred articles and holds more than one hundred patents. He has been a fellow of the National Academy of Sciences and president of the American Chemical Society. He is the recipient of more than a half-dozen honorary degrees and of numerous distinguished awards, including the Priestly Medal of the American Chemical Society and, in 1977, the Gold Medal of the American Institute of Chemists. He was cited in 1976 by the AIC for his "exciting chemical innovations relating to the betterment of mankind." In 1975 a prize in his name was established at Wesleyan by the family and friends of this modest, friendly man to be awarded annually to the best graduate teaching assistant in Chemistry. As President Campbell said of the prize and Tishler, "This is a marvelous and richly deserved tribute....Wesleyan is grateful to him for his remarkable service as a teacher, research scientist and faculty leader...."

Albert Joseph Fry, Michigan, 1958, received his Ph.D from the University of Wisconsin in 1963. He arrived at Wesleyan as a postdoctoral research fellow in Chemistry, a role he had just
left at the California Institute of Technology. He was appointed assistant professor in 1965, associate professor in 1972, and professor in 1977. An organic chemist, he is especially interested in organic electrochemistry, has published, as author or co-author, more than forty papers in professional journals, and a book, *Synthetic Organic Electrochemistry* (1972). He has served on numerous Wesleyan committees, including the University Honors Committee and the Library Committee, has been a member of the Wesleyan Graduate Council, chaired his department's Curriculum Committee, and was director of the Graduate Program in Chemistry at Wesleyan.

Bryan Earl Kohler, University of Utah, 1962 (with a Ph.D. from the University of Chicago in 1967), moved from Harvard to Wesleyan in 1975 as an associate professor of Chemistry with tenure; he was promoted to professor in 1977. His specialty is physical chemistry in the area of spectroscopic determination of molecular electronic structure, particularly cases where the structure is novel or likely to determine photochemical behavior. He is the author of nearly two score articles in professional journals. Outside of Wesleyan he has been a Sloan Foundation Fellow (1974), a visiting fellow at the Joint Institute for Laboratory Astrophysics (1978), and a Humboldt Fellow (1979). At Wesleyan he has served as chairman of the Educational Policy Committee.

Earth and Environmental Sciences had two professorial appointment. The first was Jelle deBoer, Utrecht, 1958, who came to Wesleyan as a post-doctoral fellow in Geology in 1963, the year
he received his doctorate from the University of Utrecht. He was appointed assistant professor in 1964, associate professor in 1969, and professor in 1974. He was subsequently appointed George I. Seney Professor of Geology. He has served as chairman of the department. In 1972 he was awarded a grant from the National Science Foundation to work in Costa Rica for a year; of ten awards, his was the only one to a geologist. He has also received grants from other sources, including the Connecticut Research Foundation, the Army Corps of Engineers, the United Nations, and the Organization of American States. His specialities are applied geophysics and structural geology, and his field experience has carried him over much of the world. He has written many articles, published one book Geology of the Vicentinian Alps with Special Reference to Their Paleomagnetic History (1963), has another under consideration, The Outer Arc of the Costa Rican Orogene, and has a third in preparation.

In 1980 Gregory Stuart Horne, Dartmouth, 1957 (with a Columbia Ph.D in 1968) was promoted to a professorship in Earth and Environmental Sciences after arriving at Wesleyan in 1967 as an instructor in Geology and climbing the academic ladder. He has held research grants for studies of the geology of the Caribbean area, Honduras, the Connecticut River estuary, and Newfoundland. In 1978 he was a Fulbright-Hayes Senior Scholar Research Fellow for the study of calendonides in Norway. As with many scientists, his published scholarship has assumed the form of articles in learned periodicals and corporate research reports. In fact, he has had wide professional geological experience working in connection with business corporations. While at Wesleyan he has served
on various committees, including the Library Committee, the Science Division Executive Committee, and the Advisory Committee. He has been a member of the Board of Directors of the Essex Marine Laboratory and Chairman of the Board.

Five appointments were made to the professorship by Mathematics. James Dolan Reid, Fordham, 1952\textsuperscript{x} (University of Washington Ph.D, 1960), moved from associate professor at Syracuse to Wesleyan in 1969 and received his professorship in 1971. His specialty has been algebra, including linear algebra. He has supervised doctoral candidates, served as chairman of the department, and published, singly or jointly, articles in professional journals.

Fred E.J. Linton, Yale, 1959\textsuperscript{x} (Columbia Ph.D, 1963), came to Wesleyan as assistant professor in 1963. He was promoted to associate professor in 1968 and professor in 1972. He teaches algebra, has published articles in professional journals and has lectured abroad, including the Polish Academy of Sciences in Warsaw, the Catholic University of Louvain, and at Sussex, England. He taught for the spring quarter of 1976 at Berkeley and lectured at various institutions on the Jonsson-Tarski topos. He has served as chairman of the department.

Anthony Wood Hager, Pennsylvania State University, 1960\textsuperscript{x} (with a Ph.D from PSU 1965), came to Wesleyan from Rochester in 1968 as assistant professor. He moved to associate professor in 1969 and to professor in 1975. He teaches calculus, analysis, and uniform spaces. In the spring of 1973 he was in Prague as
part of the exchange program between the U.S. National Academy of Sciences and the Czechoslovakia Academy of Sciences. Under the same auspices, he spent the spring semester of 1975 lecturing and participating in seminars at the Mathematics Institute of Czechoslovakia Academy of Science. His field is topological algebra and general topology, and he has published many articles on such matters, for example, as topological completion, and uniform embeddings into coreflections of products. He has taken his turn as department chairman.

William Lawrence Reddy, Siena College, 1960x (Syracuse Ph.D. 1964), moved from the State University of New York at Albany in 1968 to become assistant professor at Wesleyan. He was appointed associate professor in 1970 and professor in 1975. He teaches, among other courses, fundamentals of analysis, Fourier series and boundary value problems, and the teaching of mathematics, and he has the reputation of being an imaginative, innovative instructor. His field of research interest has changed from topological dynamics to "singular coverings, monotone maps, light open maps and the global structure of continuous maps." He is also interested in mathematical models of psychological processes. He was a member of the Institute for Advanced Study at Princeton, 1969-1970, has been chairman of the department, and has published articles in professional journals.

Ethan Monroe Coven, Rochester, 1962, arrived at Wesleyan as a lecturer in Mathematics in 1967, the year he received his Ph.D from Yale. He became assistant professor in 1968, associate professor in 1974, and professor in 1980. For one year, 1971-72 he was a guest professor at the Universität Erlangen-Nürnberg,
in West Germany. His published articles have been considered significant contributions, ranging from symbolic dynamics to sofic systems (shifts of finite type) and block maps. His teaching has been labeled dynamic and enthusiastic. His institutional service has been especially important in his department, where, as chairman of the departmental advisory committee, he has been virtually co-chairman of Mathematics.

Three were appointed professors of Physics. James Elliot Faller, University of Indiana, 1955, and a Ph.D recipient from Princeton in 1963, came to Wesleyan as assistant professor in 1966 and was promoted to associate professor in 1968 and to professor in 1971. He designed one of two instruments used by the Apollo 11 team, a package containing one hundred special reflectors directing a beam of light back to its source irrespective of the angle of incidence. He received in 1970 a large grant from the National Aeronautics and Space Administration to develop and construct a laser-ranging ground station at Wesleyan; also in 1970 he received the Arnold O. Beckman Award by the Instrument Society of America for his work in developing a new method for measuring the local acceleration of gravity. In 1973 NASA awarded him an Exceptional Scientific Achievement Medal for his contributions to the nation's moon exploration program. He was an effective teacher and a writer of many professional articles. Unfortunately he left for the University of Colorado in 1974.

Ralph Baierlein, Harvard, 1958, with a Princeton Ph.D. degree in 1962, became a member of the Physics Department as assistant professor in 1966 after being Visiting Research Assoc-
iate at the Smithsonian Astrophysical Observatory. Prior to that he had taught at Harvard and held several fellowships, including a Fulbright, a National Science Cooperative Fellowship, and one from the National Academy of Sciences. He was appointed associate professor in 1969 and professor in 1975 and awarded the Charlotte Augusta Ayres Professorship as of July 1, 1977. Though his research has been of an eclectic nature, he admits that he finds himself coming back to gravitation and relativity theory. He has published more than thirty articles, a number in collaboration with graduate students. A paper on laser-ranging in 1967 was one of the earliest that appeared in that field. A popular teacher and outside lecturer, he was associate editor of *The American Journal of Physics* (1972-75), and is author of *Atoms and Information Theory: An Introduction to Statistical Mechanics* (1971). He has served as department chairman and on a number of University committees, including the Student Affairs Committee, which he also chaired.

