Robert D. Bole

More Than Cold Stone

A History of Glassboro State College 1923–1973

100
YEARS

This volume is a re-issue of the original history published in 1973 upon the institution's 50th Anniversary. Produced as part of the Rowan University Centennial celebration, the 2023 version provides a limited edition of bound books and a searchable ebook.

The re-issue includes better-quality photo reproduction for most archival images and several photos not in the original publication. Revised design elements improve organization and reading, as do corrections to typographical errors and inconsistencies in the original.

Because the new book contains no substantial changes to content or style, readers will find obsolete references, terms and turns of phrase that mark the original 1973 text as the product of its time and the voice of its thoughtful, dedicated and enthusiastic author.

A Reading Educator's Generous Legacy

More than 50 years after Dr. Nila Banton Smith established the Glassboro State College Endowment Fund to finance the first publication of *More Than Cold Stone,* her generosity again has made possible the re-issue of the book in 2023.

In a lifetime devoted to teaching and learning, Smith invested eagerly in the lives of students and her education colleagues. Her original gift provided the means to publish this record of the institution we now know as Rowan University—which continues thanks to others' sustained dedication to teaching, learning and investing in the future.

More Than Cold Stone

A History of Glassboro State College
1923–1973

Dedication, 1973

This volume is dedicated to R. Grace Bagg, who for 48 years served in the Glassboro vineyard loyally, faithfully, and tirelessly. Her roles were many—secretary, registrar, admissions director, alumni secretary, counselor and friend. In good times and bad she supplied a large measure of the cement that held the College together. Glassboro is in her debt. Her retirement in June 1971 deservedly brought forth from the entire Glassboro family the ancient tribute: Well done, thou good and faithful servant.

Inside cover

Looking north over the Glassboro campus circa 1925, with farmland in the distance and the West Jersey Depot at lower right.

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More Than Cold Stone

A History of Glassboro State College
1923–1973

Robert D. Bole

GLASSBORO, NEW JERSEY

ALMA MATER

Fair Normal, we greet thee; all praise to thy name;
Thy banner unfurls to the breeze.
Thy children salute thee,
and pledge to thy fame,
As soldiers who drink to the lees.
All about thee arise the first temples of God;
Lifting high leafy arms to the sky;
And the flowers that bloom in the green of the sod,
Seem to love thee too fondly to die.

’Loved school, it is thine to impart to thy youth
The wisdom within thy fair walls;
May we daily teach others, with courage and truth,
The lessons we learn in thy halls.
Thou art more than a plan;
thou art more than cold stone;
Thou are Spirit, and Beauty, and Might.
And the standards we raise in the years ’neath thy dome,
Are the standards for which we shall fight.

—Ada P. Schaible
Class of 1924

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About the author

Dr. Robert D. Bole, whose name was synonymous with Glassboro State College and for whom the Rowan University administration building is named, devoted more than 40 years to public and higher education. Respected and beloved, he played many roles: teacher, researcher, dean of instruction, professor and author.

Dr. Bole spent almost 30 years of his career at GSC, starting in 1952. When he moved to the faculty from administration in 1963, he taught New Jersey school law and finance. In 1973, he was only the third faculty member in Glassboro history to be honored as Distinguished Service Professor. He retired in 1979, continuing to research and write.

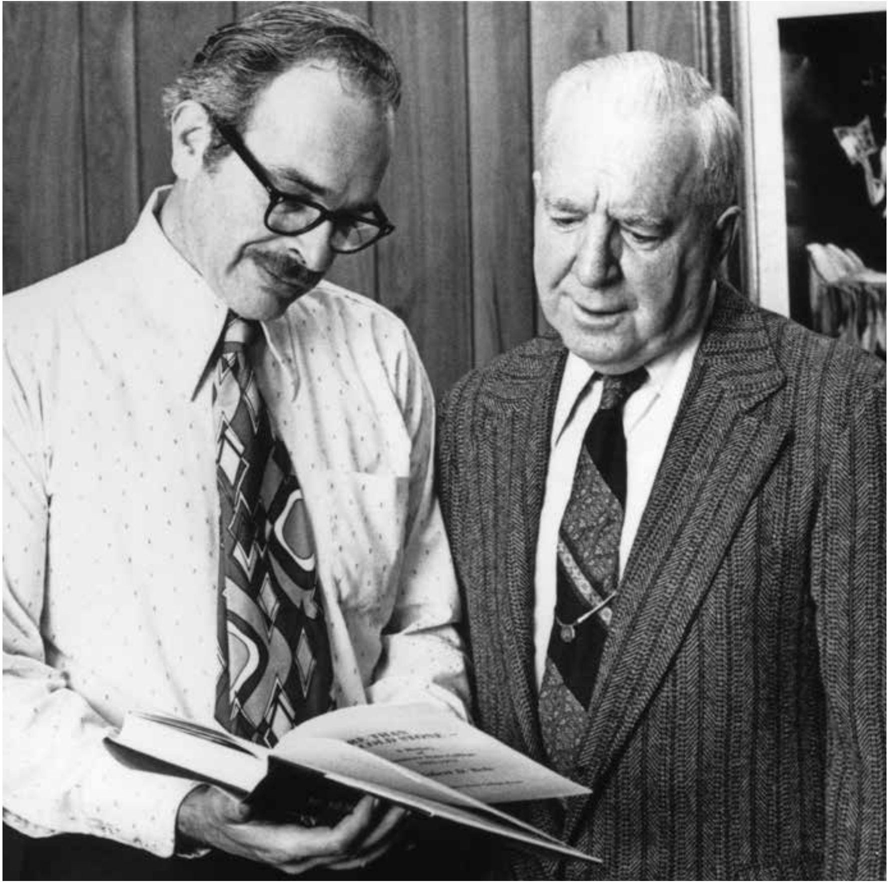
As he chronicled the institution's first 50 years, Dr. Bole employed keen research skills and original accounts of the years leading to the start of the school. His preface describes his careful process but offers little about his important place in the institution's history. He accepted Dr. Thomas E. Robinson's invitation to serve as second-in-command at Glassboro, bringing expertise and enthusiasm to the task of shaping and guiding the institution's evolution. Dr. Robinson said Dr. Bole was a "shining example of all the college wanted to do and plan in those growing days."

Exceedingly modest but always insightful and astute, Dr. Bole told GSC's story with a sense of immediacy and intimacy, creating a relevant and detailed record. He wrote as both an authority and an advocate of the institution. His references to classic literature, current events and popular culture provide context for the chronicle and point to Dr. Bole's great intellect and informed worldview. First and foremost, he was an educator eager to share knowledge and promote understanding.

Perhaps most famously, he became the historian of record for the 1967 Summit at Hollybush, immersed from the first moments of the event to recounting it for many years afterward. Every major network, local affiliates, national and international media interviewed him. In 1972, the American Association for State and Local History cited his book on the Summit as a major historical work.

Dr. Bole was born in 1909. He earned his bachelor's degree from the College of Wooster, his M.Ed. from Rutgers University and his Ed.D. from New York University. He was a member of the New Jersey Education Association and the New Jersey Council of Education. In his early career, he taught math and served as the director of research for the NJEA.

An avid baseball and basketball fan, he was a fixture behind home plate at the Glassboro diamond and Esbjornson gymnasium. He and his family lived near campus and his survivors continued as part of its community.



Dr. Bole, right, presented a copy of this book's first edition to President Chamberlain in 1973.

Upon his death in 1989, the Alumni Association established the Robert D. Bole Humanitarian Award in his memory. The prestigious recognition remains one of Rowan University's most significant honors for one graduating student each year.

Other books by Robert D. Bole

The New Jersey High School—A History, coauthor (1963)

The Glassboro Story, coauthor (1964)

Summit at Holly Bush (1969)

New Jersey Public School Finance in the 1970s (1973)

From Peachbaskets to Slamdunks (1987)

PREFACE

This is a book about a college which is on the verge of celebrating its Golden Anniversary, for on September 4, 1973, Glassboro State College will be 50 years old. At the outset, I hasten to declare that it is also a volume that never could have been written without the cooperation of R. Grace Bagg. It was she who made available source material, especially on the Savitz and Bunce administrations, that filled file drawers, shelf spaces and box cartons to overflowing. I owe her much for the faithfulness and tenacity she displayed in accumulating and standing guard over the records that made it possible for me to write this chronicle of the Glassboro past. The College, too, is in her debt for the 48 years of devoted services she gave to the 50-year-old institution.

Perhaps the book itself will be some small measure of compensation for the College's real "Miss Glassboro" as she reads about the past she did so much to make. In its pages she can relive the contributions of persons who forged the events that actually wrote the history of Glassboro's first half-century. For all I have attempted to do is to bring the persons and happenings together to tell the story of the Glassboro past in simple narrative form. Hopefully I have done so in a manner that will provide guidance to the College, so that it, in knowing and understanding its past, will be better able to face the perplexing problems that the last quarter of the 20th century will assuredly bring forth.

As it progressed through the stages of normal school, teachers college and multi-purpose institution, Glassboro has had a proud history. Actually it began back in 1911 when Governor Woodrow Wilson wrote a letter to Calvin Kendall, a missive which set in motion a 12-year struggle to get born. When it finally became a going concern, the institution was blessed with leadership which with courage and resourcefulness met the challenges of both change and adversity. Recounted in this volume is the story of a Jerohn J. Savitz, who organized the Normal School and led it through the trial by fire of the Great Depression; of Edgar F. Bunce, who made the smooth transition from normal school to college and who held the institution together through the crucible of World War II; of Thomas E. Robinson, whose tireless efforts converted Glassboro from a tiny college to an expanded institution known statewide and even nationally; and of Mark M. Chamberlain, who, faced with the most volatile of problems, set Glassboro moving in new directions.

Above all else, Glassboro's history has been made by the deeds of the entire Glassboro family—students, faculty, administrators and nonprofessional personnel. Over a half-century they have studied and worked in a lively college. True, as has been recorded, Glassboro has had its low moments, its periods of anxiety and even

apathy. But the dominant note has been one of optimism and friendliness generated by people who loved an institution and thought of it as something more than the brick and mortar of buildings. It was this devotion and spirit of caring that gave this book its title.

Now a word about the sources used in writing this history. Almost entirely I have gone to primary sources: diaries, correspondence, minutes of college organizations and the State Board of Education, college studies, reports, yearbooks, catalogues, college news journals, state laws, court decisions, newspapers and special college publications. In addition, I have interviewed over a score of administrators, faculty and alumni. Only for general background purposes have I consulted a few secondary sources.

In addition to Grace Bagg, I owe a word of thanks to other persons whose cooperation made it possible for the book to come off the printing press. I am grateful to Mrs. Elizabeth Gwin and Mrs. Donna Carpo, who patiently and laboriously typed both the rough and final copies of the manuscripts; to Dr. Donald Bagin, who read and edited the manuscript; to the score of those who granted me interviews; and to Richard Ambacher and Robert Harris, who helped see the volume through the intricacies of publication details. I am especially appreciative of Glassboro's Distinguished Professor Nila Banton Smith, whose generosity in establishing the Glassboro State College Endowment Fund supplied the financial means for publishing *More Than Cold Stone, A History of Glassboro State College*.

Robert D. Bole
June 1973

PROLOGUE

Autumn 1923

As Americans steel themselves for whatever the 1970s might bring, they often look upward to see suspended over their heads multiple swords of Damocles. Poised and ready to make any hope for normal living at best a shaky gamble are the threats of galloping inflation, soaring tax burdens, Cold War crises and even nuclear obliteration. Small wonder then that senior citizens frequently take a nostalgic, backward glance at the early 1920s, especially autumn 1923.

And yet the fall of 1923 was not always as halcyon a time as old-time memories fondly recall. In fact, a witch's brew of tragedy, contention, intolerance and lawlessness kept the international and national pots boiling at high temperatures. In September 1923, for example, an earthquake struck Japan with Pompeian force, snuffing out 150,000 lives in Tokyo alone, while sending 200,000 homes tumbling like pins in a bowling alley.[1] In Germany's Ruhr Valley, the vengeful Clemenceau sent French poilus to collect wartime reparations at bayonet point from a prostrate, beaten foe. In desperation the Weimar Republic turned to the printing press as a financial device. Worthless paper money sent prices skyrocketing with Germans paying one dollar for an apple and the same price for a two-egg omelet. To add to their woes, they watched helplessly as communist mobs rioted in Hamburg and Adolph Hitler attempted an abortive putsch in Munich. Amidst their woes, the bewildered Germans did not know whether to laugh or cry when they read Crown Prince Wilhelm's pious statement upon visiting his former Prussian estates, "Cows and chickens are for me, not politics."[2]

Westward, 3,000 miles across the Atlantic, the fall months of 1923 found the United States plagued with troubles. On Armistice Day, Woodrow Wilson, using the latest miracle of communication called the radio, lectured the American people in his best Calvinistic manner, scolding his foes and citizens generally for causing Europe's troubles by their rejection of his plan for uniting the nations of the world.[3] In Washington, Senators Thomas J. Walsh and Burton K. Wheeler were delving into the dark recesses of the Teapot Dome Scandal to discover that members of former President Harding's cabinet had walked on feet of clay. By playing fast and loose with rich, government-owned oil reserves, two cabinet members had enriched themselves and some petroleum companies at the expense of the American taxpayers.

More frightening to the American people, in the autumn of 1923, were the antics of white-robed men brandishing fiery crosses as they tarred and feathered folks whose only crime was to have dark skins or hold non-Protestant religious beliefs. So potent had the Ku Klux Klan become that it enrolled four million members from

both north and south of the Mason-Dixon Line. Like a cancer, the Klan had spread into government itself with mayors, governors and United States senators as card-carrying members.[4] And it was in the fall of 1923 that Americans began to have second thoughts on the wisdom of the social experiment called Prohibition. Al Capone's flourishing bootlegging business, the Coast Guard's apprehension of a British rum runner off the Atlantic coast, and the discreet visits of high-placed Americans to plush speakeasies were happenings that caused thoughtful citizens to wonder whether it was possible to legislate morals.

Yet, despite these foreign and domestic irritations, Americans generally were in a tranquil frame of mind. They were at peace and the economic climate was pleasant, made so by the gentle winds of a postwar prosperity. Calvin Coolidge, in office only a few months, offered hope for a continued affluent society, especially after he issued his famous aphorism that "the chief business of the American people is business."[5] Few doubted the new President's commitment to the solid virtues of a balanced budget, low taxes, free enterprise and a splendid isolation from European intrigues.

In the southern New Jersey area, residents were happy at the prospect of keeping "cool with Coolidge" and with good reason. For a 10-cent piece, they were able to attend neighborhood movie houses to see their favorite film stars Lon Chaney, Harry Carey, George Arliss, Irene Rich, William Farnum, Richard Talmage and that feminine heart-stopper, Rudolph Valentino. The flickers were still silent, but moviegoers were satisfied to read the accompanying captions and to listen to the piano supplying sound effects. When they stayed home at night, South Jerseyites could tune in their radios and listen to WIP's Uncle Wip. If they were willing to stay up late, they were able to dial Pittsburgh's KDKA or even stations broadcasting from the west coast. Earphones, of course, were needed to make contact with these faraway places.

There were other diversions. High on the list were drives in automobiles whose purchase prices were within the range of middle-class pocketbooks. For about $300 one could buy a Model T Ford. A more luxurious Oldsmobile had a $750 price tag.[6] Sports lovers had much to entertain them. September produced the Dempsey-Firpo slugfest, a fight attended by 90,000 fans, many of them paying $150 per ticket to watch two men bring back the Paleolithic Age. Early October found baseball devotees idolizing Babe Ruth as he pounded the New York Giants into submission. And in November, gridiron enthusiasts marveled at the speed and precision with which Knute Rockne's Four Horsemen of Notre Dame glided past befuddled opponents on football fields all over the country. For South Jerseyites and Americans generally, autumn 1923 was a good time to be alive. Many felt the statement "we never had it so good" best described their feelings.

This was the state of the union and portions of the world when Glassboro Normal School first opened its doors to a small band of would-be teachers. It is doubtful that these students paid undue attention to national or international happenings, for their attention was riveted on Glassboro, not Tokyo, Hamburg or Washington. The time was Tuesday, September 4, 1923, the day after a long Labor Day weekend. On that morning the usual scores of east- and west-bound trains

chugged to a stop at the Glassboro railroad station in the Chestnut Ridge section of town. As was their wont, Glassboro commuters headed for Camden or Philadelphia, waited patiently for passengers to disembark from west-bound trains. On that particular morning, they endured more than the customary wait, because it took a long time for a stream of young women to flow out of the passenger cars.

While waiting to board their train, the commuters spent the time looking over the disembarking female passengers. The survey revealed feminine emotional states marked by a blending of eager anticipation and worried apprehension. Appearance-wise the young ladies reflected the styles of the times. Wearing apparel abounded in considerable variety, with some of the younger girls showing a preference for plaid skirts and middy-type blouses, adorned with scarf-like kerchiefs suspended from the neck. For the most part, however, the newcomers were conservatively garbed in single-piece, loose-fitting dresses. Whatever the particular dress, the apparel had two common features. The dresses were ankle length and the necklines were high, reaching chin-level height.

On this morning the girls were oblivious to onlooker stares. Their gazes fixed northward to a handsome, colonial-type structure about 150 yards away. Resolutely they made their way to the building, crossing Whitney Avenue and walking along a broad, concrete pavement canopied by oak trees growing on both sides of the walk. As they approached the colonial building, they made a left turn onto a dirt-coated driveway which led to the front entrance. Here they climbed eight marble steps and passed through four Ionic-topped columns into the building itself. Following instructions given them earlier, the young ladies proceeded to a large auditorium and took seats fastened down only the day before. At this point they awaited further developments.[7]

They did not have long to wait, for shortly after the 236 students had seated themselves, a group of dignified, mature-looking adults—13 women and three men—took seats on the auditorium platform. In their wake, a tall man, two inches above six feet, strode into view and placed himself at the speaker's podium. This was an imposing-looking man. He wore a black suit, high starched collar, supporting a necktie kept in place by a large-sized stickpin. His visage was on the grim side. To the young ladies seated in front of him, his lips pressed closely together, his full mustache neatly trimmed and his high forehead from which thinning hair was in the receding stage were marks of a man of considerable intelligence, high principles and firm resolve. He radiated the impression of a person who got things done.

The man behind the podium introduced himself. Next he presented the 16 adults on the platform. Then he launched into paeans of praise for the new building, describing the high quality of its construction. In no uncertain terms, he informed his audience, "I expect this fine building 25 years from now to be in the same excellent condition it is today, the first day of its use."[8] Somehow his hearers realized he meant precisely what he said. The tall man in the black suit went on to stress the importance of education and teacher preparation in particular. Following these remarks, he explained the practical mechanics of getting on with the job—making out class schedules, locating rooms and securing textbooks.

Just a short walk from College Hall, the West Jersey Depot in south Glassboro was a hub for students traveling to campus by train each day.

Thus ended Glassboro's first assembly. The man behind the podium was Dr. Jerohn J. Savitz, the Normal School's principal, and the 16 adults he had introduced were Glassboro's first faculty members. The trail that led to this first assembly was long and winding, cluttered with obstacles that made travel painful and tortuous.

BOOK ONE

The Struggle to Get Born
1911–1922

Fire is the test of gold;
adversity, of strong men.

—Seneca

CHAPTER 1

Calvin Kendall—A Dedicated Man

The trail that ended at Glassboro's first assembly began in Governor Woodrow Wilson's state house office in Trenton. On a spring day in 1911, the soon-to-be President of the United States was in a relaxed mood as he savored with satisfaction the legislative package which the state's lawmakers had wrapped up and delivered to him.[1] Included in the package were a number of bills needing only Wilson's signature to make them laws. One of these measures called for upgrading the Commissioner of Education's status by hiking his salary from $5,000 to $10,000 annually and also providing him with four assistant commissioners of Education. Provisions of this kind convinced Governor Wilson that he was now in a position to fill the vacancy in the commissioner's office with a high-caliber educator—one, for example, like Dr. Calvin Kendall, Indianapolis Superintendent of Schools.[2]

Wilson lost little time in making his decision. After all, he knew Kendall personally, having shared the same platform with the man from Indiana on many a lecture tour. Too, the former Princeton University President's mental antennas still picked up educational signals. Wilson was well aware of Kendall's towering stature in the educational world. Despite pressure to follow tradition in appointing a New Jersey schoolman, the Governor wanted Kendall and in 1911, what Wilson wanted he usually got. Accordingly, he dispatched a telegram to Kendall offering him the post while at the same time stressing the attractive salary together with the opportunity the new Commissioner would have in remolding the state's educational structure. Significantly the Governor concluded, "You can count on my cordial support and I urge the position upon you with the utmost cordiality."[3] It did not take the Indianapolis school superintendent long to make up his mind. He quickly accepted Dr. Wilson's invitation to become New Jersey's chief state school officer. In reply, Wilson wrote, "Your letter gratifies me very much, for it puts my mind at ease. My own judgment is clear that you are the man I am looking for."[4] The Wilson offer and Kendall's acceptance set in motion a train of events which 12 years later culminated in the opening of the Glassboro Normal School.

On a September day in 1911 Calvin Kendall reported for work ready to take over the leadership of the New Jersey public school system. Wise school administrator that he was, Kendall's first order of business was to take stock of his new position by identifying problems that demanded solution. He quickly discovered that his new job would provide little time for siestas. Ahead of him were high-priority tasks: setting directions for the burgeoning high school movement, encouraging consolidation to the point that the one-room schoolhouse became a memento of the past, helping establish supervisory services in the rural school districts and helping devise

curriculum programs capable of meeting the needs of children growing up in a rapidly developing industrial society.

The new Commissioner placed these problems on his agenda of things to be done, but he gave higher priority to another phase of the state's educational life. While thumbing through some annual reports, he noted some disquieting statistics on both the quantity and quality of the New Jersey teaching force. He was disturbed enough to want to know the kinds of teaching going on in the schools and he decided to get the answers firsthand. In the fall of 1911, this compulsion caused him to be away from his office almost as much as he was in it. Kendall visited schools in all sections of the state, from Cape May to Sussex. Noticeable was a tendency to concentrate his attention on schools located in remote, rural areas. County school superintendents learned of impending Kendall visits by way of a cheerful voice over the telephone announcing. "I'm on my way to see some teaching. Make plans for me to visit some of your best and poorest schools."[5]

The Commissioner set a torrid pace for the county superintendents who accompanied him on his rounds. It was not unusual, for example, for Dr. Kendall to visit as many as six schools in one day. His supervisory techniques seldom varied. With the county superintendents in tow, he would enter a classroom unobtrusively, take a seat at the back of the room, observe intently and talk little. At times, however, his natural enthusiasm for the teaching act broke the pattern. On these occasions he would request permission to take over the class to give performances which illustrated teaching at its best. A retired county school superintendent recalls that Kendall usually went on these teaching forays when the subject matter related to American history. Another earmark of a Kendall visit was his invariable request to learn the professional background of the teachers he had observed.

Back at his Trenton office the Commissioner mulled over the impressions he had gathered in the field. He had seen the best of teaching; he had seen the worst of teaching. He had seen motivated children; he had seen apathetic children. He had seen elementary teachers whose highest credentials were grammar school diplomas and secondary school teachers whose training had ended with the completion of a high school education. Kendall, of course, realized that New Jersey's teaching standards were, to say the least, not too high. In 1911 it was legally possible to teach in the elementary schools without a high school diploma and in the high schools without the collegiate degree.[6] The actual experience Kendall had acquired in observing instructors with limited backgrounds teaching boys and girls brought the need to raise certification requirements into sharp focus. Upgrading professional standards became for the new Commissioner a virtual obsession.

Calvin Kendall needed no 20th-century version of a John Alden to plead his cause. Early in his New Jersey career, he adopted a conversion technique worthy of the most skillful of present-day Washington lobbyists: locate groups that influence policymaking and bombard them with persuasive arguments. Thus, in December 1911, he appeared before the New Jersey State Teachers Association's annual convention and fired the opening salvo in his long battle to secure quality teachers. The expectant and curious conventioneers, meeting their new Commissioner for the first time, learned from him what quality education was all about:

> We should bear in mind, fellow teachers, the significant thing in school efficiency is the character of the teacher. Let us not get away from the fact. And let us not be reluctant to publish the fact. It is not the schoolhouse that counts: it is not the course of study that counts: but it is always fundamentally true that a good school is made hour and day by the contact of teacher and those being taught.[7]

In blunt language the Commissioner went on to indict New Jersey for its failure to prepare a sufficient number of qualified teachers. Where upon the Chief State School Officer changed from the role of prosecutor to advocate when he made the following positive recommendations:

> Last year 40% of the teachers in this state were untrained teachers. That number, ladies and gentlemen, is too large in a rich state like New Jersey. We need more trained teachers. All honor to the normal schools of this state that have done much for the progressive and professional training of teachers, but we need to increase the facilities for training teachers so that we may look forward to the time when all the children of the state of New Jersey may be taught by trained teachers. We need in this state facilities for training teachers for the rural or country schools who will be willing to go to those schools and stay there.[8]

Early in 1912 Kendall turned to the support that friendly statistics bring to a just cause. To his county school superintendents he sent the following request: "Send me precise data on the professional preparation of teachers who, in 1911, entered your classrooms for the first time."[9] Kendall was not surprised with the results that came back to him. They merely confirmed the on-the-spot impressions he had garnered on his previous supervisory visits. Studying the processed data, he noted that of the 1,006 teachers entering rural classrooms 161 had been satisfied to end their educational careers with the attainment of a high school diploma. Even more distressing to Kendall was an item which revealed that 50 teachers with a limited eighth grade educational background were instructing children in the rural schools. Significant to him also was a statistic indicating that the state's two normal schools—Trenton and Montclair—supplied a mere 25% of teachers entering rural classrooms. Using these data as igniting embers, the Commissioner started to build a fire under the State Board of Education. "These figures," he told the board members, "show clearly the necessity to increase facilities in this state for the training of teachers, if the schools of the state are to be brought to that state of efficiency the public demands."[10]

Late in 1912 Kendall applied more heat to both the state board and the legislature. He informed these groups that New Jersey had to face up to solving the teacher supply problem quantitatively and qualitatively. Let us, the Commissioner maintained, place a halt to the policy of depending upon other states to meet our teacher needs. Why, Kendall asked, should we have to import from neighboring states two-thirds of our beginning teachers? Don't look to our two normal schools

for help, the Commissioner went on, for they are crowded to capacity and are actually turning away qualified high school graduates seeking admission.

Dr. Kendall had deposited his problem at the State Board's and Legislature's doorsteps. They in turn tossed the problem back to the Commissioner, requesting solutions from him. Kendall was ready with a proposal. Authorize the construction of two new normal schools, one in the northern section of the state and another somewhere in South Jersey. Furthermore, the Commissioner declared, the southern-based institution should specialize in preparing teachers for work in rural schools. In a burst of optimism, Kendall assured the board members and lawmakers that, "Hundreds of young women, graduates of approved high schools, will eagerly avail themselves of the opportunity to attend such schools and become teachers of the state."[11]

Calvin Kendall carried a streak of realism in a personality that was outwardly tinged with optimism. He was under no illusions that the lawmakers would be in any hurry to climb onto his bandwagon. As brief as his stay in New Jersey had been, he had quickly learned that political-office longevity was equated with maintaining low state budgets. While the Kendall plan had the virtue of simplicity, it would also cost the state money. Both the State Board members and the Legislators would need more than a little nudging before embracing the Kendall proposal. Characteristically he surveyed the field to locate some effective prodders. It was not surprising, therefore, that on November 9, 1912, he sought the approval and active support for his plan from the New Jersey Council of Education, an elite educational group made up principally of the state's school superintendents and principals. Kendall's speech was forceful but not powerful enough for council members to endorse the specifics of the program. The administrators refrained from approving the part of the plan calling for locating new normal schools in specific regions of the state, but the Council did go on record as endorsing the idea "that a sufficient number of normal schools be erected to provide training for the teachers required by the schools of the state."[12]

If the Commissioner was disappointed with the cautious approval he had wrung from the Council of Education, he did not let it deter him from waging his fight on other fronts. Thus, on December 26, 1912, he appeared for the second year before the state's teachers assembled in convention at Atlantic City. Eloquently Kendall urged the State Teachers Association to support his normal school plan. His request was referred to the powerful Committee on Educational Progress. After considerable deliberation this group recommended that the Association favor the establishment of additional normal schools, but the committee shied away from approving Kendall's suggestion that the schools be located in specific regions. At its closing session the entire Association adopted its committee's recommendation by passing the simply worded resolution: "That this Association request the coming Legislature to make adequate appropriations for the establishment of two more normal schools."[13]

Naturally the Commissioner was disappointed with his apparent failure to sell his entire plan to the state's two most prestigious educational organizations. But he had tried. Perhaps the seeds he had planted would bear fruit in the coming months. He did not have to wait long for the harvest, for on January 4, 1913, one week after

he had made his speech at the Atlantic City convention, the State Board of Education recommended that the Legislature establish two additional normal schools: one in northern New Jersey and the other in the southern part of the state.

March 12, 1913, was a red-letter day in the life of Calvin Kendall. For on that date the Legislature translated the State Board's recommendations into law. One section of the statute authorized the creation of a normal school in a county south of Mercer "for the purpose of educating persons in the science of education and the art of teaching."[14] Significantly, however, the lawmakers stipulated that no monies be expended for the new school until the Legislature made an appropriation for its construction. Another provision of the law called upon the State Board of Education to take over the Newark City Normal School building and to operate it as a state normal school.

Kendall had his law, but he realized that, without an accompanying appropriation, the statute establishing a normal school in South Jersey was worth no more than the paper it was printed on. To the Commissioner the law bereft of an appropriation was like an automobile without an engine: in neither instance was forward movement possible. But, if the lawmakers thought they had mollified Kendall with the passage of a token law, they soon learned otherwise. During the next four years, from 1913 to 1916, he kept pressuring the State Board of Education and the Legislature, brushing aside their laments that the state was in no financial condition to appropriate monies for the new normal school. This was an ancient argument used many times in New Jersey's past to forestall action. ''You have," said the Commissioner, "a sacred duty to the children of this state to have them taught by qualified teachers."[15] On this high note Kendall prepared to lay siege to the Legislative citadel.

The Commissioner laid down a barrage of arguments. To him, for example, it was deplorable that a rich state like New Jersey, desperately in need of qualified teachers, was content to support three normal schools only, all of them in the state's northern region with South Jersey remaining a teacher-preparation desert. Kendall appealed to the state's pride by comparing its financial effort with that of other eastern states. The Commissioner informed both the State Board and the Legislature that:

> The southern half of the state is probably the largest area in the eastern or northeastern section of the country without a state normal school. Even the state of Maine maintains a normal school in the northern part of its territory. Massachusetts has 10 schools, New York, outside of New York City, has 12. Connecticut has four.[16]

The barrage continued. South Jersey, Kendall argued, was a large territory containing half a million people. It maintained 30 approved high schools whose rapidly growing enrollments would act as feeders into a new normal school. In Kendall's mind there was no doubt that hundreds of Southern Jersey girls would flock to the teacher-preparation institution built in their section of the state. Supporting his conviction, the Commissioner cited the difficulty South Jersey high school graduates had in getting into the crowded normal schools at Trenton and Montclair. In 1915, for example, 150 applicants had to be turned away from Trenton

Normal because of lack of room and one year later Montclair Normal met the needs of a swollen student body by the expedient of overcrowding its classrooms far beyond their normal capacity.

To the State Board's and Legislature's specter of empty classrooms in a South Jersey normal school Kendall offered the soothing assurance: "Look," he said, "it is well known that normal schools and colleges draw the bulk of their students from the immediate neighborhood. This is a fact of life, if for no other reason than they find it cheaper to attend a normal school if it is nearer home because room and board items do not appear on their educational bills."[17]

Kendall used other tranquilizers to calm state officials' nerves. He placed before them letters he had received from disappointed high school graduates unable to attend a South Jersey normal school. In one such letter, a frustrated girl wrote:

> I would have been only too glad of the opportunity to attend a normal school had there been one near at hand. Furthermore, this fall I tried to have my sister enrolled as a student at Trenton State Normal School, but there was no room for her. The same condition prevailed at Montclair. I was disappointed for I wanted to attend a normal school.[18]

As added evidence Kendall offered another extract of a letter sent to him from a South Jersey young lady who wrote: "At the time I was ready to take up normal school work there was no normal school near enough to allow me to pursue a course without having to board away from home."[19] The Commissioner showed the State Board and the lawmakers other missives written in like vein, all stressing costs, distant locations and crowded conditions at Trenton and Montclair.

At Dr. Kendall's suggestion other forces began to exert pressure. Thus, Cumberland County School Superintendent J. J. Unger claimed that far too many of the teachers in his rural schools were deficient in academic professional preparation. To cure this malady Unger called upon the lawmakers to make the appropriation needed to construct a South Jersey normal school. He predicted that a least one-half of Cumberland County's 179 high school graduates would enter the new school to prepare for the teaching profession. In 1916 another county superintendent added his voice to the cause when Charles S. Albertson of Camden informed the State Board that, "Our greatest need is a normal school in this section of the state. This institution should train students for rural school teaching for causes that are well known."[20]

As his final argument for speeding up the normal school appropriation Kendall let the State Board know that he was not too happy with a statistic that displayed itself conspicuously in the breakdown of New Jersey's teacher-supply study of 1913. In that year 598 of the state's new teachers were graduates of normal schools outside of the state's borders. On the other hand; only 323 beginning pedagogues had been trained in New Jersey normal schools. Like the good educational mercantilist he was, Kendall deplored his state's practice of depending so heavily on teachers imported from other states. While conceding that some of the non-Jersey normal school graduates made good teachers, the Commissioner insisted that many of the imports did not measure up in teaching ability to home-trained products. All the Legislature

had to do, maintained Kendall, was to appropriate the monies for the South Jersey normal school it had already authorized. Then perhaps New Jersey could redress the teacher trade balance both in quality and quantity.

Kendall had fired his ammunition, but there must have been times when he thought he was shooting blank cartridges. He was aware that there was tenacious opposition to his plan for locating a normal school in South Jersey. A Legislative impasse had developed and was holding up the appropriation. Causing the deadlock and consequent delay were the bitter battles being waged by cities and towns in all parts of the state to have the proposed normal school located in their areas. Apparently, the lawmakers decided to wait until the dust of battle settled before committing themselves to appropriating monies for constructing the normal school in the state's southern section. Another key policy-making group marked time also, for a search of the State Board of Education minutes for the years 1913 through 1916 yields no evidence that this responsible body ever placed the normal school topic on the agendas of its meetings. Despite Kendall's urgings the State Board pursued a wait-and-see policy before making any recommendations to the Legislature.

These were trying times for Calvin Kendall. Often he longed for the support of the man who had brought him to New Jersey. But, as President of the United States, Woodrow Wilson was practicing his political legerdemain on a broader stage, pushing his domestic reform laws through Congress and desperately seeking ways and means to keep the country from being swept into the vortex of World War I. Kendall missed the Wilsonian magic in dealing with a reluctant Legislature. Frequently the Commissioner must have felt his was a voice crying in the wilderness, unheard by those in leadership positions whose ears and minds were closed to the Kendall normal school message. But, amidst the wrangling of communities clamoring for the normal school to be located in their communities and the inertia of responsible officials in making decisions, Kendall hewed to the line that South Jersey's school children deserved the kind of teachers that trained normal school graduates could give them. It was this singleness of purpose that promised to make 1917 a year of decision for Calvin Kendall.

CHAPTER 2

Breakthrough, Setbacks and Fulfillment

On April 12, 1917, the President of the United States, his scholarly face haggard with worry, quietly addressed a joint session of Congress. Devoid of bombast and flag waving, it was a typical Wilsonian speech, a blend of idealism and rationalism. In it President Wilson sadly admitted failure to convince Germany that its unrestricted submarine campaign was "… warfare against all mankind," including American lives lost in the depths of the icy North Atlantic. "Reason has failed," said the President, "now we must resort to arms, for we will not choose the path of submission." While asking Congress for a declaration of war, Mr. Wilson stressed the purity of his nation's motives in fighting the war. "We have no conquests, no indemnities and no material compensations for our sacrifices."[1] In prose that made the address one of America's great state papers, President Wilson stated his war aims: "It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars … but the right is more precious than peace and we shall fight for the things we have always carried nearest our hearts—for democracy, the right of those who submit to authority to have a voice in their own government."[2]

In short, the President was summoning his countrymen to battle for a world made safe for democracy. Like Winston Churchill, Woodrow Wilson knew that the written word could be more powerful than siege guns. The response to his war message was generally enthusiastic and none was more stirred than his old friend, Calvin Kendall. In a memorandum sent to every New Jersey teacher and school official, the Commissioner wrote:

> The causes of the war are set forth in the President's message to Congress. The message is a lofty statement of the American position. Pupils in the high school and the older elementary pupils should be familiar with it. No effort should be spared to make our pupils understand why we have entered the war—not for hate, not for conquest, not for military glory—but for human rights, for the common welfare and for the perpetuation of real democracy.[3]

As he sought to mobilize the schools in support of the war, Kendall laid down a fundamental tenet: a democracy in order to be safe for the world must be an educated democracy. A corollary to this principle, insisted Kendall, was that a viable free, public school system was an absolute necessity if free people were to govern themselves successfully. And, consistent with his lifelong belief, the Commissioner maintained that the *sine qua non* of a strong school system was a corps of well-qualified teachers. Emphasizing the importance of the teacher in the war effort,

Kendall wrote: "The soldier fights to make the world safe for democracy, the teacher works to make democracy safe for the world."[4]

War or no war, Commissioner Kendall never stopped preaching the gospel of preparing qualified teachers. Imbued with this conviction he may have been one of the few to note and rejoice in a tiny news item that appeared at the height of the wartime excitement. At long last the New Jersey legislature had gotten around to appropriating $300,000 to finance the construction of a normal school in South Jersey.[5] After a six-year struggle Calvin Kendall was convinced that his dream of preparing competent teachers for South Jersey's school children was something more than a tiny light at the end of a long tunnel.

The aftermath of his victory found the Commissioner congratulating the lawmakers for their wise action in providing the money for a school destined to become "… an educational inspiration in South Jersey."[6] Then, with typical Kendallian enthusiasm and optimism, he began to plan next steps for translating the appropriation into the bricks and mortar of an actual building. Always the man of action, Kendall urged state officials to set a target date for opening the normal school, preferably the fall of 1919. Neither was it too early, maintained the impatient Commissioner, to begin thinking and planning for the kind of teachers needed to staff the school. On this point he had a suggestion. Don't, recommended Dr. Kendall, make the mistake of employing a faculty made up of a preponderance of female instructors as had already been done at Trenton, Montclair and Newark normal schools. On the contrary, he urged the State Board to employ a faculty consisting of at least one-half males equipped with personality, scholarship and teaching skill.

Calvin Kendall had many other ideas for speeding along the construction of the new normal school. At this point in his career, however, he was to learn the hard way what the poet Robert Burns meant when he wrote, "The best laid schemes o' mice and men gang aft a-gley." What happened was that Kendall found himself proposing and the State Board of Education disposing. For, after the legislature had made its appropriation for the South Jersey normal school, the State Board bestirred itself and prepared to assume its legal responsibility "… for the control and management of the normal schools."[7] Under New Jersey law effective in 1917, State Board members did more than determine broad, basic policies. They also placed them into operation. Kendall's role in putting flesh on the idea he had conceived and nurtured was destined to be that of an adviser, giving advice to the State Board on demand. For all practical purposes Calvin Kendall had fathered the South Jersey normal school, but he was to be given no opportunity to rear the educational infant.

Instead the State Board of Education's Normal School Committee took over the task of getting the South Jersey normal school built. A first order of business for this three-man group was the selection of a community in which the new school was to be located. At the April 4, 1917, meeting of the entire State Board, its Normal School Committee reported that a number of towns, without being formally asked, had submitted bids. Seeking to avoid criticism, however, the State Board ordered its secretary to contact many other South Jersey towns, asking them if they wanted to have the normal school placed within their borders. Along with formal applications,

the Board also asked interested communities to outline detailed reasons justifying constructing the school within their confines.

At this same meeting the State Board transacted another business item by adding board member Thomas W. Synnott to its Normal School Committee. Synnott was a member of an old-time Glassboro family, a former President of Glassboro's Whitney Glassworks and the then-current President of the Glassboro National Bank. This man had a reputation for getting things done. His appointment to the committee charged with conducting the study of a normal school site was in retrospect a harbinger of the way future events would shape themselves.