Richard Wallace Lindquist, Worcester Polytechnic Institute, 1954 (and a Princeton Ph.D. in 1962), was appointed associate professor in Physics in 1965 after having been Research Scientist Associate at the University of Texas, and, before that, an instructor at Princeton and an assistant professor at Adelphi. He was promoted to professor in 1978. He teaches both undergraduate and graduate courses and has co-authored articles in professional journals. His committee service at Wesleyan has been extensive and includes, among other committees, the Library Committee, 1966-1968, the Committee on Honors, 1968-1970, the Educational Policy Committee, 1972-1974 (he was chairman, 1972-1973), and the Trustee Education Committee, 1973-1975. He has also been chairman of his department.
There were four professorial appointments in Psychology. Karl Edward Scheibe, Trinity, 1959 (and a Berkeley Ph.D. in 1963), arrived at Wesleyan as assistant professor in 1973, was appointed associate professor in 1967 and professor in 1973. He has been a Danforth Associate, a visiting professor at the Universidade Federal de Brasilia in 1968 and at the University of California at Santa Cruz in 1971, and a Fulbright-Hays Senior Fellow at the Catholic University of Sao Paulo in Brazil in 1972-73. He has served on practically all the important University committees and chaired his department and the Ad Hoc Committee on Tenure Procedures in 1973. He is a gifted and sensitive teacher, a colleague of extraordinarily fine judgment and the author of articles in professional journals. He has written Beliefs and Values (1970) and Mirrors, Masks, Lies, and Secrets (1979). He has also written with several others College Students on Chronic Wards (1969).

Nathan Brody, New Hampshire, 1956 (and a Ph.D. from the University of Michigan in 1960), was already a full professor and, for four years, had been chairman of the department of Psychology, Graduate Faculty, New School for Social Research when he received a call to Wesleyan in 1976. Coming with a reputation as a remarkable classroom teacher, he teaches at Wesleyan such courses as Intelligence and Personality Assessment. His research interests have ranged from projective assessment of motive states to personality assessment and methodology in personality research. He has written many articles and chapters for books and is the author of Personality: Research and Theory (1972) and (with his wife Erness) Intelligence: Nature, Determinants and Consequences (1976). He has served as chairman of the department at Wesleyan.
Daniel R. Miller, City College of New York, 1938, was a seasoned scholar and teacher of international reputation when he arrived at Wesleyan as professor of Psychology in 1976. Before that, he was professor and chairman of the doctoral program in Social Psychology at Michigan when, in 1968, he left to become professor and chairman of the department of Psychology at the new Brunel University in England. Though he was trained as a clinical psychologist, his interests have spanned personality, social psychology, sociology and anthropology. At Wesleyan his courses have included abnormal psychology and the psychology of family processes. He has written many articles and (with G.E. Swanson) The Changing American Parent (1958) and (also with Swanson) Inner Conflict and Defense (1960). He has been the recipient of numerous awards and grants -- among the latter several from the National Institute of Mental Health.

Also becoming a full professor of Psychology during the Campbell administration was David G. Winter, Harvard University, 1960, summa cum laude, and a Harvard Ph.D in 1967. A Rhodes Scholar, he came to Wesleyan as an assistant professor in 1967 and gained promotion to associate professor in 1974 and to professor in 1981. He won a Guggenheim Fellowship in 1971, was a visiting professor at the University of Amsterdam and a visiting lecturer first at Harvard, then at Holy Cross. Not only has he been a very effective teacher, he has also written The Power Motive (1973), co-authored, edited and/or translated several books, and authored or co-authored numerous articles, many of them dealing with power motivation. Among his professional activities he was a founder of the International Society of Political
Psychology and book review editor of Political Psychology.

Senior members of the Physical Education Department, with one exception, chose to be considered for promotion on a contract basis; the exception was J. Elmer Swanson, Michigan, 1947. Arriving at Wesleyan in 1963 as an assistant professor, he was promoted to associate professor in 1965 and to professor in 1979. This genial, popular man has served as coach of cross country, and track and field, and has taught classes in track and field, swimming, physical fitness, badminton, tennis, squash, paddleball and gold. He has been active in various capacities for the National Collegiate Athletic Association, including care of records for ten years at the Indoor NCAA Meet, chairman of the heats committee for ten years at the NCAA Division II Outdoor, and District I representative on the NCAA Track and Field Rules Committee. He has also been involved in Eastern Intercollegiate Athletic organizational activities and helped develop a constitution for the Connecticut Interscholastic Track Coaches Association.

Not a full professor because he removed himself as associate professor with tenure to adjunct professor on a contract basis is Donald MacIntosh Russell, Bates College, 1951, chairman of the department of Physical Education since 1968. Coming to Wesleyan in 1960 as instructor, Russell was promoted to assistant professor in 1961 and to associate professor in 1967. Then in 1971 he chose to continue henceforth on a contract basis and was appointed adjunct professor. Besides instructing in class programs, coaching freshman basketball and baseball for a number of years and women's squash since 1976, he was head coach of football from
1964 to 1970, with three Little Three championships: in 1966, 1969, and 1970; in 1969 the team was undefeated. Capable and popular on and off campus, Russell has been a member of the Committee on Committees and also of the Nominating Committee of the National Collegiate Athletic Association, president of the Eastern College Athletic conference, 1977-1978, vice president of the New England College Athletic Conference, 1978-1979, and president, 1979-1980. He has served on various University committees, including Student Affairs and Admissions. In addition, locally he has been a member of the Middletown Board of Education, 1966-1969, and the Middletown Common Council, 1969-1977. He has also been a corporator of both the Middlesex Memorial Hospital since 1972 and the Liberty Bank for Savings since 1973.

A distinguished member of the community was appointed adjunct professor of History in 1979 on the initiative of the History Department. This was William Manchester. A graduate of the University of Massachusetts in 1946, he holds honorary doctoral degrees from that institution and the University of New Haven. He was foreign and war correspondent for the Baltimore Sun, 1947-55, managing editor of Wesleyan University Publications, 1955-65, a fellow at the Center for Advanced Studies at Wesleyan, 1959-60, a Guggenheim Fellow, also in 1959-60, and a writer in residence since 1975. He received a citation by the Overseas Press Club in 1968 for the best book on foreign affairs, an honor award from the University of Missouri in 1969 for distinguished service in journalism, and the Connecticut Book Award in 1975. Though a writer of both fiction and
non-fiction, it is with the latter that he has achieved distinction. Among his successes have been Portrait of A President (1962); Death of A President (1967), which was a Book-of-the-Month-Club selection; Arms of Krupp (1968); The Glory and the Dream (1974); American Caesar -- Douglas MacArthur (1978), another BMC selection; and Goodbye Darkness, (1980), a memoir of the war in the Pacific, and yet another BMC principal choice. He is currently at work on a massive study of Churchill. Though an indefatigable worker and watchful of his time, Manchester makes himself readily available to students. He is a member of the American Historical Association, the Society of American Historians, and the Authors' Guild.

Though not a professor, Ellen Gates D'Oench, Wesleyan, 1973, was appointed in 1979 to a position important to Wesleyan's academic and artistic life, curator of the Davison Art Center. The affable, perceptive Mrs. D'Oench, who received her Ph.D in Art History from Yale in 1979, was an assistant curator of painting for the Davison Print Collection with its 15,000 items or to Wesleyan: she was a former trustee of this University and a founder of the Friends of the Davison Art Center. Her participation in the Sesquicentennial resulted in an extraordinarily fascinating display of some of the distinguished prints in the Davison Center.

A CHANGE OF LIBRARIANS

In 1976 Wyman Parker retired as Caleb T. Winchester Librarian after years of devoted service to Wesleyan. As a result of the sub-

A search for her successor started in 1978 and was concluded with the appointment, early in 1979, of J. Robert Adams, Baylor University, 1959, associate university librarian at the University of Arizona, Tucson. He was the unanimous choice of the search committee, which comprised members of the faculty, administration, library staff, and student body. He holds a B.D. degree from Southwestern Baptist Theological Seminary, an M.A. from the University of Chicago, and a Management Study Program certificate from the Graduate School of Business Administration, Washington University. He was with the University of Chicago Library from 1964 to 1968 and at the Washington University Libraries of St. Louis from 1968 to 1973. He was assistant librarian at Washington University when he went to Arizona. He taught in the department of Librarianship at
at Washington, and served on faculty committees and in professional organizations in Missouri and Arizona. While at Tucson, he wrote a column on new books for a local newspaper. Since coming to Wesleyan, he has been exceedingly active in promoting the enlargement and modernization of the Library. He is clearly a man of ideas and high standards with the capacity to express them and the courage to maintain them. At the same time he is sufficiently flexible and understanding to attract and retain the support of the many components of Olin Library's constituency.