Applications poured into the State Board of Education office in large numbers, so many, in fact, that the Board invited the applying communities to a special meeting on June 2, 1917. Local representatives were requested to come to the conclave prepared to buttress their written statements with oral arguments. State Board of Education minutes of the special session do not list the community representatives attending the meeting, but it is known that Hammonton, Pleasantville, Vineland, Bridgeton, Woodbury, Pitman and Glassboro sent spokesmen to plead their cases.

No attempt will be made here to detail the arguments all of the speakers placed before the State Board of Education. However, in view of subsequent Board action, attention is called to the Glassboro bill of particulars. Elaborating on the data contained in his four-page brief, the Glassboro spokesman advanced the following reasons for locating the normal school in his community:

1. The Glassboro site, compared to the other locations being considered, has the advantage of being in the center of South Jersey, an advantage not to be overlooked in terms of where high school seniors make their homes.
2. Glassboro is a leading railroad center with more than 100 trains stopping at its station daily. Commuting students from virtually all of South Jersey's principal towns can have access to Glassboro on this railroad network.
3. The beauty that only nature can provide can be found in the Glassboro location. Two-thirds of the tract is sparsely covered with massive oak trees, the remaining acreage is tillable, covered with grass or farm produce.
4. Topographically, the Holly Bush tract is one of the highest points in South Jersey, its elevation standing at 170 feet above sea level. This height, combined with the rolling nature of the land, offers excellent drainage possibilities.
5. The Whitney Mansion, containing nineteen commodious rooms, offers attractive possibilities for faculty or student housing.
6. Glassboro represents a stable community of 3,000 people supported economically by the right blending of industry and agriculture. Also available are up-to-date electric light, gas and water utilities to meet twentieth-century needs.
7. Eight Protestant denominations and one Catholic church offer students the solace that religion brings.
8. A modern high school and a new 19-room elementary school under construction can provide excellent student teaching experiences for the normal school students.[8]

As a final argument the Glassboro advocate stressed the advantage normal school students would have in living and studying in a country-like atmosphere, free from the temptations and distractions of city bright lights:

> One particular feature of the country, as opposed to conditions in the city, is the fact that there are usually found therein no strong inducement to pleasure outside school that tend to detract from study. This means that students in a country location satisfy the normal tendency for pleasure and recreation almost entirely among themselves, thereby fostering school spirit. On the other hand, Glassboro has a great advantage of location, since it is in close proximity to two large cities, one within and one outside the state, where students preparing to teach can cheaply visit schools. Moreover, there are a number of large towns near at hand having schools of the highest order which students can also visit.[9]

Glassboro's spokesman rested his case confident that the cards he had laid on the table made up a winning hand. But the State Board's Normal School Committee was not yet convinced. This group, after studying the evidence garnered from the hearings, found it difficult to make a decision. At the August 11, 1917, meeting of the State Board of Education, the Normal School Committee reported that it had been unable to agree upon a site and that it wanted more time before making a recommendation. After granting the time extension, the State Board immersed itself in an inconclusive discussion of the new school's objectives and who should be its principal. At this point Thomas Synnott, Glassboro resident and member of the Normal School's Committee, threw a bombshell into the proceedings when he moved that the State Board's Secretary, Dr. Kendall:

> Prepare a schedule showing the distance and time required for transportation and the cost of transportation between the high school centers in the six southern counties of the State and Bridgeton, Glassboro, Pleasantville and Woodbury, together with such other information as he may be able to attain concerning transportation facilities, for submission to members of the Board within the next week.[10]

This was a Synnott power play which drew the ire of Glassboro's rivals for the normal school site. They suspected that Mr. Synnott had an ulterior motive in making his motion. They felt he was stacking the deck in favor of having his hometown chosen as the school's location. Nevertheless, the State Board ordered Dr. Kendall to gather the data and to make them available to the Normal School Committee.

At the September State Board meeting, the Normal School Committee reported it was still deadlocked in making a site decision. Apparently, however, the State Board of Education was impressed with the data the Synnott-inspired survey had yielded. For it was at this meeting that the Board decided to narrow the selection to Gloucester County.[11] In a surprise move, the board members, perhaps annoyed with the Normal School Committee's vacillation tendencies, voted to relieve that

committee of its responsibility to select a site. In its place the State Board appointed a special, three-member group to study and make recommendations on a specific normal school location.

On October 6, 1917, the State Board of Education convened again to listen to its Ad Hoc Committee's report. But before it could be presented, Mr. Synnott requested permission to set the record straight. An indignant man with bruised feelings appearing very much on the surface, Synnott informed the Board that he had received anonymous letters accusing him of using his influence as a State Board member to place the normal school at the Glassboro location. On a more sinister note, the letter writers claimed that Synnott stood to gain financially with the Glassboro designation, because he was either a part owner in the company that owned the Glassboro site or because he held a mortgage on the land. Mr. Synnott hotly denied both insinuations, protesting that he had no financial interest whatever in the property.

The State Board of Education accepted Synnott's declarations of innocence and then settled back to listen to its Ad Hoc Committee's report. This group recommended strongly that the new normal school be located at the Glassboro site. In support of its stand the committee listed almost verbatim the advantages the Glassboro representative had presented at the Normal School Committee's hearing on June 2, 1917. Important also to the committee was the fact that Pitman Borough, Glassboro's neighbor and erstwhile competitor for the normal school, had recommended that Glassboro become the normal school site. The committee was further influenced in making its recommendation by the action of 107 Glassboro residents who raised $7,066 for the purchase of 25 acres contained in the proposed site. As an inducement to bring the normal school to Glassboro, its civic-minded citizens offered the acreage to the state free of charge. Urging the State Board to accept the offer, the Ad Hoc Committee also recommended that the state purchase 30 additional acres of the Whitney tract at a cost not to exceed $16,000.[12]

In an unusual display of harmony, the State Board of Education approved all aspects of its committee's report, including the selection of Glassboro as the location of the normal school. At its December 1, 1917, meeting, board members with satisfaction learned from Assistant Commissioner John Enright that the "title of the South Jersey Normal School property is now vested in the State of New Jersey."[13] Enright's announcement gave board members the feeling that they had passed the point of no return in the struggle to bring the normal school to South Jersey. The road ahead might be long and rough but there would be no turning back.

As World War I entered in 1918 its final bloody year of slaughter and destruction, parents whose teenage daughters harbored teaching aspirations confidently looked forward to speedy action in getting the normal school constructed. On the surface their hopes appeared justified. For the long, four-year wrangle over where the school should be built had finally been settled and, more important, the Legislature had appropriated money for construction costs. But the next three years, from 1918 through 1920, would see optimism change to pessimism again as wartime forces effectively sealed off and contained the breakthrough gains made in 1917.

The State Board of Education was well aware of the need to speed things along. By way of a reminder that action was expected, State Board President Melvin A. Rice, at the Board's January 1918 meeting, read his colleagues a letter penned by a Woodstown resident, who was anxious to have his daughter attend the new normal school. Both father and daughter, however, had a sinking feeling that their hopes were being jeopardized by the snail-like progress the State Board was making in coming to grips with the building problem. Board members may have felt the criticism unjustified but the letter accomplished its purpose, when the Board decided to do some needling of its own and at the highest state governmental level. Accordingly, the State Board ordered its Committee on Finance and Legislation to seek an audience with Governor Walter E. Edge. The ostensible object of such a meeting was to get the Governor's "… opinion as to the best way in which we can proceed in connection with the South Jersey Normal School."[14] Another State Board motive might well have been that of having Governor Edge share the pressurized heat being placed upon board members.

On February 2, 1918, the Board's Finance Committee met with the Governor and the Legislature's Appropriation Committee. While expressing sympathy and understanding with the need for action, the state officials pointed out that 1918 was a bad construction year. Building materials were scarce and their prices high. In addition, the Governor went on to emphasize that labor costs in wartime New Jersey were at peak levels. After giving the State Board Committee this lesson in elementary economics, the state officers informed committee members that no expenditures would be authorized for constructing the normal school until the wartime economy became a page in the history books. On what was intended to be a consoling note, the Governor suggested the State Board of Education use the interim time to good advantage by having the state architect prepare plans for both the building and grounds.

Faced with these viewpoints of those who held the state's purse strings firmly in their grasp, the Finance Committee had the thankless task of reporting back to the full State Board of Education membership, who, of course, had to bow to the inevitable. But for the record, at least, the State Board ordered placed in its minutes the principle that the normal school construction "… should not, in justice to the schools of this state, be delayed a day longer than abnormal conditions in the building trades make absolutely necessary."[15] On this frustrating note, State Board members steeled themselves for another dreary lull in getting the South Jersey normal school built.

Resigned to a policy of watchful waiting, the State Board used 1918 as a caretaking year. Board member Thomas Synnott volunteered to see that the buildings on the Glassboro site were well-cared for and with no expense to the state. To protect its investment still further, the Board took out a $16,500 insurance policy on the structures, principally the Whitney Mansion. Finally, board members used the barren interval in urging the state architect to produce some preliminary sketches of the elusive normal school. With the complete defeat of the German war machine, 1918 closed on a happy note for the nation at large. But for those whose hopes were riding on the establishment of a normal school in South Jersey the year 1918 bowed out dismally, marked by frustration and unfulfilled dreams.

In January 1919, the State Board of Education stirred a flurry of excitement throughout South Jersey, when newspapers reported board members believing that, "there is more or less certainty that the Glassboro Normal School will be a reality in the course of a year."[16] Hopes skyrocketed still higher when the State Board at its February meeting reiterated its target date of 1920 for opening the normal school. The Board also announced that its entire membership, together with the three normal school principals and state architect Francis H. Bent, planned to visit the Glassboro site on February 13 to make an on-the-spot inspection of building possibilities. Commissioner Kendall added to the feeling of optimism when he informed the State Board that returns from a questionnaire his office had sent to South Jersey high school principals revealed 150 students ready to enter the normal school when it opened in 1920. Even State Comptroller Newton Bugbee's warning that the state was not ready to give the go-ahead signal for construction activities to begin did little to dampen the expectant feeling which seemed to be in the air. For the Comptroller's letter to the State Board also gave the impression that he detected patches of blue in an economic sky which for so long had been a dull, sullen gray. In the same letter Mr. Bugbee generated more optimism when he advised the State Board to speed up building plans so that construction could begin immediately with the expected price drop in the building trade market.

On Saturday, February 13, State Board members, the three normal school principals from Trenton, Montclair and Newark, the state architect and the state building inspector journeyed to Glassboro. They spent the morning tramping around the 55-acre site, examining possible locations for the normal school building. Noontime found the visitors having lunch at Glassboro's venerable Franklin House. After their repast they turned their attention from food to decision making. Lengthy discussion produced agreement to locate the building on the site's highest point with the structure facing south and the railroad station. Consensus was also reached in having the building constructed with dark-red brick. All agreed that a separate power plant should be built at the northwest corner of the tract. Perhaps carried away with their admiration of the site's profusion of stately oak trees, the conferees decided to recommend that the new normal school curriculum include a course on forestry. The conference ended on a note of determination to proceed with all possible speed in the preparation of plans and specifications. Hopes were expressed that actual building operations could begin in 1919 to enable the normal school to open in the fall of 1920.

Subsequent events, however, convinced State Board members that the joys of anticipation sometimes outrun the pleasures of realization. True, state architect Francis Bent, snatching time from a busy work schedule, labored to produce sketches and cost estimates. Apparently his efforts were not good enough for State Board members, who in July 1919, requested permission to employ outside architectural help. Unless its request was granted, the Board maintained there was little likelihood that the normal school would open by September 1920. But state officials turned a deaf ear to the appeal, a denial which meant that the State Board had to struggle along with the services of an overworked, harassed state architect. By October 1919, the Board approved the architect's plans, knowing full well, however, that the

financial means to implement them were not available. The year 1919 closed with the State Board futilely chasing the wraith-like phantom the normal school at Glassboro had become.

Target year 1920 found the State Board with the uncomfortable feeling that it was tilting at windmills. When bids based on the state architect's plans were submitted, the lowest one was pegged at $700,000. On hand to pay for this bill the State Board had $425,000 made up of the $300,000 appropriated by the 1917 Legislature and an additional $125,000 contributed by the 1920 lawmakers. Confronted with this kind of a fiscal problem, the Board faced up to the difficult task of bringing income and outgo into balance. It unsheathed its economy ax. Eliminated was the separate heating plant. Abandoned, too, was the plan to build a siding from the nearby railroad station to the normal school building. Other building features were eliminated. It became apparent, however, that slashing items in the plans would not be enough. More money was needed. Accordingly, in November 1920, the State Board requested the Legislature to appropriate an additional $275,000.

While the Board was struggling with its building plans and financial difficulties, it once more felt the hot breath of criticism. Impatient with what it considered to be needless delay, the Gloucester County boards of education dispatched a sharply-worded letter to the State Board, imploring it to expedite normal school plans "… so that building operations can be started immediately."[17] Board member Thomas Synnott, finding the heat being applied by his Glassboro neighbors a bit painful, urged his fellow State Board members "… to do everything necessary to push the matter along."[18] Specifically, Synnott had another session with the Governor in mind.

But the year 1920 was not completely devoid of accomplishment. In March the State Board shoved building blueprints, bid tabulations and unbalanced fiscal statements aside and gave attention to the less perplexing problem of naming the unborn normal school. A brief consideration was given to a North Jersey group's request that the institution bear the name of Elizabeth A. Allen, an outstanding leader in the field of New Jersey teacher welfare matters. As much as the State Board respected Miss Allen's contributions to public education, it felt it more appropriate to follow the established policy of giving normal schools the names of the communities in which they were located. Without protracted debate, Board members unanimously voted to call the institution that was having such a hard time entering the world, "The New Jersey State Normal School at Glassboro."[19] If the State Board had not as yet produced a normal school, it at least had given it a name.

Early in 1921 the State Board of Education acquired two weapons which enabled it to crash through the roadblocks holding up the construction of the Glassboro Normal School. The first was an additional Legislative appropriation of $125,000, a sum when added to prior allotments provided the Board with working capital of $550,000. The second weapon was a statute giving the State Board new powers and flexibility in constructing state institutions, notably the right to appoint its own architects—something the Board had long wanted. Taking quick advantage of its opportunity, the Board dispensed with the state architect's services, replacing him with a Newark-based firm of architects. Board members ordered the architects to

draw up new plans immediately, for much lost time had to be made up. Furthermore, the Board warned the architects to devise realistic plans with cost estimates falling within the Legislative $550,000 appropriation. Time was an important commodity and the Board was in no mood to fritter it away in studying building plans whose cost exceeded the money in the Board's purse.

Realistically the State Board knew that the architects would have to perform major surgery on the building plans the state architect had originally drawn. These had called for a normal school structure in the form of the letter "E" with an elongated classroom section acting as a base from which three parallel wings extended outward and perpendicular to the main classroom section. To stay within the $550,000 appropriation, the Board ordered the newly appointed architects to drop the "E"-shaped area by discarding the two wings at the ends of the building. This decision meant that the structure would assume the form of the letter "T," the shape of Bunce Hall today. Needless to say the Board eliminated the two wings with misgivings, because one of them was to have served as a library and the other a manual training facility.

Beginning in the late spring of 1921 and working steadily throughout the summer and fall, the architects produced three sets of plans. State Board members studied and restudied the blueprints, made changes and finally, in November 1921, approved the final plans. The architects were then ordered to accept bids on the plans and specifications. On December 10, 1921, one month after the bids had gone out, the State Board of Education awarded the building contract to the lowest bidder, the Dupont Construction Company.

Plans for the Glassboro Normal School project were now developing at an accelerated pace and the State Board had no intention of letting anything slow down the momentum. Accordingly, the Board bluntly informed both the construction company and the architects that building activity must begin immediately so that the normal school would be ready for occupancy by February 1923. In addition, the Board made another significant move in speeding the project along when it appointed Dr. Jerohn J. Savitz, Trenton Normal School principal, to advise board members on building plans, developments and progress. This was a far-reaching decision, for it provided Dr. Savitz with an opportunity to be in at the ground-floor level in shaping developments in a school he was to lead in less than two years.

State Board members found 1922 a good year in keeping the normal school project moving at a steady if unspectacular pace. On February 10, giant mechanical shovels dug into the Glassboro earth to excavate chunks of dirt, a signal that the long-delayed Glassboro Normal School was at last in the construction stage. From that point on the State Board's building inspector and supervisor of construction kept a close watch on building progress or lack of it. Reports were constantly sent to the State Board, which, at any sign of a slowdown, pursued its architects and construction company in the same persistent manner the furies dogged Orestes' footsteps. Thus board members sought and got action on settling a brickyard strike which threatened to hold up delivery of stone for foundation work. Again, in July, the construction supervisor sent word that faulty job organization procedures, insufficiency of materials and too few workmen on the job were disrupting the

Architect's rendering of College Hall, 1922.

building schedule, whereupon the State Board sent the construction company a stern letter of reproof. Moreover, board members visited the construction site to check at first hand the complaints they had received. These speedy follow-up actions brought quick results. Within a month the construction company had remedied the criticisms lodged against it, largely by increasing its work force.

Although the contractors caught up with the work schedule originally set, they must have heaved a sigh of relief when the State Board decided, in September 1922, to postpone the normal school's opening until September 1923. It seems that the Board suddenly realized that not many South Jersey high schools graduated seniors at mid-year. Faced with this fact of educational life, the State Board decided to take no chances in opening the school with an undersized enrollment. This reprieve did not, however, slow down the construction company's effort to maintain the original work schedule. Building progress continued apace to the point that, by December 1922, temporary heat was turned on in the new normal school.

Much more work remained to be done, especially in the building's interior. But the structure's handsome exterior was a visible sign that the long struggle to get born was over. An idea in Calvin Kendall's mind 11 years previously had become a reality. What was needed now was the selection of a professional leader to organize and administer the educational life of the Glassboro Normal School. Suddenly it struck some State Board members that it was later than they thought. The September opening day was only eight months away.

BOOK TWO

The Savitz Administration 1922–1937

He builded better than he knew;
The conscious stone to beauty grew.

—Ralph Waldo Emerson

CHAPTER 3

Jerohn J. Savitz Takes Charge

At their September 1922, meeting, State Board members listened with satisfaction to progress reports on the construction of the normal school. Any feeling of complacency, however, vanished when a board member emphasized that other bases would have to be touched before the Board was home safely in its drive to open the school. Action could no longer be deferred in recruiting a student body, employing the faculty, constructing curricula and organizing the new school internally. These were problems the State Board had neither the time nor competence to solve. Needed were the experience and expertise of a professional educator.

John P. Murray was the State Board member who turned the thoughts of his colleagues from building plans to employing a normal school principal. In a question directed at the Normal School Committee, he asked, "Do you have a list of candidates for the principalship?"[1] Evidently the committee had not made too much headway in lining up applicants, or perhaps the members felt there was little need to canvass the field. Certainly, Mr. Murray suspected the Normal School Committee was not too worried about its recommendation responsibility. Whatever the committee's answer was to the Murray question, it was evasive enough to bring from him some sharply worded advice, "Bring to the State Board," said Mr. Murray, "a number of candidates whose credentials we can study carefully." Continued the forthright board member, "Above all else don't bring forward for our approval one candidate only."[2]

The "one" candidate Mr. Murray had in mind was Dr. Jerohn J. Savitz, Principal of the Trenton State Normal School. For over a year Dr. Savitz had been immersed in Glassboro's building and organizational details. He had met regularly with the State Board, serving as its adviser to the new normal school. He had exchanged weekly letters with the architects, straightening out plans for classrooms, manual training facilities, domestic science rooms and cafeteria construction. He had also, with the tacit if not explicit approval of all the board members, begun on a limited scale the recruitment of students and faculty. With these activities Savitz had staked out a strong claim to the Glassboro principalship. Besides, he wanted the job, a fact of life that, considering his imposing professional reputation, hardly encouraged any would-be competitors.

But, in deference to Mr. Murray, the State Board Normal School Committee spent the fall months of 1922 going through the formality of contacting and interviewing other candidates. Dr. Charles Strahan, Deputy Commissioner of Education in 1922, years later recalled State Board President Melvin Rice's contacting him on the possibility of becoming Glassboro's principal. The Deputy Commissioner showed

enough interest to visit the Glassboro site and also journey to New York City for an interview with State Board member Robert Cox at his business office. Dr. Strahan insisted, however, that there was a feeling that the State Board was merely going through the motions. Its selection process was about as real as counting electoral college votes following the Johnson-Goldwater election of 1964. "There was no question," claimed Dr. Strahan "who the principal would be. Dr. Savitz's rich experience in teaching, in administration and in normal school work made him the odds-on favorite for the job."[3] Few expressed surprise, therefore, when the State Board, at its February 2, 1923, meeting, formally announced that Dr. Jerohn J. Savitz was to become Glassboro Normal School's first principal.

For the next 14 years the Savitz impact on the new normal school was total. Like a colossus he dominated every phase of the institution's life. To understand Glassboro's early years one must understand the Savitz background, personal and professional. At this point, therefore, we interrupt the narrative of Glassboro's development to focus a spotlight on its first leader.

Jerohn J. Savitz

Jerohn J. Savitz was born on New Year's Day, 1866, in a farm hamlet seven miles east of Easton, Pennsylvania. Of Pennsylvania Dutch stock, his family was deeply religious, imbued with the beliefs that the Bible was the greatest of great books and that the keys that opened the doors to salvation both in this world and the next were forged by Calvin himself—godliness, industriousness, discipline, austerity and stubbornness in defense of high moral principles. Together these traits made up the early Protestant ethic which became a part of J. J. Savitz from birth to death 85 years later. Important also for an understanding of Glassboro's first principal was the fact that he grew up in a rural environment. He knew what it was like to wash his face at a pump, using old-fashioned laundry soap. He understood rural education, for he attended an ungraded country school five months each year until he was 13. He knew what the good earth was like because, in the remaining seven months of the year, he helped his father on the farm and at the family grist mill. Between the ages of 13 and 16, he tilled and harvested the fields during the daytime hours. In the evenings he studied elementary school subjects by the light of a kerosene lamp.

At the tender age of 16, J. J., as he was frequently called, took a 12-month course in teacher training, after which he was licensed to teach in Pennsylvania's rural schools. His first assignment was in a one-room country school where for two years he taught everything from the alphabet to the classics. Next he moved to Bethel Park, Pennsylvania, again teaching all subjects at every grade level. Feeling the need for further education, Savitz spent his summers at the Kutztown Normal School where he gained an understanding of educational methodology and philosophy. Kutztown also served as a preparatory school in general education, enabling J. J. to enter and study at Lafayette College, which subsequently awarded the young, ambitious Savitz the bachelor of arts degree.

In 1889, at the age of 23, Savitz launched his career in school administration, when he became supervising principal of the Slatington (Pennsylvania) school system. Here he organized a high school, while at the same time teaching subjects

Dr. Jerohn J. Savitz, Glassboro's first President, 1923-1937

as diverse as surveying and Greek. Seven years later, in 1896, Savitz moved to New Jersey to become Boonton's supervising principal. A factor in his decision to leave the Keystone State was the closer proximity of Boonton to New York University where he was well on his way to earning the master's degree. During his Boonton service stay, Mr. Savitz completed the requirements for the master's while simultaneously administering the system's public schools. After five years at Boonton, Savitz felt the need to move on to greener educational pastures, a step he took in 1901, when he became Westfield's supervising principal. Again, geography figured in the Savitz professional migration plans. Westfield, just across the Hudson River from New York City, was something more than a step up the Savitz advancement ladder; it was much closer to New York University than Boonton. One year after accepting the Westfield position, he had vaulted all of the hurdles leading to the doctor's degree. At age 36, Dr. Savitz had the feeling he was living in the best of all possible worlds. Behind him were the labors that winning the doctorate demanded. Ahead of him was the opportunity to be at the helm of one of New Jersey's most progressive school systems. His goal was to settle down to a long and productive stay at Westfield.

But Westfield found it difficult to retain a monopoly on the Savitz talents for, like all highly skilled schoolmen, Savitz had a magnetic quality that attracted job offers from the outside. In 1907, for example, State Superintendent of Schools Charles Baxter urged Dr. Savitz to become Union County's Superintendent of Schools. He accepted the Baxter offer but with the stipulation that he be allowed to continue in his Westfield superintendency. Thus, from 1907 to 1914, Savitz played a dual role. It was a performance that few if any New Jersey schoolmen have ever matched.[4] It was this ability to perform and to work that spread the Savitz fame beyond the Union County borders.

The Savitz reputation grew apace. In 1914, his good friend, Commissioner of Education Calvin Kendall, pressed the Westfield School Superintendent to become Assistant Commissioner of Elementary Education. Savitz turned the offer down the first time but finally succumbed to the Kendall persuasive talents. Indicative, however, of Dr. Savitz's reluctance to leave his Westfield front-line position was an insistence that the state assignment be limited to a one-year stint. In fact, he did not resign his Westfield superintendency. He took a year's leave of absence.[5]

Why did Commissioner Kendall appoint to high office a man who accepted the position with a one-year-only proviso? The answer is two-fold. First, the Commissioner admired Savitz as a close personal friend and as a top-flight professional educator. On both counts Savitz would be an invaluable man to have on the team, if only for one year. Second, both Kendall and Savitz shared the feeling that rural school children were being short-changed, especially when compared with the instruction their city cousins received. Both were determined to do something tangible to redress the imbalance. The Savitz role was to get out into the field to barnstorm for a new deal in the teaching taking place in the country schools. He toured the state appealing to local school boards, parent-teacher groups and the general public. His sales pitch was simple but effective. Under no conditions, he insisted, would his listeners call in untrained high school graduates to administer

medical treatment to their sick children. Neither would they entrust the construction of their roads to anyone other than trained engineers. "Why then," asked Dr. Savitz, "do you country-based citizens allow your children to be taught by people lacking professional training of any kind and without the help that classroom supervision brings?"[6] Savitz's campaign won converts. His pressure, combined with Commissioner Kendall's, persuaded the Legislature, in 1916, to enact the Helping Teacher Law, which brought expert supervisory help for rural school teachers throughout the state.

Dr. Savitz's brief stay at the State Department of Education added luster to his growing professional reputation, but he was adamant in his determination to return to Westfield. Reluctantly Commissioner Kendall accepted Savitz's resignation with the statement, "The resignation of Dr. Savitz as Assistant Commissioner of Elementary Education is a matter of deep regret both personally and officially. His leaving is a great loss to the schools of the state."[7] However, Dr. Savitz's return to his Westfield Shangri-La was to be of short duration, made so by a tendency to speak out loud and clear on school practices that disturbed him. Never the diplomat in the Court of St. James tradition, Savitz often lashed out at forces which to him were obstacles in the path of good instruction. To the forthright Savitz one of these impediments was the job the normal schools were doing in preparing teachers. Particularly irritating to him was the feeling that normal school graduates were unduly sensitive to supervisory counsel. An event occurred in 1917 which provided Dr. Savitz with an opportunity to do something about his criticism. In that year, Dr. James M. Green retired as principal of the Trenton Normal School. Commissioner Kendall went to Dr. Savitz and said, "Look, J. J., you have been blasting the normal schools for years. Here's a chance for you to do something with them. I'm offering you the principalship of Trenton Normal."[8] Years later Dr. Savitz, in a reminiscent mood, told a friend, "The Commissioner had me on the spot with a clear-cut case of put up or shut up. I took the job."[9]

During his six-year stay at Trenton Normal from 1917 to 1923, Savitz carried out innovations which were precursors of his early leadership years at Glassboro. He organized an extension program for in-service teachers. He persuaded the Trenton alumni to set up and support scholarship and loan funds for financially needy students. He prodded students, faculty and alumni into establishing a school camp. He inaugurated a rural school curricular program for the preparation of teachers in sparsely settled areas. Finally, he stimulated students into planting and cultivating gardens to raise food for the Allied war effort.[10]

Dr. Savitz was happy in his Trenton Normal School position, but he made no protest, on August 6, 1921, when the State Board gave him the extracurricular assignment of advising Board members on building plans and other developments in the yet-to-be constructed school at Glassboro. Neither does the record show that he was reluctant to accept the principalship of Glassboro on February 2, 1923. In fact, he wanted and actively sought the job.

His determination to become Glassboro's principal puzzled many schoolmen. Here was an educator whose professional career over a period of 41 years had been the brightest of success stories. Along the way Dr. Savitz had collected one educational Oscar after another. His fellow educators had recognized his achievements by elevating him first to the Presidency of the New Jersey State

Teachers Association and later to the Presidency of the prestigious New Jersey Council of Education. Here was a man whom the Commissioner of Education eulogized in glowing terms as "a tireless worker, a sincere and cooperative educator and a schoolman steeped in an understanding of educational methods and principles."[11] This was the educational achiever whom the large city school systems of Newark and Trenton had tried to employ as superintendent of schools, dangling before him the bait of salaries considerably in excess of his Trenton Normal School stipend. Too, Jerohn J. Savitz was the school leader praised by the state's leading newspapers as an excellent organizer and administrator, prodigious worker, sterling character and Christian gentleman. Finally, here was a man one might expect to be content to enter the twilight of an illustrious career as principal of the long-established Trenton Normal School. What, therefore, motivated the 57-year-old educator to maneuver through the mine fields of complexities and frustrations which starting a new normal school would entail?

Those closest to J. J. Savitz knew the answer to this perplexing question. They realized that the Glassboro position was a real challenge to him. It gave Savitz the opportunity to build a teacher-preparation institution from the ground up. Present was the chance to select his own faculty, devise his own curriculums and mold future teachers for places where they were sorely needed in South Jersey's rural schools. One Savitz admirer expressed it best, "It was the job that he had been preparing for all his life."[12]

After the official notification of his new position, no one realized more than Dr. Savitz that he would have to reach deep into his storehouse of educational experiences for the tools needed to carry out the new assignment. True, for well over a year prior to his actual appointment, he had whittled away at the problems of getting Glassboro Normal started. But his efforts had been diffused. With his right hand he had administered Trenton Normal; with his left he had worked on the Glassboro job. From February 2, 1923, however, the Glassboro assignment had top priority, for the problems were many and the time was short. Glassboro Normal was scheduled to open September 4.

Six Months of Hard Work

Fortunately the building construction program presented Dr. Savitz with no major worries. A few months before he officially became principal, contractors had placed the finishing touches to the building's exterior and throughout the spring of 1923 work proceeded smoothly in the interior with no tie-ups rearing their ugly heads to threaten the Normal School's opening in September. On June 5, State Board members, the architects and Dr. Savitz inspected the completed building and found, "The work complete and in accordance with plans, specifications and contract."[13] At its July meeting, the State Board of Education, acting as the state's agent, formally accepted the building.

While the Normal School building was under construction, the contractors also erected a greenhouse, adjoining the main building. The brain child of Dr. Savitz, this structure was designed to serve as a biological science center as well as a place where students could engage in rural educational activities. Built with no serious delays,

the greenhouse was completed by July 1923 and formally inspected and accepted by the State Board of Education.

Building operations caused Dr. Savitz a minimum loss of sleep, but the same could not be said for a multitudinous list of minor matters related to getting the School under way on time. He spent a considerable portion of his waking hours telephoning and corresponding with state officials and vendors on time-consuming items, such as making a decision on the kind of coal to be used; selecting and ordering furniture; choosing paint colors for the auditorium, corridor walls and classrooms; getting fire hydrants installed; settling an argument on who should pay for the water supply; determining the cause of a building gutter overflow after a heavy rainstorm; and tracking down lost waste cans.[14]

On the surface, at least, tasks of this kind need not have sent Dr. Savitz to the medicine cabinet in search of aspirin tablets. An efficient schoolman had only to delegate these irritants to administrative assistants. But the trouble was that he had nobody to whom he could delegate the headaches. His alone was the chore of resolving these and other annoying difficulties which popped up suddenly and frequently as the time drew near for opening the Glassboro Normal School.

Buffeted as he was with a host of last-minute problems, the famous Savitz hair-trigger temper at times exploded. While publicly extolling the virtues of the beautiful new building, privately he vented his wrath on its constructors. For, like many a ship-of-the-line on its trial voyage, the new building developed "bugs." Minor but irritating infirmities sorely tried the Principal's patience. A Savitz letter to the architect, in August 1923, captured his frustrations with the contractors' slipshod work. Wrote Savitz:

> I would say that most of the work has been done in a half-hearted way. The longer we use the building the more I am impressed with the feeling that the spirit of the people who did the building was not under proper supervision. You hardly come across a piece of work in the school that I would call a first-class job. The floor in the little room leading into the biology room must be replaced, for it is so uneven that it represents a washboard.[15]

Correspondence reveals that Dr. Savitz carried on this vendetta with the contractors until he retired in 1937. But, in the spring of 1923, he had other problems to meet and solve. One of these was a determination to convert the Glassboro Normal environment into one of the most beautiful campuses in the state. Shortage of time limited his efforts, but, in the late spring, he made a start by supervising the sowing of grass seed on the area fronting the main building. Ruefully he discovered later that the grass had not taken root because of the lateness in seeding the ground. Students entering the Normal School in September 1923 did not, therefore, see the lovely expanse of green grass that their principal had hoped would be there. But the young people had a portion of compensation, for they played many a hockey match that fall and winter on ground they dubbed "The Alps"—a sobriquet appropriate to land that ran up and down hill. In the early spring of 1924, new grass seed was sown and it produced the carpet of green which visitors have admired for almost a half-century.

Of all the problems Dr. Savitz faced during the pre-opening months, student enrollment was the most harrowing. Contrary to Dr. Kendall's earlier optimistic predictions, high school seniors were in no hurry to enter the new Normal School. In fact, as late as April 27, 1923, Dr. Savitz glumly reported to the State Board that a corporal's guard of 47 students had registered for the September opening.[16] At this point it looked as though the state had a white elephant on its hands, for it had erected a $550,000 building which, four months prior to its scheduled opening, gave every indication of operating at less than 10% capacity. The outlook in the State Board conference room was as bleak as a wintry Arctic landscape.

Dr. Savitz found the enrollment situation grim but not hopeless. He held a few trump cards in his hand ready to play at the right time. For example, he had persuaded 27 full-time teachers, with years of experience ranging from two to 20 years, to enter Glassboro's two-year program as senior students. The inducement was the opportunity to earn a normal school diploma.[17] He had also enrolled 35 South Jersey students at Trenton Normal in September 1922, with the prospect of being able to transfer nearer home, in September 1923, to Glassboro Normal with senior-class standing.[18] Neither of these stratagems had gained prior State Board approval. Actually, that policy-making body had decided to inaugurate Glassboro's two-year curricular program with a junior class only, i.e., first-year students. But the independent-minded and enrollment-pressed principal saw no reason why his new school should not have a student body made up of both juniors and seniors. In a letter to State Board member Robert Cox, he pressed this viewpoint. "The addition of 62 senior students would greatly improve the character of the school by leavening the lump. The seniors would discuss teacher problems in the presence of the juniors and thus create a favorable background for the following year's work. They (seniors) would also decrease the per capita expense very materially."[19] As an additional argument he appealed to the State Board's sense of fairness in admitting the Trenton Normal School would-be transfer students to Glassboro. Wrote Savitz, "The accompanying petition was drawn up by students living near Glassboro who entered here (Trenton) with the idea they could transfer. They are very eager to transfer and have signed this petition since the State Board has decided to enroll at Glassboro juniors only."[20]

The State Board found it difficult to oppose these ingenious power plays, because it, as well as Savitz, had an interest and stake in the Glassboro enrollment problem. It was not surprising, therefore, that the Board gave its approval to the Savitz-inspired senior class proposals. In truth, board members probably congratulated themselves for having appointed such an astute normal school principal.

Dr. Savitz got his senior class, 62 strong. Now he had to recruit a much larger junior class. While not as blatant as those used by big-time football coaches, Savitz's proselyting methods were as effective. One technique he used was to obtain from the architects 50 photographs of the school. These he sent, along with news releases, to every newspaper in South Jersey and to all South Jersey high schools for placement on their bulletin boards. In addition, he dispatched promotional letters to local and county boards of education and to every President of a parent-teacher association in the southern part of the state. Finally. Savitz enlisted railroad officials

in his publicity ventures by persuading them to post informational bulletins at prominent station locations.

Personal appearances before high school student groups were also included in the Savitz repertoire of recruiting devices. The talks he gave followed a definite pattern. At the outset, the Principal spoke to a group as a whole, stressing the advantages of the teaching profession generally. He then emphasized the opportunities Glassboro Normal offered for those interested in becoming teachers. At the conclusion of his talks, Dr. Savitz remained on the auditorium platform to answer specific and personal questions raised by individual students. Like a missionary, he preached the Glassboro Normal gospel, giving freely of time and energy to win converts. An indication of his industry was embedded in a letter he wrote to the State Board:

> I am going from high school to high school to arouse interest in the school by pointing out its advantages. Last Tuesday and Wednesday I spoke to eight schools and also before the Cumberland County Boards of Education on Tuesday evening at Fairton. I take every opportunity to advertise the school.[21]

And advertise he did. Principally because of the Savitz recruiting campaign, 158 junior-class applicants, on June 16, 1923, took the entrance examination. Made up of items in arithmetic, spelling and English usage, this test was geared to the achievement level of an eighth-grade, grammar school graduate. Of the 158 students taking the examination, 135 attained the passing score of 70. Post-mortem discussion of the examination results set off some verbal fireworks at a subsequent State Board meeting, after President Melvin A. Rice, probably at Dr. Savitz's urging, moved to permit those failing the examination admission to Glassboro Normal on a three-month probationary basis. Behind the Rice motion was the need to keep Glassboro's opening enrollment from falling to a dangerously low level. Another motive was the desire to mollify Dr. Savitz, who took a dim view of using an entrance examination as a measure of predicting future success as a Normal School student or as a teacher.

But the Rice motion never took wing. Board member John P. Murray bluntly asserted that anyone not able to pass an examination made up of elementary school subject matter should not be allowed to enter the Normal School, no matter how desperate the enrollment problem was. Murray's opposition doomed the effort to admit students with probationary standing, but the State Board did agree to allow applicants who failed to appear at the June examination session to take the test in September, provided they had satisfactory excuses for their nonappearances. Thus Dr. Savitz had one final opportunity to build up his initial year's student body. On September 4, 1923, Glassboro Normal's opening day, enough candidates took and passed the entrance examination to swell the enrollment to 236, a figure considerably in excess of the 100 the State Board had resigned itself to having.

Dr. Savitz never would have achieved this kind of enrollment success had he not met and solved another problem among the many that plagued him in the spring of 1923. On his high school recruiting trips, he encountered a recurring question: "Dr. Savitz, how can I attend Glassboro Normal when I would have to spend four and one-half hours in train travel and station-waiting each day?"[22] About 30 prospective

Glassboro Normal students were in this predicament. Dr. Savitz jotted down their names and addresses and promised to contact them as soon as he worked things out. The Principal's efforts were directed at locating private homeowners willing to room and board these noncommuting students. But his hopes were jolted when he discovered Glassboro and Pitman residents expected to be paid $12 weekly for supplying room and board. By August the price had soared to $15. Disregarding for the moment the need to build good will between town and gown, Dr. Savitz blasted these charges as outrageous, pointing out to the local gentry that Trenton and Montclair Normal girls paid $6.25 per week for food and lodgings.

Disillusioned with his private-home experiences, the Principal tried another approach. He scouted the Glassboro community to find a house large enough to shelter 22 girls. By the end of June 1923, he had found his home. The residence was the Warrick Mansion on the corner of High and Academy Streets, about one mile from the Normal School building. Dr. Savitz lost little time in persuading the State Board to pay the $1500 rental fee for the premises and in getting the Y.W.C.A. to provide furniture for the girls.[23] Thus the Glassboro Normal School acquired its first dormitory and Dr. Savitz corralled 22 more students.

He was proud of this achievement, proclaiming that the building's "large, airy rooms make a delightful place for the accommodation of students."[24] Subsequently, the dormitory girls had the feeling the Savitz description made good copy in the Normal School catalogue, but they were also convinced that their abode fell considerably short of Sheraton-Hilton standards. The house, for example, had one bathroom shared by 22 girls. Heat in the winter came from tiny, pot-bellied stoves in the rooms. The girls themselves kept the coal stoked and burning. Furniture was of Spartan simplicity with the camp-styled cots making World War II G.I. bunks look like luxury items.[25]

Very early in the morning the school bus transported the girls to the Normal School where they remained until after the evening dinner hour. At this time the bus picked them up for the trip back to the Warrick House. In other words, inconvenience was the handmaiden of early dorm living, but there were alleviating factors. Living in Glassboro one mile from school was far better than spending five to six hours daily on a grimy train getting to and from school. And the price of room and board was not hard to live with. A reasonable $7 weekly charge helped boost student morale.[26]

Another pre-opening responsibility that kept Dr. Savitz busy was the task of employing a competent faculty. In selecting his initial staff, he searched for instructors who had pleasing personalities, strong enough to earn and retain students' respect. He wanted teachers who could stand before a class and speak and teach convincingly. Important to him also were instructors who had the skill and confidence to teach demonstration lessons, for the Principal had little faith in educational theories not demonstrated in actual classroom practice. Above all else Dr. Savitz sought faculty members who "had a disposition to work and to work hard."[27]

By late August 1923, Savitz had garnered a faculty group who he felt met his exacting standards. Making up this charter-member teaching staff were: Ethel Orr, Supervisor of Student Teaching; Louise Greathead, Kindergarten-Primary Methods

and Psychology; Blanche Weeks, Psychology and Educational Methods; Seymour Winans, School Management and Arithmetic; John Sangree, Biology; Dorothy Arnold, Drawing; Elizabeth Towne, English; Blanche Pepple, Geography; Marion Clark. History and Civics; Charlotte Herckner, Industrial Arts and History of Education; Florence Dare, Music; Marion Little, Penmanship; Frederick Prosch, Physical Education; Nellie Turner, Reading and Speech; Louise Amsden, Librarian: and Amy Isabel Peet, Home Economics.[28]

Measured by present-day standards, the first faculty staff was short in professional preparation. None held the doctorate. Four had earned the master's degree, five the

Glassboro's charter member faculty, 1923.

bachelor's degree, while seven had not yet gained the baccalaureate degree.[29] But, if advanced degrees were in short supply, the same could not be said for the breadth and depth of their educational backgrounds. This was a mature faculty but not a superannuated one: in fact, Dr. Savitz refused to employ faculty members over 40 years of age. The charter-member staff brought to Glassboro Normal rich backgrounds of educational experience both in teaching and supervision. Included in the spectrum of prior positions held were: Principal of a Michigan Normal School, Supervisor of Elementary Schools in Cleveland, Director of Kindergarten-Primary Education at Willimantic (Connecticut) Normal School, Director of Physical Education at Trenton Normal School, Director of Music of the Woodbury School System, Demonstration Teacher from the Horace Mann School, Art Instructor at the University of Missouri, Director of Industrial Arts at Trenton Normal and Demonstration Teacher from the University of Pennsylvania.[30] To entice experienced personnel of this caliber to Glassboro, Dr. Savitz had to convince the State Board

that it would have to pay salaries as high as $4,000, a princely stipend in 1923.

Confronted with the implacability of an early September deadline, Dr. Savitz found the recruiting of students and faculty an assignment which taxed both his aging physical and nervous systems. But, in constructing curricular programs, he felt he was in an easier ball game. Drawing heavily upon his Trenton Normal School experience, the principal quickly outlined three programs, which the State Board, on April 4, 1923, readily approved.[31]

Students entering Glassboro in September 1923 enrolled in one of three curriculums: Kindergarten-Primary, General Elementary or Upper Grades. Each called for two years of study. When analyzed, all three revealed a marked degree of uniformity. For example, all students were scheduled for a common bank of subject matter courses, consisting of English, Biology, Applied Science, Geography, History, Arithmetic, Music, Speech and Physical Education. All studied a group of offerings in the basic, professional education category, including courses such as: Psychology, History of Education, Educational Measurements, Principles of Education and School Management. What curriculum differentiation there was came in specialized methods courses made up of Observation and Practice, Special Methods and Student Teaching. These were the offerings which gave students opportunities to hone teaching skills in specific grade levels.[32]

The dominant principle of Glassboro Normal's first curricular program was the Savitz-held conviction that every course, in some measure at least, was professional in nature, whether it was a content course in history or a basic professional course in psychology. Dr. Savitz was a fervent advocate and practitioner of the professional subject matter approach to teacher preparation. Believing in this concept he insisted that students learn how to teach a subject at the same time they were mastering its content. Illustrating this Savitz belief was a portion of the description of the arithmetic course he wrote for Glassboro's first catalogue:

> Equipped with skill in the manipulation of numbers and a knowledge of the application of numbers to the practical affairs of life, the student is prepared to consider the method of presenting the subject to others. He applies the experience gained in the solution of problems in preparing lesson plans which are discussed in class. Opportunities are given for demonstrating the lessons suggested in the plans.[33]

Dr. Savitz assigned the task of scheduling Glassboro's first students into curriculum patterns to Harriet Hawley, a talented lady who had been secretary to Commissioner Kendall and then to Dr. Savitz during his Trenton Normal principalship. Her principal schedule-making frustration was marking time until Dr. Savitz had rounded up a student body and a faculty. But, after he had made inroads in solving these problems, Miss Hawley's task was not too difficult. Not for her were the complexities of unraveling schedule conflicts brought on by students who had the privilege of choosing elective courses, because Glassboro Normal's first curriculums made no provision for student choices. All courses were prescribed by curriculum-maker Savitz.

Secretary-Registrar Hawley simply organized the 35 Trenton Normal transfer students into a section called Senior Is and scheduled them on a block basis for a special list of courses handed her by Dr. Savitz. She followed the same procedure for the Senior II group made up of the 27 older, experienced teachers. Juniors were organized into five class sections averaging 30 students each. These students, too, were scheduled in a block manner, which meant, of course, that they went to classes seven periods daily as section units, denied contact with students other than the ones in their particular section.

By dint of careful planning, diligent on-the-job supervision and hard work, the State Board and Dr. Savitz had the Normal School ready for its shakedown run by July 1, 1923. First to use the new school were 326 students who attended the State Summer School session from July 2 through August 4. Hailing from all parts of South Jersey, these were veteran teachers seeking new instructional ideas. Some, however, were less-experienced teachers attending the summer session for certification credits.[34] Despite the novelty of being interrupted at times by painters searching for last-minute brush work to be done and electricians prowling around installing light fixtures, the class sessions went well. Excited as they were with being the first to study in the sparkling new Normal School, the students overlooked these minor distractions.

A large number of the summer school students would not soon forget the night of July 14, 1923. For they made up a segment of the huge crowd milling around the Normal School campus, fronting the colonial-style building. On that night Glassboro's American Legion Post sponsored a flag-presentation ceremony. Prior to actual festivities, Glassboro's Citizen Military Band led a parade from the town's center to the new Normal School, where additional people from all over South Jersey were already on hand to inspect the structure and to watch the ceremony. The outdoor program was short but impressive, consisting of a legionnaire's speech, the flag presentation, the acceptance by Dr. Savitz and the raising of the stars and stripes to the top of the flagpole as the band played and the crowd sang the "Star Spangled Banner."[35] Somehow the simple service seemed to provide tangible assurance that South Jersey had finally gotten its Normal School—12 years after a man named Woodrow Wilson had sent a telegram to Calvin Kendall.

CHAPTER 4

The Early Years

On September 4, 1923, Dr. Jerohn J. Savitz officially opened Glassboro Normal School when 236 full-time students attentively listened to him speak at the School's first assembly program. Seven years later, in the summer of 1930, the elderly, careworn principal, inflicted with an ulcerated stomach, announced his retirement. The time between these two dates constitutes Glassboro's early years, or, if one prefers, the Savitz First Term.

These beginning years were crucial because they were formative. It was a time in the history of the institution when a domineering, incredibly hard-working leader set the compass which gave direction to the School's beginning. Savitz was the captain; no one shared the leadership bridge with him. At times the crew would inwardly resent his Captain Bligh approach, but few denied that he steered them on the right course. For, with the Savitz brand of leadership, the School's opening years were exacting, yet stimulating. Present was a verve that set the tone of the kind of educational institution Glassboro would be for years to come.

A Glorified High School

Not too long ago an inquisitive researcher fired a question at one of Glassboro's charter staff members. "What was it like," he asked, "to have worked at Glassboro Normal in the 1920s?" After a pause the old-timer mused, " Well, on the whole, it was fun and exciting, but there were times when I felt as if I were on the staff of a glorified high school."[1] Viewed from the vantage point of time, this assessment bordered on oversimplification. But present in those early years were organizational and operational trappings, typical of normal school procedures of the time, which lent credence to the pungent observation.

Certainly there were times when Normal School student Frances Harris, in 1923, felt she was back at Camden High School. Her school year was long, beginning the first week in September and ending the last week in June. Her class schedule called for a seven-period day and a 35-period week with three of this weekly quota designated as free periods. The remaining 32 periods found Frances attending class sessions. Nor was she permitted to spend her free time drinking coffee at a snack bar or taking a stroll on the wooded campus. Instead, Miss Harris spent her limited off-duty time studying in the library or in classrooms not in use. An iron-clad rule forbidding egress from the building during the school day must have given Frances an inkling of how Prometheus felt chained to his rock in the Scythian gorge.[2]

Present, too, was the warning bell rung five minutes before the clang of another gong that signalized the passing of classes from one period to the next. In moving

from class to class, Frances was required to practice the decorum expected of a future teacher. Watchdog faculty members, stationed outside their classrooms, enforced the Savitz rule of orderly behavior. Lapses from the pattern brought from the principal a sharply worded bulletin reminding the faculty monitors of their responsibility for maintaining order. Typically, the bulletin closed with the curt admonition, "Don't make it necessary for the office to call your attention to this matter again."[3]

Another reminder to Miss Harris of high school days was the Glassboro Normal homeroom period. Every school day promptly at 9 a.m., she reported to her homeroom. It was at these five-minute periods that attendance was taken, announcements read, dues collected, supplies issued and books given out or returned. The Normal School homeroom was an administrative device which served Dr. Savitz as a communication center facility that bound administration faculty and students together. Internal communication, a seemingly insoluble problem of the much larger Glassboro State College of today, posed little difficulty for the Glassboro Normal School of the 1920s.

At her high school in Camden, Frances Harris had, of course, attended assembly programs, usually one each week. She quickly discovered that this experience bore little resemblance to the Savitz version of what an assembly should be. At Glassboro Normal this meeting, held every school day from 10:38 a.m. to 10:55 a.m., was called the chapel period. Dr. Savitz never let Frances and her fellow students forget that this was an event important in the Normal School's scheme of operations; consequently, even their passage from homerooms to the auditorium took on the pomp and circumstance that attend a king's coronation. At a bell's signal students lined up outside in the halls preparatory to marching to the auditorium. Their gait was orderly and at a moderate cadence, reflecting the drilling that physical education instructor Frederick Prosch had put them through. As they marched they burst into song.[4] Sometimes the singing had religious overtones: "Holy, Holy, Holy" or "God of Our Fathers." On other occasions the tunes were patriotic: "Hurrah for the Flag." Of course, they had rehearsed the songs in music classes, for there was nothing impromptu about any aspect of the chapel period. Following directions given them previously by Mr. Prosch, the marching students entered the auditorium in the order they had been assigned seats: seniors up front, juniors in the balcony.

Once seated, the students could expect a variety of chapel programs. Often Dr. Savitz elected to take charge of the entire performance himself and on these occasions the students wondered whether they were watching and listening to a church dignitary or an educator. Invariably the Principal read selected verses from the Bible, following which he never failed to enlarge upon the moral lessons implicit in the readings lessons that students could apply to their everyday living. A devout Calvinist himself, Dr. Savitz, in his moralizing sermons, was far ahead of his time in using the ecumenical approach. Rarely if ever did he wound the religious sensibilities of students steeped in Judaism or the beliefs of Thomas Aquinas.

No one, however, realized better than the Principal that students could not stand a steady diet of sermons five days a week, if for no other reason than that the point of diminishing returns in student interest would soon be reached. Frequently, therefore, Dr. Savitz withdrew from the chapel spotlight to give the front-and-center position to

March to Chapel period in the 1930s

Christmas community sing, 1936

a plethora of outside speakers whose talks were usually of a didactic nature: a temperance advocate hurling verbal Philippics at those critical of Prohibition's Eighteenth Amendment; an insurance company executive urging his student audience to emulate Horatio Alger in working with heart and soul to achieve life's goals; and a school official pleading for students to be loyal to their work, their country and their God. But not all of the visiting lecturers accentuated the moralistic motive. Some came to speak on vital topics of the day: the League of Nations, the new Republic of Czechoslovakia, the slumbering Chinese giant and the American presidency.

Like a good baseball pitcher, Dr. Savitz believed in the change-of-pace principle. He saw to it, for example, that the chapel programs had something more than speakers as performers. Thus Frances Harris and her classmates saw a variety of programs: student performances based on classroom learnings, debates, oratorical contests, a demonstration on how a homeroom meeting should be conducted, a series of skits illustrating good manners, a number of reports by students recently returned from their student teaching experiences, an Armistice Day program, radio station WJZ's account of the Herbert Hoover's inauguration and even a pep rally to spur the girls' varsity basketball team to victory. Anything that served as a learning experience or promoted school spirit had no difficulty in getting on the chapel programs.

Normal School graduates recall the daily chapel periods with mixed emotions. Most remember them with the fondness that nostalgia brings. For a few, however, the memories are still filled with trauma. These were the handful of rebels to the Savitz system of inflexible rules: no lipstick, no rouge, no tight dresses and no bobbed hair. Only the bravest of the brave—or the most foolish of the foolish—dared break the Savitz draconian code. Dr. Marion Shea, a student in the Normal School's first year and, in the 1960s, President of Paterson State College, recalls that her roommate was one of these heretics. This impetuous young woman defied the Principal's "no bobbed hair" edict and had her tresses shorn. The next day she bravely attended the mandatory chapel period. In the midst of one of his moralizing talks, Dr. Savitz suddenly interrupted his speech to roar: "Alice, what have you done to your hair?"[5] The Principal made his point. Alice let her hair grow back again.

This bobbed-hair incident illustrated a phase of early Normal School living that students quickly learned. They soon realized that they had a principal who was determined to know everything that went on in his school. Like Jim Farley, the noted New Deal politico of the 1930s, Dr. Savitz made it a point to remember names. Old-timers vow he knew every student's name, together with her academic standing and social habits. Judged by present-day administrative-student philosophy, he went to extreme lengths to gather specific data on student backgrounds. For example, in 1926, he had each student fill out a questionnaire detailing how she spent her time from the close of school to its opening the next day. Students itemized the number of minutes they spent on home study, entertainment activities, work responsibilities at home and elsewhere and travel time to and from the Normal School. And the principal went so far as to request the time students retired in the evening and arose in the morning.[6] Evidently the strong-willed principal was determined to have no informational gaps in getting to know his charges.

Without question Dr. Savitz knew his students and he dominated both their academic and social lives. This Normal School fact of life was illustrated in the ground rules he laid down for holding dances on and off campus. Students entering the School, of course, had attended carefully chaperoned dances during their high school days, but nothing they had experienced before prepared them for the formality and the mantle of protection that Dr. Savitz spread over the Normal School dance affairs.

Most dances were held in the Normal School's gymnasium and, with the exception of those held on special occasions, were formal with evening gowns and tuxedos being required wearing apparel. Dancing got underway after the students had filed down a receiving line made up of Dr. and Mrs. Savitz and the faculty. As they made their way down the line, the students followed the protocol for greetings they had observed properly demonstrated at a prior chapel program. To Dr. Savitz, observance of the social amenities was a necessary part of the teacher preparation program.

To hold his dances, Dr. Savitz had to overcome an enrollment handicap which found him operating what was virtually an all-girl institution. In 1923, for example, 10 males were on the enrollment lists. Constituting 4% of the School's population, the Normal School men must have felt like a small coterie of male reporters assigned to cover a national convention of the League of Women Voters. Although the School's enrollment expanded in the next six years, the proportion of males never climbed above the 4% mark. This imbalance between the sexes meant, of course, that female students were forced to invite their hometown boyfriends as escorts. It was the presence of these imports that caused Dr. Savitz to make and enforce strict dance rules.

Prior to the night of the dance, each female Normal School student was required to hand school authorities a parental card on which appeared the name of the girl's escort, together with the father's or mother's written approval of their daughter's dance companion. Students brought this identification tag with them to the dance, having it ready to show at all times. In similar fashion, girls coming to the dance by automobile driven by non-student escorts had to submit evidence from home that parents approved of the drivers.

And once the dancing had started, the omnipresent Principal saw to it that proper decorum prevailed. For example, couples, carried away by soft music, at times danced too closely together to suit the Savitz sense of propriety. When this happened, the offending male partner was often startled to feel a tap on his shoulder followed by a verbal caution administered by the dance chairman warning the ardent Romeo to keep a proper distance. During the dance, all doors were locked, making it impossible for couples to leave the gymnasium for romantic strolls along campus walks. All dances ended promptly at 11:45 p.m. and everybody was off campus or in dormitories by midnight.[7]

It was obvious that Dr. Savitz really protected his girls and was ready to throw from his Normal School heaven any of Satan's agents who even remotely threatened his charges' well-being. On occasion the girls must have felt they were living in a convent or at best were being treated like young high school adolescents. But this

was a short-lived feeling. Carmela Miller Stier, a student of the late 1920s, probably expressed the predominant view that the Normal School students had of their protector:

> We were a small, close-knit family and Dr. Savitz was our stern yet kindly German father. We loved and respected him despite his annoying restrictions. The truth is he knew us better than we knew ourselves: therefore, what he made us do must have been in our best interests.[8]

Dr. Savitz had other rules which made students feel that they were back in high school again. Certainly one of the most restrictive of these was his ban on smoking. Nowhere on campus could either faculty or students light the smoking lamp.[9] Contrary to the opinion of the time, the Savitz implacable no-smoking edict did not stem from his belief that using tobacco was either wicked or harmful. In fact, he smoked occasionally himself but only at home and never when his children were present. And he always had a supply of cigars on hand to offer to his good friend Calvin Kendall. Dr. Savitz enforced his anti-smoking rule because of his fear of fires and the consequent destruction of his new school.[10]

The Principal had good reasons for his fears, for, in the three-year span between 1925 and 1928, the Normal School had its trial by fire on three occasions. On the morning of December 21. 1925, faculty member Blanche Weekes was horrified to see the heavy curtains on the auditorium stage burning like a torch.[11] After the flames had been extinguished, Dr. Savitz dolefully assessed the damages to the curtain, grand piano, folding doors, writing-desk, chairs and motion-picture screen. The repair bill added up to $11,448.[12] Early in the morning hours of February 15, 1928, a raging conflagration destroyed a dormitory unit under construction. Unit four of Laurel Hall was reduced to charred ashes—roof, floor beams, window sashes and dormers. Adding to the danger was the tumbling from the third to first floor of bathtubs and plumbing fixtures. Damage estimates went as high as $25,000.[13] One month later, on the afternoon of March 28, 1928, students watched fascinatingly as firemen leveled their hoses on a blazing grove of trees bordering the railroad. The principal mourned the loss of his trees, planted only five years previously as a first step in beautifying the campus.[14]

Three fires in a three-year period jolted Dr. Savitz. In a letter to a State Board member, he commented wryly, "It might seem that when we get especially enthusiastic down here we set something on fire."[15] State Board President Robert Cox was sure he knew the cause of Glassboro's fire woes, "Some of these cussed cigarette smokers," wrote Cox to the downcast Principal, "threw away the butts of cigarettes which doubtless they were smoking surreptitiously. They caused the fires just as cigarettes cause a large proportion of the fires nowadays."[16] Neither was the Savitz morale helped when insurance inspectors questioned him closely on the smoking habits of the Glassboro faculty.

But there was no need for either Mr. Cox or fire insurance adjustors to teach Dr. Savitz a lesson on the dangers of cigarette smoking. From the Normal School's opening in 1923, students, faculty and nonprofessional personnel knew the Savitz feeling

on smoking. They understood he would enforce his warning contained in a frequently issued bulletin, "It is necessary for me to warn all against smoking in the buildings or on the school grounds under penalty of summary dismissal."[17] The Principal never was certain that burning cigarettes caused the fiery disasters, but students and faculty were fully aware of the Savitz reaction to culprits caught smoking.

At times the Normal School students chafed at the Savitz-imposed rules, which gave them the feeling they were attending a glorified high school. But there was one common element in their secondary and Normal School experience they appreciated. Once the students gained entrance to the Normal School, they discovered they were nonpaying guests of the State of New Jersey.[18] They did not, for example, have to make their way to the business office to pay tuition fees. Tuition was free as it had been for their high school education. Unlike their counterparts of the 1970s, they did not have to queue up in never-ending lines to purchase a textbook costing as much as $12. For, as in the public schools, textbooks were distributed to students, who were required to use and return them after courses had been completed. Dr. Savitz, in answering a letter of inquiry, stressed the favorable financial status of the early Normal School student, "Tuition and all supplies are free for all students who attend the Glassboro Normal School. The expenses, therefore, of a girl attending the school would be her carfare."[19] The Principal's statement accurately described the financial responsibilities of the large numbers of Normal School students who commuted to and from school. For the relatively small group who roomed in homes near the campus, there was a modest obligation to write checks for rent payments and for the food consumed at the School's cafeteria.

A Hard-Working Faculty

Students were not the only ones who viewed facets of their Normal School experiences as repeat performances of their high school way of life. Some faculty members also held this opinion, citing aspects of their employment which gave them the feeling they were teaching in a high school. Included in the citations were faculty members playing the role of homeroom teachers and acting as monitors for students passing from class to class. Neither was Dr. Savitz's confinement policy too popular. This was an order for staff members to remain in the school building during the working day. Moreover, the faculty members were expected to be in their classrooms. If, during a free period, an instructor wanted to journey to other parts of the building, he was reminded in writing "to leave a note on your desk telling where you may be found."[20] Also irritating to professional educators was the Savitz insistence that they keep their classrooms in good order—window shades drawn, floors free from paper and desks tidy and neat. Ruffling faculty feathers still further were the famous Savitz bulletin board notices following his classroom inspections. In one of these communiques the imperious Principal wrote, "The offices and classrooms of some of the departments look like junk shops. If you have such an office or classroom, have the stuff removed so that the rooms may be cleaned by the women employed for this purpose."[21]

But these Savitz-imposed irritants were pinpricks compared to the crushing teaching burdens the early Normal School faculty carried. In 1924–1925, for

example, five of the 19 instructors each had a schedule card calling for 35 classes per week. Others were luckier. Their assignments averaged 30 classes every week. With these teaching loads, it was not unusual for many instructors to teach six classes daily; a few taught as high as seven. Added to these backbreaking instructional loads were extracurricular duties such as lunchroom supervision, play directing, class advising, club sponsorship and kindred other responsibilities. In addition, all faculty members were required to appear at the Normal School's social functions: dances, teas, banquets, plays and lectures.

The Normal School instructors bore these heavy loads with fortitude, consoled somewhat with the knowledge that their Principal was in the trenches fighting the battle with them. For, in addition to his many administrative duties. Dr. Savitz taught every senior student and was always available to substitute for absentee instructors. His teaching load, in one quarter of 1924–1925, added up to 15 periods. Moreover, the faculty knew that the Principal was constantly importuning the State Board of Education for additional staff, insisting that 25 periods a week should be the maximum teaching load.

From 1923–1924 to 1927–1928, Dr. Savitz's persistence produced a 75% increase in faculty size. But this gain was wiped out by a 110% gain in enrollment for the same period. While the Principal was not happy with the faculty lag, he never seriously considered slowing down enrollment growth as a means of keeping faculty loads within reasonable bounds. His feeling on the matter was evident in a letter he wrote to State Board President Robert Cox, pointing out the strain an expected student influx was going to have on his staff:

> You understand, of course, that I am saying nothing to the faculty, but it seems to me that the logic of the situation is that, when we have the students, instructors must be forthcoming. Personally, however, I would rather work my head off in an overcrowded school than worry about a small enrollment.[22]

Glassboro Normal faculty members often felt they could use sabbatical leaves had they been available. Their thought was not to use them to attend university classes but to recharge batteries that had been operating at a rapid rate. Employment under Dr. Savitz was no leisure-time activity with time to take either a mental or physical rest. Thus, faculty members found themselves teaching not only in their own classrooms but also giving demonstration lessons in the training school located in three classrooms on the second floor of the Normal School. They also had to visit schools where Normal School students were doing their student teaching. At these centers the faculty members were able to observe how effectively their theory courses were paying off in actual practice.[23] Finally, every instructor was required to visit and observe colleagues teaching in his field or in related fields. It was Dr. Savitz's hope that instructors could learn much from one another.[24] Moreover, the Principal insisted that faculty give him written reports on classroom observations made.

And there was a faculty meeting to attend each week. This event was virtually a seminar course, calling for careful preparation and considerable faculty involvement. Absent on the meeting agendas were the perennial topics of modern-day gathering:

salaries, sabbatical leaves, fringe benefits, or related teacher welfare concerns. Instead, participants came to grips with such professional topics as: lesson planning, classroom visitation, course of study construction, teaching procedures and grading practices. Doubtless these gatherings were professionally productive, but their effectiveness was diluted by their length and the frequency with which they were held. It was difficult for instructors to be mentally alert after teaching seven periods prior to a faculty meeting.

An added drain on instructor physical and emotional energy, particularly the latter, was the Savitz fondness for visiting classrooms to observe teaching. Insatiable in his desire to learn how skillfully his staff was teaching, he made frequent supervisory visits. His visitations were unannounced, but apprehensive instructors devised ways of anticipating his coming. Like truck drivers, who flash signals warning motorists of state troopers in the vicinity, the Glassboro Normal faculty would pass the word along, "The boss is on a visiting mission today."[25]

Faculty members could never predict the principal's behavior once he was in their classrooms, for it varied from class to class and instructor to instructor. Usually he placed his long frame in a chair at the back of the room, observed the lesson intently and quietly and took notes in a little black book he carried with him always. But there were times when he interrupted the lesson, after which he let the instructor know whether he was getting the message across to the class.[26]

Always after a supervisory visit the instructor could expect to be called to the principal's office for a follow-up conference. At these face-to-face meetings Dr. Savitz fired a volley of questions at the faculty member: How did you apply the principles of skillful questioning in your lesson? Did you employ a variety of teaching techniques? What illustrative materials did you use? After the instructor had answered these and many other Savitz-directed questions, he probably felt as if he had undergone a stiff, oral examination for an advanced degree.[27]

On occasion the Principal employed unorthodox supervisory tactics. Thus, in the spring of 1929, he carried out a project which the faculty of the 1970s might be inclined to label educational wiretapping or supervision by tape recording. At that time, Dr. Savitz employed an expert stenographer to enter every faculty member's classroom in order to record everything that was said during the period. Later, the notes, when transcribed and typed, formed the basis of a conference between Dr. Savitz and the teacher.[28]

In his zeal to determine every instructor's teaching competence, Dr. Savitz employed other measures which modern-day educators might designate as the Big Brother approach. For example, before a faculty member gave a test, he often had to submit his questions to the Principal for scrutiny. After the test had been given, the instructor sent the results to Dr. Savitz for study. And often he gave precise directions on how grades were to be distributed. Before entering marks in their record books, faculty members had to defend them with Dr. Savitz, who wanted to know the specifics of instructor grading practices, especially the relative weights that had been given to daily recitations, examination scores, notebook construction and collateral readings.[29]

Dr. Savitz drove his staff hard, but he also took steps to make certain they were

relatively well-paid for their labors. In 1929–1930, for example, Glassboro Normal School instructors received an average salary of $3,114. This was a high wage for the 1920s and one which exceeded the average salaries paid staff in the other New Jersey normal schools. Glassboro's principal had convinced the State Board that his teachers deserved a most favored salary treatment, because they were experienced educators needed in a new school.[30] But Dr. Savitz soon discovered that his quality staff once employed were as much interested in increasing their salaries as they had been in bargaining for starting stipends. Their desire for pay hikes confronted the principal with a real problem, especially in view of the limited pay increases the Legislature was willing to grant.

In the Normal School's early years, faculty salary policy operated without the guidance of reasonably objective schedules based upon professional preparation and teaching experience. Dr. Savitz alone made the decisions as to which faculty members received raises in their pay checks and he maintained he made his judgments on the basis of ability, another term for the merit principle of the 1970s. The employment of the ability criterion meant that teachers willing to carry unusually heavy teaching loads got salary raises as did those staff members who assumed important extracurricular duties.[31] Another factor determining salary increases was the Savitz practice of employing instructors at lower pay levels than what he believed they deserved at the time. Consequently, as the principal confessed to the State Board, the felt duty-bound to award them increases after they had been employed.[32]

With its aura of secrecy, the merit salary policy brought nothing but grief to the principal. Faculty members in the most favored category were, of course, happy with their salary increases, but others, not so favored and in the dark as to the bases used to grant raises, became disgruntled. One daring staff member polled her colleagues to discover their salaries and then broadcast her findings. A wrathful principal called the rebel into his office to mete out a tongue lashing, a performance that relieved the Savitz pent-up wrath but did little to solve the basic problem.[33] Dr. Savitz painfully realized this fact after he had reluctantly accepted Frederick Prosch's resignation. This popular and well-respected instructor, a Normal School charter member, had become unhappy at watching his salary remain frozen for six years. In 1929–1930, he accepted a $1,000 increase to become the head of Temple University's physical education department.[34]

Prosch's departure called attention to Dr. Savitz's most troublesome problem—the high turnover in his teaching staff. From 1923 through 1927, 23 faculty members resigned after spending three years or fewer at Glassboro.[35] In 1927–1928 alone, seven of the 23 staff members left the Normal School, a turnover rate of 30%. The coming and going of faculty began to take on the appearance of people moving through a revolving door. Many reasons accounted for the high turnover. Some members, like Mr. Prosch, left lured to other institutions by higher pay. A few married and gave up teaching entirely. Others, on the youthful side, departed to continue their studies. And doubtless there were those who, in the immortal words of Harry Truman, "left the kitchen because they couldn't stand the heat." Jerohn J. Savitz was a hard taskmaster. Not all were able to withstand the pressure he generated.

Faculty members left the Normal School, but others took their places. It was in the late 1920s that Helen Wright, Estelle Carlson, Nellie Campbell Linn, Ora Lee Everts, Dora MacElwain Lawrence, Parthenia Vandermark and Roland Esbjornson came to Glassboro Normal. These teachers remained to wear service stripes of 25 years or more. By remaining, they gave the new School time to get settled and to develop a feeling of continuity.

At this point we pause in our narrative to reflect on the Savitz brand of educational leadership. The picture that appears to emerge from these pages would seem to portray an authoritarian ruler, one who knew the answers and hence felt little need for others to help him set policy or make decisions. But the portrait is not quite that sharp. After all, Dr. Savitz was the Principal in the 1920s. These were years when educational institutions were led by strong, hard-driving administrators who never heard of faculty associations or faculty senates. Jerohn J. Savitz was simply doing what came natural for his times.

How did the early Glassboro Normal faculty react to the Savitz leadership approach? Undoubtedly, some found working under him a harrowing experience. Others, however, greatly appreciated his strict efforts to convert them into master teachers. Few, if any, held neutral opinions. His personality precluded ambivalent reactions. Virtually all agreed, however, that he was a tireless worker, one who got things done. Above all, there was a solid consensus that the gruff, aging man had the supreme gift of leadership, the ability to breathe into the new School a spirit that his institution was going to be something more than the cold stone used to construct its main building.

More Than Cold Stone

Senior student Ada P. Schaible, in the School's opening year, penned the lines which became Glassboro's *Alma Mater* song. Called "Fair Normal" and written to the tune of "Believe Me If All These Endearing Young Charms." The last four lines set the tone for the Normal School's early years:

Thou art more than a plan; thou art more than cold stone;
Thou are Spirit and Beauty and Light.
And the standards we raise in the years 'neath thy dome,
Are the standards for which we shall fight.

On the afternoon of November 16, 1923, over 1,400 people—students, leading school officials and noted South Jersey citizens—caught the meaning of Ada Schaible's words, as they watched and listened to the program dedicating the new Normal School.[36] Packed like the multitude at a Times Square New Year's Eve celebration into the combination auditorium-gymnasium, the crowd sensed that the School had gotten off to a fine start. They held this conviction even after a heavy rainstorm had shut off the building's electrical supply. At the dedication program's close, the darkened auditorium was in strange contrast with the ebullient mood of the departing audience, convinced as it was that the School's opening year would be a banner one.

Indeed it was a year of achievement. No less than the hard-to-please Dr. Savitz himself was impressed with the "ease, orderliness and determination "with which faculty and students went about making the inaugural year one which differed very little from the operation of a long-established school.[37] Launched with enthusiasm was a program of student activities such as Greek-letter literary societies whose purposes were to give students opportunities to study great works of literature, to learn the intricacies (for practical use) of parliamentary law and to master the arts of debating and public speaking. Special clubs were formed whose names denoted the variety of student individual interests: outdoor, dramatics, fine arts, history, music and psychology. Students wrote the stories, took the pictures and made the layouts that produced the first edition of a yearbook called *The Oak*. Physical educator Frederick Prosch got a varsity sports program underway, together with intramural athletic leagues in field hockey and basketball. Faculty member Florence Dare organized and directed a successful glee club and a school orchestra. Nellie Turner directed the student production *Hiawatha*, short of Broadway theatrical standards but a box office hit in South Jersey circles. The Normal School chorus cemented good relations between the School and the larger South Jersey community by organizing and performing in the first Christmas Sing. On Arbor Day students gave the Savitz morale a big boost by purchasing and planting hundreds of trees, shrubs and vines, a first step in beautifying the campus grounds.

These were peak events in that first year and there were others. Visiting lecturers and musical artists came to the Normal School to supplement the cultural sweetness and light imbibed in the classrooms. Students relieved academic tensions by attending dances in the gymnasium. Graduating seniors organized the first Alumni Association, which in subsequent years was to become an invaluable Savitz ally in promoting Normal School interests. The principal himself inaugurated the School's first extension program, when he and three instructors taught without pay courses to in-service teachers at off-campus centers.[38]

A school's first year is like the opening game of a long, major league baseball season. Initial triumphs, while important psychologically, must be solidified in preparation for the long campaign ahead. So it was with Glassboro Normal, which, following the successes of its initial year, geared itself for the long-haul effort. Optimism prevailed for the future, largely because of what Dr. Savitz termed the "… usually fine school spirit our students have already displayed."[39] The martyred John F. Kennedy, with his passion for getting youth interested in government, would have liked J. J. Savitz, a principal who believed that school spirit was best developed by getting students involved in the life of their school. He did just that and the results wrote the proud pages of Glassboro history called the Savitz First Term.

Many happenings deserve a place in the early historical record. Some were spectaculars. The stage production *Hiawatha* was one of them, as was the outdoor pageant *New Jersey, Past and Present*, performed in 1925, before a crowd estimated at 4,000 South Jersey residents. With virtually the entire Normal School's student body in the cast, this was a real extravaganza which made New Jersey's history come alive.[40] Memorable too, in February 1930, was the performance of Glassboro Normal girls before thousands of schoolmen gathered at the United States Department of

School Superintendents' Convention in Atlantic City.[41] On that date, 65 Glassboro girls under the direction of Roland Esbjornson performed the "Dance of Joy," a series of solo and group rhythmic dance numbers. This artistic rendition won high praise and thunderous applause, besides helping to assure the success of the larger production called *Pageant of Time*.[42] And, in June 1930, 90 members of the Normal School's Dramatic Club transformed the Glassboro wooded area into England's Sherwood Forest, as they performed in the play called *Robin Hood*, featuring the legendary characters Robin Hood, Friar Tuck and Lady Marion. The production delighted a large audience of South Jersey onlookers, convincing them that they had a lively school in their midst.[43]

While Dr. Savitz was not oblivious to the public relations value of these performances, his primary purpose in encouraging them was to give his students opportunities to participate in a variety of out-of-class activities. This was the same reason he promoted an active sports program. Astute administrator that he was, he lost little time, in the fall of 1924, in directing the clearing and leveling of an athletic field at the same location the baseball team of the 1970s plays its games. At the same time, he met the physical needs of his charges still further by having constructed four regulation-size tennis courts in the Oak Grove, directly in back of the Normal School building fronting Route 322.

Varsity sports during the early Normal School years were played at a low-key level. There were no All-Americans on the field hockey and basketball teams, for the Normal School sports program was as pure as the mathematics now studied at the Princeton Advanced Study Center. Reasons for the low-pressure athletic program were not hard to come by. In the first place, both of the major sports—field hockey and basketball—were played by the fair sex, if for no other reason than there were not enough men to field male teams. Female participants, of course, meant that schedules were light, with the hockey team playing about five games each season, and the basketball team lining up against six opponents. And the Normal School adversaries were hardly in the Big Ten class, for the future teachers found themselves squaring off against Southern New Jersey high school teams—Pitman, Woodbury, Glassboro, Bridgeton, Haddon Heights, Paulsboro, Vineland and the like. But there were times when the Normal School girls tested their mettle against older and stiffer opposition, teams such as Temple University, Ursinus College, Trenton Normal, Philadelphia College of Osteopathy, Philadelphia Normal and George School.

While moderation characterized the sports program, there was, nevertheless, considerable faculty-student support and enthusiasm backing up the teams. Crowds were large and noisy, urged on by prancing and dancing cheerleaders. And school spirit traveled with the teams on road trips in the persons of both student and faculty rooters, including Mrs. Savitz, the President's wife. Normal School basketball players of the 1930 squad probably long since have forgotten the pangs of crushing defeat administered them by Ursinus College. It is doubtful, however, that they have forgotten the cheers of the 40 rooters who accompanied them to Collegeville. Team morale was also helped by player scrutiny of box score accounts of games appearing in the sports section of the *Philadelphia Evening Bulletin*.

The girls responded to these evidences of recognition by compiling a creditable sports record. For the five-year period from 1924 through 1928, the hockey team won 14 matches, lost eight and tied three. Particularly outstanding was the 1928 season, when the Normal School club wielders had a perfect record of six victories with no losses. Included in the victories was a 6-2 triumph over highly-rated Ursinus College. Even more impressive was the performance of the basketball sextet, which chalked up a five-year victory record of 23 wins, 10 losses and two tie games. Never to be forgotten was the victory, in 1926, over Temple University, an upset win which news accounts described as "… the greatest achievement in the brief athletic history of the school and a tribute to Coach Alma Yonden Deal who worked diligently with her charges in priming them for the battle."[44]

While Dr. Savitz encouraged varsity sports as a means for developing school spirit, he realized that relatively few students possessed the skills to win berths on the school teams. A disciple of maximum involvement, the Principal prodded the Physical Education Department into carrying out a vigorous intramural athletic program in order to get greater numbers of students active on the playing court and fields, for, as England believed that her battles were won on the playing fields of Eton, Dr. Savitz felt that future teachers were in large measure prepared on the basketball court and hockey field. Thus, each year the Normal School class sections vied with one another, battling for basketball, hockey, tennis and volleyball championships. lntramurals were fun and they developed school spirit, besides sharpening the competitive instinct Dr. Savitz believed future teachers should have.

The intraclass games did all of these things; in addition, they produced an annual event which students always looked forward to with great anticipation. Each year the junior class intramural champions challenged the faculty to a basketball game and the call to battle always followed a ritualistic pattern. At chapel period the captain of the junior championship team issued the challenge, after which a faculty member, usually the most dignified instructor, accepted and, in sepulchral tones, warned of the dire consequences to be visited upon the brash juniors. An admission charge of 25 cents failed to keep students from attending the game, "because they would not miss a chance to see the otherwise dignified instructors strutting around the basketball floor in a most undignified way."[45]

And the pedagogues gave the students their money's worth, as they, before the game and between halves, paraded and cavorted about the gymnasium attired in out-of-this-world costumes: Misses Knox and Neilsen in bridal attire, Mr. Winans as Daddy Cupid, Miss Hammond as the Knave of Hearts, Miss Carlson traipsing about in the latest spring fashions, Miss Merriman as an expressman and Miss Turner acting the role of a sandwichman. In 1929 the ebullient teachers sent the students into convulsions by prancing onto the floor attired as characters from Alice in Wonderland.[46]

As for the game itself, it definitely took second billing to the instructors' attire and antics, but the records show that the faculty usually emerged the victors. None really cared, however, if the play of both teams fell far short of professional standards. As one student remarked, after the smoke of battle had cleared on the 1928 contest, "We paid our money to see the faculty put on a show and we were not

disappointed."[47] The game had its greatest significance as evidence that Dr. Savitz ran a school that was "something more than cold stone."