CHANGE IN GLSP LEADERSHIP

Among those leaving Wesleyan was James L. Steffenson, Jr., director of Wesleyan's Graduate Liberal Studies Program and lecturer in English and the Arts. Steffensen, Pomona, 1952, was a Rhodes Scholar at Oxford where he obtained his doctorate. A capable administrator and a vibrant teacher, he had succeeded to the director's position in 1974 upon the retirement of James Emmet Cronin, 1930. During Steffensen's tenure, the Graduate Summer School, as it was known until 1980, experienced a marked growth in numbers of students and in expanded programs. As of July, 1980, however, Steffenson returned to his beloved teaching, becoming professor of Drama at Dartmouth.

Steffensen's successor was Barbara MacEachern, executive director of the University of Southern California's College of Continuing Education. The recipient of the B.A., M.A., and Ph.D degrees in English from the University of Rochester, she has taught at Rochester, Mount Holyoke, and USC. Among her numerous activities
since 1971, when she joined USC, she helped establish the Program for the Study of Women and Men in Society, directed the Master's Program in Liberal Arts, and served as a consultant to the National endowment for the Humanities as USC's representative in the Association of Graduate Liberal Studies Programs. She assumed her duties at Wesleyan in the summer of July, 1981. In the meantime, Professors Briggs and Rosenbaum continued to serve as acting co-directors of Wesleyan's Graduate Liberal Studies Program.

MERGER OF THE PRESS

An institutional change occurred in 1979 which left many people with mixed feelings. The Wesleyan University Press, which was founded in 1957 and had been having an annual deficit in recent years of about $50,000, merged with Columbia University Press in 1979. Though the Wesleyan Press was to retain editorial autonomy, Columbia would provide warehousing, shipping, billing, and eventually design supervision and marketing. Notwithstanding satisfaction that the arrangement would mean the continuation of the WUP, there was regret in some quarters at the passing of so much of the operation out of Wesleyan's hands. The arrangement with the Columbia Press, however, did not work out as had been hoped, hence a new arrangement was negotiated in 1982 with the publishing house of Harper and Row, which would provide warehousing, marketing, and distribution; there would be no relinquishment of full editorial control by Wesleyan. This latter fact afforded special satisfaction because of the distinguished reputation of the Wesleyan University Press.
Through 1979 the WUP had published three Pulitzer Prize winning books, one National Book Award and eleven nominations, one Bollinger Prize, and three Melville Cane awards. Its poetry series has often been acclaimed and in 1975 won the Carey-Thomas award for "distinguished publishing."

Within a year of the WUP's merger with the Columbia Press Willard Lockwood resigned as director of the WUP to become managing editor of Cornell Maritime Press, a publishing company in Maryland devoted to maritime matters. It was in good part owing to Lockwood's capable, sensitive direction that the Wesleyan University Press won such acclaim in the publishing field for works of intellectual and aesthetic distinction.

Chosen as Lockwood's successor as director of the Press was Jeanette Hopkins, Vassar, 1944. She was a former newspaper reporter and an editor at Harcourt, Brace, and World and at Harper and Row. After nine years with the latter firm, she left in 1973 to become a consulting editor on an independent basis. In this capacity she edited numerous successful books that were published by various distinguished publishing houses. Both publishers and authors praised her, while her strong commitment to scholarly publishing especially pleased the faculty-administration selection committee, which evaluated 85 candidates, and the Wesleyan community.

STUDENT LIFE

Student life during the Campbell administration has been fascinatingly diverse. While students no longer take to the streets to register their protest at government policies and social attitudes,
they still manage to evince their concern if less dramatically than in the 1960s and with greater civility in rhetoric. They have continued to gather to discuss issues, sometimes outside an administrative office, more often in the classroom. In the late 1970s they were active through rallies, petitions and letters to the Argus in objecting to Wesleyan's having any investments in South Africa, home of the controversial apartheid policy. Loyalty and respect for certain assistant professors up for the tenure decision prompted letters of support to the Argus and, in at least one case in 1979, a massive petition and demonstration not without some damage to property. Public sessions held by the president and other officials on the University's financial plight found students in full attendance and ready with all kinds of sharp questions. The issue of the draft registration sparked vigorous discussions all over the campus, particularly in the spring of 1980. While there was deep sympathy for the American hostages in Iran and the Afghans struggling against their Soviet invaders, objections to the possibility of going to war in behalf of the oil corporations, as a number of students viewed the situation, were loud and vehement. Also in the spring of 1980 there was increasing concern on campus over the question of sexual assault, a problem all too common on college campuses today and one to which Wesleyan was clearly not immune; this concern was still evident in 1982. Whatever the issue that stirred them, student opinion groups
were quick to form and to express themselves, in meeting or in print.

The print medium has usually been the Argus. It continues to carry, as it has for years, a rich mixture of opinion in student letters to the editor. Naturally the Argus has its own views, which it does not hesitate to make known in a manner that may delight, amuse, or enrage but never soothe its readers. Still it seems to be developing an increasingly responsible attitude in its "straight" news reporting. Some faculty members with long memories might be excused for thinking that one should keep one's fingers crossed as to how long this will last.

Another outlet in print for student opinion is Hermes, described in the University Handbook as a bi-weekly "with the aim of presenting Wesleyan, Middletown and world issues in an entertaining, provocative way." The standard of subject, argument, and writing has generally been high, though the articles have usually been of a critical nature. This Hermes was founded in the academic year 1975-76, but there have been other Hermes usually of short duration, since the appearance of the first in the early 1930s. None, however, was as mature as the paper of the 1970s.

Other student publications continue to be few notwithstanding the great expansion in student enrollment. The Olla Podrida, the traditional yearbook but still an instrument through which, for decades, opinion was occasionally articulated, has been virtually except as a random collection of photographs, dormant compared with earlier years. As one Handbook expressed it so aptly, its "fate ... is left up to anyone who is willing
to put in the time and energy needed to publish it. In past years there have been few volunteers. From an historian's point of view this is regrettable.

The only other publication of any regularity is the Adlit. This is funded by the Middletown chapter of the Alpha Delta Phi fraternity. It has lately been the only literary journal which could claim to represent, as a literary journal, the Wesleyan student body. One thinks with nostalgia of the old Wasp and especially the Cardinal which existed, precariously to be sure, independently of a fraternity's support. But the Adlit and Alpha Delta Phi deserve commendation for the contribution they have made. Fortunately the Cardinal was revived in the fall of 1978, though its life expectancy was precarious and questionable from the start.

Students also express themselves, with more or less subtlety and sophistication, through WESU-FM, the student radio station. It is a large organization, averaging between 50 and 120 functioning operatives. During recent years it has been on the air seven days in the week, and its choice of classical music is excellent.

Though fewer in numbers than in former years, fraternities remain active. There are eight of them, not including Eclectic, "which," in the words of the Handbook, "seems to fall between the designation of an 'interest house' and a fraternity." (To older alumni Eclectic with its 'mix' of both sexes and its absence of old fraternity customs is practically unrecognizable except as a building.) The active fraternities, as of 1982, are Alpha Delta Phi, Beta Theta Pi, Chi Psi, Delta Kappa Epsilon, Delta Tau Delta, Kappa Alpha Omega, Kappa Nu Kappa, and Psi Upsilon. A number of these are co-ed.

The percentage of the college body in fraternities has fallen
to about 10 percent. This figure, however, applies only to membership. Otherwise, approximately half the college body becomes involved in one aspect or another of fraternity life. All the fraternities and Eclectic presently have eating clubs or cooperative kitchens. Certain academic events are sponsored by fraternities. And, of course, there are numerous social activities generated by fraternities which draw many students who are not members. It is still much too early to count fraternities out, as some "viewers with alarm" have done and, occasionally, as some antifraternity people have hoped to do. As Mark Twain might have said, rumors of their demise have been greatly exaggerated.

SPORTS IN GENERAL

Sports at Wesleyan continued to be a source of constant interest regardless of what else went on within or without the University. In fact, it is arguable that in proportion to the total student population more students participated in sports on a voluntary basis than at any time in Wesleyan's history; after all, the Physical Education requirement had been dropped. Both men's and women's sports flourished even if an overall favorable season might be a rarity. And at Wesleyan intercollegiate competition certainly produced a mixed record from the fall of 1970 through the spring of 1982, losing seasons, winning seasons, and occasionally a Little Three championship.