In the early years there were other happenings that bound the School together as one. Certainly, Dr. Savitz's ability to enlist student cooperation in his campus beautification plans was one of these events. Faced with the Legislature's reluctance to appropriate funds for beautifying the campus, the principal turned to his students as a source of both financial and labor supply. Skillfully he persuaded class sections, clubs and literary societies to purchase fledgling trees. On Arbor Day of each spring, student representatives of these organizations planted the trees as part of a formal program which the Outdoor Club organized. Thus Arbor Day of 1925 found the entire student body gathered in the School's auditorium to sing musical selections appropriate to the occasion, to listen to Dr. Savitz explain the Arbor Day Program's purposes and to hear outside speakers dwell on nature's loveliness and the need to beautify the Normal School's surroundings. Following the indoor portion of the program, the student body marched in orderly fashion to designated campus locations, where they observed student leaders plant over 100 trees and shrubs.[48]

The Savitz love for trees and beautiful grounds was contagious, enlisting not only the support of students but also of outsiders. In 1924, for example, a public-spirited Glassboro resident presented the Normal School with 'American Beauty' roses to plant on school property bordering both Whitney Avenue and the railroad.[49] Each succeeding June has seen the campus enclosed by a profusion of beautiful roses. And, in 1926, another outsider joined the campus beautification campaign when George W. Bennett of Port Elizabeth presented the School with 200 dogwood trees.[50] For one all-too-short week in following years, multicolored blossoms on these trees have transformed the Glassboro campus into a fairyland of beauty. Throughout his years at Glassboro's helm, Dr. Savitz glowed with pride when visiting dignitaries expressed their delight with "… the beauty of the Glassboro campus, an ideal spot for quiet study."[51]

School *esprit de corps* was further heightened by the establishment of Camp Savitz. Outside of the town of Elmer and about 11 miles from the Normal School, this camp contained 60 acres, including a large lake. On the site were outbuildings, an eight-room house and a large spindle mill, which later was converted into a storehouse for canoes and row boats.[52] It was a bucolic and restful environment. Especially impressive were the woods, which, like giant sentinels, surrounded the camp, shielding its occupants from outside influences. These were the assets of the property which, in 1926, the Alumni Association and the Normal School purchased for $10,000. Appropriately, the students voted to name the place Camp Savitz in honor of the man who conceived and promoted the idea for acquiring it.

The Normal School had a camp but ahead was the problem of raising the $10,000 needed to liquidate the mortgage. Under Dr. Savitz's direction the Student Alumni Camping Association opened a fund-raising campaign. Alumni were solicited first, an effort which brought in $400 and the realization that the major burden for raising any sizable amount of money would have to be carried by the Normal School students themselves.[53] The student body accepted the challenge with gusto. Echoing through the Normal School's halls was the cry, "For the Camp."[54] Every class section

was assigned a campaign goal of $250 and each of the clubs and literary societies was expected to contribute $25. Money-raising gimmicks were varied and novel: rummage sales, movie benefit showings, stocking sales, proceeds from cleaning sneakers and even money raised by selling poetry units of study. Class rivalry was keen. Fund-raising directors placed two large charts in the Normal School's lower corridor and on these barometers students were able to determine the standings of the classes in the Camp Fund Drive.[55] The all-out campaign effort soon brought in enough money to meet current and even future mortgage payments.

Once it got underway, Camp Savitz was an investment well worth the time and money placed into it. It rapidly became a Mecca to which students and alumni journeyed as often as possible. But obtaining a weekend permit to use the camp facilities was as difficult as getting a ticket to a Broadway hit musical. Group scheduling was tight, because one weekend each month was reserved for the Outdoor Club, which used the camp's woods and lake as outdoor science laboratories.

Weekend camp activity depended on the season of the year. In spring and summer, boating and swimming in the placid lake were favorite diversions. A hike in the depths of the wooded area was also a favorite pastime. Winter found campers skating on the frozen lake. Common to all seasons were group singing and storytelling sessions around a roaring fire built in the dining room's fireplace with music supplied by the camp organ or Victrola. Saturday evenings often found the campers off to nearby Elmer's movie house. An occasional springtime Saturday night found an adventurous group making the movie pilgrimage in canoes, using flashlights to cut through the darkness. Sundays always found campers attentive at church services held in the farmhouse, singing well-known hymns, listening to Bible selections and engaging in religious discussions.

Without question the Camp Savitz experiences were high points in the Normal School students' careers. For one thing, they gave them an opportunity to become involved in a practical school endeavor. In fact, the school spirit generated in financing the camp became as important as enjoying the pleasures it provided. And there were other morale-boosting measures that Dr. Savitz got underway, notably the establishment of projects which became school traditions. The Principal was fully aware of the principle that educational institutions, like nations, operated in a present conditioned by their past. Very early, therefore, he acted as a catalytic agent in triggering activities which produced annual events that became fixtures on the Glassboro scene.

As already noted, the Arbor Day ceremony became one of the Savitz-inspired traditions, as did the Christmas season's activities. Like the reformed Scrooge, Dr. Savitz knew how to keep Christmas well. He believed it should be a happy season—a time to be joyous. Accordingly, the early Normal School students engaged in a multiplicity of activities. They decorated their homerooms, the School's corridors and the auditorium. They held Christmas parties in the gymnasium. They marched through the halls singing the old familiar carols. They visited and distributed gifts to little ones confined in hospitals and children's homes. They purchased evergreen trees, which, after serving as homeroom adornments, were planted on the campus where they still stand stately and tall as reminders of those early Glassboro years.

Old-time alumni fondly recall these pre-Christmas activities, but the event etched most sharply in their memories is the Christmas Community Sing. Held annually, this was a public relations program of high order, because it drew hundreds of citizens from all over South Jersey to the Normal School. They packed the auditorium to overflowing, necessitating the placing of folding chairs in the aisles and on the steps, a practice which brought sharp protests from local fire authorities. But the audience gave scant attention to crowded conditions, for its gaze was riveted on quite a show. The performance opened in spectacular fashion when 400 girls, dressed in white with lighted candles in their hands, marched into the auditorium singing "Angels from the Realms of Glory."[56] Along the line of march the audience observed Normal School male students armed with blankets and buckets of sand. The boys were ready to use this firefighting equipment if a girl's candle flame made a fiery torch of the flowing dress or streaming hair of a marcher in front of her. As a further precaution the chorus members, as they approached the stairs leading to the auditorium platform, discarded their candles into containers held by male students. Safely on stage, the girls mounted bleacher steps and prepared to open the evening's program.[57]

The capacity audience was always impressed with the entrance proceedings, but it found the program itself more captivating because it had what music lovers like: variety, quality and audience participation. Typically the program had the chorus singing Christmas numbers, individuals offering solos and the audience and chorus jointly singing carols. At times, visiting artists from the Philadelphia Symphony Orchestra added to the evening's enjoyment by playing selected numbers on a variety of musical instruments. Always the program closed on a spine-tingling note, when the crowd and chorus arose to sing the majestic "Hallelujah Chorus."[58]

The Christmas Community Sing was not the only tradition that made its debut in the school's early years. Joining it was the Spring Music Concert. These two annual events still remain on the Glassboro cultural scene, although time's passage has altered their content and style. Each year, usually in March, the Glassboro Normal School Glee Club, made up of 200 girls, treated a packed auditorium to an evening of music at its best. Despite the one-dollar admission charge, the standing-room-only sign accompanied each year's performance—a tribute to the concert's quality of excellence and to the months of painstaking preparation on the part of the Glee Club and its director, Florence Dare Boyd. Concert rehearsals for the March program often began as early as the preceding September.

Springtime 1924 also saw the birth of another annual event called the Field Day Exercises. Although the Physical Education Department sponsored this tradition, the student body itself shouldered the major portion of the responsibility for preparing and carrying out the day's activities. Field Day events were calculated to dramatize the values of wholesome exercise through dances, drills and games. Thus, Normal School students attired in colorful costumes of foreign lands performed the graceful movements of Dutch, Scottish, Irish, Japanese, Danish and Norwegian folk dances. Other student participants delighted large audiences with the skills they displayed in manipulating Indian clubs and batons. A mass calisthenics drill and a pyramid-building exercise were also crowd pleasers. Perhaps the most colorful of all the

activities was the sight of girls in groups of 18 dancing in circular fashion around 25 maypoles, with the young ladies clutching simultaneously each other's hands and white streamers attached to the tops of the poles. Pictures of the maypole dance appearing in the rotogravure section of the New York Times was a public relations triumph of no small order.[59]

Arbor Day, Christmas Community Sing, Spring Concert and Field Day were the spectaculars among Glassboro's early traditions. But there were others, perhaps more prosaic, but, nevertheless, annual events which buoyed school morale. Class Week, for example, was one of them. This was a five-day period when students proudly let the School know to which class they belonged. Homerooms were decorated with class colors and students wore class identification badges. During a particular class week—for example, Junior Week the juniors were responsible for holding a chapel program, as well as organizing a banquet and dance. Class Week had considerable student appeal, as evidenced by its longevity. Until the late 1950s, Class Week was an annual fixture on the Glassboro calendar of events.

Student teaching also supplied Glassboro with a few of its early traditions. During the Normal School's first year, the practice was started of bringing student teachers back to the campus to discuss and exchange viewpoints on their experiences. Also begun, in the opening year, was the Cooperating Teachers' Conferences held at Glassboro's home base. At these meetings, cooperating teachers and Normal School student-teacher supervisors compared notes on students assigned them, a practice which is still followed today.

Battle for the Dormitories

Jerohn J. Savitz built a lively school, one with spirit and drive. In doing so he brought into play leadership techniques based upon 35 years of administrative experience. As one studies them from the perspective of a half-century later, a pattern emerges. For example, Dr. Savitz rarely allowed the tedium of detail to keep him from taking the long look into the future, dreaming dreams and then getting others to share his visions. Next he blocked out the organizational machinery for translating the ideas into reality, getting out of the way, although by no means ever completely, to allow others to work enthusiastically on the details. Important also was the Savitz gift of starting and completing large projects simultaneously. This was the leadership pattern which built the enduring traditions, established Camp Savitz, created a student activity program and, in the late 1920s, brought two imposing dormitories to the Glassboro campus.

In the spring of 1926, at the time when he was busy promoting the Camp Savitz enterprise, Dr. Savitz opened the dormitory campaign. He directed his opening efforts at the State Board of Education, giving that body a lesson on South Jersey educational history. The Principal reminded the board members that Glassboro had been selected as the Normal School site because of its central location in the region and its advantageous position as a railroad center. He conceded that the original decision, considering the location, was to have all students commute to school, but he also pointed out that times had changed. Trains had been withdrawn from service because of bus competition and the principal bus lines no longer ran

through Glassboro. Increasingly, student homes were becoming more remote from railroad stations, many as far as eight miles. Roundabout routes required changing trains, causing student commuters to while away hours making connections. Dr. Savitz telescoped these transportation headaches into the summary statement, "A total of 125 students spend from two to five hours traveling on trains and waiting for them at junctions on their way to and from school."[60] To the Principal the solution to this problem was simple—the state should construct a dormitory on the Glassboro campus.

Dr. Savitz's next step was to enlist the support of the Normal School Alumni Association in following through on the initiative he had taken. Calling its executive committee into session, the Principal informed the members of the need for a dormitory, provided them with factual supporting data and got them to begin preparing a campaign document under the leadership of Alumni President Katherine Dorwart.[61]

When completed, the informational bulletin faithfully reflected the Savitz views. It spelled out, for example, the familiar transportation difficulties. Included, too, were the stopgap measures the Dormitory Association had taken to alleviate the plight of the travel-weary students. This organization, with help from Dr. Savitz, had rented four private homes and converted them into makeshift dormitories. Twenty students lived in the Neiling House, 18 in the Ackley Apartments, 20 in the Satterfield House and 12 had settled in the Ridge House. Thirty additional girls were crowded into the state-owned Whitney Mansion. While these shelters were reasonably near the Normal School, living in them approached substandard conditions. Never built to serve as school dormitories, the private homes, as the campaign document emphasized, had serious disadvantages. As many as 10 or more students had to share the same bathroom. Ten girls used a single clothes closet. The absence of fire escapes made for hazardous living. Finally, the lack of sidewalks near the houses meant that the girls had to walk to and from school in ankle-deep mud.

Dr. Savitz had his fire power. Next was the strategy to follow in using it. An excited Alumni Association was all for releasing its document to the press and to parent teacher groups, but the principal counseled differently. His approach was revealed in a letter to a friendly legislator:

> A good statement concerning the dormitory situation at Glassboro has just come in from the Executive Committee of the Alumni Association. I thought perhaps this would present the matter better than any material I could prepare. I am not allowing the young women, as they wanted, to use it in the newspapers for fear of annoying the Appropriations Committee, therefore if you should use any of the material, I would appreciate it if you do not use it in the form they have arranged it.[62]

Like Machiavelli, the school principal, in attaining his ends, could act as shifty as a fox. He wrote letter after letter to prominent, influential persons, legislators, members of the Legislative Appropriations Committee, the State Comptroller, ex-Governor Edward G. Stokes, members of the State Federated Boards of Education,

the Commissioner of Education, Chamber of Commerce representatives and members of the Brotherhood of Engineers. In every letter Dr. Savitz pleaded his dormitory cause, always enclosing in the envelope the Alumni Association's campaign document. This persistent pressure, exerted without fanfare, produced results. The first sign of success came on February 1, 1927, when members of the Joint Legislative Appropriations Committee visited the campus to learn firsthand whether the Glassboro dormitory plea was justified. Dr. Savitz convinced the committee.[63] Two months later it appropriated $115,000 to build the dormitory.

On a September afternoon in 1927, the entire Normal School student body and faculty watched as class representatives broke ground for the dormitory's construction. One year later, 80 Normal School girls moved into the completed structure, built to conform with the architectural style of the Normal School classroom building. The new dormitory was constructed in four self-contained units each having its own sleeping rooms, study rooms, waiting rooms and shower baths. This edifice, destined to wait 10 years before receiving the name of Laurel Hall, became visual testimony that Dr. Savitz had won round one in his Battle of the Dormitories.

Even while workmen were busy building the Normal School's first dormitory, Dr. Savitz began round two in his dormitory struggle. He opened the campaign with a letter to his good friend State Senator Francis Davis on an apologetic note. Wrote Savitz, "I don't want you to think that Glassboro Normal School will be annually up for building appropriations. Very particularly I do not want to make your life miserable by asking you to help us secure special appropriations."[64] But after this uncharacteristic Savitz introduction, he proceeded to state his case for a second dormitory. Savitz reminded the Senator that, in 1927–1928, the Normal School had requested $171,000 for a dormitory to house 120 students. The Legislature had responded by appropriating $115,000, enough to take care of 80 girls. Pointedly, the Principal added, "Montclair asked for $225,000 for 102 students and got all of it." While disclaiming any intention to "quarrel with my collaborators," the Principal felt that the people of South Jersey would expect me to bring a matter of this kind to the attention of those who have the responsibility of providing funds for the only state-owned educational institution in South Jersey."[65] The Principal went on to remind Senator Davis that failure to build a second dormitory meant that 80 girls would be forced to continue living in the substandard private homes. More distressing was the prospect of denying admittance to the Normal School of prospective students applying in ever-increasing numbers.

To Dr. Savitz the solution was clear. The Legislative simply had to authorize the construction of a second dormitory, costing another $115,000 and capable of accommodating 80 additional roomers. Again the Principal began another campaign of unremitting but low-key pressure on influential leaders, a tactic that had worked so well the year previously. Letters flowed out to the legislators, businessmen, sheriffs, county school superintendents and clergymen. Always the campaign document accompanied the letters. There was nothing subtle about the Savitz-written missives, as the closing sentence in one addressed to State Senator Charles Read indicated, "I would very much appreciate it if you were sufficiently interested

to keep the needs of the Glassboro Normal School before the people who determine the appropriations."[66]

But Dr. Savitz did more than write letters. On frequent occasions he personally contacted legislators in attempts to win them over to the dormitory cause. At other times he invited state senators to the Normal School to observe workmen constructing the first dormitory. Later, after an appetizing luncheon, the Principal showed his visitors additional data justifying Glassboro's need for a second dormitory. And he was not at all hesitant in applying indirect pressure on Governor A. Harry Moore, who more than once listened as Commissioner of Education Charles Elliot and friendly legislators pleaded the Savitz cause.

Again the Principal's lobbying skills paid dividends. On January 1929, the Appropriations Committee placed $125,000 in the state budget for the construction of a second Glassboro dormitory. Plans and specifications were drawn to duplicate the style of the first one. Ground-breaking ceremonies were held in September 1929. By the following September, workmen had completed the new dormitory barely in time for 80 girls to occupy it for the 1930–1931 school year. [67] Seven years later the State Board of Education got around to accepting the students' suggestion for a name—Oak Hall.

The Worn-Out Leader Retires

Jerohn J. Savitz was a many-faceted man, but his one outstanding trait was a capacity for hard, unremitting work. In a very literal sense, his job was his life. Thus we find him in his 60s pushing hard on multiple projects, for example, whole coping with the stresses and strains of establishing Camp Savitz and winning his dormitory battles, the Principal never relaxed his efforts to increase Normal School enrollment. Joined by alumni and students, he rarely got off the recruitment trail. His labors yielded results, for, in 1928, the School's population reached 500—a gain of 112% over the 1923 enrollment. It was in these years also that Dr. Savitz successfully reached an agreement with the Landis School District to establish a demonstration school for rural school education. While the negotiations were tiring, involving financial haggling with the State Board and the local school district, they did produce the Spring Road School, which served as a student teaching laboratory for Normal School students preparing to teach in country schools.[68] And it was in the latter part of the 1920s that Dr. Savitz exerted strenuous efforts to keep his extension program alive. This was a difficult task, but one which delighted older, in-service teachers, for it gave them opportunities to earn credits on practically their own doorsteps by taking courses free of charge. But about all Dr. Savitz and his faculty got out of their extension work was the feeling that they were performing a labor of love and service.[69] Faculty members traveled long distances at their own expense and taught large classes without extra compensation. Despite these handicaps, the extension program flourished. In 1929–1930, for example, the Normal School offered 17 courses in locations stretching from Glassboro to Wildwood. Class sizes were huge, reaching as high as 81 and averaging 50.[70]

The late 1920s found the Glassboro Normal Principal adding still another assignment to his heavy workload, but this was one very close to his heart. As early as

1923, Dr. Savitz complained to the State Board that "… the time devoted to the preparation of teachers is hopelessly inadequate."[71] Dr. Savitz called upon the State Board to lengthen the Normal School program to four years, or at least to three. For the following five years he waged a campaign of persuasion and his efforts were rewarded when the powerful New Jersey State Teachers Association rallied to his side, as did State Board member, Mrs. Seymour Cromwell. In a letter to Mrs. Cromwell, the Glassboro Principal wrote:

> I am glad to learn that you stand for a three-year normal course. This we should have and at once, but really before we go into that we ought to plan a definite program and make a campaign to point out to the fathers and mothers how inadequately the teachers of their children are trained. Why couldn't we, after the State Board has formulated a plan, interest the Women's Club of New Jersey, the parent-teacher associations and other organizations which really have the welfare of New Jersey at heart to help us put over a program?[72]

By 1928 the State Board and Commission of Education Charles Elliott were converted. They charged newly-appointed Director of Teacher Education Roscoe West with the task of directing normal school personnel in the construction of three-year curriculum. After a year's work, the assignment was completed in time for Glassboro Normal to inaugurate the new program in the fall of 1929. Glassboro's happy educational warrior rejoiced as the change was made. Wrote Dr. Savitz, "New Jersey has at long last joined the general movement that has already taken place in Massachusetts. New York, California and Michigan."[73]

Outwardly the Principal appeared to thrive on his heavy work schedule. Inwardly, however, his nervous system began to rebel against the strains placed upon it. And, in 1926, an event occurred that added to the stress. Prior to that year, Dr. Savitz had operated under the direction of the State Board both in matters of general policies and of administrative details. Savitz thrived on this arrangement. He never felt he was a puppet dancing to the tunes called by the State Board; on the contrary, both professional and social relations between the two parties could not have been more cordial or cooperative. Board members, admirers of the Principal, took a personal interest in meeting Glassboro's needs. Illustrative of this attitude was State Board member Mrs. Robert Irving's letter to Savitz in which she commented on a Glassboro budgetary request, "I do hope to get 100% for you and, in order to make the fight, I am going to visit your school again to understand your needs."[74] D. Stewart Craven, another State Board member, was always in the Savitz corner in the appropriations struggle, as when he assured Dr. Savitz. "I approve your recommendations and, if there is any kick, let me know."[75]

The 1926 Legislature put an end to this close relationship when it took away from the State Board its responsibilities for managing the normal schools, transferring them to the Commissioner of Education.[76] Left to the Board was the responsibility for determining general policies. The Board's wings had not been completely severed, but they had been clipped. Dr. Savitz found it difficult to make the change, for old

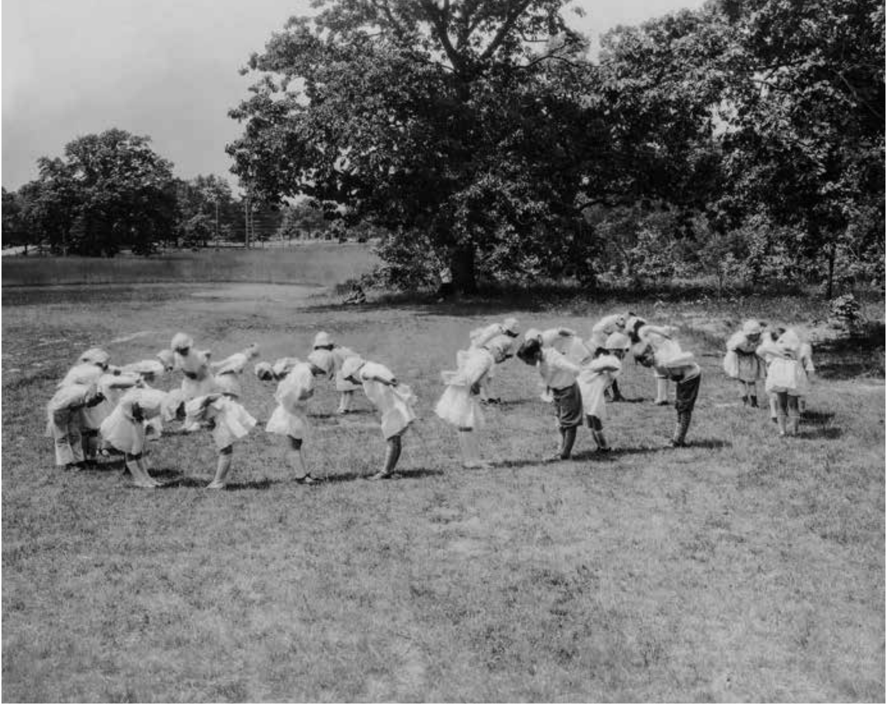
habits were hard to break. On more than one occasion he continued his free-wheeling dealings with State Board members, derelictions which brought rebukes from the Commissioner. In September 1926, for example, Commissioner John Logan, irked at the Savitz refusal to follow the new channels of authority, wrote Dr. Savitz, "I do not understand why you asked Colonel Craven in July to see the Comptroller to have the money reserved, since you asked me to look after it. It seems to me that you would have better success in matters of this sort by handling them in an orderly way."[77] The proud Principal was chastised but he was also unrepentant. His sole regret was the turmoil these incidents created in a high-strung nervous system.

In 1928 the Savitz nervous system began to show signs of deterioration. Plagued with severe digestive disorders, the Principal was forced to go on a stringent diet. Despite the affliction, however, he yielded to the importunities of higher educational officials and accepted the role of executive secretary to the Commission appointed by the Legislature to make a survey of New Jersey public education. This job was no sinecure. Dr. Savitz found himself traveling frequently from his Glassboro base to the Commission's office in Trenton and also to North Jersey cities to preside over committee meetings. He read, checked and suggested changes in reports written by a galaxy of educational experts—nationally famed educators such as William Bagley, Harl Douglas, George Zook and Harlan Updegraff. In addition, the Glassboro Principal did the research and writing for the report's final chapter. And, as a major responsibility, Dr. Savitz took the experts' reports and welded them into the final volume which was submitted to the Legislature.[78]

This assignment, added to his Normal School labors, finally laid the doughty Principal flat on his back. In the final week of September 1928, he was forced to enter a Philadelphia hospital for seven days. Hospital authorities released him with strict orders to slow down and to remain at home every evening until the first of the year. The Principal obeyed but with considerable reluctance, especially "when there are so many opportunities to do things."[79]

September found him back at his desk for the 1929–1930 school year. But his ulcers continued to act up. A lawyer friend, Frysinger Evans insisted that the Principal's difficulties grew out of his inability to relax. Evans urged Dr. Savitz to get away from his job for a month or two. The lawyer's prescription was to take either a relaxing ocean voyage or a sojourn to the Canadian Pacific wilds. With a parting word of advice, Mr. Evans reminded his friend that, "A man must make up his mind that his life is more important to his family and himself than to his work which would not be done were he to go away for a month or so. The body must restore itself in large measure."[80]

Characteristically, the Principal listened to this sound advice but then proceeded to ignore it. He remained at his post throughout 1929–1930 and he had every expectation of beginning work in the following year. But the body refused to do what the spirit commanded. During the summer of 1930 the Savitz digestive system grew steadily worse, so much so that he had no other alternative but to retire. The State Board and Commissioner Elliot accepted Dr. Savitz's decision and, in a "well done, thou good and faithful servant" vein, concluded an eulogy to the departing leader



Training School students demonstrate a Danish dance on May Day, circa 1925.

on a note of high praise, “Dr. Savitz enjoys a national reputation as a normal school principal and few men have been able to affect as profoundly as he has the training of teachers.”[81]

Glassboro Normal had lost its first leader. Gone was the driving, strong-willed principal, who had laid a firm base to assure future Normal School growth. What successor would build on the Savitz foundation?

CHAPTER 5

The Old Pilot Returns

The State Board had a problem on its hands. Dr. Savitz's professional stature was tall. His successor would have to approach the job with the feeling Harry Truman had when he picked up the leadership burden dropped by the stricken Franklin D. Roosevelt. Besides, the Board had a time problem because the Normal School was scheduled to open in about 30 days. Realizing that months of searching were needed to select a new principal from outside the Normal School, the Board decided to make an interim appointment from within the School. Moreover, board members leaned toward choosing someone steeped in the Savitz Normal School philosophy. Accordingly, on August 9, 1930, following Dr. Savitz's recommendation, the State Board of Education appointed Seymour G. Winans acting principal "until such time as a principal is selected."[1]

It was a good choice. Mr. Winans had been a popular teacher since the School's opening and he was a Savitz man, virtually his alter ego. The two men shared a common professional background. Both had an identical educational philosophy. By appointing Mr. Winans, the State Board assured the continuation of the Savitz policies and practices. There was really no need for Commissioner of Education Elliot's telephone call to Mr. Winans urging him to maintain the status quo at Glassboro.[2]

The Winans Year

Throughout 1930–1931 the Acting Principal administered the Normal School in the Savitz manner. Traditions such as the Christmas Sing, Spring Concert, Arbor Day, Class Weeks and student teaching conferences were conducted as in previous years. Students, faculty and alumni continued to flock to Camp Savitz for rest and relaxation. Student activities—athletics, plays, dances, trips and chapel programs—went on as usual. The new leader also employed Dr. Savitz's favorite administrative techniques: holding weekly faculty meetings, issuing numerous faculty bulletins and supervising classroom instruction. In short, the one-year Winans' leadership stint must have brought nods of approval from Dr. Savitz convalescing at his Wenonah home.

Certainly, Mr. Winans was no innovator. The uncertainty of his tenure from month to month and orders from the Trenton headquarters precluded his playing that kind of role. But he did help break ground, plant the seed and cultivate one of Glassboro's greatest traditions, one which remained on the Glassboro scene for over 30 years. On the night of June 17, 1931, following the performance of the Pied Piper of Hamlin, a large audience watched the proceedings of Glassboro's first

Lantern Night, 1936.

Lantern Night. Actually, the affable and popular Roland Esbjornson, Chairman of the Health and Physical Education Department, brought this ceremony to the Normal School. An expert in mass drill formations. "Esby" drew upon his 14 years of experience in Massachusetts and Pennsylvania school systems to come up with the idea of a lighted lantern procession.[3]

On that June night over 40 years ago, close to 400 Normal School students lined up in the rear of the main building, clutching in their hands Japanese-type lanterns. At a given signal each student set her lantern aglow. In complete darkness, except for the lanterns' shafts of light, the students marched slowly around the Whitney House, westward past the Road of Roses (Whitney Avenue) and northeast through the Lane of Oaks to the sundial directly facing the main building. To the watching spectators the bright, orange flow of the moving lanterns resembled a giant, illuminated serpent in motion. After arriving at the sundial, members of the freshman class disengaged themselves from their fellow students to perform, with their lanterns, a series of intricate drill maneuvers. Following this activity, the three class Presidents mounted the steps to the main building's platform where the President of the senior class passed a flaming torch, symbol of knowledge and leadership, to the junior class

leader whose grasp of the torch symbolized the School's continuance. It was the Glassboro way of giving meaning to the ancient adage, "The king is dead, long live the king." Following this bit of drama, the 400 students sang the *Alma Mater,* after which they marched to the rear of the main building and dispersed.[4]

Lantern Night was good theater, but it was something more. At a time when the icy fingers of the Great Depression were threatening to choke the Normal School to death, the ceremony became a gesture of defiance—a visible sign that the School was determined to renew itself and live. Both the ceremony and the Normal School did survive. Subsequent years brought procedural changes in the colorful event. Notable was the holding of the procession on the spacious athletic field and alterations were made in the "Passing of the Torch" part of the tradition. But to those fortunate to have witnessed a Lantern Night performance, the changes heightened rather than lessened its impact. Time's passage may have dimmed memories, but years will have to elapse before "Esby's" rasping, staccato commands fade completely away. No marine drill sergeant excelled him in barking out directions for performing intricate, precision-like drill movements.

Lantern Night signaled the end of Mr. Winans' year as principal. It had been a difficult time, made so because of the State Board's failure to inform him of the School's leadership plans for 1931–1932. June came and passed with no decision. Mr. Winans went ahead and organized the 1931 summer session. Half-expecting to continue office for the coming year, he wrote and distributed a faculty bulletin announcing his goals for 1931–1932. On August 8, 1931, the Board finally acted when it urged that, "Dr. J. J. Savitz be persuaded, if possible, to resume the principalship of the Glassboro Normal School and that the Commissioner be authorized to appoint him to this position, his service to begin in September 1931."[5] Three weeks later Commissioner Elliot met Mr. Winans at Camden's Walt Whitman Hotel. At that time and place, he learned definitely that Dr. Savitz would return. The period of uncertainty had finally ended, less than a week before the School's opening. Recovered and eager, the Old Pilot, 65 years old, climbed aboard ready to set the Normal School course for six more years.

Impatient to make up for the year he had lost, the Principal took a firm grasp of the leadership wheel and began steering the school in directions he wanted it to travel. Some of the routes were familiar. With renewed vigor he directed students in the performance of the well-established, morale-building traditions. Once again faculty members felt the impact of the Savitz brand of administration. Tersely written notices tacked on the main office bulletin board and military-styled bulletins placed in faculty mailboxes kept the staff on the alert. Directives in these communications read like orders emanating from divisional headquarters. Here are a few samples:

1. Submit all examinations to me before leaving today.
2. Bring your plan books to me before leaving today. I want to check them.
3. Be sure your desks are arranged according to the diagram prepared by the architect.
4. Dismiss students promptly when the bell rings. Students not in line promptly will be counted late.

5. Be certain that students use pen and ink in writing in their notebooks.
6. Faculty and students must not place thumbtacks, nails or pencil sharpeners in the oak woodwork.

The elderly leader was back and very much in control. But it was soon apparent that he would need all of his administrative wizardry to keep his School functioning in its accustomed manner. Confronting him were formidable obstructions, with the greatest being the most calamitous economic depression the nation and state had ever encountered.

The Great Depression

Black Thursday, October 25, 1929, was the day that saw Wall Street brokers selling millions of stock shares in a frenzied effort to unload certificates whose prices were tobogganing downhill fast. Even blue chip stocks dove from lofty heights to depressing depths. Just as the dangerous lightning flash heralds the approach of the rumbling thunder, so the stock market collapse turned out to be the forerunner of an unprecedented depressed economy. By early 1930, the Depression was well underway and the vicious deflation cycle was in motion. Price levels plummeted. Factory owners curtailed production and slashed workers' wages. Purchasing power declined and prices dropped still lower. Factories closed, throwing men out of work. Purchasing power sank to ever-lower depths. And so the cycle turned in its melancholy course.

Strange sights appeared in the land of abundance. Well-dressed men sold apples on street corners. Proud families lowered themselves to eating from refuse cans. Dairymen dumped milk on the ground rather than sell it at ruinous prices. Formerly self-reliant farmers watched their land sold at auction. Pitiful women, seeking to withdraw hard-earned savings, had bank doors slammed in their faces. As if plagued by a hoard of locusts, the country lay stricken by the deadly blight of economic paralysis.[6]

Of course, New Jersey did not escape. In a message to the Legislature, Governor A. Harry Moore described the plight of the Depression-stricken Garden State:

> Rich and strong as we are, the people suffer. During the past season, our farms produced all the food our people need. Much of it has rotted in the fields and a great part which has been harvested has sold below the price of handling. Our factories are sufficient to give every worker a job, yet the wheels of industry are idle and there is no market. Merchandising and business places are stacked with goods, but sales are not equal to operating costs. Tax burdens have become unbearable and good citizens with steadily diminishing incomes are unable to pay taxes already laid. At the same time we have the new responsibility of feeding, sheltering and clothing 500,000 of our fellow citizens and neighbors out of tax money of local governments heavily supported by funds from the state treasury. Never before, within the memory of any of us, has our country and state faced a graver problem.[7]

During the Depression years the state government acted like a dazed prize fighter reeling under an opponent's brutal punches. Its principal revenue weapon, a low-yield, narrow-based state tax system, proved impotent in warding off Depression blows. Adamantly the Legislature refused to broaden its tax base with either a general sales or personal income tax. Instead, state officials attempted to cope with the economic crisis by adopting an improvised fiscal policy. Thus the state attempted to borrow its way out of the Depression by floating bond issues amounting to $58,525,000.[8] It also adopted a policy of strict governmental economy. Another fiscal gimmick adopted was the practice of dipping into dedicated funds to meet general state obligations. With this tactic state officials siphoned off revenues earmarked for highway construction, elimination of railroad grade crossings and the Teachers Pension and Annuity Fund.

A state-supported institution such as Glassboro Normal was bound to be a reluctant beneficiary of this timid financial policy. The first blow fell, in 1932, when the Legislature ordered Normal School extension students to begin paying $5 per semester point for courses taken. Full-time students also lost their tuition-free status when the lawmakers ordered them to open their wallets for payment of a $50 per year charge, a fee which was raised, in 1933, to $100 annually.[9] The Legislature, in 1932, also ended the free textbook and supply subsidies which Normal School students had previously enjoyed. Apparently the political leaders in Trenton saw no reason why students should not help solve the financial problems brought on by the Great Depression.

This shift in state policy hurt Glassboro Normal in a particularly sensitive area. Under the relentless pressure brought on by reduced family income together with imposed tuition and textbook costs, Normal School enrollment declined. In 1928, for example, the number of students on Glassboro's class rolls fell one short of the 500 mark; but by 1936 enrollment had dropped to 285—a reduction of 43%.[10] Not all of the decline, however, was caused by the dismal financial conditions prevailing in Depression times. By 1933 the number of children attending the state's elementary schools had begun to decline, a trend which continued throughout the Depression years. Consequently, the need for elementary school teachers became less acute than it had in the 1920s. Seeking to avoid an oversupply of teachers in the lower grades, the State Department of Education, beginning in 1934, deliberately reduced the number of students entering the normal schools.[11] Glassboro's reduced enrollment, at least in part, reflected this state policy. But available evidence indicates that the sharp drop in family income, coming at a time when prospective students were faced with tuition and textbook payments, was a greater deterrent to Glassboro's enrollment. At least this was the viewpoint that Dr. Savitz reported to the State Board of Education:

> The fixing of the tuition at $100 per year made it difficult for a large number of rural young women, who alone can solve the rural school teaching problem. The marketing conditions are such the greater the ground cultivated the greater becomes the plight of the farmer. In some instances, farmers did not receive enough from their products to pay the transportation. Even

> though scholarships have been provided, farmers are reluctant to incur any unusual obligations under present conditions. As a consequence many outstanding young women, strong, healthy and alert mentally and morally as well as physically, are lost to the profession.[12]

Dr. Savitz's contention had merit, especially when consideration is given to the total bill the Glassboro student of the mid-1930s had to pay for a year's education. A dormitory student, for example, was confronted with an itemized statement exceeding $400.[13] In the Depression years, this was a great deal of money for girls whose lower middle-class families were subsisting better than John Steinbeck's Oklahoma Oakies, but the margin of difference was razor-thin. The Depression buffeted Glassboro Normal students, but how did it treat the faculty? Not too well. Beginning in 1932, for example, faculty members began teaching at reduced salaries until the Depression's end six years later. Salary cuts were made on a graduated basis, ranging from a 2% reduction for instructors earning between $1,200 and $1,800 to a 9% slash for those drawing stipends between $3,600 and $4,500.[14] Teaching loads were still high, with an assignment of 26 periods and three extracurricular duties representing a standard load.[15] Whatever hope existing for reducing these burdens vanished, in 1933–1934, with the adoption of the State Board rule freezing faculty size. One year later a sharp budgetary reduction caused Dr. Savitz to drop two teachers and to reassign others. He was quick to protest the educational danger of an indiscriminate assignment policy. In a letter to Commissioner Elliott, the Glassboro principal cautioned, "Since the work of training teachers is so highly specialized, our instructors are chosen to perform specific tasks and it would be most unfortunate, for instance, if a music or art instructor was required to teach history or geography or if a teacher of handwriting should be asked to assume responsibility for psychology."[16]

Besides major worries such as salary cuts, heavy teaching loads and assignment problems, the Normal School faculty experienced lesser Depression-imposed frustrations. One of these, in 1932, was the state decision to stop reimbursing supervisors for travel expenses in visiting schools where upperclassmen were doing their student teaching. This policy change was irritating but not frightening. One year later, however, instructor morale plummeted to the lowest depths when word swept through the Normal School corridors that the State Board had ordered a study of teacher supply and demand, "to determine whether any normal school could be closed in the interest of economy."[17] Here was something the faculty really brooded over! Fortunately, like a bad dream, the dread possibility never materialized into reality. Battered and bruised, the bulk of the Normal School faculty weathered the Depression and continued its labors at Glassboro.

Students and faculty were not the only ones to have that gnawing feeling of financial insecurity. Dr. Savitz also suffered in those times that tried men's souls, especially as he helplessly watched the Legislature embark upon its budget-slashing sprees. In 1931–1932, for example, Glassboro's state appropriation amounted to $172,811. Two years later it dropped to $85,927.[18] The Principal's pain deepened as the economy axe sliced away at budgetary categories such as faculty salaries,

materials and supplies and repairs. These cuts meant that he never got the additional faculty to reduce loads, enough equipment to keep his beautiful grounds from deteriorating, the paint needed to prevent Laurel Hall dormitory's woodwork from rotting, or the books for a library that "had less than one half the number of books needed to meet standard requirements."[19] Dr. Savitz fought these reductions, but even this pugnacious battler knew he was fighting a losing battle.

By 1935 the Glassboro Principal's spirits reached rock bottom. We sense this mood from the contents of a letter he wrote to Commissioner Elliot: "… A cut of 10% in our budget would affect us unfavorably, because the reductions in the appropriations have been so drastic during the last three or four years that a further decrease in the appropriations would make it impossible for the school to function efficiently."[20]

In his winter of discontent. Dr. Savitz had good reason to write this kind of letter. Slumping enrollments, salary cuts, grounds unkempt, unpainted and unrepaired buildings all contributed to the Savitz somber mood. However, the future was not all dark, for alleviating measures were in motion giving cause for guarded optimism.