FALL SPORTS

Football fortunes experienced better than a break-even status from the fall of 1970 through the fall of 1981, with 52 games won,
43 lost, and one tied. Only one Little Three championship was won outright, and that was in 1970 with a team that had a 5-3 record. The 1978 season ended in a triple tie for the Little Three for the fifth time in history. The best seasonal record overall was 6-2 achieved in 1977 and 1978. Potentially the best team may have been the 1978 team; it was this 1978 team that beat Williams (24-12) for the first time since 1970. Unfortunately it played less well against Amherst, losing 30-15, and went down before an inspired Trinity team, 43-10. This last game was watched not only by 6,000 fans but also by members of the undefeated teams of 1946, 1947, 1948, and 1969.

Many players through the years were outstanding, and mention of any may be unfair to others; nevertheless a number were especially noteworthy. David Revenaugh, 1972, held the Wesleyan rushing record over his career of 1869 yards until that was exceeded by Robert Latessa, 1979, with 1878 yards. Peter Panciera, 1971, held the passing career record of 3086 yards, while the largest number of career pass completions, 259, was achieved by Brad M. Vanacore, 1977. Dennis Robinson, 1979, who made the UPI All-New England second team in 1977, and the ECAC All-New England Division III team in 1978, was surely the "mostest." He achieved the most career points, 158, the most career touchdowns, 28, the most career touchdowns rushing, 19, the most career punt returns for touchdowns, 6, and the most in one season, 3, as well as the longest punt return for a touchdown, 82 yards against Colby in 1978. John Papa, 1979, a fine passing quarterback who
tied Panciera's 1979 record against Amherst for the most consecutive passes completed, with 6 against Colby in 1978, was a successful place kicker, registering the most career field goals in Wesleyan's history, 16, the most career points after touchdowns, 75, and the longest field goal, 40 yards, against Amherst in 1976. In 1977 he was named punter and place-kicker for the UPI All-New England first team and the ECAC All-New England Division III team in 1978. There were also John McVicar, 1978, a defensive end who made the Kodak Coaches All-America first team in 1977 for the second year and the UPI All-New England for the third year; Matthew Hoey, 1978, a linebacker who was on the 1977 All-ECAC second team and the UPI All-New England second team; Jeffrey Gray, 1977, an excellent offensive lineman playing center who made All-New England and All-East teams in 1976; Michael Whalen, 1983, who as center made the All ECAC and All New England Football Team in 1981; and Christopher Petricone, 1982, and Eugene Cote, 1983, who as defensive backs won places on the All New England Football Team in 1981.

In soccer the men's team under Coach Terry Jackson usually had winning seasons, and, in 1972-73 and 1977-78, Little Three championships. The best record was achieved in the fall of 1980 with twelve wins and two losses. This team was the Little Three Champion as well as the ECAC New-England Region Champion, and its coach was acclaimed Coach of the Year, New England Division III - Soccer. Though the 1978 season ended in six games won, six lost and one tie, three players were named to the New England Intercollegiate
Soccer League All-Star team: Stanley C. Hamilton, 1979, forward, for the second year in a row; Paul A. Roland, 1980, forward; and Andrew J. Simon, 1981, fullback. In the fall of 1980, David Coombs, 1981, a back, was named to the All New England and goalie Kofe Appenteng, 1981, to the All American. The next fall, 1981, Seth Sholes, 1982, a forward, also made the All American Division III Soccer Team. The women's soccer team, coached by Peter Buttenheim and playing in 1978 for the first time on a varsity instead of a club basis, made a promising beginning with a record of 3-4-2, a nice comeback after losing the first four games. The team tied Yale 3-3, with neither team being able to take advantage of the twenty-minute overtime. Women's soccer continued to improve, the team becoming Northeast Intercollegiate Athletic Conference Champions in 1980 with an 8-3-2 record, and Little Three Champions in 1981.

The men's cross country teams had but two winning seasons from 1970 to 1981. These were in 1972 and 1973 with records of 6-1 and 5-4 respectively. Spencer Smith, 1981, participated in the 1978 NCAA Division III National Championships at Rock Island, Illinois, the first Wesleyan harrier to qualify for these since Ambrose Joel Burfoot, 1968, in 1967. Of the 230 runners Smith placed 83rd. In 1980 he finished ninth in the same cross country meet. Women's cross country, established as a varsity sport in 1976, progressed steadily from a record of 2-2 in that year to 5-2 in 1977 and 7-2 and the Little Three championship in 1978. Especially effective in these early years of the sport were Ann Dunham, 1979, and Jill Quigley, 1981.
Field hockey, founded at Wesleyan in 1970, had a string of losing years. Then, in the fall of 1978, with the swift development of a group of eager underclasswomen, the steadying influence of a few upperclasswomen, and a new coach, Gale Lackey, the Wesleyan team achieved a brilliant record of ten wins and one loss, and captured the Little Three championship, a feat they repeated in 1980-81. In fact, during the latter season, four players were chosen All New England: Diane Bardes, 1981, Barbara Martin, 1981, Carol McCrae, 1981, and Linda Polonsky, 1982. The following year, 1981-82, Susan Kidwell, 1982, made All New England and Linda Polonsky, 1982, the All America Division III and All New England.

Somewhat less impressive but nevertheless noteworthy was that the women's tennis team, also after years of valiant struggle, achieved their first winning season in 1978 with a 6-5 record.

WINTER SPORTS

The men's basketball teams had their ups and downs, but there were a few very good years. In 1970-71, with a 16-4 record, the team beat Amherst twice and Williams once, and in 1971-72, with a 16-7 record, the team defeated Williams twice and Amherst once. In both years Wesleyan won the Little Three championship. Moreover, in 1971-72, the team, the coach (Herbert F. Kenny, Jr.), and the institution were selected for the third consecutive year by the Basketball Officials Associations for the Schoenfeld Sportsmanship Award. The 1976-77 team achieved a 15-6 record; it was considered the most improved team in New England, and Kenny was acclaimed Coach of the Year in New England. The 1977-78 team, though winning only
9 games and losing 8, downed Amherst twice and Williams once to take the Little Three Crown. Since then, at least as of 1981-82, fortune has not been so kind. In 1981-82, however, Vincent Bonazzoli, 1982, was chosen New England Division III Player of the Year under Six Feet Tall, while Steve Maizes, 1982, was winner of the NCAA Post Graduate Scholarship as Basketball Academic Player of the Year, the New England CSID Second Team Academic All America, and Connecticut Division III Player of the Year. In 1981, moreover, Coach Kenny was elected to the Board of Directors, Nat'l. Assoc. of College Basketball Coaches.

In women's basketball the team of 1973-74, coached by Stacy L. Vinson, became the first to establish a winning season with a 6-4 record, followed the next year by 9-3. The seasons of 1975-76 (5-8) and 1976-77 (7-9) were less impressive, but the number of games was gradually increased and, with that increase, the strain. The 1977-78 team, under Coach Rayla Allison, played a schedule of 17 games, of which it won but two. The 1980-81 team won six and lost nine, but the 1981-82 team went down with but 4 wins out of 17 games. Hopes for a change in fortunes, however, never die.

Men's squash teams always seem to have their troubles, rarely having a winning season (the last was in 1979-80; the time before, 1970-71), while women's squash so far has fared only slightly better.

Like squash, men's ice hockey had a string of losing seasons, though the 1971-72 team had a satisfactory record of 11-7 and the
1973-74 team with a 10-12-1 season went to the finals of the ECAC Regional New England championship. John Gardner, 1974, a fine goalie, was named to the All-ECAC squad, after the tournament. In 1975-76, Richard Gallogly, 1976, was voted player of the year for the ECAC Division III. Eventually a Little Three championship came to Wesleyan in 1981-82. Women's hockey, after being on a club basis, "iced" its first varsity team in 1977-78 with a 5-5 record, not bad at all for the first year.

Wrestling started out well, sagged in the middle, then came on strongly in the years of the Campbell era. The team won the Little Three in 1970-71 with an 8-10 record and another Little Three in 1972-73 with a 3-6 tally. Still, every year from 1970-71 through 1975-76 was a losing season. Finally came a 7-7 record in 1976-77 and a very satisfactory 9-3 for 1977-78, with Coach John Biddiscombe in his fourth year at Wesleyan, and the Little Three championship.

Particularly outstanding were the individual performances of Scott Andrew Steele, 1980, in the season of 1979-80. He gained sixth place in Division III NCAA wrestling out of a field of thirty-two, and earned a place on the All-American Team for Division III. He thus became Wesleyan's first wrestler ever to win All-American recognition in the division. This 158-pounder had a record of 47-3-2 in regular season matches, a 67-14-2 record overall in four years, a 16-6 mark in New England competition; moreover, he never lost a Little Three competition. A truly extraordinary competitor.