Financially embarrassed Normal School students were the first to receive a helping hand and from an unexpected source. Like the Good Samaritan of Jerusalem-Jericho Road fame, the salary-reduced Normal School faculty opened their pocketbooks as well as their hearts to come to the financial aid of needy students by establishing a loan fund from which students could borrow enough money to tide them over the first semester of 1933–1934. The loans were interest-free and under no conditions were the borrowers allowed to know who their benefactors were. Dr. Savitz credited this humanitarian gesture with making it possible for many able and deserving students to remain in school.[21]

While the faculty again offered to aid the students in the second semester, its succor was not needed. For it was at this time that the federal government came to the students' rescue in the guise of one of the New Deal's numerous alphabetical agencies called the FERA, initials for the Federal Emergency Relief Administration. This organization gave needy students the opportunity to earn money by engaging in useful work. No one was allowed to work more than eight hours a day or 20 hours each week. The hourly pay rate was limited to 30 cents and no student could earn more than $20 monthly. February 1935 found 20% of the student body on the federal payroll. They labored as clerks and typists in the administration and faculty offices, catalogers and file clerks in the library, stock clerks in the fine and industrial arts departments, helpers in the science laboratories and assistants in the psychology department.[22]

A study of the Savitz correspondence with FERA officials reveals the respect and gratitude he had for the federal agency, crediting it with performing a lifesaving act for the Normal School. Wrote Savitz, "The federal aid for students afforded relief for deserving students and enabled the school to function as it normally should which hitherto has been impossible because of limited appropriations."[23] Dr. Savitz was indebted to the federal government for other services rendered, notably the transfusion of money and manpower it injected into the Normal School making restorative measures possible. Under the auspices of the Works Progress

Administration, for example, workmen restored the Normal School grounds to their former beauty. Experts performed surgery on ailing trees and removed 200 dead ones. Other WPA workers graded and reseeded the athletic field, applied fresh coats of paint to all buildings and repaired the dam and bridge at Camp Savitz. These deeds carried out by the New Deal prompted Dr. Savitz to admit, "They almost persuade me to become a Democrat."[24]

As a sideline note, it is interesting to observe that, despite the accolade he bestowed upon the Roosevelt Administration, Dr. Savitz probably remained a Republican. In letters to friends we find him mildly critical of the Roosevelt spending philosophy: "We have been on a spending spree," wrote Savitz, "and now we have a headache."[25] Apparently federal spending for his Normal School was a wise policy, but spending money for other causes was another matter. Yet the Principal was no rabid anti-New Dealer: in fact, he entered the election booth, in 1936, undecided as to whether to vote for Franklin Roosevelt or Alfred Landon. "It will be difficult," he wrote to a Mr. Deyo, "to determine how to vote this fall in view of all the circumstances."[26]

The Savitz reaction to politics and government was conditioned by their willingness to aid education and more particularly his beloved Normal School. Thus he applauded the New Deal's National Youth Administration (NYA) in the late 1930s, when it, like its predecessor the FERA, provided work opportunities for Normal School students. He praised the New Jersey Legislature in 1934, when it established a loan fund from which students could borrow money to remain in school. Of course, he deplored the 4% interest charge and the fact that the fund was supported by tuition fees instead of general state appropriations. And, in 1937, Dr. Savitz gave a nod of approval in the Legislature's direction, when it created the Scholarship Act. Under this law's provisions, 10% of the Normal School's freshman class received scholarships amounting to $100 per needy student.

These federal and state aids helped the Normal School survive its first crisis. By 1936 the economic skies began to clear, bringing greater state appropriations and a consequent improvement in the Normal School's financial situation. Budget slashes for the moment, at least, became dismal items to include only in an account of the Normal School's history.

Savitz the Innovator

Throughout the Savitz second term, the Depression and its impact dominated the Normal School scene. But it would be a mistake to believe that Dr. Savitz spent all of his waking hours brooding over slumping budgets and salary cuts. On the contrary, the elderly Principal, upon his return to office, began blazing new innovation trails. His year's leave of absence had given him an opportunity to conjure new visions for the Normal School and he lost little time placing them into operation.

Thus, near the close of the 1931–1932 year, all Glassboro seniors took a comprehensive examination, an evaluation device widely used in today's collegiate circles. Dr. Savitz maintained that the purpose of the comprehensive "… was not merely to test students' retentive and comparative powers, but also to measure their ability to organize facts learned and ideas experienced, to maintain a thesis and to solve a problem."[27] To measure these ambitious objectives, the comprehensive

examination included materials covering all the major fields of school activity the seniors had experienced during their Normal School stay. The test results did not become a part of the seniors' permanent records, but they were used to help place graduates into teaching positions. More important, the findings formed the basis for student-faculty conferences from which emerged an understanding of the basic reasons for good and bad examination scores. Significant, too, was the fact that the Normal School faculty began to re-examine their teaching methods in the light of the test findings, an objective the wily Principal had in mind when he conceived the idea of the comprehensive examinations.

An interesting aspect of this innovation was the manner in which it was carried out. Dr. Savitz admitted that, prior to taking the examination, the seniors had "… no intimation of the character of the examination."[28] The test was virtually "sprung" on the seniors, a procedure which most students in all eras bitterly resent. But Dr. Savitz claimed his students did not protest; in fact, they voted to continue the practice. Perhaps their approval was related to their forthcoming graduation, a ceremony which removed them as future test subjects. In any event, the comprehensive examination had a short life. After the one-year trial run, it, like the old soldier, simply faded away, never to haunt Glassboro students again.

In his first year back in harness, Dr. Savitz implemented another of his new ideas, when, prior to the 1932 Commencement, he sent a written request to the faculty asking them to nominate 12 seniors for the receipt of special honors at the graduation exercises. In making their recommendations, the Principal urged the instructors to consider traits such as school spirit, industry, reliability, tact, poise and scholarship. The four highest-ranked seniors received medals of honor; the next eight were given an honorable mention status. Thus it was that, at the 1932 Commencement, 12 Normal School seniors had the satisfaction that public recognition brings.[29] But this was another Savitz innovation that never caught hold, for, after the 1934 graduation program, the honors ceremony was discontinued, not to be revived until the late 1950s but in a different form.

Not long after he had returned from his year's leave, Dr. Savitz unveiled still another innovation proposal. Long a critic of dull, unimaginative commencement programs, he was determined to enliven the graduation proceedings and to make them more meaningful. Throughout the first part of the 1931–1932 academic year, the Principal discussed a new approach with senior class members. He proposed that a senior student committee, guided by a faculty adviser, lay the groundwork for a pageant-type graduation program. The plan called for the committee to select a major pageant theme, write a script, select participants and direct rehearsals. Basic to the proposal was the selection of the cast from the entire School, a departure from the usual practice involving seniors only. And, because of the nature of the program, no invitation would be extended to an outside dignitary to serve as the principal speaker. The Senior Class of 1932 accepted the Savitz idea and went to work on the project.

Glassboro held this unique type commencement for four consecutive years. At the 1932 graduation, the pageant theme was the *Apotheosis of Youth*. Produced in song, speech and costumes, this production portrayed from birth to graduation the forces

of heredity, environment and education which had contributed to the growth and development of the graduating seniors. In June 1933 the student body gave a symbolic representation of *Glassboro Normal's First 10 Years*. Even more ambitious was the 1934 pageantry, which traced the *Growth of Knowledge* from ancient Egyptian times, through the periods of Greece, Rome, the Middle Ages and on to the modern era. Students held the final commencement of this type in 1935, using as the pageant theme the *Growth of Citizenship*.

Dr. Savitz was convinced that the time and labor expended to stage these graduation pageants were well justified. In turgid prose, he insisted that:

> The results of our efforts have so far surpassed any formal program of set speeches, often of doubtful originality, failing in developing the participant, lacking in qualities to arouse the interest of the audience and in fostering school spirit of a wholesome character, that the entire school, faculty and all would be loathed to return to a formal commencement.[30]

Despite the Principal's strong endorsement, this distinctively different kind of commencement, replete with pageantry and song, disappeared from view after the 1935 performance. June 1936 saw the return of the formal graduation program, with its student speeches, outside orator and conventional songs. An interesting experiment had ended.

Not all of the Savitz second-term innovations had such short runs on the Normal School stage. In 1935, two decades before the State of New Jersey mandated a public school education for handicapped children, faculty member Marion L. Little had gotten the Glassboro Children's Clinic underway. Organized at first to meet the needs of South Jersey's school children with reading disabilities, it prospered and became a fixture on the Glassboro scene for over 20 years. Like the tiny acorn that grew to be one of the oak trees on the Glassboro campus, the Children's Clinic expanded from a program which served the reading needs of six children to one that helped hundreds of handicapped children of all types—physical, cerebral palsied, hard of hearing, visual, speech and mentally retarded—to lead normal and useful lives.[31]

In 1932–1933 another innovation came to Glassboro with the publication of *The Councillor*, the School's first newspaper. This was a five-page, mimeographed production, whose purpose was stated at its birth:

> A newspaper has the particular faculty of making everybody feel he is a part of the school. What the students are thinking, their standards, their achievements and their interests, should be incorporated in a school newspaper. To be trite, let our newspaper be of the students, by the students and for the students.[32]

Two years later the newspaper became more professional in format, content and writing quality. As part of the new look, the student staff changed the organ's name to *The Collegian*. Another improvement was Dr. Savitz's decision to give the working journalists a permanent headquarters in Room 218 on the main building's second

floor. This is the long, narrow room now used as a faculty office. At this location, the newspaper staff had access to the basic accouterments of the writing craft—writing desks, typewriters, files and bulletin boards.[33]

With its staff of editor-in-chief, assistant editor, art editor, business manager, chief typist and seven reporters, whose beats extended to school spots where news was made, *The Collegian* was better organized and more professionally edited than its predecessor. While it also was a mimeographed paper, *The Collegian* had attractive layouts, good stenciling and a length running to 10 pages. News stories were well written, covering all facets of school life such as sports, dormitory activities, club activities, calendar of events, letters to the editor and class notes. Editorials reflected student opinion on current school issues: liquidating the Camp Savitz mortgage, quality of chapel programs, school spirit at athletic contests and the method for selecting the Yearbook's staff.[34]

Most valuable was *The Collegian's* reflection of student viewpoints on school issues that no official documents nor fading alumni memories can ever reveal. For example, contained in the November 1935 edition were the perennial student complaints with the quality of the cafeteria food. In *The Collegian's* columns also were student criticisms of school authorities for their laxity in enforcing the library silence rule, a dereliction which made study difficult. Present, too, was a student complaint with the "line cutting" practice which took place in the cafeteria. Another irritation reported was the incessant whispering proclivity of culprits in the chapel line, together with their delight in slamming auditorium seats down at the start of a chapel program and banging them upward at its close. These news items hardly rated headlines, but they shed light on what bothered Glassboro students of the 1930s.

In 1934–1935 another innovation appeared. This was the year that Glassboro held its first Orientation Program, an effort, prior to the School's opening, to acquaint both freshmen and parents with the Normal School's way of life. Student leaders, faculty and Dr. Savitz gave the newcomers an overview of the School's aims and program. In modified form, Glassboro State College in the 1970s still includes an orientation program in its calendar of events.[35]

A Lively Student Body

"Stormy weather, gloom and misery everywhere." This was a key line in a popular song appropriate for the Depression 1930s. Glassboro Normal students, along with the rest of the country, hummed, whistled and sang this song; but they were far from gloomy and certainly they were not filled with misery. True, at times they worried and fretted about dire economic conditions but not to the point of morbidity. Their activities kept them too busy.

For 160 girls, life in the two new dormitories brightened the Depression-laden skies considerably. In Laurel and Oak Halls they experienced both the discipline and comradeship that young people find in group associations. Of course, dormitory rules were strict and meticulously enforced; they could not be otherwise with Dr. Savitz in charge. This gentleman, aided by a dormitory dean and student assistants, made certain the dorm girls learned how to follow a schedule. At 6:45 a.m.

a clanging bell aroused sleeping students from their slumbers. Breakfast was at 7:50 a.m., lunch at 11:30 a.m. and dinner at 5:30 p.m. And *all* girls met these time tyrants. The luxury, for example, that dormitory students of the 1970s have in skipping breakfast to get that extra hour's sleep was never tolerated.

Evening dormitory routine must have relieved parents inclined to worry about offspring away from home. From 6:50 to 7:20 p.m., the girls had a free half-hour to do with as they wished. But, a short while later, the study period began and lasted for two hours. At 10:15 p.m. the "time to retire" bell rang throughout the dormitories, the signal for all girls to be abed to get a large portion of sleep that refreshes.

Dormitory students also learned the discipline that goes with respecting the property rights of others, because Dr. Savitz believed this to be a legitimate teacher-preparation objective. Hence students were warned not to tack or nail notices and pictorial items on dorm walls. Taping objects on walls or doors was also out-of-bounds. Nor were the girls allowed to move furniture from room to room without the Principal's permission. Realizing, however, that pictures can brighten a room, Dr. Savitz issued a directive encouraging their placement but with the stipulation that, "If pictures are to be hung, the school carpenter will do the work when instructed by the Principal." Another Savitz rule required dormitory occupants to keep their rooms in a neat and orderly condition at all times and, to make certain this order was obeyed, the Principal went on frequent inspection tours. The cry "man in the dorm" was the only warning the girls had heralding the checking expeditions.

Thus far this recital of dormitory life in the 1930s would seem to indicate that the young women were treated like military personnel confined to barracks. Not so. Ground rules did exist, but no evidence is available indicating that the dormitory girls found them unduly harsh. On the contrary, the girls enjoyed dormitory living. There were few dull moments. For the 80 girls in each of the two dormitories, spare-time activities abounded. In each of the closely knit 20-unit complexes, informal discussions, in student circles labeled "bull sessions," headed the list of favorite diversions. Popular also was dancing in the dormitory community rooms, with music supplied over the radio by Guy Lombardo, Wayne King, Ben Bernie and Ray Noble. Parties, arranged on the spur of the moment, kept spirits high. At these gatherings, "dormies" played the old-fashioned games and consumed the kinds of refreshments young people place high on the edible preference list—hot dogs, marshmallows and ginger ale. Dormitory students also liked to prepare for the rigors of the study period by making their way to community rooms to play ping-pong, shuffleboard and badminton. Some even tried roller skating. At times activities bordered on the off-beat. Such an occasion took place on a Friday evening in early February 1936, when the dorm girls had much fun conducting an auction sale of unclaimed wearing apparel, with the receipts going into the Dormitory Association's treasury.[36] Later that same month hilarity reached a high pitch when the "dormies" staged an amateur hour.

Dormitory life in 1936–1937 was made memorable by the presence in Oak Hall of the oldest student who has ever attended Glassboro. At age 71, Mrs. Sarah Smith

had retired from teaching. Already the possessor of a three-year normal school diploma, Mrs. Smith was determined to win the bachelor's degree. With her snow-white hair, ever-smiling face and twinkling eyes, "Grandma" Smith would easily have won a "Mrs. Congeniality" award had the dorm students taken a vote. At about 7:30 p.m. on June 11, 1937, Dr. Savitz awarded the happy grandmother her bachelor's degree At that moment she became a college graduate. To many Mrs. Smith symbolized the Glassboro student of the Depression era, proud, cheerful and courageous.

Fun in the dormitories, however, was not the sole antidote to potential cases of Depression blues. Throughout the 1930s the Normal School's calendar of events column contained a number of activities calculated both to entertain and educate students. Some were culturally oriented. In 1931–1932, for example, the Music Department brought to the campus the Brahms Quartet, the Roxy Male Quartet, the Manhattan String Quartet and the American Vocal Quartet. This outside talent performed superbly, captivating Normal School students and music lovers from neighboring communities alike. Professional dramatic groups also performed on the Glassboro stage. Alumni, whose attendance years date back to the mid-1930s, will recall the Hendrickson-Bruce Theatrical Company of New York. On a night in early November 1935, this organization staged Shakespeare's *Merchant of Venice*. Its performance was warmly received, but appreciated more was the opportunity the Normal School audience had in watching six of its classmates perform in the play, along with members of the professional cast.

As an aid in keeping morale high in the Depression Years, the Normal School Speakers' Bureau worked overtime in bringing outstanding lecturers to the Glassboro lectern. In the three-year period of 1933–1936, Glassboro students listened to more outstanding talent that was heard in any other comparable period in the School's history. The list was impressive, including Robert Frost, Carl Sandburg, Edwin Markham, Richard Halliburton, Harold Rugg and William Heard Kilpatrick. The big guns, of course, in the speaker arsenal were Pulitzer prize winners Robert Frost and Carl Sandburg. April 13, 1935, found the former at Glassboro, while Sandburg made his appearance on October 3, 1936. Both charmed the auditorium-packed crowds, giving background and interpretations to their poems, handling student questions, going to English classes for follow-up discussions and patiently signing autographs in copies of their books, which students had purchased. A retired Glassboro faculty member recalls these two occasions as being the "great red-letter days in the school's youthful history."[37]

In the search to extend their knowledge range, Normal School students did more than listen to imported speakers, however good. On the contrary, the future teachers spilled out of the Glassboro confines, seeking additional culture and entertainment. Thus, in November, 1935, a large group journeyed to Philadelphia to watch the talented actress Katherine Cornell play the leading role in *Romeo and Juliet*. One month later another crowd of Normal School students visited the same city to watch and hear Leopold Stokowski conduct the Philadelphia Orchestra. And in January 1936, another batch of culturally-oriented students went to the Quaker City to enjoy Ramond Massey's performance as Ethan Frome in the play of the same name.

On March 16, 1936, newly appointed faculty member Harold Wilson jammed members of his history classes into a bus for a trip to New Jersey's state capital at Trenton. En route, the students stopped at Washington's Crossing, six miles north of Trenton. Leaving the Crossing location, the bus made its way to the State House in Trenton. Here the students observed a bitter Legislative debate on an emergency relief appropriation bill. Following the Assembly visit, the Glassboro students met and talked with the battle-scarred Governor Harold Hoffman, still showing the marks of the great Sales Tax Battle of 1935, the bitter struggle which cost him his political life. In one day, Dr. Wilson's charges learned at first-hand what history and political science were all about.[38]

During the 1930s the Normal School students were not content merely to listen to lecturers, attend plays and take field trips. They made the Great Depression less depressing by participating in ambitious projects, which turned out to be morale builders for themselves and for South Jersey generally. In April 1932, for example, the Normal School cooperated with the South Jersey community in staging the giant Apple Blossom Festival, which was a three-day, all-out effort to revive the region's fruit-growing industry. The Normal School's contribution to the festivities was the performance of the play *Ceres and Proserpina*. A student cast, attired in costumes depicting the Roman deities Ceres, Proserpina, Pluto, Jupiter, Mercury and Hecate, acted out roles which stressed the determination of Ceres to protect agriculture and the fruits of the earth. Adding to the occasion's motif were apple-blossom decorations strung throughout the Normal School. One year later, May 5, 1933, students gave a repeat performance for the Apple Blossom Festival. This time the play was *A May-Day Morning*, which by dances and songs portrayed how the English royalty and peasants, during the seventeenth-century reign of Charles II, celebrated May Day.

Normal School students pierced the Depression gloom again on June 2, 1933, when they held an Annual Play Day, a replacement for the Field Day activities of the 1920s. On Play Day about 400 students from 30 South Jersey high schools joined with Normal School students in competing in a number of games: dodgeball, volleyball, relays, batball, kickball and cageball. Roland Esbjornson conceived this project. In an invitation letter to high school principals he explained the day's aims:

> The Play Day symbolizes the spirit and meaning of play. Nothing will weld communities together more solidly or more quickly than to play together, to become acquainted with each other in a game. It is hoped that Play Day activities of this type will arouse such an interest in outdoor play that those who are usually onlookers only will find joy in participating in competitive sports.[39]

While "Esby" did not belabor the point, Play Day's primary purpose was to bring the Normal School closer to the South Jersey community. In the years the event was held, thousands of high school students, school officials and parents came, saw and liked the Normal School environment. Small wonder that Dr. Savitz approved of Play Day. In a period of slumping enrollments, it was an excellent recruiting device.

Normal School morale got another boost in 1934, when the federal government's WPA built an outdoor theater on land in the back of the present Campus School. Workmen cut down trees, cleared away brush, graded the naturally sloping terrain and constructed a stage of hard, firm earth. They also brought in bleachers capable of seating from 1,000 to 1,500 people.[40] Spectators were able to occupy the bleachers or sit comfortably on the sloping ground and, from these vantage points, look down on the stage. In back of and surrounding the cleared area was a natural, wooded background of trees and foliage. In short, the WPA's efforts produced a setting "… admirable for outdoor plays the Normal School intended to produce."[41]

At this outdoor amphitheater, drama coach Elizabeth G. Tohill, assisted by faculty from the Music, Physical Education and Home Economics departments, staged plays which delighted Normal School students and large numbers of South Jersey townspeople. Miss Tohill made a special effort to choose productions which blended well with the outdoor setting. Also important in the selection process was the attempt made to give performances which were familiar to the audiences. Thus, beginning with *Rip Van Winkle* in 1934, the Normal School in subsequent years produced *Rumpelstiltskin*, *Sleeping Beauty* and *At the Fair*. Throughout these Depression years, the outdoor performances took place in early June. Starting at dusk, when the weather was coolest, the plays were spectacular affairs. Student participants were numerous, with 65 taking part in the *Rip Van Winkle* show alone. Always the performers, led by the school orchestra, marched from the main building to the amphitheater. In their colorful and rustic costumes, the marching student actors were real audience pleasers.

Of course, professional dramatists in the audience detected shortcomings in the proceedings. Not many of them approved the cast having to change costumes behind a screen of protective bushes and the most critical could find fault with the stark simplicity of the stage properties used. But in rebuttal the Normal School producers maintained that their purpose was not to stage performances matching Broadway standards. On the contrary, they were attempting to provide, at the smallest expense, entertainment and culture for students and townspeople who, in the 1930s, were in no position to pay the prices that Broadway smash hits commanded.

Another Depression gloom chaser for Normal School students was an opportunity to spend weekends at Camp Savitz. The 1930s found the camp doing a landslide business, with Dr. Savitz besieged by student and alumni groups requesting reservations. They wanted a chance to relax and enjoy themselves at the School's rustic retreat. Often the Principal had to inform applicants that "There are no open dates available."[42]

By 1935 the camp's mortgage had been cut to $1,650 and it was then that alumni and student leaders decided to liquidate the obligation entirely by organizing a "Burn the Mortgage" fund-raising campaign. The Alumni Association urged each of its members to purchase an additional two shares of camp stock. Nine months later, in February 1936, the Association's President handed Dr. Savitz a $243 check, an amount short of expectations. Neither were Normal School students too successful in their campaign efforts. Fund-raising activities yielded sums of money short of

assigned quotas. Evidently the disappointing response was caused, at least partially, by the feeling of some lowerclassmen that, "They were being asked to pay for something which produced little results for them." However, it is probable that the Depression's severity was the major cause for the disappointing response to the "Burn the Mortgage" venture.[43]

At this point the Dormitory Association members decided to pay off the debt with the use of their own funds. Association members defended their decision by maintaining that Camp Savitz was an integral part of the Normal School's student activity program. In fact, Association directors insisted that, with the disappearance of state help and student bank accounts, the camp had assumed in large measure the burden of meeting student recreational needs.

The Dormitory Association's timely action was celebrated with a "Burn the Mortgage" ceremony. In the spring of 1936, a crowd of 300 students and alumni gathered at Camp Savitz to watch Dominick Garofalo, now Hammonton's Superintendent of Schools, place a lighted match to the mortgage paper. After the burning had taken place, students gleefully deposited the mortgage's ashes in a small homemade coffin.[44] With this action Camp Savitz passed into the complete possession of the Normal School and the Alumni Association.

Depressed economic conditions brought no letup in the Normal School's athletic program. The girl's varsity field hockey and basketball teams continued to operate as they had in the 1920s, for the most part playing South Jersey high schools and winning more games than they lost. For girls lacking the skill to play varsity sports, intramural field hockey and basketball still provided opportunities to enjoy the pleasure that spirited play brings. In 1935 a new sport pushed its way into the intramural schedules, when class sections vied with each other in attempting to kick or head a soccer ball through the goal posts.

The big news in the athletic program of the Depression years came in 1932–1933 with the announcement that the Normal School had decided to support a male basketball team. In that year the School enrolled 32 men, a number large enough to form a basketball five capable of playing a regular schedule of games. It is difficult to unearth data describing the won-and-lost records compiled by the squads of the first three years. About all that is known are the hard facts that Roland Esbjornson was the coach and the teams, in the first three years, played limited schedules with neighboring high school fives.

Much more, however, is known about the record compiled by the 1935–1936 team captained by Albert Schmickel. Before the start of the season, Coach "Esby," upon being interviewed by a school newspaper reporter, opined that, "At this stage of the season, the material looks very promising."[45] Subsequent happenings, however, made the coach painfully aware of the ancient sports adage, "To win you have to have the horses." The record shows that "Esby," who in later years was destined to compile a fine coaching record in basketball and baseball, did not have the "horses" on his 1935–1936 squad. Playing mostly South Jersey high school fives, the Normal School's basketballers won three games and lost eight, with the victories coming over Woodstown High School, the Alumni and the Peirce Business College.[46] With this kind of season, the team sadly learned another sport truism, "Fans will support a

winning team, seldom a losing one." As defeat followed defeat, attendance at the games dwindled to "a mere handful of spectators."[47]

This display of poor school spirit triggered a scathing editorial in *The Collegian*, the school newspaper. The editor analyzed the reasons for the team's dismal record: an enrollment of 32 men from which to organize a team, the loss of key players to student-teaching assignments and the impossibility of scheduling a sufficient number of practices before the game. But the student editor went on to mention another important reason for the paucity of victories:

> It is impossible to develop a winning team in the face of such evident lack of school spirit. The enthusiasm of the most inspired team is bound to wane when purpose is lost. And if the school does not care the team has no purpose. To all appearances the school does not care. If the team wins, we sit stoically in our seats and mutter to each other: 'It's about time.' If it loses, we sit the same way and sarcastically remark, 'What else can you expect?'[48]

This indictment helped bring results, not victories but in the larger crowds that turned out to cheer the basketball teams. A heightened school spirit helped keep basketball on the Glassboro sports scene throughout the Depression years. By so doing the faithful student fans laid the foundations for the successful fives of later years, when male students in larger numbers entered Glassboro.

Normal School to Teachers College

In June 1932, Dr. Savitz presided at the commencement exercise which sent Glassboro's first three-year curriculum graduating class out into public school teaching positions. As he handed out the diplomas, the Principal was convinced that these young men and women were better prepared for teaching than the two-year graduates of previous years. At this point the thought occurred to him, "If a three-year curriculum was better preparation than a two-year program, would not a four-year, degree granting curriculum be superior to one of three years?" Dr. Savitz was convinced that it would.

Never one to let an idea lie dormant, the Principal wrote the State Board, urging it to "add another year to the curriculum, making the minimum requirement for teaching in the elementary schools a B.S. Degree in Education."[49] He argued that the four-year program would give students added responsibilities, greater maturity and deeper scholarship. On a parting note, Dr. Savitz reminded State Board members that, "Four years is not too long a period to prepare high school graduates to cope with the problems that confront the modern teacher."[50]

Picking up the Savitz cue, Edgar F. Bunce, State Director of Teacher Training and Commissioner Elliot joined the effort to convert the State Board to the four-year curriculum cause. Persistently they reminded board members that neighboring states already required four years for the education of elementary school teachers. They also emphasized that too long had New Jersey schoolmen complained that, "Elementary teachers lack a broad, general education and are equipped only in a

narrow field."[51] "The added year," Elliot and Bunce claimed, "will give students the depth of subject matter and culture the elementary teacher needs."[52]

On July 16, 1934, the State Board, convinced that these arguments had merit, ordered Glassboro and the state's other elementary teacher-preparation normal schools to provide a fourth year of study for students who had already completed three years. Upon successful completion of the added year, the graduates would be awarded the Bachelor of Science Degree in Elementary Education. Offered to the lowerclassmen and entering freshmen was the choice of selecting either the three-year or the four-year curriculum. One year later, in 1935, the State Board required all freshmen to enroll in the degree program.

These rulings, so ardently sought, confronted state officials and normal school principals with formidable administrative problems. First to be solved was the organization of a fourth year of study. This problem, however, was quickly settled by State Department of Education action. In a letter to Dr. Savitz, the State Director of Teacher Education wrote. "I am enclosing a list of the recommended four-year subjects which you should schedule for the four-year people."[53]

Confidently, Director Bunce set Glassboro's fourth-year enrollment quota at 35 students, but this target proved to be too optimistic, as was evident in 1935 when eight Glassboro students elected to postpone teaching and remain for the fourth year of study.[54] However, this was a one-year phenomenon, brought on by the haste and understandable confusion attending the program's inauguration. For example, June 1938 found 43 names listed on the commencement program as recipients of the bachelor's degree. In 1939 the first students who had taken all four years under the new curriculum received their degrees. From that year onward, except for a few extension students, Glassboro Normal School awarded no more three-year diplomas.

Remaining to be completed was the difficult task of constructing a complete four-year curricular program. In the fall of 1934, Director of Teacher Training Bunce and the normal school principals undertook this assignment, addressing themselves to the complexities of deciding on courses, determining semester-hour credits, placing subjects in sequential order by years and dividing the curriculum into general and professional education categories. After this part of the task had been completed, Director Bunce submitted the tentative curriculum to faculty committees for criticism and recommendations. They came in. Some were accepted; others rejected. As is frequently true in curriculum construction, someone had to make decisions harmonizing conflicting points of view. Director Bunce accepted this assignment. By the spring of 1935, the curriculum project had to be completed, for registrars were impatiently awaiting definitive information to convey to prospective freshmen. Accordingly, the Director put the finishing touches to the new curriculum and dispatched copies to the normal school principals with the comment:

> I realize that it will be impossible to arrange these subjects in such a way that all schools will be satisfied. I hope, therefore, that, unless there is something radically wrong as far as your school is concerned with this

> proposed curriculum, we may decide upon it and be ready to submit it for approval to the State Board of Education.[55]

Receiving no serious objections, the Director sent the finished product to the State Board for approval, a blessing that body readily bestowed. Thus Glassboro freshmen entering in September 1935 became the first class to pursue the studies contained in the new, four-year curriculum.

What kind of a curriculum program was it? Certainly it reflected normal school sensitivity to the charge that past curriculums had lacked depth in general education. All normal school students would henceforth take 60% of their work in content courses and no longer were faculty members expected to follow the professionalized subject-matter principle as they taught these kinds of courses. Abandoned was the practice of demonstrating teaching methods when presenting content materials. Heading the list of content course categories, another name for general education offerings, were requirements totaling 24 credits in social studies. Next in the credit hierarchy were 15 hours in the English subject matter area. Further down the scale were 10 credits in science, followed by fewer numbers of required credits in Health and Physical Education, Music, Art, Mathematics and Home Economics. It would appear that, whether they wanted to or not, Glassboro students would graduate as Social Studies majors and English minors.

Moreover, students took virtually all of the content courses in the first two years. Crowded into their junior and senior years was a proliferation of specialized methods courses related to the elementary school grade levels in which they were preparing to teach. Thus the catalogue listed Teaching Reading in the Kindergarten Primary Grades, Teaching Reading in the Middle Grades and Teaching Reading in the Upper Grades. Whatever their specialty, however, all students had to study basic professional education courses such as Educational Psychology, Philosophy of Education, Tests and Measurements, Mental Hygiene and Visual Education. These also were placed into the junior and senior years.

The rationale behind this course placement policy was obviously based on the principle that future teachers needed a solid base of general education on which to build professional education courses. In subsequent years, however, curriculum second guessers questioned the policy of segregating general and professional offerings so completely, a practice which caused students to wait until their junior year before taking courses directly related to the reason for their being in a teacher-preparation institution. It was as if a decision had been made to make Glassboro a liberal arts college in the first two years and a teacher's college in the last two.

Another questionable characteristic of the new curriculum was its tendency to confuse curriculum quantity with quality. Over the four-year period, students took 73 courses totaling 136 semester credits, a heavy load to carry. In the junior year, after completing nine weeks of Preliminary Student Teaching, students returned to the College to take, in the remaining quarter, eight courses. And they also repeated this difficult assignment in the senior year. In succeeding years the course burden increased, climbing as high as 144 credits. This feature of the

curriculum drew sharp criticism from heavily laden students and from critical accrediting visitors.

Still another aspect of the new curriculum sharply criticized was the number of courses carrying small semester-hour credits. For example, 25 courses had a one-credit value and seven were of the one-and-one-half variety, while one offering was worth one-half credit. Overall the average credit per course was less than two. As visiting evaluators a few years later pointed out, course credits of this magnitude gave students little opportunity to study subjects in any kind of depth.

Although not directly related to the adoption of the four-year curriculum, another reform came to Glassboro not long after the new program got underway. Prior to 1937, student teachers alone taught in the Training School, the name, in the 1930s, for what is now known as the Demonstration School. Dr. Savitz, in 1937, was determined to place a professional teacher in charge of the Training School. Reform was in the air and for the Principal another one was in order. This was the decision that brought Hazel Saindon to Glassboro. Employed full time to teach Training School pupils and to demonstrate teaching methods to college students this dedicated lady in her first years faced a formidable task. All she had to do was to instruct— in one poorly equipped room—children ranging in grade level from pre-first to sixth. Exhibiting the traits which in the 1950s and 1960s made her a master teacher of teachers, she got the job done. Fittingly, in 1967, Glassboro rewarded her services to the College with the bestowal of an honorary doctorate degree.

As we have previously noted, the State Board of Education in 1934 gave its seal of approval to the proposal that made Glassboro a degree-granting institution. Yet the Board was in no hurry to respond to picas calling for the institution to be named a college instead of a normal school. For three years the Board failed to act. Finally, at its meeting on April 10, 1937, the Board made its decision. Not only did it make the suggested change but it also gave the reason for not acting sooner:

> It being decided that because of the fact that the courses of study have been completed, revised and adjusted and the school brought up to college rank, the name of the Normal School at Glassboro now be called, New Jersey State Teachers College at Glassboro.
>
> The head of the Teachers College shall henceforth be designated as President.[56]

Returning from this meeting, Dr. Savitz, jocularly announced to the girls in Glassboro's main office, "Now you must address me as President."[57] Ironically he was destined to be called by this prestigious title for a short two months.

Dr. Savitz Departs

As Dr. Savitz approached the twilight years of his Glassboro stewardship, he had the satisfaction of being able to look back on a solid accomplishment record. But the closing years were not devoid of heartaches. In the Principal's judgment many of the frustrations he encountered were caused, at least in part, by the

imposition of restrictive state regulations, which tended to dull Glassboro's cutting edge.

Never noted for his reticence, the Old Curmudgeon frequently lashed out at centralized control. A prime target was the state-imposed, student tuition fee. Scorning the explanation that this policy was a Depression product, Dr. Savitz reminded state school officials, who he suspected had accepted the tuition fee law without too much protest, that, "The Normal School was built to insure a supply of well-trained teachers; this was the justification for providing instruction free of charge."[58] Abandonment of this principle, according to the Principal, meant that, "Many worthy young women were lost to the teaching profession."[59] Another Savitz *bête noire* was the State Department's advocacy and sponsoring of entrance examinations, which he considered "as just another restriction with no compensating values."[60] In the Savitz opinion they merely served the purpose of sending excellent New Jersey students to examination-free Pennsylvania for teacher-preparation education.

On occasion the Principal responded even more vigorously to what he believed to be undue State Department pressure. One such incident occurred, in the late 1930s, when Commissioner of Education Charles Elliot sent Dr. Savitz a single-sentence letter asking, "What steps has Glassboro Normal taken to join the American Association of Teachers Colleges?"[61] The Savitz reply was swift and to the point. Responded Savitz, "The last thing that I personally would have happen to Glassboro Normal would be to put it under the control of that college group." As a parting shot dripping with sarcasm, he added, "We have the Glassboro Normal School work approved by the University of Pennsylvania, New York University, Columbia University's Teachers College and of course, other minor institutions."[62] Two other incidents happened which must have rubbed the Savitz nerves raw. One was a letter from Commissioner Elliot forbidding Dr. Savitz to make statements concerning general normal school policies before getting prior clearance from the Commissioner's office. Another curt Elliott communication ordered the Normal School Principal, before he extended invitations, to send to the Commissioner a list of outside assembly speakers.

It seems apparent that Dr. Savitz's contacts with the Commissioner's office, at least in his later years, were not characterized by any degree of warmth. A reading of the voluminous correspondence he had with the Commissioner of Education reveals a correct and formal relationship in complete contrast to the informal, often bantering letters he had exchanged with the State Board of Education members. Undoubtedly the Principal would have liked to turn the clock back to the pre-1926 days before the Commissioner of Education assumed control of the normal schools. Doubtless he probably longed to return to the time when, subject only to the indulgent direction of friendly State Board members, he could do the free-wheeling needed to advance his school's fortunes.

To be fair to the Commissioner of Education, it should be pointed out that Dr. Savitz, in the role of a subordinate, could have been as difficult to work with as the Charles DeGaulle of the 1960s. Proud, able, experienced, successful and with complete confidence in his own ability, the elderly Principal must have found it

difficult to play on a team that did not have him as captain, especially when the game was played on his home grounds.

Fortunately the strained relations between the State Department and Dr. Savitz developed near the close of his professional career. In January 1937, Dr. Savitz celebrated his 71st birthday. Under the provisions of the Teachers Pension and Annuity Fund law, he was supposed to have retired before that date. A clear

Students named their off-campus retreat Camp Savitz.

indication of the Savitz statewide reputation emerged when the Legislature passed a law applicable to him alone. The statute ordered the Pension Fund to postpone the Savitz retirement until June 1937.[63]

At that time the old warrior laid down his arms to begin a well-merited retirement. With his leaving, Glassboro lost the services of an educational giant. It also closed a bright chapter in its young history.

BOOK THREE

The Bunce Administration 1937–1952

To dry one's eyes and laugh at a fall,
And baffled, get up and begin again.

—Robert Browning

CHAPTER 6

Approach to Armageddon

On October 20, 1925, Dr. Savitz wrote John H. Logan, Commissioner of Education, recommending a candidate for the position of Assistant Commissioner of Elementary Education. With typical Savitz thoroughness he gave reasons for the recommendation:

> Mr. E. F. Bunce, Superintendent of the Mount Holly schools, told me the other day that he was an applicant for assistant Commissioner of elementary education and requested me to write to you and tell you what I know about him. I gladly do this because I consider Mr. Bunce especially well qualified for a position of this kind. He is a scholar and an educator, a good mixer and a man of exceptionally fine character. The State Commissioner of Education, Dr. Kendall, and Assistant Commissioner, Dr. Meredith, through whose recommendations he went to Mount Holly, regarded Mr. Bunce very highly and my own contact with him in various phases of school work leads me to believe he would make a good elementary Commissioner.[1]

Mr. Bunce did not become Assistant Commissioner of Elementary Education, but, in September 1937, he succeeded the man who had recommended him 12 years earlier. What did Commissioner of Education Charles Elliott, in 1937, detect in the Bunce professional background that merited his selection as Dr. Jerohn J. Savitz's successor?

Edgar F. Bunce

Like Dr. Savitz, Edgar F. Bunce spent his formative years living in a rural environment. Born on March 21, 1887, on a farm outside of Frewsburg, New York—40 miles south of Buffalo—Edgar had the educational advantages open to country-bred boys of his day. He mastered the three Rs in a one-room school, which housed pupils in grades one through eight. Frewsburg's tiny wooden high school gave him a secondary school education and the honor of being Vice President of an eight-member graduating class.

High school graduation confronted young Bunce with his first major decision. Should he enroll at Cornell University to study scientific farming or attend Fredonia Normal to prepare for a teaching career? Genetics solved the problem. His father and mother had been teachers. His older brother had graduated from Fredonia and was already teaching, while a younger sister was impatiently awaiting the day when she could enter normal school. In other words, teaching was a benevolent virus in the

Dr. Edgar F. Bunce, Glassboro's second President, 1937–1952.

Bunce family blood stream. Therefore, it was not surprising that Edgar decided to enter Fredonia, a two-year New York state normal school near the northwest Pennsylvania border.

The future teacher spent three happy years at Fredonia, one year more than the two-year requirement. An extra year of preparation was needed to make up for the preparatory work his tiny high school had not offered. At Fredonia Normal, young Mr. Bunce studied, worked and played hard. He earned room and board by tending furnace, shoveling snow and taking care of his landlady's garden. Besides making his own way financially, he became a big man on campus by demonstrating enviable athletic skills. A three-letter winner, Bunce captained the football and baseball teams while finding time to run the dashes, put the shot and throw the hammer as a member of the varsity track team. He capped his normal school career by graduating as President of the senior class.

Commencement exercises had barely ended when the young graduate found himself being interviewed by the Lodi (New Jersey) Superintendent of Schools. The school administrator offered Bunce a teaching Principal's position at a $700 annual salary. Although he had never been to New Jersey and "it seemed so far away from home," he accepted the job, for teaching positions in 1908 were not too plentiful.

At Lodi Mr. Bunce taught fourth grade and handled the school's internal administrative chores. His performance must have been impressive after two years, for the Lodi Board of Education to appoint him superintendent of schools. The schoolman from western New York remained at Lodi for 10 years, during which time he guided the destiny of the modestly growing school district. Among other administrative achievements, the young superintendent supervised the construction of two elementary school buildings.