In 1981-82 the team again ruled the Little Three and placed second in the New England Tournament. Not only that, but Michael Whalen, 1983, became a New England Wrestling Champion and Robert Ginsberg, 1985, made the All America Division III Wrestling team.
Swimming, which continued for men until 1972 under John Edgar and then, upon his demise, under Patrick M. Callahan, 1971, enjoyed a fair degree of success, with more winning than losing seasons. The team won the Little Three championship in 1970-71 and 1971-72. Callahan achieved records for both the pool and the team in the 500 and 1000-yard freestyle and in the 800-yard freestyle relay.

Women's swimming, with Barbara Bascom as coach, had its first varsity season in 1976-77 with a successful 5-4 season, including a win of 103-15 over Holy Cross and 97-16 over Amherst. The season's record in 1980-81 dropped to 1-12, discouraging indeed to the swimmers, but the 1981-82 team won 2 meets out of 8, an improvement at least.

SPRING SPORTS

Baseball teams, coached since 1974 by Peter Kostacopulos, who succeeded Norman Daniels, had eight winning seasons out of twelve (through 1982). Though the Little Three title eluded Wesleyan most of the time, the nines had a number of impressive seasons: in 1974, when the team won 15 games and lost 7 -- the 15 being the largest number of victories ever achieved up to that time in a season in Wesleyan baseball; in 1975, when the record was 14-7; in 1978, when the count was 14-6; and in 1981 and 1982, with identical 15-6 seasons. The 1974 team, moreover, won the ECAC regional tournament title.

Track has had its devotees since the Greeks, and has enjoyed a long and generally successful experience at Wesleyan. During the Campbell years, however, Wesleyan's men's track teams usually came out
on the short end of individual meets and had losing seasons. More successful was the women's track team, which, in 1976, enjoyed a winning season, including the Codfish Bowl Championship in Boston, duplicated both feats again in 1977, and won the Little Three title in 1978 and 1981.

Men's tennis teams had only three winning seasons out of twelve. These were in the spring of 1971 with a tally of 8-3, the spring of 1973 with a 5-2 record, and 7-4 for the 1980 season. The teams, however, broke even four times; three of these were in a row, an odd circumstance: 1974, 4-4; 1975, 4-4; and 1976, 5-5.

Golf had its troubles over the years but achieved solid 7-4 records in 1970-71 and 1971-72. The low point was reached with a 3-10 season in 1976-77, but the team rebounded in the spring of 1978 with a 6-7 record. From then through 1982 there has been no winning season.

Lacrosse witnessed more enthusiasm than success during these years, male teams recording winning seasons only in 1970, 1974, and 1975. Women's lacrosse, established as a varsity sport in 1976, fared somewhat better: it achieved a winning season in the spring of 1978 with a 4-2-1 record, another in 1980 with a 7-3 result, and a third in 1982 with a 6-3-1 record. In 1981-82 the team also captured the Little Three.

Men's crew, still coached through 1972 by Philip Calhoun and thereafter by James Joy, a Western Ontario graduate with an M.A.L.S. from Wesleyan in 1972 and several years of coaching the lightweight crew at Yale, did very well indeed. It won the Little Three champion-
ship in 1971, 1973, 1974, and 1977 and had six winning seasons out of eight; in fact, in 1977 it had a remarkable record of 11-1. Several crews placed well in named and regional regattas. The lightweight varsity eight won the Little Three in 1982.

Women's crew, coached by Patrick Callahan, steadily improved with a remarkable record of 18-7 in the spring of 1978, including the Dad Vail Championship.

Wesleyan's athletic ties with Amherst and Williams are of ancient vintage and with Bowdoin, almost as old. All four colleges had long had an agreement for the conduct of intercollegiate athletics. In 1971, after three years of discussion and study, the presidents of eleven liberal arts colleges accepted the recommendations of their athletic directors to establish an athletic conference. Based upon the agreement shared by Amherst, Bowdoin, Wesleyan, and Williams, a new document was drafted for the eleven institutions, which comprised, in addition to the original group, Bates, Colby, Hamilton, Middlebury, Trinity, Tufts, and Union. The interest in establishing the conference was prompted by a concern that the liberal arts colleges were losing their identity in the intercollegiate athletic world. By joining together, this identity has been preserved, and NESCAC has a voice and is recognized as representing the small college athletic program.

RELATIONS WITH ALUMNI

Relations between the administration and the alumni have become increasingly close during the Campbell years. The two principal obstacles to good relations, affluence and student stridency,
gradually disappeared as obstacles -- in fact, the affluence itself vanished in the depression and inflation of the 1970s, while new student generations came and went that were increasingly less disposed to public agitation. Alumni have become more understanding of the problems Wesleyan faces and more appreciative, if possible, of its educational enterprise.

Much of the responsibility for the closeness of alumni to Wesleyan is attributable to the director of Alumni Relations, the Alumni Association, and the Alumni Council. Unless one asks, "What does the director of Alumni Relations do?", one has little idea of how numerous and complex his duties are. The director is the principal administrator for University relations with over 14,000 alumni and more than 2,000 parents. Among his more important functions, he organizes and administers all alumni and parent relations programs, including Alumni Council, reunions, clubs, job placement, continuing education, alumni trustee selection and election, seminars, alumni tours, campus understanding programs, and parents committees. He also supervises the study and implementation of long-range alumni relations programs, and he serves as spokesman for the University at numerous alumni and parent meetings throughout this country and abroad. So much of a person's success in this pivotal post, a post of which the duties are not well known by many faculty and students, depends upon his competence, imagination, tact, energy, and enthusiasm.

Wesleyan has been fortunate in its alumni director (or secretaries, as they used to be called). Its director as of 1982 was a man of ability and profound dedication to the University, William
Karl Wasch, 1952. He took over the office in 1968, following the resignation of Baxter Patrick, 1936, who entered private business. Wasch brought to the post a good deal of business experience with oil companies as well as on-campus experience as director of Annual Giving, 1964-1966, and director of Development, 1966-1968. Besides his Wesleyan duties, Wasch has been active in the affairs of the town and his political party. Among his professional affiliations he is a member of the National Council for Advancement and Support of Education.

The second factor mentioned, the Alumni Association, consists of all people who have attended Wesleyan, whether or not they received a Wesleyan diploma. The Association votes annually for the three alumni members of the board of trustees. The Association also meets annually to elect officers and consider all necessary business. The officers elected are a chairman, vice-chairman, secretary, treasurer, assistant secretary, and assistant treasurer.

Throughout the year, the Alumni Council transacts the business of the Association. The council is composed of the Association officers (who are also the officers of the Council), former chairmen and secretaries, the members of all standing committees, the alumni councilor elected by each local alumni club, ten councilors-at-large, the chairman of the board of trustees, the president of the University, and those persons who have been elected life members. All told, about 160 persons are members of the Council, which meets at least three times a year.

As of the fall of 1981, ten committees with specific interests and responsibilities comprise the Alumni Council. These committees are:
In line with forging closer ties with alumni were the 1982 appointments of John Andrew Driscoll II, 1962, as associate director of Alumni Relations and Amy Elizabeth Scham, 1979, as assistant director. Driscoll (M.A., Fordham, 1963) had an extensive career in government service and was active in alumni affairs, particularly in connection with the Washington club. While principally concerned with promoting alumni clubs in his new post, Driscoll was also to share certain duties with Wasch, among them matters affecting the Alumni Council. Scham (M.F.A., Northwestern, 1981) had largely a theater background. Her new responsibilities were to include working with younger alumni and assisting Wasch and Driscoll with events on campus.
Alumni Clubs, Alumni Reunions, Alumni/Student Relations (which established the much appreciated Career Counseling Program in 1976), Athletics, Communications (which, among other things, makes comments and suggestions on the content of Wesleyan, which is the Alumnus magazine, and The Red and Black newsletter), Continuing Education (responsible for campus and home seminars), Distinguished Alumni Awards, Fraternity Relations, Nominations, and Wesleyan Alumni Fund or, more recently, the National Alumni Fund (a very enthusiastic committee, closely organized and successfully using the telephone, among other methods, to raise money). Women now serve on all these committees except the Fraternity Relations Committee.66

That good relations between Wesleyan and the alumni need constantly to be cultivated is, of course, the most obvious of perceptions, but there have been times in the history of the University when alumni have been alienated by what has happened on campus. Such alienation appears to have occurred, at least in part, because of a breakdown in communication between the University and the alumni, who felt that they were not kept adequately informed of what was going on and why. Alumni are part of the Wesleyan family, they wish to know what is happening on campus, they like to feel needed (as, indeed, they are!) and testimony everywhere suggests their whole-hearted desire to assist Wesleyan in any way they can. The most recent years give ample evidence of their continuing, lively interest in this institution and of Wesleyan's earnest efforts to sustain that interest.
The Campbell administration has endeavored to build a real sense of people belonging to the Wesleyan community after graduation. Not that this is novel: other administrations have tried the same. But President Campbell and his administration have made an unusually serious and sustained effort to be open and objective with alumni. Among the interesting results have been a growth in the number of people attending alumni meetings throughout the country and seminars on campus, a significant increase in contributions, and a widening diffusion of a feeling of trust.