While at Lodi Mr. Bunce found time in evenings and on Saturday mornings to cross the Hudson and attend Teachers College, Columbia University. Here he attended classes taught by the great teachers of the early twentieth century—John Dewey, William Heard Kilpatrick and William Bagley. "Dr. Dewey," Bunce maintains, "was one of the poorest classroom teachers I ever had." But he did concede that the Vermont-bred philosopher was a profound thinker. Kilpatrick, according to Mr. Bunce, was something else again. "To understand Dewey," Bunce claims, "one had merely to study under Kilpatrick," for the Dewey disciple had the knack of interestingly and lucidly putting across the master's ideas. Both Dewey and Kilpatrick, with their deep commitment to democracy in education and their belief in the pragmatic philosophy, left indelible impressions on the unfolding Bunce professional career.

Columbia University, in June 1916, awarded Mr. Bunce the bachelor's degree. Two years later he decided to combine study with pleasure by attending the Ocean City summer session and it was there that three Mount Holly Board of Education members made him an attractive offer to come to their town as school superintendent. The meeting between Bunce and the board members was not fortuitous; on the contrary, the Mount Holly school officials had come to the seashore resort with the sole purpose of signing the Lodi superintendent's name to a contract. Their action grew out of a strong recommendation made by Commissioner of Education Calvin Kendall.

Seeking additional professional experience, Bunce accepted the Mount Holly offer and it was a decision he never regretted. In later years, looking back on his career, he remarked wistfully, "Those 10 years at Mount Holly were the happiest of my professional experience." There were good reasons for this appraisal. Mr. Bunce grew fond of the little town with its friendly community life and its willingness to support public education. He liked the opportunity to administer a school system that included elementary and secondary programs, something Lodi's elementary school organization had not provided. He appreciated the Board of Education's willingness to let him give courses in teaching methods and school administration at Rutgers University. Particularly gratifying was the experience he gained as Director of the Rutgers Demonstration School, a post he held for seven consecutive summers. And it was during his Mount Holly superintendency that Mr. Bunce made weekend treks to Columbia University, which, in 1928, awarded him the master's degree.

Coincident with the attainment of the master's, Mr. Bunce decided to leave his Mount Holly post to operate in faster educational company. His work at Rutgers had attracted the attention of Metuchen school board members, who were in the market for a new superintendent. To entice the highly recommended Mr. Bunce, the Metuchen school officials held out the lure of a $1,000 salary increase and an even greater opportunity to pursue his duties as a part-time Rutgers professor. Bunce accepted the offer and, in the late summer of 1928, moved to the North Jersey school district, which brought him much closer to New York University, where he had begun studying for the doctorate.

One day, toward the close of a two-year stay at Metuchen, Mr. Bunce's telephone rang. It was Commissioner of Education Charles Elliot calling to ask, "How would you like a job as Vice President and Head of the Education Department at Trenton Normal School?" Despite the prospect of a salary reduction, the proposal intrigued Mr. Bunce, for his Rutgers experience as Director of the Demonstration School had whetted an appetite to come to grips with the task of preparing teachers. He accepted the Elliot offer and, in 1930, joined forces with Roscoe L. West, Trenton's Principal.

In retrospect, the one-year term at Trenton turned out to be a basic training period, a preparation for a teacher education career at a higher level. For, in 1931, the State Board of Education appointed Bunce State Director of Teacher Training. During the next seven years he encouraged and helped distraught normal school principals as they coped with the problems brought on by the Great Depression. It was in this period also that he provided the leadership which produced the normal schools' four-year curriculum.

In carrying out his assignments, Director Bunce, of course, visited the six normal schools many times. Of them all, Glassboro had the greatest appeal. Its relative quietness and idyllic surroundings were welcome contrasts to the bustling, urban environments of the other schools. Mr. Bunce often found himself looking forward to opportunities for a two-day Glassboro sojourn when he could visit classes, talk to faculty members and stay overnight at the stately Whitney Mansion, which served as the Principal's home.

By the nature of his position Mr. Bunce was among the first to know that Dr. Savitz would have to retire in June 1937. Very early, therefore, the Director of

Teacher Training applied for the Glassboro presidency and was readily appointed Dr. Savitz's successor. Here was an opportunity the 50-year-old educator had—albeit unknowingly—prepared for over a 29-year period as teacher, principal, superintendent, college professor, normal school vice principal and Director of Teacher Training. If professional background was a principal criterion in selecting J. J. Savitz's successor, Edgar F. Bunce had the credentials.

The Transition Year

Glassboro's maiden year as a College was also Mr. Bunce's first year as its President. The newly installed leader was aware that 1937–1938 would be a transition year, a period to make the change from normal school to college. Changes were inevitable. Glassboro's altered academic status guaranteed them, but so did the personalities of the old and new leader. Colleges in the 1930s for the most part operated in the shadows of their leaders and Glassboro was no exception to this generalization. The College, with the low-key, deliberate Edgar F. Bunce was certain to become a different institution from the one led by the strong-willed, driving Jerohn J. Savitz.

President Bunce realized that Glassboro would have to start moving in new directions and he knew that his first year was the time to begin making changes. All signs pointed to a honeymoon year with faculty and students disposed to give the new leader wide latitude to chart new courses. But Edgar Bunce also understood that a "damn the torpedoes, full speed ahead" approach could backfire, because many in Glassboro still loved the ways of yesteryear and continued to revere the departed leader. Prudence dictated the need to remember the past while preparing for the future.

In building his brave new educational world, President Bunce was not disposed to jettison Glassboro's past, for too much of it promoted good public relations, besides meeting the acid test of student-faculty interest and participation. Thus the great traditions, except for the Arbor Day ceremony, survived the change in administration: Christmas Community Sing, Spring Concert, Play Day, Student Teaching Conference, Lantern Night, Alumni Day and Class Weeks. Neither did the new President throw overboard the Savitz policy of making Glassboro the educational service center of South Jersey, as was evident, in 1937–1938, when 15 public school groups held meetings on campus, indicators of the Bunce determination to have the College remain a link in the public school educational chain.[2]

Still another belief that his successor endorsed and continued was the Savitz reliance on the principle that a happy and productive student body was a lively one. In the transition year there was no great slowdown in cultural activities. Outstanding was the Hedgerow Players' performance of Eugene O'Neill's *Beyond the Horizon*. While they were not busy watching professional groups perform, student groups themselves activated cultural projects. Students attending Glassboro in 1937–1938 will not soon forget the Music Department's delightful Irish Concert; the Dormitory Association's Spanish program *Fiesta Mejicana*; or the colorful Swedish Outdoor Pageant, an event that helped celebrate the Tercentenary Celebration of the first Swedish settlement in the Delaware Valley.

While much of the Savitz influence remained, a great deal of it faded away. Faculty members noted early, for example, that their relations with the new President differed

markedly from those that had prevailed in the Savitz Administration. Discarded was the practice of submitting examinations to the President for approval, handing in lesson plans and defending grade distributions. No longer did instructors play the role of policemen monitoring student corridor traffic and gone was the chore of arranging student desks "according to the diagram prepared by the architect." Noticeable, too, was the letup in classroom supervision with follow-up conferences. Clearly evident to the faculty was the coming of a leader who would not drive them as hard as his predecessor had.

Students also detected a loosening of the leadership reins. Victim of the collegiate new look was the march to chapel along with the daily chapel period itself. Rules governing student behavior in the College and dormitories were liberalized. Abandoned were the Greek letter societies because of what President Bunce termed, "their ineffectiveness and artificiality."[3] Later we shall report in greater detail other changes the new administration effected in student activities. At this point it can be noted that students had less of a feeling that they were repeating many of the experiences they had undergone in high school.

Concomitant with the more relaxed atmosphere was the President's aim to give faculty and students greater roles in making and carrying out college policies. Responsibility for initiating new projects began to be shared, instead of being the sole concern of the President. Mr. Bunce sought to attain this goal by means of nine newly organized student-faculty committees: Student Life and Welfare, Curriculum and Scholarship, Publicity, Field Relations, High School Relations, Public Pay Performances, Assembly, Social Training and Hospitality and Dormitory and Property.[4] Each of these groups was made up of student representatives and faculty advisers. To stimulate effective committee activity, the President set aside a definite time and place for the groups to meet at least once each month and he outlined each committee's responsibilities. In general, he charged the committees to study college problems falling within their jurisdictions and to submit proposed solutions to him. But President Bunce made it clear that he retained the prerogative of approving or rejecting committee recommendations. If he approved a proposal, its implementation in large measure became a committee responsibility.

Understandably, much of the committees' first-year activity was devoted to getting organized and planning long-term programs, but, even in the initial year, there was a crop of concrete results. Thus the Public Pay Performance Committee brought the Hedgerow Players and the Ballet Caravan to the College, while the Publicity Committee inaugurated Glassboro's first printed newspaper, The *Whit*, and dispatched news releases to 30 New Jersey newspapers. The Dormitory and Property Committee successfully urged improved campus lighting facilities, getting the administration to install flood lights at strategic locations and the Social Training and Hospitality Committee sponsored the President's Reception, together with acting as hosts and hostesses at college professional and social functions. The Field Relations Committee helped make arrangements for numerous professional conferences, setting up exhibits appropriate to the meetings, while the High School Relations Committee helped plan the annual Play Day program and ventured into neighboring high schools to recruit future teachers. Finally, the Curriculum and Scholarship

Committee had the temerity to discuss the explosive questions of compulsory glee club attendance, lengthy faculty lectures, lateness of instructors to class and the system used to report marks. Little is known as to whether these concerns got beyond the discussion stage.

The new President also stimulated student activity by expanding the role of special-interest clubs. Retaining all 11 of the existing organizations, he guided the development of five additional clubs: Camera, Archery, Travel, Science and Physical Education. As with the student-faculty committees, Mr. Bunce encouraged the club programs by providing times and places for them to meet, at least twice monthly. Moreover, every organization had the privilege of electing officers, voting dues and planning activities.

What the President was after was an active club program. At least one of the new organizations soon gave him what he wanted. The Travel Club began, on May 27, 1938, a four-day, 1,000 mile bus tour of the Shenandoah Valley region. Its itinerary was impressive: Gettysburg, Harper's Ferry, Luray Caverns, Washington and Lee University, the Natural Bridge, Monticello, Skyline Drive and Washington, D.C. Club members learned at first hand a great deal of history, geology and geography on this educational safari.[5]

President Bunce adopted other measures for raising student sights to higher horizons. Without fanfare of any kind he started a campaign of gently prodding Glassboro students out of their warm and cozy cocoons to mingle and interact with students in other colleges. Thus, in the winter of 1938, four student council members traveled to Trenton State Teachers College to exchange views on student activities with other New Jersey council representatives and with delegates from Pennsylvania and Maryland colleges. A few weeks later the Glassboro student body had the opportunity to see and hear the Montclair State Teachers College Glee Club. In a reciprocating gesture the Glassboro Dramatics Club, on March 26, 1938, journeyed to Montclair to stage the play *Grandma Pulls the Strings*. On April 8 and 9, eight Glassboro student leaders, accompanied by faculty member Elizabeth Bozarth, spent an instructive weekend in New York City, attending the Eastern States Conference, where they went to meetings and traded viewpoints with student leaders from colleges scattered over the northeastern United States. And, on May 21, 1938, the bars of provincialism were lowered again when the New Jersey State Teachers College Association, 200 strong, held its annual meeting on the Glassboro campus. Students circulated among the guests, distributing Glassboro promotional literature and answering questions leveled at them. This gathering brought to a close a planned drive, in 1938, aimed at exposing Glassboro students to the outside world of teacher education.

In his first year in office President Bunce had another major goal. For the kind of college he had in mind, the proportion of male students was far too low. True, the 48 men on the class rolls, in 1937–1938, represented 15% of the total enrollment and was a big improvement over the virtually all-girl Normal School of the 1920s. But the President was not satisfied. He realized, of course, that, in the absence of secondary school curricular programs, the effort to increase the male enrollment would be no easy task, but he was determined to make the attempt.

A former athlete himself, the President understood the pulling power of an active sports program on high school seniors contemplating college attendance. He, therefore, decided to make a revitalized athletic program a major force in recruiting male students. In talks to high school seniors, Glassboro recruiters stressed the steps being taken to improve athletics at Glassboro. The varsity basketball team was dropping high school teams from the schedule and replacing them with college opponents. Plans were being made to field a varsity baseball team in the next season. Steps were also being taken to organize varsity tennis and track squads. Apparently the stress on athletics was good male enrollment strategy, for, in September 1938, 75 men registered at the College and they made up 20% of the student body. President Bunce eyed this record-breaking statistic with quiet satisfaction, for it opened up new vistas in the realm of coeducational opportunities at the College. Glassboro females were more earthy in their reaction to the good news. Now they had one chance in five in getting a date, much better odds than the one to 62 of 1923.

The year 1937–1938 brought other achievements and satisfactions to the new President. Certainly one of the wisest decisions he made was to accept the Publicity Committee's recommendation that the College publish a professionally printed newspaper. Committee members had based their request on the need to keep students and faculty thoroughly informed of educational events taking place both inside and outside the College. Present also was the feeling that, while a mimeograph news organ might have passed muster for a normal school, an attractive, printed newspaper was more in keeping with an institution that now called itself a college. The new President did not need much persuasion. Quick to grasp the opportunity it gave him as a communication and public relations agency, he readily gave his blessing to the project. Once the decision had been made to publish a newspaper, the next order of business was to give it a name. Students themselves took on this assignment, when they assembled in the auditorium and, in old New England town meeting fashion, considered several possibilities. After extended discussion, they voted overwhelmingly to call the paper The *Whit*, a shortened version of the Whitney House, the campus mansion which the President occupied as a residence.[6]

Steps were taken to organize a working staff headed by Milton Miller as editor-in-chief. Assisting him were eight editorial staff members, four business staff members and 17 reporters. Meeting regularly in after-class hours, *The Whit* staff, under the tutelage of faculty member Dora McElwain, searched for news, wrote and edited stories, made layouts, pasted the final dummy copy together and rushed the finished product to a Woodbury printing establishment. On March 1, 1938, the first edition hit the college newsstands and it was an excellent first effort. The stories were well-written; moreover, they covered the broad spectrum of student interests: forthcoming social activities, club and committee events, sports results, alumni news, interviews with faculty members, a guest column by President Bunce and a caustic editorial scolding students for not supporting a losing basketball team. The print made for easy reading and the attractive headings and subheadings added to the paper's readability.

Naturally, staff members were proud of their prodigy. Neither did they find it difficult to take the praise that came their way from four college Presidents, the Dean of the Rutgers School of Education and members of the State Board of Education.[7] Adding to the staff's satisfied feeling was President Bunce's decision to grant college credit for the work they were doing, the first time this practice had been followed.

In 1938 President Bunce hit pay dirt again when he consummated a project very close to his heart. When he took over Glassboro's leadership, the College had not yet achieved the status of an accredited institution. Dr. Savitz had resolutely ignored State Department of Education hints that Glassboro take steps to attain accreditation, because he wanted no "college people snooping around his school." But Mr. Bunce did not share this attitude. To him the dignity of becoming a college and accreditation went hand-in-hand. Thus, in early autumn 1937, he contacted Dr. Charles W. Hunt, Executive Secretary of the American Association of Teachers Colleges, requesting guidance on approval procedures, "As you probably know," wrote Bunce, "I have come this year to this college as the new President. We are making every possible effort to get the college in condition so that it may be fully approved by the American Association of Teachers Colleges."[8]

Dr. Hunt sent Glassboro self-evaluation materials which, when filled out, described the College's academic health, admission standards, graduation requirements, faculty preparation, teaching loads, curriculum, training school, library holdings, financial support and administrative stability. President Bunce mailed the completed report to Association headquarters and then anxiously awaited further developments. A quick reaction from Dr. Hunt was encouraging, "Your report is here, A preliminary check indicates that you are in pretty good shape."[9]

In January 1938, the Association dispatched a two-member inspection team to Glassboro. These men, Dr. Harry Rockwell, President of Buffalo State Teachers College and Dr. Edgar Higbe, President of Wilson Teachers College, Washington, D.C., spent two days at Glassboro, interviewing administrators, faculty and students; examining records; visiting classes; and inspecting facilities. In short, they conducted an on-the-spot verification of Glassboro's evaluation report. It apparently was a pleasant visit, one that prompted President Bunce to write an optimistic follow-up letter to Dr. Robert Morrison, State Director of Teacher Training. Wrote Bunce: "These men expressed themselves as being very well pleased with the College. They liked the faculty, the classroom instruction which they observed, the college plant, the student body and the assembly program in which the students sang in their usual fine manner."[10]

Subsequent events, however, revealed that the evaluators did not give Glassboro a clean bill of health. Dampening the Bunce optimism somewhat was an Association follow-up report stating that library holdings were 1,200 volumes short of Association standards for an institution of Glassboro's size.[11] In addition, Mr. Bunce was requested to write a more detailed description of Glassboro's Demonstration School and student teaching facilities. In response to this communication, the President went to work. He tapped non-library financial accounts to make book

purchases and help came from the faculty, who donated hundreds of volumes from their private collections. On February 16, 1938, Mr. Bunce proudly informed Dr. Rockwell that the book gap had been closed. As evidence the Glassboro President sent along a typed list of the 1,200 new book acquisitions and he also mailed a revised report on the Demonstration School.

These documents satisfied the accrediting body, for, on March 25, 1938, the American Association of Teachers Colleges formally notified President Bunce that it had placed Glassboro on its roster of approved colleges.[12] Along with the notification letter, however, came the Association's evaluation report, a document which acted as a sobering influence on any celebration Glassboro had planned. In general, the Association judged Glassboro to be a good teacher-education institution, deserving of accreditation, but it had both strengths and weaknesses. On the credit side of the evaluation ledger was a faculty of "outstanding caliber," excellent dormitory and health facilities for students and beautiful buildings and grounds. On the debit side the evaluators noted the plethora of one and two-point courses, a heavy student load of 144 credits, inadequate library space and a staff shortage in the Demonstration School. The Association also cautioned Glassboro on the necessity for reducing faculty loads to the 16-hour-per-week accrediting standard. While it gave Glassboro approval status, the Association warned that it expected yearly reports detailing steps taken to correct stated weaknesses.[13]

Without question 1937-1938 was a watershed year in Glassboro's history. Changes had come which set the College moving in new directions. President Bunce, in a year-end report to students, commented on Glassboro's New Order philosophically:

> The college year 1937–1938 has been a memorable one for me and I hope it has for you. You have been very cordial and loyal to your new President and to his family. There have been changes at the college in regulations and standards. Time will tell whether or not they are wise ones. Many of you have successfully held responsible positions and many of you have overcome handicaps. You personally have gained by your efforts and the college has also profited.[14]

Faculty reactions to the transition were probably mixed. As much as the instructors had admired Dr. Savitz, not all yearned for a return to the days when the Principal would burst into their classrooms unexpectedly or when he would call them into his office to defend test results. But, liking the new administrative approach for themselves, there were some faculty who looked with a critical eye on the Bunce New Freedom student movement. In response to a student reporter's query on things that annoyed her, one faculty member, in May 1938, replied cryptically and enigmatically, "Students cutting class on quiz days."[15] In any event, the majority of the faculty agreed on one point: the inevitability of change as Glassboro made the transition from a normal school to college.

In the absence of Gallup Poll results, it was also difficult to gauge students' responses to a changed Glassboro. But, if the *Whit*'s editorial column accurately reflected student body feelings, the transition year was indeed a salutary experience:

> Many constructive measures have resulted already from the work of the new administration with Mr. Edgar F. Bunce as President. The last semester was one of harmony between student and administration. The ambition of the President has been intent on establishing standards at college level. The status of the student has been elevated to that of an adult with corresponding responsibilities.[16]

By 1938 the Great Depression had about run its doleful course and the impact of the Pearl Harbor tragedy was three years away. The time between these landmark dates gave the new President a chance to operate free from the paralytic influence of outside forces as he sought to complete the transformation begun in the transition year. First, let us examine the changes in the Glassboro way of life from the viewpoints of students who attended the College in those brief years before the Japanese sneak attack on Pearl Harbor shattered Glassboro's hopes for normal living.

A Student-Oriented College

Dr. Ward Broomall, now Glassboro's Administrative Studies Department Chairman, entered Glassboro Normal in the fall of 1936. At the outset of every school day, he went to his homeroom, where for five minutes he listened to administrative directives or dutifully performed the sundry responsibilities required by this secondary school-oriented device. Mid-morning saw Ward marching with his homeroom section to daily chapel, sometimes to watch a student-organized play, other times to listen to Dr. Savitz or outside speakers. Later, if he was an addict of the nicotine habit, Ward stealthily sought a safe hideaway to take a few quick puffs on a Camel or a Chesterfield.

In September 1938, Ward Broomall had reached his junior year at Glassboro State Teachers College. No longer did he begin the day reporting to a homeroom. Instead, like college students throughout the land, he made his way to his first-period class. Mr. Broomall had no homeroom to go to, for this Normal School stand-by was no longer a part of the Glassboro organizational pattern. Neither did he have to go to daily chapel. In lieu of this requirement he attended assembly exercises twice each week at 10:30 a.m. on Mondays and Thursdays. At two of the Monday assemblies each month, Mr. Broomall participated in discussions on college policies, forums the new President conducted in an attempt to stimulate student participation in college life. On the two remaining Mondays in the month, Ward attended meetings of his section group. On Thursday each week, he either took part in or sat in the audience as a spectator at assembly programs arranged by the Student-Faculty Assembly Committee.[17] And, if Ward, feeling the need of a break in classroom demands, wanted to relax with a smoke or engage in unstructured "bull-sessions," he went to "Dante's Inferno," the men's room in the main building's lower floor. This was a location that prompted the description written by a *Whit* reporter:

> No room in the Wilhelmstrasse or in the Kremlin can compare in important activity to our Plutonian babel. In either of the former places, only

> countries are made or broken. In the latter, everything from a new social system to the formation of a new faculty is discussed.[18]

Janice Bennett, Mr. Broomall's classmate, also felt the breezes of change brushing against her. As a Normal School freshman in 1936, she had to snap out her dormitory room light at 10:15 p.m., but, as a junior, in 1938, Janice could keep her light on until 11 p.m. In 1936, if Janice were detected lighting a cigarette in or outside the dormitory, her stay at the Normal School came to an abrupt end. Two years later, although she was not permitted to smoke in her room, she could trace her steps to a specified dormitory locale where, at designated times, she could light up.[19] And, in 1938, Miss Bennett felt free to follow her feminine inclinations by applying makeup to her face, polish to her nails and an uplift to her hair without facing the prospect of a shocked President shouting, "Janice, what are you doing to yourself?"

These evidences that the walls of 19th-century, Victorian student conduct were crumbling were not the only signs that Glassboro was making the transition from normal school to college. More significant was President Bunce's attempt to provide students with adult responsibilities to get across to them a variation of an appeal made by an American President of the 1960s: "Ask not what your college can do for you; ask what you can do for your college." At an administrative assembly in the fall of 1938, Mr. Bunce placed in motion a plan for student participation in policy formation. At that time, he threw out the question: "Should final examination be abolished?" Vigorous discussion, pro and con, produced no decision at this meeting, but at least students left the auditorium feeling that the President had made an effort to involve them in solving college problems.

Later an organized *modus operandi* called a forum came into being for placing this democratic venture into operation. Students met twice each semester to raise and discuss pressing college problems. And, like the procedures of the ancient Greek Assembly, anyone could make a proposal, speak on it and vote on its disposition. Measures approved by majority vote were submitted to the Student Council, which after deliberation had the option of either vetoing the proposals or transmitting them to the President for his approval or rejection.[20] A number of college problems went through this democratic wringer, with the list including: unlimited cut system for seniors, exemption from final examinations, longer examination periods, honor systems, a new college *Alma Mater* song and socialized examinations. A few of these students-initiated proposals were incorporated permanently into the college life, e.g., a week set aside for final examinations. Other were accepted but had short life spans, e.g., an honor system and socialized examinations. And there were those that failed to get by the Presidential desk, e.g., an unlimited cut system and a new *Alma Mater* song.

The revitalized student-faculty committee system and an active special-interest club program were other outlets for developing student initiative and responsibility, as well as projecting Glassboro into the outside, collegiate world. Thus, in 1940, the College's Publicity Committee published a commendable, 39-page booklet entitled, *A History of Glassboro State Teachers College, 1923–1940*.[21] It was in 1940 that the Astronomy Club became less provincial with its decision to affiliate with the

American Meteor Society. One year earlier the newly organized Glassboro Stentorians, a debating club, joined the Debating League of Eastern Colleges. In their first year the Glassboro debaters, ably coached by faculty member Samuel Witchell, traded verbal blows with 11 colleges, including Montclair, Paterson, Jersey City, East Stroudsburg, Kutztown and the University of Delaware. On April 9, 1940, the Stentorians projected the Glassboro name to a sizable, unseen audience when they debated Jersey City State Teachers College over Radio Station WHOM.

In 1939 the Public Pay Performance Committee kept Glassboro tuned in to the outside world by bringing on campus a wide range of talent: a professional group's performance of George Bernard Shaw's *Candida*; Sonia Tomara, foreign correspondent for the *New York Herald Tribune*; and Robert Tristram Coffin, Pulitzer prize-winning poet. Not long after the Coffin appearance, Glassboro students listened attentively to famed author and foreign correspondent Maurice Hindus, who vividly brought to his audience a feeling of what it had been like to watch at close range the German takeover of Czechoslovakia, the Russian invasion of Finland and Adolph Hitler's blitzkrieg on Poland.

Not to be outdone, the Assembly Committee scheduled a host of student-performed assembly programs. In addition, it brought numerous outside speakers to the Glassboro lectern. Notable among these performers was Millville's track star John Boman, fresh from his triumph over famed Glen Cunningham in the 1500 meter race. Neither will Glassboro students of 1940 vintage soon forget the poignant talk given by Ruth Kretschmer, a refugee from Nazi Germany. And, in February 1939, long before it was fashionable to promote interracial harmony, the Assembly Committee arranged two programs featuring contributions Negroes had made in the fields of art, literature, music and science. One year later the Dramatic Club helped promote the brotherhood of man concept by journeying to the Bordentown Manual Training School, an all-Negro institution. Here, the Glassboro dramatists staged the play *The Happy Journey*. A few days later Bordentown's principal wrote to President Bunce, commenting on the interchange of student visits: "I think it is a fine piece of interracial work for two schools to exchange such programs. I know it is good for our students and I have an idea it is good for yours. I think it speaks well for your leadership that this sort of cooperation is possible."[22]

In 1939 another bit of evidence indicative of student viability and influence became apparent when the Scholarship Committee convinced President Bunce that the time was ripe for rewarding student classroom excellence. Acting on the committee's recommendation, he established the Honor Roll, which became the forerunner of the present-day Dean's list. Students with at least a "B" rating had the satisfaction of seeing their names in print as the College's leading scholars. Interesting to note on the February 1940 roll were the names of Luther Shaw, now President of Garrett Community College in Maryland and Jean Duncan, until recently Glassboro's Coordinator of Academic Counseling and, more important, Luther's wife.[23]

It was in 1940 also that the initiative, imagination and competence of Glassboro students came to the attention of 2,700 student editors and reporters attending a three-day journalistic conference sponsored by the Columbia Scholastic Press

Association in New York City. At this conclave judges awarded the *Glassboro Whit* a first-place rating. After the announcement, President Bunce gave staff members a victory party at the sumptuous Hotel Taft, a fitting gesture to students, who had, two years after the new paper began publication, catapulted their paper to a prominent position in the world of college journalism. Later that same year *The Whit* news staff discovered that it had to share the limelight with its sister publication, *The Oak* yearbook, which belatedly received word from the Columbia Scholastic Press Association that it too had won a first-place award. The 1940 *Oak*, a creative piece of journalism, richly merited the high honor, for, in the words the judges' citation. "This volume was the first book of its type submitted to the Columbia Association as well as the first ever published by this college with no faculty supervision."[24] It was indeed a yearbook of distinction, patterned in layout and style to Henry Luce's popular *Life* magazine. Moreover, student editors Richard Corson and Frances Grover cleverly persuaded noted personages to write interesting and informative letters, which were incorporated in the "Letters to the Editor" Yearbook section. Among the contributors were Cordell Hull, J. Edgar Hoover, Spencer Tracy, Lauritz Melchoir and Glenn Miller.

The Impact of Rising Enrollment

Like a thermometer, enrollments seem to measure a college President's morale; expanding enrollments shoot spirits upwards, falling enrollments send them downward. President Bunce's morale, in 1939, was high, for enrollment that fall had climbed to 437, a sizable gain over the 285 students attending Glassboro three years earlier. But something more than the jump in total enrollment caused the President's spirits to soar. It was the sight of 93 men on campus that gave him a comfortable feeling that Glassboro was cashing in the dividends an intensive male recruitment campaign had produced. Ordinarily, a student body made up of 21% men would suggest a female seminary. The 1940 enrollment breakdown, however, represented real progress when compared with 1929, when an identical enrollment of 437 contained a tiny group of 16 members of the male sex, a mere 4% of the school's student body. Glassboro indeed was finally on its way to attaining a more favorable enrollment balance.

The infusion of the male element quickened the Glassboro pulse beat, especially when the men lost no time in thrusting themselves into the leadership roles. By 1939 all Presidents of the four classes were males, as were the President of the Student Council and the editor of the *Whit*. Young men also piloted the History, Camera, Mathematics and Physical Education special-interest clubs and the destiny of the Athletic Association also came under male direction. But the crowning blow to feminine supremacy came in an area in which the girls believed themselves impregnable. By 1939 the majority of the college orchestra was made up of male musicians and a male chorus 70 strong threatened the long reign of the Girl's Chorus, heretofore the dominant organization on the Glassboro music scene. And in 1940, the College added a 17-piece band to the list of its musical groups; 14 of the members were men.

Not too surprisingly the girls took the male invasion and usurpation with good grace and a considerable measure of satisfaction, for offsetting factors were present.

As the number of men increased, the tempo of social life picked up. College dances were now much more fun, because waltzing around the floor was much more satisfying with a man than with a girl, even if she was a best friend. The greater number of men meant also that College dates became more plentiful, with enhanced possibilities in the husband-hunting quest. Rather than becoming perturbed, the girls were pleased in 1939 when 23 men took up residence in Oak Hall Dormitory, for 10 years a women-only habitat.

Other phases of college life changed with the coming of more students, particularly athletic activities. First to feel the impact of the male influx was the intramural sports program, for men, of course, were not content to participate in contests geared to a predominantly female student body. Hence the Physical Education Department introduced new sports for men: six-man football, soccer, tennis, cross country running and swimming at Camden's Y.M.C.A. Stepped up also was the woman's intramural program, with horseback riding, tennis, archery and swimming becoming popular pastimes.

Varsity sports for women remained confined to field hockey and basketball, but, keeping in step with the "we are a college" trend, schedule makers increasingly pitted the Glassboro amazons against collegiate opposition. In 1938, before the stiffening of opposition policy got underway, Glassboro held its head high when one of its basketball lassies won a second-team berth on the all-star, Philadelphia-area squad. Commenting on Glassboro's crack athlete, a *Philadelphia Evening Bulletin* sports reporter wrote, "Betty Fulmer, Glassboro Teachers freshman and former Collingswood High star, was considered for the first team, but, because of lack of competition for her team, was placed on the second."[25]

Like the grizzled goldminer gazing on nuggets his digging had unearthed, Coach Esbjornson viewed with deep satisfaction the male influx containing many former high school stars. Their presence meant that "Esby" could work with a basketball squad numbering 27, as contrasted with the six or seven who reported for practice in the early 1930s. Despite the upturn in personnel, Glassboro's basketball record in the prewar period rarely approached championship levels. Victories were few and far between, but the spirit was excellent, with each season closing on the note, "Wait until next year."

Other sports appeared on the Glassboro athletic scene. For example, a sports item in the June 1939 *The Whit* noted that the Glassboro tennis team defeated Glassboro High School, score 4-1, with "Bill King, Charlie Ulrich and Tom Bogia winning their singles matches in fine style."[26] Varsity tennis had come to Glassboro. In that year also America's national game shouldered its way into the Glassboro athletic program. Glassboro's 1939 baseball team played a modest schedule with neighboring high school teams, defeating Pitman High twice but losing to Glassboro High and Sacred Heart Academy. To Luther Shaw went the honor of banging out Glassboro's first home run. On May 26, 1939, he circled the bases as Glassboro High School outfielders chased his hard-hit drive.[27]

The Prewar Faculty

As was true with the rest of the College during the prewar years, changes came to the Glassboro faculty. Still a small group, numbering, in 1940, 29 members, it was a

different kind of a staff from the decade before. For one thing, it was better prepared professionally, with four instructors holding the doctor's degree. In this category were Harold Wilson, George Haupt, Nellie Campbell and President Bunce, who, in 1939, received the doctorate from New York University. Back in 1930 J. J. Savitz was the sole doctoral staff member. And, in 1940, all save three staff members had earned at least the master's degree, making up 91% of the staff. Ten years previously, a comparable proportion had been 50%. Finally, unlike 13% of its 1930 predecessors, none of the 1940 staff was without the bachelor's degree.

Glassboro's faculty make-up in 1940 had another characteristic indicating changing times. Names like George Haupt, J. Willard Carey, Harold Wilson, Samuel Witchell, Roland Esbjornson, John Sangree, Seymour Winans and Edgar Bunce were signs that the faculty composition was slowly becoming less feminine. This group of male staff members, constituting about 30% of the total faculty, contrasted sharply with the Normal School days, when J. J. Savitz, Seymour Winans, John Sangree and Frederick Prosch made up a minuscule 16% of the Glassboro payroll.

Measured by the yardstick of professional activity, the prewar faculty increasingly received high grades. In 1939, for example, Roland Esbjornson was President of State Faculty Association and Ethel Merriman held a similar position in the New Jersey Council of Geography Teachers. George Haupt was rapidly becoming an expert in science teaching, so much so that Johns Hopkins University persuaded him to teach evening courses during the year and every summer, also. Harold Wilson brought recognition to the College by his research studies and publications in South Jersey history, while Samuel Witchell was in great demand as a speaker, especially as the European War changed from verbal blustering to shooting.

Actually, Glassboro's faculty in the prewar years had little time to assume obligations outside of the college confines, for the perennial bugaboo of heavy teaching loads was still present. In 1939 the Accrediting Association warned Dr. Bunce, "At the meeting of the Accrediting Committee last week the Secretary was instructed to warn you in regard to the teaching load of your faculty."[28] A glance at State Department statistical data for 1939 reveals why Glassboro received this warning. In that year faculty members carried 19-hour teaching loads, together with extracurricular duties.[29]

Teaching loads were high but the same could not be said for salaries. In 1939 the instructor's average salary stood at $3,116, a figure $52 higher than the 1929 average.[30] A salary schedule with annual increments was still a goal being sought, as was the status of academic ranks and tenure. If the hard-working instructors received scant financial rewards for their services, they at least took satisfaction from the high esteem Glassboro students had for them, a feeling expressed editorially in the 1939 Christmas issue of the *Whit*:

> Unconsciously, perhaps both to student and teacher, the influence exerted by the faculty is indoctrinated in varying degrees in every student. Faculty influences, such as criticism, seemingly severe, make us aware of heights where we are not. Concretely speaking, we are grateful for their attendance at sports, dances, parties, the loan of their cars for various occasions and their financial

> support for our activities. Many a student has found an experienced friend in a faculty member at the college when an unfamiliar problem has arisen.[31]

This tribute came at an opportune time. For 1939 was the year that the Glassboro faculty began to pay income taxes to Uncle Sam.

Curriculum Changes

The Glassboro prewar curriculum also fell in step in the march to a changed Glassboro. Dr. Bunce, with his finger on the college pulse, detected a disenchantment with some aspects of the curriculum. In December 1939, using his column in *The Whit* as a communication medium, he laid the cards on the table:

> Each year, when marks are recorded and announced, the cry arises from students and faculty that no real scholarship is possible in this college because the students have too many subjects and other college activities and too few study periods. This accusation is probably true and something should and will be done about it. It is a fact that each student during a college week is responsible for meeting the requirements set by eight or 10 faculty members in as many different college subjects. In addition he belongs to a club, a committee and possibly an athletic team and he usually has other outside activities.[32]

Dr. Bunce went on to explain that the overloaded curriculum was caused back in 1935 by a tugging and pulling contest between administrators and subject-matter committees. Each of these groups had been certain that its curriculum recommendations marked out the path to teacher-preparation salvation. The inevitable compromises produced an unwieldy curriculum, one which had drawn adverse comment from the American Association of Teacher Education's Accrediting Team, who, in 1938, evaluated the Glassboro program.

In a forthright and rather dramatic manner, Dr. Bunce called on students and faculty to set things right:

> What can we do to remedy this situation? I challenge the faculty and students to make constructive and confidential suggestions to me in writing. I already am planning and shall continue to plan for feasible changes next year. Possibly by working together as we have done in the past we can improve conditions and raise the standard of our college work.[33]

Students and faculty alike accepted the challenge, with the former pouring in suggestions to *The Whit* "too numerous to begin publishing."[34] At the same time he was on the receiving end of locally inspired curriculum panaceas, Dr. Bunce also was being nudged by the State Department of Education to make specific changes. In fact, the department sent the President a suggested curriculum spelled out in detail with specific courses and their placement.[35] But, like his predecessor, Dr. Bunce could be stubborn. With the exception of the Department's insistence on the inclusion of

electives, there was little evidence that the revised Glassboro curriculum followed the state-recommended blueprint.

What finally did emerge was no reconstructed curriculum. Other than reducing the four-year, semester-credit requirement from 144 to 136 credits, the President chose to patch up weak spots in the existing curricular fabric.[36] Following faculty and student suggestions, he did alter the program of studies by deleting specific courses in subject matter fields and substituting others in their places. Thus the two-semester course called Mathematics Backgrounds became Social Mathematics and Professionalized Mathematics for Teachers and the two offerings labeled English Literature and American Literature were replaced by the course Types of Literature. Dr. Bunce performed other minor surgery by switching offerings from one semester to another, as well as making some painful cuts in the semester-hour credit values of a minimum number of courses. Possibly to appease the State Department, Dr. Bunce offered a limited number of group electives to upperclassmen. Retained, however, were the curriculum basics, notably the ratio of general education to professional course credits. Continued also was the practice of placing the bulk of general education courses in the first two years, reserving the professional courses for the junior and senior years. In short, the President tinkered with the machinery of the curriculum. By no means did he tear down the basic structure to build a new one.

Pre-World War II Memories

Anyone patient enough to dig into Glassboro's prewar past will strike a rich lode of historical lore. Unearthed are informational nuggets which are not necessarily related, support no generalizations, nor indicate trends. Handled collectively, however, these discoveries bring back to life events and persons that made the prewar years memorable in Glassboro's history.

There was Mrs. Sarah Smith, whose 74 years made her the oldest coed in the land. Although she had gotten her degree in 1937, this immensely popular lady remained at the College, taking classes, acting as receptionist, helping out in the office, relieving demonstration teachers, attending every basketball and baseball game and showing up at dances to demonstrate the gracefulness of a 19th-century waltz. In May 1939, Mrs. Smith projected Glassboro into the national spotlight, when she traveled to New York City to participate in WABC's popular coast-to-coast "We the People" radio program. The network treated Glassboro's septuagenarian royally, paying her expenses for a four-day stay at the World's Fair and an airplane flight from Newark to Camden. It was her first plane ride, one she thoroughly enjoyed. Her advice to wide-eyed Glassboro coeds was, "You never know what you have missed until you board one of those ships and fly away."[37]

And it was in May 1939 that the History, Art, Camera, Outdoor and Literary Clubs sponsored a weekend trip to the New York World's fair at the low cost of $6.25. Virtually the entire College boarded a chartered train, took in the sights of the Fair and, as a bonus privilege, toured Greenwich Village.

Memories of 1940 bring back the excitement of the mock Presidential election directed by Dr. Harold Wilson. Students that year broke a long-time South Jersey tradition by casting their ballots for the Democratic candidate, Franklin D. Roosevelt.

The faculty, however, kept the South Jersey faith intact by favoring Wendell Wilkie, the Republican Party's standard bearer.[38]

Other less momentous events crowded themselves into the 1940 calendar. This was the year when the first vending machines began to clutter the Glassboro corridors. February found workmen installing a slug-proof Coca Cola machine—cost per Coke, five cents. Three months later students could deposit a nickel in a slot, push a lever and pick up a candy bar. These forerunners of modern-day student-union services were followed by the Athletic Department's purchase of a record-playing machine and records. Every lunch period, students went to the gymnasium and danced to the music of Glenn Miller, Orrin Tucker and Kay Kyser. The soothing strains of "All The Things You Are," "Careless," "Vagabond Dreams," and "Blue Rain" placed students in the proper frame of mind for afternoon classes.

Glassboro sports fans will long remember January 8, 1940. On that night, a relatively inexperienced Glassboro basketball team, in a preliminary game to the Penn-Maryland main event, lined up against the University of Pennsylvania's Junior Varsity team. About 6,000 spectators looked on. The Palestra floor was spacious and the Glassboro lads were nervous. But they acquitted themselves well, losing but holding their more seasoned, big-time opponents to a 29-21 score.[39]

The year 1941 recalls another attempt by some iconoclastic Glassboro students and faculty to abolish the *Alma Mater* and to substitute a livelier college song in its place. Student Council representatives went so far as to write Fred Waring, requesting him to write a new college anthem. Apparently the noted band leader had performed this service for other colleges. But it was the students' misfortune to have sent the request at a time when the music union and radio broadcasters were feuding over Waring's activity in the college music field. The Glassboro petition ended up as an item in Waring's dead-letter file and the old *Alma Mater* song had a new lease on life.[40]

The Approach to Armageddon

In the early morning hours of September 1, 1939, Adolph Hitler's armored columns crashed into Poland. Two days later a melancholy Neville Chamberlain, his hopes for "peace in our time" shattered, solemnly broadcast the grim news that Great Britain was at war with Germany. World War II had begun.

On board an American destroyer, cutting its way through mid-Atlantic waves, Glassboro's Addison Moore heard the Chamberlain declaration. Young Moore, about to enter his junior year, had spent the summer on naval reserve duty with the Atlantic Fleet. His description of the impact of the Prime Minister's pronouncement upon his shipmates set the tone of the Glassboro way of life for the ensuing two years, until Armageddon came on December 7, 1941. Wrote Mr. Moore: "Great Britain has declared war! No longer were we on a pleasure cruise. The fun had soured. The game had turned to grim seriousness. Boys suddenly grew up. Men who had seen service in the last war became worn and weary."[41]

On September 11, 1939, 10 days after Hitler had plunged Europe into war, Glassboro began a new college year. Gathered in the auditorium to hear Dr. Bunce's opening talk were 437 students, including 93 young men. Not since 1929 had Glassboro been so heavily populated and never before had it enrolled so many male

students. The major portion of the President's speech dealt with the recent growth and the bright promise the future held for Glassboro. Toward the end of the talk, he expressed gratitude that "We are citizens of a neutral country and are thus spared the stress and strain of a nation at war."[42] On a parting note Dr. Bunce strongly advised the assembled students to refrain from indulging in thoughtless speech dealing with war problems. In other words, the Glassboro President did not want any European War to steer students away from their principal goal, that of remaining in college to study for a teaching career.

But advising military-age youth not to talk about the war proved to be as effective as a professor telling his class not to worry about a forthcoming examination. Students not only talked about the conflict; they worried about it. They suddenly discovered there was a front page to the daily newspaper, as well as the comics and the sports pages. And the news stories, combined with the pontificating of radio broadcasters, told a grim tale of inexorable American involvement: the amendments to the Neutrality Acts, the Fall of France, the Battle of Britain, the sending of 50 destroyers to England, Lend Lease and the Presidential declaration of a national emergency.

On October 16, 1940, the war went beyond the reading stage for 34 Glassboro students, about one-third of the male population. On that day those men, 21 or older, reported at designated locations throughout South Jersey to register under the terms of the recently enacted Conscription Law. They returned to college to await a summons to report for one year of compulsory military training.[43] While they waited a student movement got underway to organize a Draftee's Club, whose purpose was to provide future student-soldiers with pre-induction military training. But this idea never got beyond the discussion stage. Absent were equipment, facilities and personnel to ease the young civilians into military life, except, as one student claimed, "a couple of broom sticks."[44] Of course, the boys did receive a taste of what military life would be like in Mr. Esbjornson's gym classes. Here they spent hours mastering the intricacies of march formations and here, too, visitors observed the young fellows upending one another with the latest judo techniques.

Seventeen Glassboro boys, however, did not wait to receive greetings from President Roosevelt. They volunteered their services to their country. Ensign Addison Moore was the first student to volunteer and, as early as November 1940, initiated a practice that became increasingly popular at Glassboro. He devoted part of his leaves to coming back to the College, renewing old acquaintances and describing what it was like to be an officer aboard the battleship U.S.S. Pennsylvania.[45]

Glassboro servicemen also triggered another college activity. With increasing frequency, knots of students in the dormitories, college corridors and commuters' room were seen and heard discussing the contents of letters from faraway military training bases. In one of these missives Lieutenant John McGuckin complained about the lack of reading material at his Jacksonville Training Base. Books and magazines were not available to provide the relaxation a few leisure hours made possible. Faculty member Dora McElwain, the recipient of the McGuckin letter, lost little time sending four of her own volumes to the book-starved aviator. As faculty advisor to the *Whit*, she prodded the newspaper into meeting the servicemen's needs on a

broader, better-organized scale. Responding immediately, the *Whit*'s staff urged students to bring books to the newspaper office, where personnel wrapped and mailed them to training camps scattered throughout the country.

By no means, however, did Glassboro students, in those pre-Pearl Harbor years, submerge themselves entirely in war-oriented activities. They still attended classes, took examinations, played sports and participated in the clubs and committees of their choice. But always intruding were war-spawned activities: knitting socks for a French poilu, gathering clothes for a "Bundles for Britain" campaign, attending military balls and engaging in Red Cross work. As Armageddon approached, things military were uppermost on the minds of the Glassboro family. The world situation changed more than student activities. It also had an erosive effect on enrollment. From the peak year of 1939, freshman entrants in the following two years, declined drastically. As a result, the total college enrollment dropped from 437 in 1939 to 341 in September 1941. Understandably, the decline was greater among the male population. In a two-year span, men students on roll dropped from 93 to 62, a reduction of one-third. More disturbing, however, was the 20% diminution in females attending classes.

It became clear that factors other than meeting military obligations were accounting for a dwindling student body. With defense plants booming, potential Glassboro entrants found industrial wages more attractive than salaries South Jersey school boards were paying teachers Already-enrolled students, both men and women, also succumbed to the lure of high wages in war-production factories. Too, there was the sudden rash of Glassboro pre-Pearl Harbor marriages, so many that one person suggested that *The Whit* carry a news column devoted to monthly wedding announcements.[46]

In October 1941, President Bunce, his dream of an expanded College shattered, sadly addressed an open letter to the student body:

> During the last six months, we have lost many students, mostly men and our last two freshman classes have been small. This means a smaller college with fewer students in each section than has been the case previously. We greatly regret that our college, like all colleges today, must be seriously affected, by the World War conditions, but we shall carry on, giving a better quality of instruction than ever before.[47]

Exactly two months later, December 7, 1941, Japanese bombs made a shambles of American battleships anchored at Pearl Harbor. The Nation's reaction to the "day that will live in infamy" ushered in the most somber period in the Glassboro history.

CHAPTER 7

World War II Years

Pearl Harbor struck Glassboro with traumatic force. Before it could recover from the initial shock, Dr. Bunce announced his first wartime decision, one which underscored the grimness of the times. No longer at night would the searchlight send its stabbing beams of light on the college building's golden dome, which in peacetime had acted as a direction orientation point for motorists miles away. The President claimed he took this step to conserve electricity but more important, "to make Glassboro less conspicuous from the air."[1]

To apprehensive Glassboroites the tower's nighttime darkness symbolized changes coming into their way of life. Gone was the happy, confident mood of peacetime planning for expanding enrollments, additional facilities and livelier student activities. Pearl Harbor meant that the College had enlisted for the duration. Like Lucky Strike Greens, Glassboro had gone to war.

The Impact of Total War

Glassboro's students and faculty knew that total war meant an end to business as usual. While they did not know exactly what was in the offing, students realized that drastic changes in their personal and professional lives were imminent. With the temporary blackout of authoritative directives, the fortnight between the Pearl Harbor attack and the Christmas break became the greatest rumor period in Glassboro history. Like soldiers at embarkation centers speculating on where they were going to be shipped, the Glassboro family exchanged views on the changes that total war would bring to the College. But, as students made their way home for the Christmas holidays, they carried with them nothing more substantial than uneasy conjectures. Perhaps on their return they would find the path ahead cleared of the mists generated by unsupported rumors.

While the students were enjoying their vacation, Dr. Bunce spent part of his recess attending a Baltimore conference called by the National Committee on Education and Defense. Here, along with other college Presidents, he listened and took notes on a speech that Paul McNutt, Director of the Nation's Manpower Commission, delivered outlining the role the federal government expected the colleges to play in the war effort. Mr. McNutt stressed the importance to the nation of well-educated citizens. He urged the college Presidents to "… do everything possible to keep students in college until courses are completed but to shorten the time spent in attaining degrees."[2] Reminding the Presidents that the United States was in an all-out war. Director McNutt emphasized that, like the rest of the nation's institutions, colleges and universities would have to speed things along by sacrificing some of

their normal ways of operating. One of these, for example, was the vacation-filled calendar, which in wartime became an encumbrance to be thrown overboard to help keep the country afloat.

During the first week of January 1942, when classes had resumed after the Christmas vacation, Dr. Bunce called a special assembly to pass on to faculty and students the gist of the McNutt message. Emphasizing the importance of a speeded-up program, the President informed his audience that the State Department of Education and state college Presidents were working on details on a specific accelerated plan for operating the wartime colleges, one which would be ready in a few weeks.

By the third week in January, Dr. Bunce unveiled the accelerated plan. Basic to the program was the requirement that students attend college with a minimum of interrupted time. They would be required to forego a portion of the traditional Christmas vacation period and all of the spring recess. In addition, they were expected to attend two six-week summer sessions. When adopted, the accelerated plan would enable the Class of 1943 to graduate in January 1943, six months ahead of schedule. In full operation the stepped-up program meant that members of the Class of 1944 could expect to receive their degrees in August 1943, virtually a full year in advance of the pre-accelerated scheduled date.[3]

In general, students responded favorably to the acceleration principle. Men saw an opportunity to complete as much college study as possible before draft boards told them their numbers were up. Women students viewed acceleration as a means of getting into classrooms earlier than anticipated, thus enabling them to help alleviate the severe teacher shortage which total war had spawned. And present was the comforting thought that they were not getting a watered-down college education, for students, as they had before World War II, continued to study for the equivalent of four years.

Dr. Bunce, however, realized that some students may have considered acceleration too Spartan a measure. At an administrative assembly in May 1942, he sought to counter this feeling by reading a letter from Frank Knox, Secretary of the Navy. In this missive the Secretary praised the New Jersey accelerated program and he pointedly reminded students through Dr. Bunce that colleges, in a period of a life-and-death conflict, could no longer expect to have the luxury of a peacetime existence. Wrote Knox:

> The country can no longer afford to have young happy people proceed with their education at a moderate tempo. Extracurricular activities not specifically directed toward physical or mental preparation in the war effort can no longer be encouraged. In wartime recreation must be limited to that necessary for a healthy and well-rounded existence. Therefore, the colleges in wartime must be places of intensive effort and accomplishment.[4]

Glassboro had no quarrel with the Knox viewpoint, but it soon realized that acceleration was not the only answer to implacable wartime pressures. Even before Pearl Harbor, for example, New Jersey teachers were leaving their classrooms for

higher-paying jobs in defense plants and, with the entry of the United States into the world conflict, male teachers of military age lost their draft-exemption status. These two concomitants of World War II living combined to create the greatest teacher shortage that New Jersey had ever experienced. The shortage was particularly serious in South Jersey school districts where teacher salaries were relatively low. One of the principal purposes of the acceleration policy was geared to bring teacher supply in line with demand. But the Glassboro effort met the fate of those bent on plugging holes in a dike constructed to hold back rampaging waters. After one hole was sealed, more developed. Similarly, as soon as one accelerated student filled a teaching opening, three more vacancies appeared to increase the shortage.[5]

It soon became evident that acceleration was one dike-plugging tool, but others were needed. Accordingly, in 1942, the State Department of Education declared college seniors eligible to begin teaching with emergency certificates.[6] In an attempt to retain certification standards laboriously raised in preceding years, the department compelled emergency-certified seniors to attend extension and summer session classes where they completed the requirements for the bachelor's degree. In February 1943, 36 Glassboro seniors with emergency certification went out teaching in five South Jersey counties.[7]

Despite acceleration and emergency certification, the teacher shortage persisted and Glassboro was powerless to cure the malady. Increasingly the placement office gave a stock answer to school district pleas for teachers, "We have absolutely no one to recommend to you at the present time. Our supply of teachers is exhausted."[8] In a report to Paul McNutt, watchdog of the wartime manpower pool, Dr. Bunce appended a note describing the extent to which the war had impeded the College's primary function. "We are," wrote Dr. Bunce, "constantly being asked for teachers who are prepared, but we cannot supply this need."[9] On occasion, the Glassboro leader resisted the insatiable demands of the military, resenting particularly its predatory efforts to entice female members of his flock. On March 27, 1943, for example, he flatly refused to permit a representative of the Women's Army Corps to engage in recruiting work on campus. Wrote the beleaguered President:

> This college is a vocational college, training teachers for the public schools of New Jersey. All the young women who have enrolled here have promised to teach in New Jersey in return for the moderate cost of their education. It is my responsibility to keep as many of them as possible in preparation for teaching. I believe it is just as patriotic a duty to be a teacher of boys and girls as it is to belong to the WACS. I cannot, therefore, extend an invitation to your representative to speak to our girls.[10]

Dr. Bunce realized that acceleration and emergency certification were stopgap measures, for, while they tended to ease the shortage headache, they by no means ended it. Stronger medicine was called for in the form of a greatly expanded college enrollment. An increased supply of students, available for the accelerated and emergency certification programs, would go a long way in helping to break the back of the teacher shortage.

But, as the guns of war took over, getting students to enroll at Glassboro became a Herculean task. As events unfolded it became apparent that building enrollments above prewar levels was not the real problem. On the contrary, the primary need was to keep the class rolls from falling to calamitous depths. Helplessly Dr. Bunce and his staff watched war industries and the military devour his student body. Like the 1929 stock market ticker tapes, the wartime enrollment statistics went into a nosedive—437 in 1939; 400 in 1940; 341 in 1941; and 269 in 1942. Rock bottom was reached in 1943, when 170 students rattled around in the college's spacious building, the nadir population figure in Glassboro's history.

Glassboro's President saw no real solution to the enrollment problem and the teacher shortage crisis until the war gods stopped hurling their thunderbolts over the face of the earth. It was the hopelessness of trying to cope with forces beyond his control that made Dr. Bunce's wartime tenure an unenviable assignment. Certainly, watching his student body melt away was a discouraging experience. In a letter to the wife of a Glassboro serviceman, the President revealed both his trials and his hope for a brighter future, "Perhaps someday this (the war) will be all over and life will be sweet once more. At least, I hope so. That idea is all that keeps me going."[11]

But the President did not allow self-pity to hide the stark fact that at stake was the survival of the College itself. Steps were taken, however hopeless they may have seemed at the time, to arrest the downward enrollment trend. Students and faculty alike became recruiters. Thus the College Orchestra and Dramatics Club visited South Jersey high schools to stage assembly programs and on each of these trips Glassboro students found interludes in the performances to do some proselyting.[12] Faculty members Marion Little, Helen Wright, Jay Carey, Harold Wilson, George Haupt, Samuel Witchell, Seymour Winans and Dr. Bunce himself embarked on the speech circuit, talking at high school assemblies on the advantages of attending Glassboro. The College dispatched recruitment news releases to all South Jersey papers, as well as many in North Jersey, for Dr. Bunce was never happy with the sight of thinly-populated dormitories. Frequently the College played host to groups of high school principals and guidance counselors. These strategically placed educators spent days on campus, visiting classes, talking to faculty and students and discussing ways and means of enticing high school seniors to Glassboro.[13]

How did these recruiting efforts pay off? Not too well. Glassboro's freshman class dropped alarmingly, from 139 in 1939, to a low of 40 in 1944. Like colleges throughout the nation, Glassboro found wartime forces too powerful to overcome. Only the approaching end of the worldwide carnage gave hope for a break in the cloud-shrouded enrollment sky. But at least Glassboro had the satisfaction that it had refused to play dead, content to sit out the war.

The Wartime Student Body

The radio flash announcement of the Pearl Harbor attack found Glassboro's male students finishing a leisurely Sunday dinner at the college cafeteria. En route back to their dormitory rooms, they were met by a nondining classmate, who broke the news of the disaster. For the remainder of the afternoon and far into the evening hours, the boys somberly discussed the personal implications of the Japanese onslaught. Early

next morning virtually all of them skipped classes to board a Philadelphia-bound train. At the Quaker City they enlisted in the Army, Navy or Marines, depending on their service preferences.

Rudy Salati, Glassboro's present Registrar, was one of these young men. Because he was in his junior year, recruiting officials told him that he would not be called immediately into active naval service. At that time also the U.S. Navy had a backlog of men available for induction. Thus Rudy and his friends had an opportunity to finish their studies before going off to war. But strings were attached to the reprieves. Officials emphasized that the boys were subject to call at any time. To underscore this point, recruiting personnel warned the Glassboro enlistees not to leave their military district areas without first notifying recruiting authorities where they could be contacted.[14]

While awaiting their summons, Rudy and his fellow reservists attended classes, studying the usual subjects in the curricular bill of fare. But the future soldiers and sailors tasted some new entrees in the course-of-study menu. To help prepare them for their oncoming military duties, Glassboro added courses like Celestial Navigation, taught by Dr. Haupt; Physics, taught by Mr. Sangree; and Trigonometry with Glassboro High School's Milton Bayles as the instructor.

Reservist Salati continued his Glassboro studies, giving up his spring vacation period in 1942 and his summer break to accelerate his college career. On January 29, 1943, he and his military-bound classmates attended graduation exercises one-half year sooner than had been planned. One week later Rudy was bound for a naval training base to receive intensive instruction on how to convince Hitler and Toro that bad manners do not pay.[15] Before he left, however, Glassboro gave him and his military-bound colleagues nice going-away presents—their college degrees. But male members of the following class were not so fortunate. In March 1943, junior class members like Loriot Bozorth, Sam Porch and Carlo Ricci exchanged their college textbooks for rifles, leaving their academic haunts without the coveted degrees. Graduation for them would have to wait until the peace bells rang all over the world.[16]

College opened in 1943 with an enrollment denuded of males. It was as if a giant vacuum sweeper had drawn Glassboro men into a mammoth army-navy bag of warriors. In September 1943, exactly two men attended Glassboro; one year later the number had climbed to three. As in the old normal school days, Glassboro was again a female institution.

The depletion of men, of course, changed Glassboro's way of life significantly. First among the college activities to feel the impact of the male exodus was the athletic program. Sports enthusiasts, while rejoicing in the 1941–1942 basketball team's 9-7 winning record, were realists who looked apprehensively to the coming season. Well they might, for on May 11, 1942, Dr. Bunce, answering Trenton State Teachers College's request for a basketball game, sounded the death knell of varsity sports for the duration. Wrote the President, "We have definitely decided to eliminate all intercollegiate games for the duration of the war. It, therefore, will not be possible to play as you indicate in your letter. I regret this step was necessary but we may not have enough men for a team next year."[17] Months later the Glassboro President's foreboding comment on male enrollment and the future of varsity sports became a

hard reality. Again we find him turning down a scheduling request, this time from a Fort Dix athletic officer. "In answer to your recent communication regarding our basketball schedule, I regret to inform you that due to the Army, Navy and Marines we now have a male enrollment of two. Naturally there will be no basketball played by Glassboro for the duration."[18]

Varsity sports were gone, but intramural competition, although slowed down by the manpower shortage, continued to satisfy student hunger for sports activity. In 1942, for example, six-man football, introduced only a few years before, staggered through the season. The severe male shortage, however, cut each class section team to four men, causing one campus wag to hail a new Glassboro sport: four-man football. But intramural athletics hung on tenaciously. As late as the winter of 1942–1943, a rearguard group of Glassboro men entered a basketball league composed of four town teams. The Glassboro collegians picturesquely dubbed the "Scholastic Rubes" acquitted themselves well, finishing a strong second in the final standings. Names like Bozorth, Cummings. Andruzska, Birney, Goess and Keller dotted the Glassboro score book.[19] Three months later these same names appeared on Army, Navy and Marine rosters.

But the athletic program was not the only extracurricular activity that slowed down to a crawl following the male departure to faraway places. Clubs, student-faculty committees and social functions from 1943 onward seemed to drag, missing the leadership serum that men had injected into the prewar activity programs. The girls left behind were aware of the seriousness of the male departure and some sought to rally their female colleagues to pick up the leadership slack:

> With the gradual depletion of men from our college, many of the offices traditionally filled by men now fall upon the women. This is a chance for some of our latent feminine leadership ability to come to the fore. Among our feminine populace there is an abundant supply of capable, reliable workers, possessed with ingenuity, resourcefulness, creativity and the ability to organize. With these qualities there is no reason why the girls of our college cannot adequately assume the responsibilities for the offices vacated by men.[20]

The girls tried to fill the leadership void, but they fought a losing battle. Perhaps their failure to carry on activities at the prewar tempo was caused by a tiny enrollment, which negated widespread participation. Undoubtedly the wartime transportation problem was another obstruction. During the war years, gasoline rationing and rubber shortages forced commuting students to place their automobiles in storage for the duration. Forced to travel on trains and buses, they discovered that wartime schedules did not jibe with college activities. At the close of the 3:30 last-period class, the commuters found themselves caught in a Scylla and Charybdis dilemma. If they chose to remain and participate in college activities, they missed the 4:13 train home and had to wait until 6:45 for another. On the other hand, boarding the 4:13 train meant giving up a glee club practice session, a club meeting or a play rehearsal. Faced with these alternatives the commuters invariably chose taking the first train home.[21]

Whatever the reason, out-of-class activities at wartime Glassboro slowed down. Some of the girls accepted the situation philosophically, charging it off as a natural concomitant of wartime college living. Other privations were harder to take. Among these was the pleasure of a male escort to college dances. Illustrative of this frustration was a coed's reaction to the suggestion that the Athletic Association purchase a new recording machine for lunch break dancing. One young lady jumped to her feet and exclaimed, "Whom are we going to dance with girls?" To which a less emotional friend answered, "Of course girls if we don't want the art to perish with the war."[22]

As the war dragged on, the dearth of male companionship became a feminine obsession. Issue after issue of *The Whit* stressed this fact. Cartoons were the favorite medium for giving expression to the problem. One, for example, showed two young ladies gazing at the latest styles in spring hats. Said one to the other, "Right now the cutest thing would be a uniform, tall, dark and broad-shouldered."[23] Glassboro authorities sought to meet this basic coed need by organizing a date bureau for the reduced dance schedule. Girls were given opportunities to apply for escorts supplied by the Atlantic City Air Base, the Cape May Coast Guard Base and the Army Air Force Base at Millville. This project was a move in the right direction, but for Glassboro females only a return to the male-dotted campus of prewar years would provide the real solution to their problem.

Additional deprivations convinced Glassboro's home-based students that total war was a hard taskmaster. Besides being a manpower drainer, it lowered the curtain on activities that long had been a part of college life. Gasoline and tire rationing brought field trips to a virtual standstill and, as mentioned previously, club and student-faculty committee activity slowed down, so much so that, in 1944, a student was heard remarking, "Clubs and committees? It's been almost two years since we had them."[24] Even some of the great traditions fell victims to wartime restrictions. Lantern Night and the Annual Dormitory Banquet were conspicuous casualties. Whatever doubts Glassboroites might have had that there was a war to be won disappeared in 1942, when sugar rationing reduced by one-third the Cokes they could get from vending machines.

For the most part students accepted these changes with good grace, but occasionally there were rumbles of protest. One came in 1942, when Dr. Bunce ruled that women's varsity sports no longer could be justified. He maintained that the time and expense needed to support hockey and basketball teams might better be invested in promoting the war effort. Student reaction to the ruling indicated to Dr. Bunce that many of his charges did not quite understand the meaning of the wartime slogan, "an end to business as usual." A *Whit* reporter claimed that, "From the dorms to the commuters' room and from class to class the news shocked the entire feminine enrollment." Female arguments in opposition to the decree claimed that the administration used Athletic Association funds, largely female contributions, to continue male varsity sports; that an intramural program was no substitute for intercollegiate competition; and that the basketball schedule had already been finalized. For good measure, the college newspaper printed a cartoon showing a chubby, oversized young lady, wearing a "Miss GSTC" ribbon from shoulder to thigh an obvious jibe at the administration's failure to follow up its appeal for students to aid the war effort through vigorous exercising.[25]

But the ban on girls' sports was a short-lived controversy. Undoubtedly the women students were mollified by the realization that plans were in the making to end intercollegiate sports for men. A few months later, however, mutterings of dissent were heard once more after Dr. Bunce stopped the publication of the college yearbook until the war's end. Answering student protests, the President claimed that:

> A good yearbook takes much time, careful planning and consistent work by the whole group—factors impossible to attain under wartime conditions. Nor can I justify the cost, the use of your time or the use of expensive paper in this war period. I regret exceedingly that this pronouncement must be made, but I hope you will accept it willingly and put your time and effort on things that seem more worthwhile in wartimes.[26]

The Bunce appeal to patriotism worked. Campus-based students, keenly aware of the sacrifices their classmates were making on world-wide battlegrounds, pressed their case no further.

Not all of Dr. Bunce's wartime woes, however, were so painlessly resolved. In 1943, for example, a controversy erupted that gave the President some sleepless nights. Prior to that year Glassboro had implemented a policy which declared dormitories off-limits to Negro students.[27] For them the College found "nice, comfortable" homes in the Elsmere and South Glassboro sections of town. But, in 1943, Dr. Bunce became convinced that, "Our colored students should be housed in living quarters which are equal in every way to those provided for white students."[28] Contributing to his decision was the severity of the winter and a wartime fuel shortage, which combined to make for uncomfortable living conditions in the private homes housing Negro girls. Besides there was ample room in the dormitories, where entire units were vacant because of an eroded wartime enrollment. With these facts in mind, Dr. Bunce gave permission for 16 Negro girls to move into Oak Hall's Unit Four.

Word of the President's decision triggered a bitter reaction from white dormitory girls, who wrote indignant letters to the folks back home. In turn, parents unloosed a barrage of vitriolic protest letters on the hapless college President, threatening to withdraw their daughters from Glassboro.[29] This was a possibility that disturbed the head of a College whose enrollment had dropped to an all-time low of 170 students. Feeling that he could not permit his enrollment to fade away any further, Dr. Bunce rescinded his decision to admit the girls into the dormitories, a move which provoked an immediate counter reaction from a newly organized state commission on Negro rights.[30] Thus Dr. Bunce was caught in an angry crossfire with emotions very close to surface levels. Faced with this impasse the Glassboro President turned to the Commissioner of Education for help. In a letter to Commissioner Charles Elliott, Dr. Bunce suggested a way out of the unpleasant dilemma:

> If you will write me a letter requesting me to admit colored students to one unit of the dormitory and thus change a custom which has been operative

> since the college was established, I will admit them. I will move all white students out of one unit and keep it for colored only.[31]

Commissioner Elliott lost no time in telegraphing back his answer. He ordered, not requested, Dr. Bunce to "Provide suitable residence facilities for Negro women students at Glassboro. I understand these can be made available very soon."[32] The Elliott telegram ended the dispute and it also assured the 16 Negro girls dormitory facilities, if only on a separate but equal basis. Not until the close of World War II did integration come to the Glassboro dormitories.

Additional Wartime Student Activities

Except for the dormitory flare-up, student activities moved along uneventfully, dictated for the most part by events brought on by the worldwide conflagration. Glassboro students devoted much of their time backing up the boys in the foxholes. They donated blood, salvaged paper and rubber, engaged in Red Cross work, conducted a letter-writing campaign to servicemen, served as hostesses at U.S.O. canteens, kept watch as air-raid wardens and acted the role of babysitters for mothers working in war plants. And, in April 1944, members of the Dramatics Club joined forces with alumni to entertain wounded soldiers at the Fort Dix hospital.

To keep themselves mentally and physically fit in those dreary war years, students participated in activities new to the college program. Reflecting the one-world concept of the times, they were given the opportunity to study World Literature, in place of the more parochial course, English Literature. As a gesture in cementing ties with people south of the border, Glassboro introduced the course, Geography of Latin America. Wartime Glassboro also had students attending first aid classes, learning the techniques of bandaging, applying tourniquets and locating pressure points. And it was at this time that students, often reluctantly, made their way to attend extra sessions of Mr. Esbjornson's physical education classes. Here they tumbled, performed calisthenics and rode the parallel bars until aching muscles screamed for a halt. At times students wondered what activity of this nature had to do with helping win the war.

While some of Glassboro's great traditions became war casualties, enough survived to boost student morale and these, too, took on a wartime tinge. Thus the 1942 Spring Concert had for its theme, *Victory*. One year later the keynote was *The United Nations*. The annual Christmas Sing also reflected the times, particularly in 1943, when the Glee Club and Chorus sang the favorite Christmas carols of the Allied nations. Class Weeks and dances, too, took place in a wartime atmosphere. In 1942, for example, the sophomore class took as its theme, *The Production Line* and the sophomore-junior dance of that year was held in the college gymnasium, which had been transformed into a stagedoor canteen.

As previously noted the college club program slowed down in the war years. The letdown was, of course, inevitable for organizations such as the Travel Club. Actually, however, the war quickened the pace of other student groups, notably the Astronomy, Dramatics and Health Clubs. Moreover, the pressures of the great conflict produced new organizations like the Bible, Knitting and Bicycle Clubs.

Occasionally the students took time out to forget the war. They attended a Halloween party, the Christmas dance and the Saint Patrick's Day dance. They watched the Dramatics Club stage plays, which included *One Night in Bethlehem*, *There is None of Them Perfect* and *The Copperhead*. They went to assembly programs to hear a state senator's presentation of the merits for a new state constitution, to listen to a faculty member's lecture on Thomas Jefferson and to hear a county superintendent of schools describe teaching opportunities in New Jersey. On March 26, 1943, 40 History Club members made a wartime journey to Philadelphia's Forrest Theater to enjoy George Gershwin's musical comedy, *Porgy and Bess*. Seven months later Harold Wilson chaperoned a large student group to the same theater to see a play called *The Patriots*. Shortly after this outing, Dora McElwain shepherded Glassboro students into a bus for another Philadelphia trip, this time to browse in Leary's Book Store and the city's antique shops.

But these peacetime activities were exceptions to the rule that Glassboro World War II students never had much chance to forget that they lived in a nation at war, for the Great War dominated both their thoughts and activities. Yet these years were not without their rewards. A member of the Class of 1946 best summed up what four years at wartime Glassboro meant to her and her classmates:

> The college years of the Class of 1946 have been marked by wartime restrictions and lucrative job opportunities. Ours was the first class to enter during a period of war and the first to be graduated in an era of peace. Yet, despite our upset world and the lure of defense jobs, we have made the most of our college experience. The dateless evenings and the gasless cars only served to bring students closer together. Acquaintance with classmates was facilitated by the small student body. The college did much to build self-reliance and efficiency and to strengthen our morale. We have made lasting friendships. Among life's best chest of memories will be thoughts of student days at Glassboro State Teachers College.[33]

The Glassboro Warriors

World War II found Glassboroites serving their country in all parts of the world. All told, 201 students and alumni donned Uncle Sam's uniforms and, of these, 152 were men and 49 women. The United States Army, which included the Air Corps, carried two-thirds of the warriors on its rolls, while the Navy had a quarter of the Glassboro contingent serving in its fleets. The remaining service personnel—8%—cast their lots with the Marines, Coast Guard and Nursing Corps.

Collectively, Glassboro servicemen probably learned more geography in their tours of duty than they did in their classroom days. Names of faraway lands once memorized for test purposes became places where the boys guarded the ramparts of freedom. A sampling of the world-wide battle stations indicates the extent of the geography learned at first hand: Alex Borewec in ice-bound Alaska; Lorrie Bozorth in tropical Trinidad; Bob Birney in England; Carl Maiese in Germany; Edwin Spenser in France; Cliff Moore in Italy; Harold Keller in Belgium; Ed Cordery and Roger Gaiter in Romania; Charley Ulrich in Russia; Don Case in North Africa; Don and Douglas

Winans in Hawaii; George Oldham in India, Siam and Burma; Harry Staulcup in China; Don Jess in the Philippines; Ken Frazier in Guadalcanal; Sam Porch in New Guinea; Tom Bogia in Okinawa; Vyron Grace in the Marshall Islands; and Mary Guyette in Japan. Navy officer Dick Bagg roamed the seven seas protecting Allied vessels from the deck of an armed guard ship.

But Glassboro's warriors did something more than learn geographical place names. Throughout Europe and the vast Pacific region, they participated in events that today's students are studying in their history books. In Europe Lieutenant Edmund Cordery's B24 Liberator was shot down while unloading bombs on Romania's strongly defended Ploesti oil wells, the prime fuel source of the Axis mechanized war machine. Called the most daring air strike of the war, the Ploesti attack resulted in the shattering of Cordery's aircraft by eight German fighter planes. He was the last to bail out, "his face and body seared by flames." Captured while trying to escape on foot, the Glassboro Lieutenant spent over three months as a prisoner of war until the summer of 1944, when Romania pulled out of the war. Roger Gaiter made news, too, when his fighter plane was brought down while escorting American bombers over the Ploesti oil fields. Lieutenant Gaiter landed his damaged plane in partisan-infested Yugoslavia. After he had performed this feat a second time, Gaiter's outfit labeled him the "Yugoslavian Kid." Ken Charlesworth was another Glassboro boy who saw history in the making. Ken was a fighting member of General George Patton's Third Army, which in 1944 broke the German hedgerow lines and, as Charlesworth wrote, "pushed through France toward our objective, destroying the Hitler way of life."[34] About four months later Glassboro's Joseph Phile, as a member of the Tenth Armored Division, helped straighten the bulge in American lines made by a last-gasp Nazi effort to turn the tide of battle. This encounter, of course, was the famous Battle of the Bulge. And Ed Jacoby was on the move in March 1945, when he and his outfit crossed the Rhine River's Remagen Bridge before the Germans could blow it up—a Nazi failure that shortened the European war by months.[35]

Other Glassboro servicemen were caught up in the swirl of events on European battlegrounds. Harold Keller ducked Hitler's V-2 buzz bombs at Antwerp, Belgium. Carl Maiese was in the American avalanche that rolled through Germany in the war's closing days. In a letter to Glassboro friends, Carl wrote, "And I do mean an avalanche. Tell Doc. Wilson this new American blitz has exceeded any part of his teachings of the late 1930s."[36] Wesley Walton was a member of the U.S. unit that, in April 1945, reached the Elbe River to link up with the Russians sweeping in from the east. His GI-flavored language described the union that scaled Germany's doom. Wrote Walton, "This is the doggonest war now. Just sitting around waiting for the Russians and I guess the Ruskies are sitting around waiting for us."[37] Prior to reaching the Elbe, Wesley had helped liberate prisoners from Hitler's infamous concentration camps. His feelings of horror anticipated the war crimes trial at Nuremberg:

> These mass eradication camps are horrible. Weimar's can't quite be put into words. I would like to see the movies of the camps they sent home. Perhaps the

> story will be strong enough to force on the minds of those with the power that there is but one treatment S.S. troopers and S.A.s are worthy of.[38]

Glassboro's fighting men also became well acquainted with the Pacific theater of operations. Out there the brightest star in the Glassboro firmament was Marine Corps flyer Ken Frazier. During the darkest days of the Guadalcanal saga, Ken shot down 12 Japanese planes seeking to gain air control over the strategic island. For this feat he won the Distinguished Flying Cross and the Navy Cross. In addition, Captain Frazier gained national fame when his exploits were described in *The New York Times*, *Time Magazine* and Richard Tragaskis' best-selling book, *Guadalcanal Diary*.[39] Another Glassboro hero in the Pacific was Navy Lieutenant Charles Jaep, the boy who, in early 1943, had spread consternation among Glassboro faculty when he buzzed the College almost at roof-top level. All he wanted to do was to wave at the girls leaning out of Miss Tohill's classroom windows.[40] Perhaps faculty wrath softened one year later, when they learned of his 26 torpedo-bomber attacks on Japanese warships in the Truk, Tarawa, Kwajalein and Saipan campaigns and of his being among the first to bomb Tokyo. For these achievements. Charles won five air medals and the Silver Star.[41]

Navy Lieutenant Vyron Grace was another Glassboro boy who, in 1944, won the Navy's Bronze Star for valiant action in the Marshall Island campaign. A citation gave the details on Grace's heroism:

> For meritorious achievement on February 22, 1944, when his ship was subjected to two direct hits off Parry Island, Eniwetok Atoll, Marshall Islands. While wounded and with complete disregard for his own safety, he took charge of the seriously wounded crew members of the ship by administering morphine and applying tourniquets thereby directly saving several lives. Thereafter, he assisted with extinguishing fires. His conduct throughout was in keeping with the tradition of the naval service.[42]

United States Army action on Pacific battlefields also found a Glassboro soldier steady under fire. Private Frank Roesler, already the winner of the Silver Star for gallantry at the Battle of Leyte, months later received the Bronze Star for bravery under fire at an inferno called Okinawa. Frank was a member of a small group of GI riflemen who set out to dislodge some Japanese from a hill position. In the ensuing action four Americans were wounded by artillery shells and lay in open ground exposed to machine gun and sniper fire. Roesler dragged the injured men to a less exposed position, but in the process caught a Japanese bullet in the right leg. Despite the wound he crawled for three hours to an aid station from which help was sent to his wounded comrades. Never was a citation more accurate than that which termed Roesler's conduct, "performance beyond the call of duty."[43]

Glassboro boys took part in other memorable Pacific engagements. Navy Lieutenant Peter Strang spent three years on warships and participated in battles which read like a directory of the war in the Pacific: Guadalcanal, Solomons, Lingayen Gulf, Iwo Jima and Okinawa. At Iwo Jima, Pete's ship stood 1,000 yards off

shore, giving him the once-in-a-lifetime opportunity to see three Marines plant the American flag on bloody Mount Surabachi.[44] In October 1944, six American escort carriers had the assignment of providing air cover for American ground forces battling at Leyte. This lightly protected group of small carriers was suddenly set upon by a numerically superior force of Japanese battleships, heavy cruisers and destroyers. The struggle, recorded in the history books as the "Battle of San Bernardino Straits," ended as an American victory, which the eminent naval historian Samuel Morison called the "most gallant naval action in our history and the most bloody."[45] A Glassboro boy, Ward Broomall, was a naval officer on one of the "baby flat tops."

As the war neared its end, the tempo of battle increased and Glassboro men were in the thick of the struggle. Early in 1945, for example, American troops recaptured Manila and four months later swarmed into the Japanese prisoner-of-war camp at Los Banos to liberate American and Filipino men incarcerated since the infamous Bataan Death March of 1942. Glassboro's Don Jess fought at Manila and was one of the prison-camp liberators, as was Sam Porch, veteran of the Leyte, Manila and Luzon campaigns. And, as United States warships closed in relentlessly on the Japanese homeland, kamikaze war planes hurled themselves at the invading vessels. More than once, Glassboro's John Mullin saw these "death wind" aircraft plunge into the Pacific Ocean perilously close to his ship, the U.S.S. San Diego.

Other Glassboro men distinguished themselves in World War II. Harry Staulcup, now a General in the Air Force, flew 127 combat missions against the Japanese in Burma. His tangible rewards were the Distinguished Flying Cross and the Presidential Citation. Jack McGuckin and Charley Jaep were proud holders of the Distinguished Flying Cross, while Sam Curcio earned the coveted Presidential Citation.

Singling out these men for special attention, of course, invites, however unintentionally, the danger of minimizing the wartime achievements of other Glassboro warriors. This was not our aim, for all 201 Glassboro military men and women served their country well in its hour of trial. They did their part in a war that, if not popular, was supported by a nation united.

Three Gold Stars

Some of Glassboro's boys paid a high price for their willingness to crush totalitarian tyranny. Among the men wounded in action were Edmund Cordery, Vyron Grace, Edwin Jacoby, Connie Lankewich, Harold Mickel, Clifford Moore and Frank Roesler. And three of Glassboro's finest made the greatest of sacrifices—their lives.

Addison E. Moore entered college in September 1938. In his two years at Glassboro, before he went off to war, he compiled an excellent academic record. He was also a campus leader: President of the freshman and sophomore classes, Student Council representative, President of the Astronomy Club and member of *The Whit* staff. A boy with high ideals, Addison was keenly aware of the totalitarian threat to democracy. It was no coincidence that it was he who, at an assembly program, in January 1940 introduced Ruth Kretschmer, a German refugee from Hitler's barbarism.[46] Possessed with the gift of being able to place his thoughts in good prose, young Moore wrote the following description of what democracy meant to him:

The three Gold Star Boys, Jacob Moskowitz (Jack Morse), Benjamin Cummings and Addison Moore (with Samuel Witchell, left).