WHAT HAPPENS AFTER GRADUATION?

What Wesleyan graduates do after Commencement has been a question in which many people have been deeply interested. Actually the distribution of Wesleyan alumni in the various vocations has shifted from time to time. In his analysis of the 1931 Alumni Record Dean Nicolson wrote that the proportion of alumni entering business compared with those entering the professions had increased greatly in the late nineteenth and early twentieth century. In the 1920s the ratio was 44 to 55, with bankers, brokers and insurance men being especially numerous in the most recent classes.67

A report was made in 1971 on "The Employment of Wesleyan Alumni" by Rupert Wilkinson, an English sociologist working in conjunction with the Alumni Office. The report revealed a number of striking developments. Using Wesleyan surveys made in 1900 and 1949, he wrote:
As one would expect, the businessman proportion of the living-alumni rose greatly [for the first half of the present century], and the proportions in the ministry fell, both while the ministry declined, both in absolute numbers and in proportions. Less predictable, however, the proportion in college faculty appeared to stay about the same, despite a sharp increase over this period in the college faculty proportions of the national professional managerial labor force. However, at both dates, 1900 and 1949, the faculty proportion of living Wesleyan alumni (about 7% apparently) was much higher than the national proportion. . . . .68

By comparing the 1949 survey with a survey of living alumni in 1968, Wilkinson found a general stability:

The proportion of known alumni in business has not altered since 1949; it stands at about 45%. Similarly, the proportion in college teaching and scholarship has not apparently altered, for all the trends to academic professionalism that marked a college like Wesleyan in the late 1950's or early 50's. The proportion is six per cent (four per cent of all professional-managerial workers are college faculty). Lawyers too, have stayed the same, at about 7.5%, though this is far more than the national average. . . . Doctors, other health workers, and medical students showed an increase, from 8.4 to 11.3%. School teachers, by contrast, declined. This percentage of Wesleyan known alumni was not much under the school teaching proportion of all professional-technical-managerial workers; in 1968, it was far less. This probably reflects the relatively low status of school teaching among elite college graduates, and the higher social class composition of Wesleyan alumni graduating since the 30's.69

So far as public employment was concerned, Wilkinson estimated that "of all known lawyers in the [Wesleyan] 1968 survey (excluding judges and law students), about 7% worked for a government agency." Such a percentage was "less than the government (non-judicial) proportion of all American lawyers in 1967 -- about 13%." Wilkinson based this on the assumption that in recent decades "Wesleyan lawyers tend more than most lawyers to have attended the most prestigious law schools, and a preliminary study of law school graduates in 1967 indicates that graduates of the most prestigious schools were less likely to be in government than others."70
He found no evidence of a rush into public employment by alumni in the early Roosevelt years but saw an increase, slightly later, in Federal recruitment from classes graduating in the early Roosevelt years. Furthermore, there occurred "an upsurge in Federal employment in the Kennedy years." All this, by the way, may say something about "the recruiting powers of new, bustling and articulate Presidents."\(^{71}\)

How the situation has changed statistically among alumni since the Wilkinson report is still not clear, but certain developments should be noted. Wesleyan continues to hold a high place in medicine, with 75 per cent to 90 per cent of the members of the class of 1978 who applied to medical schools (27 individuals in 1977) being accepted at one, at least.\(^{72}\) As of 1974, a study on the undergraduate origins of United States medical students lists Wesleyan among the one hundred "major suppliers" of medical students and ranks the University in the highest ten institutions according to medical school entrant/applicant ratio.\(^{73}\) The appeal of the ministry to graduating seniors is slight, but according to Professor C. Hess Haagen, director of Institutional Research and Career Services, a small number of graduates seem to be attracted to non-established religious groups or cults rather than to formal schools of theology. Though there has been an increase in the number of seniors interested, there has been a definite falling off in the actual numbers of Wesleyan graduates entering the teaching profession, whether at the college or school level, a development undoubtedly owing at least in part to the reduction of the numbers of the young. The closing of many schools and the "freezing" or actual
shrinkage of college faculties have made the job market very tight. The financing of graduate education in the arts and sciences, moreover, has become increasingly difficult. The fading of job opportunities in the teaching area compared with a decade ago and mounting educational costs have thus turned graduates' attention to sectors where opportunities appear more numerous and the revenue more rewarding.

If the number of graduates entering business shows only a slight increase, there is a distinct increase in the number entering law school, but with some important and interesting qualifications. Wesleyan seniors with good credentials have a high rate of acceptance. Naturally those with less impressive credentials have a lower rate of acceptance, but acceptance does occur. Often, however, Wesleyan students do not enter law school at once if not accepted by schools they most prefer; they will wait until the next year or the year following, meanwhile finding a job or trying a variety of jobs. For that matter, according to Professor Haagen, law schools often encourage a delay in applying for entrance. Whatever the reasons, substantial numbers of law aspirants throughout the country, including Wesleyan graduates, are entering law school at a more mature age.

How the growing presence of women graduates will affect the vocation spectrum is uncertain. Though hundreds of women have passed through Wesleyan during President Campbell's administration, a few more years will be needed, as they forge their careers, for any analysis to be significant. There appears, indeed, to be more uncertainty among women about careers than among men. Of the class
of 1980, 40 per cent (43 per cent of the men) entered Wesleyan to get a better job, while 53 per cent (57 per cent of the men) entered to prepare themselves for graduate or professional school. On the other hand, 49 per cent (33 per cent of the men) reported that there was a very good chance of their changing their career choice. Whereas the roles of housewives and mothers might have been sufficient for most a generation ago, nowadays these roles may be only part of the total role women fill as physicians or lawyers or teachers or business persons of one kind or other. Certainly women in general -- and this applies particularly to Wesleyan women -- are doing very well in their acceptance at medical, law, and business schools. According to Professor Haagen, acceptance of women at such institutions is presently at a slightly higher rate than men in terms of the numbers in the applicant pool. Increasingly, so it would appear, earlier barriers are being removed and women are being accepted without evidence of discrimination in the admissions processes of graduate and professional schools. 74

On a lighter note but in connection with the increasing numbers of women as Wesleyan undergraduates and graduates, a few alumni were prompted to do something about making the Alma Mater less sexist. Women could hardly be expected to put their hearts into singing, "We'll all be boys again together." The idea of modifying the song belonged to Hartford Attorney Joseph F. Skelley, Jr., 1950, whose two Wesleyan daughters indicated their objection to the lyrics, evidently in no uncertain terms. Skelly mentioned the matter to the Alumni Council, which appointed him forthwith chairman
of an ad hoc committee to rewrite the Alma Mater. It also appointed Leonard J. Patricelli, 1929, leader of the Glee Club of those days and later president of the 1080 Corporation, owner of Station WTIC radio.

The two alumni put their heads together and co-opted Professor Richard K. Winslow, 1940, chairman of the Music Department, who in turn consulted Professor Richard Wilbur, winner of a Pulitzer Prize in poetry. Winslow and Wilbur apparently solved the problem by passing notes back and forth during a rather less than inspiring faculty meeting. Out of this grade school maneuver came two more or less ingenious changes. Instead of "We'll all be boys again together," the professors substituted, "We'll all be young again together," while in place of "Strike hands and pledge your faith, each man," appeared, "Join hands and praise you while we can" -- hardly as dramatic but preserving the rhyme and meter and being quite neuter. The Alumni Council liked the new version and, in the summer of 1977, accepted it, thus clearing the way for both sexes henceforth to "raise the song for Alma Mater."

TRUSTEES

A constant in all the multifarious changes at Wesleyan through the years, and mentioned in this history from time to time, has been the steadfast loyalty and devotion of the trustees, who shared the controlling power with "visitors" from the New England Conference of the Methodist Episcopal Church as a joint board until the charter was changed in 1870 to give complete control to the trustees. Whether it was Laban Clark, so important in the founding
of Wesleyan; George I. Seney, 1845, banker, railroad president, and great benefactor of the University in the 1870s and 1880s; John Emory Andrus, 1862, trustee from 1889 to 1934 who, for all his love of economy, repeatedly made timely and generous contributions; George W. Davison, 1892, banker, booklover, and donor at his death in the 1950s of the largest single gift in the history of Wesleyan, trustees have given unsparingly of their time, their substance, and themselves. During the stressful 1960s when colleges were in tumult throughout the country, they never lost their faith in the administration, faculty, or students at Wesleyan, though on occasion their equanimity must have been sorely tried. Expressive of their devotion was the remark of the late Frank Henry Wenner, 1918, when, in 1959, the trustees reduced their number by half. "On the day the reorganization was voted, one Trustee said, 'Why, Frank, you are asking us to commit hara kiri.' To which Frank replied, 'Yes, I am and it's a small thing to do for Wesleyan, isn't it?'" 75 In that spirit, Gilbert Clee, 1935, labored unceasingly for Wesleyan, though sick unto death. Also in that spirit Philip Bransfield Brown, 1944, the son of Elizabeth Bransfield Brown, 1907, presided over the board from 1969 on as the University encountered "the time of troubles", social and financial, which afflicted Wesleyan and the nation during the 1960s and 1970s. He, too, died in office in January, 1980, and was buried in the little college cemetery on Foss Hill. Fortunately for continuity of leadership he was succeeded by the vice-chairman since 1974, the very able D. Ronald Daniel, 1952, managing director of McKinsley and Company. Throughout
the years the affection and the concern of the trustees for Wesleyan have been deep and abiding and rarely more so than during the Campbell administration.

FINANCIAL TENSIONS LEAVE THEIR MARK

In summing up, it may be said that with the guidance of President Campbell, the cooperation of the faculty, the mature judgment of the trustees and the loyal support of alumni and students, Wesleyan has so far (1981-82) weathered the stresses of the period. It would be going too far to assert that the financial affliction is over, though its crisis period for this institution seems to have passed. It has left its mark, however, in many ways, including an increased student body to meet expenses, a fractionally smaller administration, a somewhat diminished secretarial, clerical, and maintenance staff, overall a reduced number of programs, particularly the elimination of the Master of Arts in Teaching Program, and, until recently, a halt to major construction plans. Other ventures were placed pretty much on a pay-your-own-way basis such as the Graduate Summer School for Teachers, changed to the Graduate Liberal Arts Program and expanded to include undergraduates and a computer program. Salary raises came near to disappearing as the rate of annual increment rarely rose to more than four per cent, a rate which fell appreciably behind the annual rate of inflation. Even seven per cent, subsequently adopted, lingered behind inflation. The faculty, especially the younger faculty, were understandably disturbed, the local AAUP chapter shook itself out of its dormancy,
and there were some fiery charges of unfairness, injustice, and wastefulness hurled at the administration. In the end, however bitter the feeling in some quarters, most of the faculty accepted, though many vehemently disapproved and continued to disapprove through the years, the administration's prescription for the University's ills. The Campaign for Liberal Learning may go far to restore good feeling all around, an objective partially attained even before the Campaign with a significant increase in salaries and wages.

AN END TO PASSIVE COMPLIANCE

Less disposed to accept the administration's ruling in financial and related matters was a group indispensable to the functioning of Wesleyan, and this group's action led to a development unique in Wesleyan's history and startling in its implications: a strike and the formation of a union by most of the clerical and secretarial workers in September, 1978. This was an unusual action to occur at a comparatively small university and the first union of its kind to secure recognition at any New England private college. Whether striking and unionizing were necessary was hotly disputed at the time. The workers, who affiliated with The Office and Professional Employees International Union, insisted the necessity clearly existed, citing not only the question of wages and grading but also the increased work load and the growing impersonalization of treatment by the administration of which the moths of fruitless negotiation with it appeared to be an example. Naturally the
administration had a somewhat different view. Sympathy for the clerks and secretaries was widespread, but faculty and students were divided on the strike and union issues. Though the AAUP strongly supported the strikers, the faculty as a whole declined to stop meeting their classes out of sympathy.

The 24-day strike ended on September 26 with a one-year instead of a three-year contract as earlier proposed, a seven per cent pay increase retroactive to July 1, 1978, a salary step system within pay grades with workers attaining the midpoint in three years and the maximum in five, and automatic binding arbitration for grievances. Speculation grew then and subsequently as to whether the maintenance workers would also unionize; they did.

THE SESQUICENTENNIAL AND BEYOND

Unlike the Centennial celebration in 1931, which was held on one long, crowded October weekend, the Sesquicentennial celebration lasted formally from September 20, 1981 through May 1, 1982 but informally through Commencement and Alumni Weekend in June. Though distinguished visitors participated in the activities, there was no dazzling concentration of great figures in education, the church, business, and politics, culminating in the presence of the prime minister of Canada. There was no corresponding, tremendous splash of attention in the metropolitan press. Nor, for that matter, was there a mismatch of a football game between a resurgent Columbia University team and a Wesleyan team that tried, vainly, to keep from being swamped. Instead, the multifarious activities of
the Wesleyan academic year, enlarged and slightly ornamented to be sure, were presented to show what occurs at Wesleyan, other than classes and athletics: exhibitions from the Wesleyan Archives and the Davison Art Center, dance exhibitions, poetry and prose readings, plays, concerts, films, lectures, symposia in various disciplines within the sciences and social studies, and the two formal convocations, September 20 and May 1, at which pleasant words were said about Wesleyan; at the first, moreover, an exciting address was given on the significance of 1831 and 1981 by Professor Gerald Holton of Harvard. In addition, a series of nine pamphlets was published on a number of phases, aspects, and interests of Wesleyan since its founding; these were edited by Professor Joseph W. Reed, Jr., of the English Department, who was also general chairman of the Sesquicentennial celebration and splendidly orchestrated the whole affair.

At the convocations, particularly the first, with academicians and visitors in robes, bright hoods, speakers eloquently commemorated Wesleyan's existence. One heard of humble beginnings, of the distinguished present, of a future in which the University would help shape the minds of state and national leaders. Honorary degrees were presented to a variety of people whose accomplishments were of a superlative nature and in fields in which Wesleyan was deeply interested. Of course, anyone with an eye for numbers might have observed that the attendance fell short on both occasions of a medium-sized Commencement crowd. Nor were the numbers present commensurate with those who attended the Centennial. But that, apparently, is the way with Sesquicentennials; one seems to need 100 by itself or as a factor in addition to capture large-scale attention.
On the other hand, this celebration, structured over a long period of time and revealing so much of life and ideas at Wesleyan, roused a good deal of justifiable pride in the University, as well as a powerful desire to make it even more effective as an institution of learning. This desire was shared by all components of the University and by no groups more strongly than the president and the trustees. It was during these months while Wesleyan was commemorating what it had done that the president and the trustees were planning what this little University could yet do in larger and more meaningful ways. The president traveled extensively and spoke in many places, often with little rest; the trustees developed a careful plan of organization and met time and again to contrive ways of raising money. Out of all this, as previously stated came "Wesleyan: A Campaign for Liberal Learning", the results of which, it was hoped, with growing confidence, would help assure Wesleyan's future.

SHAPE OF THE FUTURE?

What lies ahead for this once small but now greatly enlarged Wesleyan? It is hardly the role of an historian to be a prophet, but certain facts are reasonably clear. From the time of the undergraduate student body of 48 in 1831 to the 2582 undergraduates, 85 special students, and 146 graduate students for the academic year starting in September, 1981 there have been present in Wesleyan students an intellectual curiosity, a determined independence
of mind, an almost unquenchable idealism, and a robustness of spirits that characterize youth in many times and places, but which have been especially evident at Wesleyan. There is little likelihood that such characteristics will diminish in the future, though fashion may occasionally dictate that they be disguised or concealed in some way, perhaps by an appearance of ultra sophistication or primivitism. The process of selection, rigorous for years, will certainly persist with an emphasis on high standards.

To teach such students, furthermore, Wesleyan has an elite faculty rooted in a remarkable teacher-scholar tradition from which it is unlikely to depart. In 1975, a MALS graduate, recalling his master's work undertaken more than twenty years before, said of the then Graduate Summer School, "The Wesleyan experience ... formed for me a model of what good teaching and good learning are all about." That, in brief, is what the Wesleyan faculty has sought to accomplish from the time President Willbur Fisk's four teachers first met their classes in 1831 to President Campbell's 1981-82 cohort of 302 teachers, of whom 63 were women. Vital, perceptive teaching that is enriched by scholarly research and writing, and learning that is inspired by such teaching to greater awareness and understanding -- that is a goal worth cherishing in any age.

In all candor, however, Wesleyan is not an especially relaxed institution to be at, whether for teacher or student. Evidently it has not been from the beginning and may never be. This is not
Since early in the 1970s faculty members have become increasingly involved in the overall operation of the University, including the financial. Faculty, and students too, now sit on such trustee committees as those dealing with education, facilities, financial planning, investment, and student affairs. Both the trustees and the administration have welcomed this widening role as additional and important evidence of the growth of a sense of corporate responsibility without which Wesleyan could face a precarious future.

It would be only natural, of course, if the chief concern of the faculty was still with academic matters, and it was with the intellectual welfare of the whole institution in mind that in the spring of 1972 the faculty planning committee submitted a report to the faculty that called for four faculty members to be appointed as planning officers who should examine the ways in which Wesleyan was, or should be, meeting its commitments to general education, concentration programs, interdisciplinary learning, and graduate programs. President Campbell and Vice President Greene endorsed Barry I. Kiefer (Chemistry), Jon as director of Science Development, and Professor Higgins (Music), as director of the Center for the Arts, were already performing virtually these functions. They were now joined by two others: Professor Richard Stancel (Romance Languages and Literatures), as director of Humanities Development, and Associate Professor J. Donald Moon (Government), as director of Social Sciences Development. These four were, in consultation with the administration, to review the curriculum, consider the possibilities for change, and work closely with departments and programs on
questions of planning. This was an admirable example of faculty initiative, of what one might call a university identity. It was also an assurance that, in President Campbell's words, "Wesleyan will continue to honor its commitment to excellence in liberal learning."
simply because of what is now a rich diversity in race, creed, and social and economic background of both faculty and student body. It seems also to emanate from a love of learning which finds expression in the constant and spirited clash of minds and ideas and from a compelling urge to excel. The latter may exist in itself for both faculty and students; it is certainly spurred on for students by the fierce competition for acceptance at graduate or professional schools; it has an import for non-tenure faculty in the need to secure recognition as teachers and as writers of scholarly works or for accomplished artistry if in the field of the arts; and it has meaning for the senior faculty in the desire to add to their knowledge and their scholarly or artistic reputation. There is, therefore, a strong accent on individualized, strenuous endeavor in a milieu of constant intellectual ferment. This is a yeasty, even feisty sort of place.

Given this condition, it would be surprising if, for some, there were not at times a certain feeling of loneliness, even of estrangement, on campus. At the same time, Wesleyan is a friendly university, not so large as to be impersonal (though there is evidence that it is becoming impersonal), and there is a very considerable degree of concern throughout the community for those of its members in distress for whatever reason, even loneliness, and a disposition to help in numerous ways. This mixture of competitiveness and compassion has a long history at Wesleyan and remains so strong that obviously it is not about to disappear.

Part of the glory of the modern Wesleyan has been the number and variety of programs it has offered. Though the University has
has generally succeeded in retaining most of them in the current hard times, it may well be that, without the current upturn in the market, the continued improvement in the University's investment picture in particular, and the success (still to be achieved) of "A Campaign for Liberal Learning," Wesleyan might have to face the question of whether it could or should maintain all its programs in the future. Fortunately the University leadership is committed to the maintenance of quality and is deeply and energetically involved in the task of raising the necessary funds, a perennial and never-ceasing task of Wesleyan's conscientious presidents since the days of Willbur Fisk.

Since its founding Wesleyan has sought with vision and passion to provide a context within which a student might acquire a liberal education. Notwithstanding the change of view in different eras as to what constitutes such an education, it still pursues that objective. And while it nurtures the mind, the spirit and the body are not forgotten, though the former may receive a less conventional and more varied acknowledgment than in the nineteenth and early twentieth centuries and there is no compulsion to exercise the latter.

"Great is truth, and mighty above all things," Scripture tells us. The way to its shrine is often uncertain and obscure, and the entrances are confusingly numerous. Yet to the quest for truth, whatever its essence and dimensions and wherever it may repose, Wesleyan has been profoundly and irrevocably dedicated. As President Butterfield wrote, a generation ago, in words still as bright as if freshly minted:
Our purpose is to produce free men -- free from the shackles of ignorance, provincialism, and prejudice -- free to seek whatever is true or right or beautiful because they have discovered and cherish these values and have the spirit to seek them.

So far as one can tell, that purpose will also obtain in the future, certainly as long as professor and student at Wesleyan can sit down together and freely discuss the nature and condition of man and the universe.
Many shared Professor Clement Vase’s view, expressed differently, of course.


Argus, April 10, 1970.

Ibid., May 1, 1970.


Argus, Oc. 16, 1970

Ibid.

Ibid.


Ibid.

Most of the biographical material on President Campbell was gleaned from the Campbell File, W.A.

16 Ibid., June 4, 1971.

17 Ibid., May 23, 1972.

18 The Inaugural address may be found in the Campbell File, W.A.


20 The financial situation of that period is explored in detail in "The Orange Book," more formally entitled, "Staff Report on the Context for Planning and Decisions at Wesleyan" (Jan. 1975), W.A. See also Report of the Treasurer for the Year Ended June 30, 1976, W.A.

21 The "color" books are in the W.A.

22 Trus. Mins., October 18, 1975. The Red Book, incorporating the Plan of Action, is in the W.A.

23 For much of the financial data, see Report of the Treasurer for the Year Ended June 30, 1978, W.A.


25 Philip B. Brown, 1944, "No Small Achievement," in Wesleyan (The Wesleyan University Alumnus), Summer/Fall, 1979, p. 11

26 President Campbell's address to the students, "Current Issues Facing the University," Sept. 24, 1979, Campbell File, W.A.

27 The White Book is in the W.A.


31 "15th Decade Fund: The Case for Wesleyan University," W.A. See also "The Development Report, 1977-78," W.A.


39 For the report of the development committee, see *Trust. Mins.*, June 5, 1982.

40 For Shanklin's allusion to a student union, see *Argus 7*, 1909. The author distinctly remembers a number of students in the early 1930s, himself included, envying Bowdoin College its student union. Fraternities never quite filled the need.

41 For the president's extended and often eloquent statement to the board, see *Trust. Mins.*, June 5, 1982.


44 Ibid.

45 Argus, May 6, 1975.


48 Trust Mins. April 17, 1982.

49 For the "major" information, see Wesleyan University Bulletin, 1981-82, pp. 173-74. I am indebted to Provost William Kerr for kindly explaining further in detail. The mistakes, if any, are mine.


51 Both quotations are from the Core Committee Report in Argus, Jan. 25, 1977.

52 For the CPC report and its acceptance by the faculty, see Fac. Mins., May 12, 1977.


55 For much of the information on the Physical Education Department, I am indebted to Adjunct Professor Donald M. Russell, departmental chairman. See also the detailed and perceptive analysis of need by Jack McCain, "How the Fit Survive: The Squeeze on the Gym," in Wesleyan (The Wesleyan University Alumnus), Winter/Spring, 1978, pp. 5-13.

56 For a full account of Witkowski and the testimonial to him, see Argus, Jan. 30, 1973.

57 The president to the faculty, Nov. 15, 1979. The Campbell File, W.A.
Dean Morrison left Wesleyan on Oct. 1, 1977 after having served splendidly since Sept. 1974, to become executive director of admissions, placement, and management at a new graduate school at Yale, the School of Organization and Management.


Wesleyan (The Wesleyan University Alumnus), Summer/Fall, 1979, p. 3.


Ibid., p. 25.

Ibid.

For most of the information on the definition and operation of alumni organizations I have relied heavily on William Wasch and the pamphlet published by the Wesleyan University Alumni Association, Handbook for New Wesleyan Alumni (quoting freely from the latter without bothering to use quotation marks!)


Ibid., pp. 6,7.

Ibid., p. 7.

Ibid., p. 16.
According to Professor C. Hess Haagen, the percentage in Wesleyan should be 75-90 instead of 80-90 as given.

I am deeply indebted to Professor Haagen for much of the information in the above paragraphs. See his communications to me and other pertinent writings in the Haagen File, W.A.

From the Memorial Minute to Frank Henry Wenner, 1918, in Trust. Mins., Oct. 21, 1967. The trustees reduced their number to 26, a majority to be alumni (Amendment approved, June 2, 1959. Special Acts, p. 190). The board was increased to 29 in 1969 (By Laws of Wesleyan University As Amended Oct. 11, 1969)

The nine pamphlets, copies of which are in the Wesleyan Archives, are:

Number One
William Kerr, On Being One Hundred and Fifty

Number Two
Ellen G. D'Oench, Five Hundred Years of Master Prints in the Davison Art Center Collection

Number Three
Paul Horgan, On The Climate of Books

Number Four

Number Five
Richard K. Winslow, Music at Wesleyan

Number Six
Number Seven
George Creeger, "A Little Occasional Confession": Undergraduate Life at Old Wesleyan

Number Eight
Peter Hall, Middletown: Streets, Commerce, and People, 1650-1981

Number Nine

The Opening Convocation


79 Butterfield, The Faith of A Liberal College, p. 35.

79 Fac. Mins., June 3, 1982; Memorandum from Colin G. Campbell to the Faculty, Aug. 23, 1982.