> I only know that under American democracy I am able to contribute to the world the best that is within me; that I can live in security without sacrifice of individual freedom; and that I can express my beliefs without fear of the concentration camp.
>
> It is not only freedom of press and of speech and it is not only the voice I have in my own government. It is more than all this. It is the effect that free principles have on liberal thinking. Liberalism pervades the very atmosphere we live and work in. We do not only tolerate the opinions of others; we listen to them and think about them to see if they might be nearer the ultimate truth than our own. We develop respect for the other fellow and for his ideas, a respect that brings us closer to the realization of the Christian ideals expressed by the Golden Rule.[47]

Believing deeply in the Nazi threat to this concept of democracy, Addison, at the end of his sophomore year, left college to become the first of Glassboro's sons to enter the military service. By December 1940, a year before the United States became a belligerent, he was an ensign in the Navy, assigned to the battleship U.S.S. Pennsylvania. On December 7, 1941, he was aboard this ship when hundreds of strange planes came winging over Pearl Harbor. A fellow officer, watching the diving aircraft, observed, "Hm, bombing practice today." But it was no practice exercise that day. Japanese dive bombers made a flaming wreckage of American vessels on Battleship Row. Only the U.S.S. Pennsylvania escaped serious damage.

In 1942 Addison applied for training in the naval air arm, because he "wanted to be where the war is going to be fought—in the air."[48] After three years of action, Addison Moore's plane was shot down in the Pacific, only two months before Japan surrendered. The Glassboro idealist had carried out a vow made four years before, when he wrote, "America is my inheritance, my government and my life. I must protect it from danger, even at the cost of my own life."[49]

Jacob Moskowitz, a quiet, friendly boy, entered Glassboro in September 1937, the same year that Dr. Bunce began his presidency. A Vineland resident, Jacob

commuted by train to college, but he did not let his nonresidency keep him from participating in school activities. Fond of mathematics, he became President of the Mathematics Club. Interested and talented in debating, he joined the Stentorians. Jacob graduated on June 12, 1941, but anyone scanning the list of graduates looked in vain for the name Jacob Moskowitz. During his college years, young Moskowitz changed his name to Jack Morse, a more Anglo-Saxon cognomen and one which had a greater appeal to prejudice-minded South Jersey boards of education. Times have changed since 1941, but it was a sad commentary on school employment practices that compelled a young man, soon to give his life for his country, to alter his name in order to obtain a teaching position.

After graduation Jacob taught at National Park for a year. In early 1942, however, he enlisted in the United States Army. After basic training he attended officers candidate school and won a commission as second lieutenant. For two years he remained in state-side camps with assignments, according to Howard Phifer, which left him "discouraged because he was still in the states."[50] Finally, on June 9, 1944, Jacob shipped overseas to join General George Patton's legendary Third Army. His performance in the fiery General's battle group won him the Combat Infantry Medal and promotion to first lieutenant. On February 14, 1945, Jacob was leading his men deep into Germany when a German bullet snuffed out his life.[51] It was significant that the Army's communique listing casualties contained the name Jacob Moskowitz, not Jack Morse.

Benjamin Cummings entered Glassboro in September 1941. A popular boy with an infectious grin, Ben became vice President of the freshman class and a year later he held the same position in the sophomore class. His inseparable friend, Glassboro's future registrar Loriot Bozorth, was President of the same classes. Like his good friend Lorrie, Ben was a sports enthusiast, winning a berth on the varsity basketball team. After the wartime sports blackout, he participated with the "Scholastic Rubes" in the local basketball league.

Young Cummings studied under the accelerated program until late 1943 when he joined the Army Air Corps, thereby losing the opportunity to graduate with his class. Ben did not remain an enlisted man too long, for on July 22, 1944, he won a flight officer commission in the Air Force. After a short leave, Flight Officer Cummings flew to a European airbase to join the Ninth Air Force as a bombardier. Five months later his wife received the dreaded telegram stating that her husband's bomber had been shot down in a mass raid over Germany. The message listed Ben as missing in action. Mrs. Cummings' worst fears were later realized when a second telegram reported her husband as killed in action.[52]

War's tragedy and cruelness came forcefully home to Ben's college friends when they received a poignant birth announcement labeled, "Mission Completed." Benjamin Cummings Jr. was born on July 30, 1945, about three months after his father was shot down 3,000 miles from home. And on April 13, 1947, the Glassboro *Enterprise* brought back the sadness of Ben's passing when it carried a picture showing Dr. Mark Cummings, Ben's older brother, kneeling at the floral-strewn grave of his brother in the American military cemetery at St. Avoid, France. Beneath the picture, the paper printed Dr. Mark's letter to his folks in Glassboro:

> I am enclosing the photographs I took at St. Avoid. I hope they will be a comfort to you all. Be brave and don't let them stir up the old wound but instead feel the peace and quiet which prevails at this lovely place. As his oldest brother, I should like him to rest near the spot he fell with his comrades. It is a most beautiful place and it is very well cared for. Let's not disturb his rest.[53]

Inside Bunce Hall's front-door vestibule on the left wall is a marble slab. Inscribed on it are the three names, Benjamin B. Cummings '45, Addison E. Moore '42 and Jacob T. Moskowitz '41. Below the names is a line penned by Walt Whitman, "Adieu. Your mission is fulfilled." It might be appropriate for present-day Glassboroites, as they throng through that door, to pause and meditate on those names and the inscriptions as reminders that their College is something "more than cold stone."

The Wartime Faculty

Like their student counterparts, Glassboro's faculty experienced the vexations of wartime living—blackouts, air raid drills, food rationing, gasoline rationing and transportation difficulties. The latter were particularly irritating. Erratic bus and train schedules, together with the discomfort of traveling on these crowded transportation agencies, made Glassboro's instructors aware that their country was fighting a war. When they did use their cars to drive to college, they kept in mind the State Department of Education's warning that, "It would be most unfortunate if any of our college instructors are fined for violating the 35 mile-per-hour wartime speed limit."[54]

Actual faculty contributions to the war effort assumed many forms. Helen Wright and Samuel Witchell were air raid spotters. Dr. Bunce, John Sangree and College Nurse Britt Wretman served on the local defense council. Male faculty members organized and operated a speakers' bureau to inform South Jersey audiences what the war was all about. Two of the younger male faculty did more than make speeches. In May 1943, Samuel Witchell volunteered his services as an officer in the United States Navy. At the same time, Jay Carey became a special-duty member of the Coast Guard. Stationed at the Philadelphia port, Jay, on one night each week, kept long vigils, guarding vital cargo ships against sabotage. Another instructor, Clelia Finster, used the summer of 1943 to work in a war-production factory. Commenting on this experience, she observed:

> Of course, it is delightful to get back to school, but somehow I feel further removed from the war effort. It was such a satisfaction to see those instruments being shipped out at the end of each day. I developed a greater appreciation for factory workers and a respect for fine tools.[55]

During the war, Glassboro's faculty members also met their professional responsibilities. Thus, during the big enrollment-dip years of the early 1940s, the staff donated time and effort in recruiting high school seniors. To help keep student morale from sinking in a manless college, faculty members organized and carried out cultural and entertainment trips to Philadelphia, giving up the relaxation that

Saturdays provided for weary teachers. Glassboro's instructors were also active on state committees charged with the task of constructing new course syllabi. Roland Esbjornson was a member of the Physical Education committee. Ethel Merriman served on the Geography committee, George Haupt on the Science committee and Elizabeth Tohill on the Speech committee.

To a considerable extent Glassboro faculty members kept busy to avoid worrying too much about whether they were going to retain their positions. College enrollment in 1943 stood at less than one-half of its 1939 size, but the number of faculty members on the payroll over the four-year period remained the same. Glassboro, in other words, had far more instructors than it needed, a fact which Dr. Bunce stressed in a letter he wrote to the American Friends Committee, which urged him to employ a gifted German refugee scholar. "At the present time," wrote Bunce, "we have more faculty members than we need and I see no opportunity in the immediate future of using the person you have recommended."[56] In the background of the President's thinking, as he wrote letters of this kind, was an ominous directive sent him by the State Department of Education, "If the New Jersey teachers college enrollment continues to decline, some faculty members will have to be released."[57] When word of this memorandum spread, Glassboro faculty members had something more than the war to worry about.

But they had a friend in Dr. Bunce, who was determined to hold on to all of his faculty. Digging into his kit of educational stratagems, the President pulled out and used a few clever scheduling techniques. His most risky move was to assign instructors less than full loads with the hope that this maneuver would go undetected by State Department officials. He rationalized this move by considering it as delayed compensation for faculty members who, in the prewar years, had been saddled with heavy overloads. Another Bunce faculty-retention device was the granting of in-load credit for sponsorship of extracurricular duties, which instructors heretofore had carried above their regular teaching assignments. Still another method he used to take up the load slack was the assigning of subject-matter faculty to supervise student teachers. Thus, as early as 1942, geography instructor Helen Wright, after a stint of supervising, claimed that the experience "… gave me a better understanding of the problems neophyte teachers actually face. I also see the practical applications of the skills, attitudes and habits the College is trying to develop."[58] Science instructor George Haupt also chimed in with an approving testimonial, when he admitted that his visits to the schools gave him "a chance to get away from the narrow confines of my subject matter specialty."[59]

Dr. Bunce's determination to retain his faculty resulted in the expansion of the Demonstration School. Prior to 1944 this school consisted of six grades, all of the self-contained classroom variety. Realizing that parent applications to enter children in the school far exceeded the number that could be taught, the President conceived the idea of meeting the increased demand by adding grades seven and eight on a departmentalized teaching basis. Basic to the plan was the opportunity it provided for assigning college staff to Demonstration School teaching duties. In 1944, for example, eight instructors had, as part of their regular loads, the following seventh- and eighth-grade assignments: geography, Ethel Merriman; history, Lester Bunce; language

arts, Esther Bovard; science, George Haupt and John Sangree; physical education, Roland Esbjornson; industrial arts, Jay Carey; and home economics, Estelle Carlson.[60]

This use of College faculty produced two salutary results. First, it enriched the Demonstration School by supplying subject matter teaching expertise. Second, it helped round out faculty loads to defensible levels and this was an achievement that loomed large for faculty members, uneasy about job security. Glassboro teaching veterans of those trying war years insist that one of Dr. Bunce's biggest contributions to the College was his successful campaign to keep his faculty intact.

Faculty Wartime Gains

Faculty wartime states of mind ranged from valley lows to mountain-peak highs. Along with the nagging feeling of uncertainty that sliding enrollments produced was the lift in spirits brought on by significant gains in faculty status. Through the efforts of the State Faculty Association, the Glassboro staff, together with the faculties of the five other state teachers colleges, attained long-sought goals.

Consider first the adoption and implementation of a salary schedule. Back in 1929, the State Department of Education had approved a schedule for normal school faculties. Operative on a limited basis for 1929–1930 and 1930–1931, it fell victim to the Great Depression. With the end of depressed economic conditions, in 1939, the State Faculty Association conducted a vigorous campaign to reinstate the schedule but with no success. Association members were convinced that Commissioner of Education Charles Elliot was the greatest roadblock in the struggle, largely by his refusal to intercede with New Jersey governors in behalf of a resurrected schedule.[61]

In 1943 Dr. Elliot retired and John Bosshart became Commissioner of Education and this was an appointment that broke the impasse. As one of his first acts, the new Commissioner appointed a special committee, charging it with the task of proposing a salary policy appropriate for the times. Late in 1944 the committee made its recommendations, which the State Board of Education approved on February 2, 1945. Beginning with the academic year of 1945–1946, state teachers college faculty members began receiving their salaries under the terms of an objective, uniformly administered schedule based on professional ranks.[62]

Specifically, the plan called for the payment of a minimum salary with a maximum reached by a series of annual increments paid over a fixed period of years. Schedule provisions were functions of rank. Thus an assistant instructor began at a minimum salary of $1,800 and reached a maximum of $2,400 by a series of $120 annual increments paid over a five-year period. Full professors started at $4,800 and, by the payment of $200 annual increments, reached a $6,000 maximum salary in six years. Sandwiched in between these lower and upper-ranked faculty were ascending provisions paid to instructors, assistant professors and associate professors.

Although skyrocketing cost-of-living conditions of the postwar period made this schedule obsolete by 1947, Glassboro's faculty members took satisfaction with the thought that at least they were working under a salary policy that was reasonably objective, free from the merit principle of other years. The task ahead was to

improve the schedule, as changing economic conditions called for adjustments. For the following 28 years, state college faculties have done just that.

One of the trappings of the academic community is the designation of faculty by rank. Somehow it seems more prestigious for a student to address his instructor as "professor" rather than as "teacher." Therefore, as soon as the normal schools, in 1937, changed their status to teachers colleges, the State Department of Education and the six college Presidents devoted considerable portions of their monthly meetings in attempts to adopt a rank classification plan. By 1938 the Department had established a set of guiding principles for designating faculty by rank and a short time later the professional staffs at the state colleges, except Glassboro and Paterson, were operating under the new system. Although, prior to adoption of the salary schedule, nothing but prestige was involved, Dr. Bunce quite naturally took umbrage at the State Department's slowness in approving his ranking recommendations. Dr. Robert Morrison, Director of Teacher Education, answered the Bunce-written protest with the assurance that, "I am doing everything I can to get Dr. Elliot to rank your staff and the staff at Paterson."[63] But three years went by without State Department action. Finally in 1944–1945, with the imminent adoption of the salary schedule, Glassboro received rank status. Among its 29-member staff, four were designated as Glassboro's first professors: Seymour Winans, Nellie Campbell, Roland Esbjornson and Harold Wilson.[64]

Tenure in office was another long-standing goal won by Glassboro faculty members near the end of World War II. Normal School faculty instructors had begun the fight for tenure as early as the late 1920s, but their efforts were stymied by the opposition of the State Board of Education and Commissioner Elliott. Included also in the tenure-opposition camp were faculty members themselves, who turned down a New Jersey State Teachers Association offer to introduce and fight for a legislative bill which would bring tenure to normal school faculty. By 1937, 50% of the Faculty Association's membership favored tenure legislation, but it was the absence of a united front that doomed any chances for a bill's passage.[65]

Majority support was gained by 1942, when proponents convinced hard-to-persuade colleagues that a tenure law would provide a measure of security in the event of another depression. Doubting Thomases also finally realized there was a basic inconsistency in being required to join the State Retirement Fund without the protection in their pension equities which the passage of a tenure bill would assure. In 1943, a bill supported by a majority of the State Faculty Association, reached as far as a second reading but was defeated by a motion to table. Helping to postpone action on the tenure bill was the continued opposition in professional education ranks. State Board members and Commissioner Elliott still had not been won over. At Glassboro some faculty members remained unconvinced of Roland Esbjornson's arguments. Dr. Bunce was one of them, but his opposition was not adamant. He expressed his stand on tenure legislation in a letter to Howard Fehr, President of the State Faculty Association. Wrote the Glassboro President:

> Thank you for sending me a copy of the Tenure Bill which has just been introduced into the Legislature. It seems to be well thought through and as

> good as any tenure bill can be. As you probably know by this time, I am opposed to tenure for teachers and always have been. However, if this bill is passed, I shall be happy for the teachers. I shall do nothing one way or the other concerning its passage in the Legislature.[66]

Why this reluctance among a minority of professional educators to embrace the tenure principle? Present, of course, was institutional inertia and a suspicion of changes in long-established ways of operating. More specifically, however, there were a few Glassboro faculty members who insisted that tenure was fine for public school teachers, but for college instructors it was not quite professional. They also felt that competent college teachers had little need for job protection. Finally, a handful of diehard opponents claimed they already had the equivalent of a tenure statute in the form of State Department assurance that, "Whenever faculty members appeal to the Commissioner, it is consistent for him to settle their cases as he would settle similar cases in the public schools involving teachers on tenure."[67]

But the tenure advocates rejected these arguments, especially the last one. Like Sir Edward Coke of Petition of Right fame, they wanted their basic protection written into law. It was not so much that they mistrusted the Commissioner but that they trusted him only in a parliamentary way. Final victory came in 1945 when Assemblywoman Mildred Hardester, a Glassboro alumna, introduced Assembly Bill 96. This measure, when enacted into law, gave New Jersey State Teachers College faculties the tenure protection they enjoy today. It had been a long, 15-year struggle marked by much "blood, toil, tears and sweat." But the outcome was worth the effort. From 1945 onward Glassboro's faculty members had professional worries, but the threat of arbitrary dismissal was not one of them.

Except for gains made in faculty status, Glassboro in the wartime years had little to cheer about. At best this was a holding period in the College's history, a time, as Dr. Bunce wistfully observed, "When we did the best we could to keep the College intact."[68] Certainly the wartime 1940s were not innovating years that saw new and exciting ideas being tried. But if there was one exception to this dreary assessment it had to be the continuing development of the Glassboro Clinic.

Born in 1935 the Clinic had a five-year period of infancy during which a few Glassboro faculty members and alumni met the reading needs of a small number of South Jersey school children. Beginning in 1940 and continuing through the war years, the organization began to grow. Under the leadership of Marion Little, the Clinic expanded both its size and services. A Clinic Association was formally organized with membership opened to all who believed that every child had a right to an education. With this step membership climbed. In 1940, for example, the Clinic had six members; by 1944 the number grew to 140.[69] In the latter year, the Clinic Association, under the leadership of Roland Esbjornson, expanded its services to meet the needs of physically handicapped children. Throughout the war increasing numbers of handicapped children came to the College for help.

The Clinic was good for Glassboro. It brought hope to parents who had all but resigned themselves to rearing offspring different from normal children. It gave afflicted boys and girls a fighting chance to live socially useful lives. It drew the

Betty Goe left her studies in 1944 to serve in the Navy women's division created during World War II to free up male personnel for sea duty.

College and the wider South Jersey community closer together. It paved the way for the gains made in the postwar period, when the state faced up to its responsibility for educating handicapped children. Above all else, the Clinic gave Glassboro a feeling that it was doing something more than sitting out the war. In a real sense, it was a bright light in the College's darkest years, an illumination that, with the war's approaching end, would make it possible for Glassboro once more to revive its old spirit of innovation.

CHAPTER 8

Return to Normalcy

In 1943, when bombs were dropping and guns barking all over the world, Dr. Bunce glumly informed the Commissioner of Education that for his College, "The year has been depressing and uneventful."[1] Continuing in this doleful vein, he reported that the paucity of students made it impossible "… to do the job we are supposed to do."[2]

Frustration ended on September 2, 1945, when, aboard the battleship Missouri, Japanese Foreign Minister Mamoru Shigemitsu and General Yoshijiro Umezu placed their signatures to the document ending World War II. A few years later Dr. Bunce was writing, "There is a satisfaction administering a college comfortably filled with students."[3] Glassboro had awakened from its wartime lethargy. Ahead were the vexatious problems that an expanding and reawakened college always brings.

The Enrollment Upswing

Basic to an understanding of postwar Glassboro is an awareness of enrollment trends, for it was the change in the number and kinds of students that, more than any other factor, extricated the College from a status resembling an educational morgue. It will be recalled that, in 1943–1944, Glassboro had experienced its enrollment low of 170 students. An investment of faculty-student time and effort in recruiting had produced modest dividends by 1945–1946, when enrollment crept to 199. With the return of peacetime conditions, the pace quickened. Five years after the war's end, 555 students were on Glassboro's attendance roll.

Just as significant as the increase in total enrollment was the marked change in the composition of the student body. In 1943–1944 Glassboro was virtually a manless college with 1% of its enrollment represented by the male sex. Four years later, for the first and only time in its history, Glassboro had virtually one man on campus for every woman. This happy event was made possible by 124 veterans attending Glassboro's Junior College program. An anticipatory senior coed, commenting on the welcomed influx of males, wrote:

> I hear by the GSTC underground that a host of male students enrolled on January 28. Just our luck that we have to leave for student teaching when the boys start coming back. But the day of vengeance will come. While the juniors are away, the seniors can play.[4]

Much to the chagrin of female students, this delightful male fillip turned out to be a transitory phenomenon. When the Junior College Program ended at the close of the 1948–1949 college year, student veterans picked up their barracks bags and

departed for widely scattered points throughout the country. In their wake they left large numbers of sorrowful Penelopes with nothing more tangible than memories of how pleasurable it was to have more than a fighting chance for a campus date. By 1949–1950, male enrollment had dipped from a 1947–1948 high of 227 to 168, a decline that changed the female-male enrollment from about a 1-to-1 to a 1.4-to-1 ratio. Girls with a historical bent may have taken consolation with the knowledge that this new ratio was, prior to 1948–1949, by far the most favorable in Glassboro's history. Less romantically inclined faculty and administrators were not so concerned with the alteration in the sex ratio. Far more important to them was the discovery that the exodus of veterans did not drain the College of students, whether male or female. On the contrary, in 1950–1951, one year after the veterans departed, enrollment reached the highest level in the College's history. The veterans had marched off, but younger high school seniors more than filled the depleted ranks.

The Junior College Program

Throughout the hot summer months of 1946, Dr. Bunce and his staff labored on the details of a curricular program unique to Glassboro. They organized courses foreign to a teacher-preparation college of that time: accounting, business administration, salesmanship, advertising, calculus, analytic geometry, descriptive geometry, engineering mechanics, elements of electricity, engineering drawing, qualitative analysis and Spanish. They recruited, interviewed and employed additional faculty to teach the alien subjects. They evaluated the high school transcripts of students who applied for entrance with no intention of teaching. They interviewed these applicants, admitting those of "good character" who had graduated in the upper half of their high school classes. For those in the lower half they administered a special psychological test as a basis for entrance. They made plans to house about 30% of the applicants—all males—in two units of the girls' dormitories. They wrapped up the job by supervising the purchase of textbooks, special equipment and the supplies needed to implement the new program.

It was a busy and productive summer. Somehow Glassboro met the September entrance deadline, thus making possible in 1946–1947 a two-year Junior College program for 117 World War II veterans. At least Glassboro authorities were spared one problem that often plagues those embarking on a new curriculum venture. Student veteran expenses—tuition, board and room, books, supplies and equipment were subsidized by the United States Government under the G.I. Bill of Rights. Subsequently we shall discover that the veterans encountered problems in adjusting to peacetime, collegiate living, but money was not one of them.

During the brief three-year period the Junior College functioned, the majority of the veterans showed a preference for studying in Pre-Engineering curriculum. A large number, however, selected the Business Administration program. Relatively few spent time and effort in mastering the intricacies of the Liberal Arts or Teacher Preparation curriculums.[5] Whatever course of study they chose, the veterans quickly learned that climbing educational summits could not be done in painless, escalator fashion. Study skills, rusted by military-controlled conditioning processes, had to be sharpened.

Wisely Dr. Bunce was aware of the need to ease the veterans into the rigors of college study. In a report to the Commissioner of Education, he revealed that:

> It took several weeks for adjustments and for the veterans to settle down to regular college work. The veterans showed a sincere desire to do their best and their marks at the end of the first semester were good. Our faculty members endeavored to give them a break early in the year until they became accustomed to intensive study and regulations of college life. During the second semester standards were raised somewhat and the veterans measured up well.[6]

College officials expressed quiet satisfaction with veteran academic gains. Faculty members particularly appreciated the high degree of motivation the former servicemen displayed, especially their acceptance of the doctrine that, "a little learning is a dangerous thing." Instructors noted also that discussions stepped up in English, history and sociology classes, sparked by veteran contributions based on their recent world-wide experiences. Moreover, college staff members observed the leavening effect of the mature veterans on their less-motivated, younger, non-veteran classmates.

However, it would be misleading to picture the veterans as paragons of virtue in all phases of college life. Outside of the classrooms, for example, they showed a tendency to become irritated with college regulations. At assemblies they could be noisy, because these gatherings probably reminded them too much or compulsory attendance at military orientation lectures. Waiting in the cafeteria lines annoyed them, for it was too vivid a reminder of the "hurry up and wait" days of army "chow" lines. Penalties for cutting classes were not popular, distasteful reminders as they were of passes and furloughs cancelled at the last moment for infractions of strict military rules. Student veterans expressed their subdued rebellion in other ways. One was a satisfaction in donning off-beat wearing apparel, again a reaction to the spit-and-polish days of military life. Had Dr. Savitz been President in the postwar era, the sight of the veterans' garb would have triggered verbal explosions of nuclear magnitudes. A female student of the late 1940s provides a description of the veterans' clothing preferences that would have horrified the dignified and stern former President.

> Here are seen the startling, the horrendous clothing combinations achieved by men too long associated with olive drab or navy blue. Tan pants, yellow shoes, purple shirts and a checkered coat, cut, no doubt, from some discarded but still colorful horse blanket, seem to be the current vogue. Hats, of course, are unpopular, for the flowing tresses that have replaced the military stubble are a source of pride and joy to their owners.[7]

Dr. Bunce and Dean of Men Samuel Witchell admitted that handling the day-by-day problems of the veterans bore little resemblance to administering the College of the prewar years. On this point. Dr. Bunce confided to his superiors in Trenton, "Many problems of discipline and adjustment had to be handled by the Dean and

myself, but, in general, the year was quite satisfactory and I believe that most of the veterans were well satisfied."[8] Recalling those years a faculty member recently mused, "Dr. Bunce did not clamp down too hard. He gave the veterans just enough leeway to let off steam to avoid running the danger of having the place blow up."[9]

At the close of the 1948–1949 academic year, Glassboro's adventure as a multi-purpose college came to an end. During its three-year life span, the Junior College Plan enrolled a total of 267 students, representing 20% of the student enrollment for these years. In the first year of the program's operation, veterans made up a sizable 30% of total college enrollment, but, in the last year of its existence, the 26 veterans attending classes constituted only 6% of the student population. Compared with present-day enrollment data, these numbers are not too impressive. In fairness, however, it should be emphasized that Glassboro's foray into non-teacher education fields undoubtedly helped to produce a gratifying number of competent lawyers, doctors, engineers and business administrators. This is a reasonable assumption when one notes the caliber of institutions the veterans attended after they left Glassboro. Prestigious colleges and universities scattered throughout the country accepted the veterans for degree completion. Among them were: Rutgers, University of Pennsylvania, Brown, Temple, New York University, Miami University, University of Michigan, University of Minnesota, University of Colorado, Wyoming University and Long Beach University in California.

Aside from the veterans' contribution to society in general, they made an invigorating impact on Glassboro itself. An assessment made by *The Whit* claimed: "Looking back on the past few years, one can not but wonder at the progress made here at the College. The influx of veterans, although causing administrative problems in setting up engineering and business administration courses, had a healthy, far-reaching effect on college life."[10] Acting like catalysts, the veterans helped revivify student activities and organizations, which understandably, during World War II, had moved at a leisurely pace. The erstwhile servicemen plunged into the College's extracurricular life with an elan, energizing publications, clubs and committees to a prewar tempo. Athletic programs took on a new lease on life, with veterans supplying much of the impetus and muscle. As important as anything else, they gave the College a plentiful supply of male students to create its postwar renaissance of student activities. Short-lived as it was, the Junior College Program helped restore the Glassboro spirit, a legacy which served the College well long after the veterans took their leave.

Revival of Student Activities

With the end of World War II Glassboro's student activity programs changed from low to high gear. Functions stored away in moth balls for the duration once again appeared on the Glassboro scene. Thus, after a three-year hiatus, student editors in 1946 again began publishing *The Oak*, the college yearbook. In that year also the formally attired student body, after a three-year lapse, attended the President's Reception. Class Weeks were again organized and carried out with their prewar gusto. Clubs and committees, many of them dormant in the war years, sprang to life, with some badgering the administration for noncompulsory assembly attendance and that old standby of student demands—a liberalized cut system. The year 1948

brought back the fun and excitement of mock political conventions, an activity that made students and faculty two-time losers, when they nominated Harold Stassen as the Republican Party standard bearer and then chose Thomas Dewey over Harry Truman in the Presidential race. Revived, too, was the impressive Thanksgiving Day Banquet, featuring Puritan-garbed girls marching into the cafeteria and singing the hymn "We Gather Together to Sing the Lord's Blessings." Still another revival was the Alumni Homecoming Day, enlivened in the postwar years by the color and excitement of intercollegiate football games.

Glassboro was again the lively College of prewar years, but one of its greatest traditions, as late as the spring of 1952, had not yet made its reappearance. As plans for the Commencement Week were being made, *The Whit* embarked upon an editorial campaign to restore Lantern Night as part of the graduation festivities. Responding to the newspaper's pressure, the administration agreed to let the students themselves decide whether they wanted the popular tradition brought back and given the right to choose, the student body voted to restore Lantern Night on the Commencement Week agenda. Thus Roland Esbjornson, on the night of June 9, 1952, again directed students through the familiar, spectacular maneuvers.

Like the Chinese of pre-Mao Tse-tung vintage, Glassboro students of the late 1940s had respect for the old traditions, which as one student noted, "tend to tie the College closer together."[11] But being young they had no intention of relying on old ways alone. They had the urge to blaze new trails of their own, paths that future students could tread. Imbued with this motive, Glassboro's postwar generation established new traditions. A few are still with us.

Among the hearty perennials planted in the postwar period was the Christmas Open House. An addition to the long-established Christmas festivities—concert, decorated classrooms, banquet and caroling—this newcomer was well-named. Glassboro girls opened up their gaily decorated dormitory rooms for parents and friends to inspect. Few doubted its public relations value, for parents came, saw and were impressed with the college their offsprings were attending. Heartened by the response to the Open House innovation, Glassboro's cheerleaders took the lead in making the pre-Christmas holiday season still merrier by organizing the Snowball Dance, which became one of the most anticipated social events of the year. An attending *Whit* reporter caught the mood of this spectacular when she wrote:

> Christmas decorations prevailed. Snow men and women and various other festive figures were included in the decorations, as well as greens and hidden mistletoe. Featured in the elaborate decorations was a gingerbread house complete with sugar plums. This little house of enchantment was set against a backdrop of greens which covered the outside wall of the gym. A lake and Christmas trees mystically decorated further enhanced the festive mood.[12]

Not all of the postwar traditions were of the social variety. Some were culturally oriented like the Artist Series, which, five times each year, found imported professional talent—lecturers, musical organizations and dancers— performing before Glassboro audiences. Other innovations came along paying tribute to

leaders of extracurricular activities. At annual banquets, for example, the newly organized Women's Athletic Association gave awards to girls who had skillfully and conscientiously piled up points in sports activities and, not to be outdone by its female counterpart, the Men's Athletic Association instituted a similar practice. For students who devoted time and energy beyond the call of duty in a limited number of student activities such as the college newspaper, glee club, orchestra and dramatic club, the administration granted an academic credit of one-semester-hour. To reward students who displayed academic prowess, the College established the Dean's List, a device similar in spirit and objective to the prewar Honor Roll. Finally, Glassboro became a member of the national organization called Who's Who in American Colleges. Elected to this group were a limited number of seniors who had compiled outstanding records in both the academic and student activity fields.

Other student-oriented activities tripped onto the Glassboro stage, performed for a few years and then departed to become footnotes in the college's history. Some had the light touch as, for example, the din-filled pep rallies and roaring bonfires held the night before varsity football games. In this category also was the annual Sadie Hawkins Day celebration, a colorful event made possible by the influx of males on the Glassboro campus of the late 1940s. Some of the short-lived postwar innovations combined learning with adventure and a good time. Such was the Jersey Junket, an expedition sponsored by faculty members Harold Wilson and Helen Wright. For two days this event had virtually the entire senior class traveling the length and breadth of the Garden State, visiting and studying historical sites and interesting geographical locations.

The Sports Renaissance

After the war, returning males were sure they had the answers to arousing the College from its wartime drowsiness: bring back a vigorous intercollegiate athletic program. In September 1945, barely a month after the guns had stopped thundering, a group of Glassboro men petitioned authorities for the immediate return of varsity basketball and baseball. Thrusting aside administrative remonstrances such as the practical difficulty of arranging spur-of-the-moment schedules, the sports-starved athletes insisted that, "The revival of men's sports would mean a noticeable advance in school spirit and will really give the girls something to cheer about."

But the administration clung to its belief that the male students were pushing postwar reconversion too fast. Bloodied and bowed, the frustrated males glumly spent the 1945–1946 season on the sidelines watching the women's hockey team stagger through a five-game schedule with neighboring high school teams. Even had they been so inclined, the men found little to cheer about as the girls chalked up an unimpressive record of two wins, two losses and one tie game.

Gloom changed to cheer, in 1946, when 117 veterans flooded the campus, boosting the male enrollment to 227. Impatient with observing college girls play high school opponents, the men pressed anew for a full-blown varsity sports program. Their efforts paid off, in 1946, when intercollegiate basketball and baseball teams began competing again. Varsity football started in 1947 and tennis returned a year

later. And it was in 1949–1950 that Glassboro participated in the mile relay in Philadelphia, with its four-man team finishing second to LaSalle College. Successful as they were in promoting a renewed athletic program, the male students, led by battle-tested veterans, came a cropper when they demanded a boxing team. Dr. Bunce, as fond of athletics as he was, agreed with many other college administrators in seeing little merit in this proposal.

Towering above all other achievements of the postwar sports renaissance was the successful drive to field a varsity football team. Student veterans, energetically led by Dave Rosen, a fine athlete and all-around student leader, plied faculty and the administration with persuasive arguments. The veterans insisted that a football team would boost school spirit, attract additional male students, utilize athletic facilities more effectively and benefit the general Glassboro community. In March 1947, Dr. Bunce bestowed his blessing on the project, but he warned the supplicants that the football venture would have to be supported completely by funds raised by students themselves.

Given the go-ahead signal they had sought, Dave and his committee turned to the task of planning for the oncoming season, with both time and money in short supply. To supplement extracurricular activity student funds, they raised additional revenue from dances and donations derived from interested townspeople. A six-game schedule was hastily arranged and former Temple University star Glen Frey, a protege of the famed Pop Warner, became the first coach. Because of the shortness of time to get the college athletic field in shape for the gridiron battles, the promoters decided to play the first season's contests on the Glassboro High School football field. By the time 70 candidates reported for spring practice, plans were moving ahead fairly smoothly.

Quite naturally, considering the time available for preparation, neither the schedule nor the record for the first year was impressive. The Glassboro Yellow Jackets, the team's nickname, won two games and lost four. Victories came over Pennsylvania Military College and the semiprofessional Pitman Athletic Association, but the Yellow Jackets bowed to East Stroudsburg, National Farm School, West Chester Junior Varsity and the Woodbury Steelers. In general, student reaction to the season's record was charitable, but some complained at the practice of competing against semiprofessional and junior varsity aggregations. Throughout the College, the rallying cry for the next season was "Let's play Trenton."[13]

Determined to get on the winning side of the ledger in 1948, Glassboro took time to lay careful plans. For one thing, the College selected a new coach, Nello Dallalio, who had compiled an enviable, winning record as Vineland High School's gridiron mentor. A devotee of the "T" formation and an exponent of hard-nosed football, Dallalio brought both of these beliefs with him to Glassboro. Player morale shot upwards with the decision to purchase brand-new uniforms. No longer would team members have the feeling that they were waging gridiron warfare in hand-me-down togs donated by the Glassboro "townies."[14] Spirits also soared with the announcement that the team would play a seven-game schedule against college opponents only. Finally, there was the added lift of performing on the newly-refurbished college athletic field, instead of on the high school gridiron.

With all these advantages going for them, the Glassboro 11 in 1948 had a successful season, winning four games, losing two and tying one. Particularly gratifying was the 33-0 smashing victory over arch rival Trenton State Teachers College. Also noteworthy was the hard-fought tie game with the respected, football-wise West Chester State College. In assessing the principal reason for the team's success, the players nodded in Coach Dallalio's direction. They claimed that he "had the knack of infusing his enthusiasm and team spirit in every player."[15]

Despite the end of the Veterans Junior College Program after 1948–1949, Glassboro continued to field winning football teams. The 1949 record stood at four wins, two losses and one tie and the 1950 campaign produced four victories and two defeats. Winning seasons, however, were not powerful enough antidotes to check the cancer that began to erode the football program. Once the initial enthusiasm in having a team faded, student interest flagged and crowds at games became sparse. Students displayed a tendency to boycott the college contests in favor of going home on weekends to watch their local high school teams play.[16] It was not surprising, therefore, when college authorities, in the spring of 1951, erased varsity football from the athletic calendar. They adhered to this decision despite impassioned pleas by the Men's Athletic Association and *The Whit* to "give football one more try."[17] Thus the gridiron sport disappeared from the Glassboro sports scene until its reappearance 13 years later.

Naturally, Glassboro's sports zealots of the postwar era lamented the demise of football. But, looking back on the five-year resurgence of athletics, they had memories that time's passage will find difficult to expunge. They will long remember, for example, the thrill of watching, in November 1948, pictures of the Glassboro football players flashed on that new communication medium called television, accompanied by laudatory, verbal comments made by WCAU's sports commentators, "Old-Timer" Stony McLinn and Harry Roberts. Neither will Glassboro sports fans of the postwar years soon forget the first play of the 1950 gridiron season, when Nate Todaro gathered in the opening kickoff to twist, side-step and stiff-arm his way 100 yards through the entire Kutztown State College team. December 14, 1950, was also a proud day in Glassboro's sports history, for on that date a fighting Glassboro basketball team coached by Sam Porch battled nationally ranked Temple University on even terms for most of the game. Only the loss of three of the Glassboro starting five by the personal foul route enabled the much taller Temple boys to snatch victory from Glassboro's grasp. Etched in Glassboro memories is Ralph Brant's first-half feat of holding Temple's All American Bill Mlkvy, "the Owl without a vowel, "to a pair of field goals. Securely stored also in Glassboro's sports memory book is the 1949 baseball team's nine wins, two losses and one tie record, the best diamond season Glassboro had forged up to that year. Stars on that team were Ralph Ridge, who led the team in batting with a .448 average and catcher Jim Lilley, whose arm was like a rifle as it cut down would-be base thieves. Finally, Glassboroites recall their pride, in 1949, when they learned that popular and personable freshman Judy Burnett's athletic prowess had won her a place on the second All-American hockey team selected by the American Hockey Association.

These are but a few of Glassboro's postwar sports memories. Recalled, they help to emphasize the contributions athletics made in helping to pull the College out of the student activities doldrums imposed by the restrictions of World War II.

Some Somber Moments

Students of the postwar years did not spend all of their time living in an Alice in Wonderland make-believe world, replete with social and sports events. On the contrary, they found time also to focus on less escapist matters. Thus, on May 29, 1946, the entire student body attended a memorial service honoring the memories of Glassboro's three gold-star boys of World War II. The poignancy of the service was heightened by the presence of the heroes' immediate families and by the reading of a dedicatory poem written by Adele Moskowitz, sister of one of the fallen Glassboro warriors.[18] Later, in 1948, students sat deeply moved as senior student Mrs. Anna Wattenberg Powell described from first-hand experience what it was like to have undergone the horrors of a Nazi concentration camp.

Another jolt to peacetime complacency came in March 1946, when Glassboro students picked up their newspapers to read a foreboding but prophetic line in a speech that Winston Churchill delivered at little Westminster College in Fulton, Missouri. Warned the pugnacious British leader, "From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the continent." This was for Glassboro as well as the rest of the world a chilling introduction to the Cold War between the two great World War II allies, the United States and the Soviet Union.

Throughout the late 1940s Glassboro students were reminded, some more than others, that they lived in a troubled world plagued by crisis events: The Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization and the Berlin Airlift. College authorities brought to the campus speakers such as Robert St. John, Jerome Davis, Hallet Abend, Senator Karl Mundt, Congressman Walter Judd, Captain Michael Fielding and a Russian defector, Lieutenant Colonel Kolow. These men delivered speeches with ominous titles: "Peace or Chaos?", "Is War Inevitable?", "Is Russia a Force for Peace?" and "Can We Afford to Let Russia Dominate Asia?"

At 4 a.m. on June 25, 1950, the war changed from cold to hot, when North Korean troops crashed across the 38th parallel into South Korea. American involvement in the subsequent hostilities set Glassboro nerves on edge and produced a resigned "here we go again" state of mind. Jittery students predicted mournfully that, as in World War II, Glassboro would become a ghost college bereft of its male population. Faculty members waxed gloomy with one eminent instructor predicting, "the need for a military force comparable to the previous war, if not greater."[19] Another pedagogue, in the best Cassandra manner, saw the return of rationing, the wholesale departure of male students, soaring inflation, coal shortages and the return of air raid alarms and drills.[20]

Unfolding developments in the Korean War proved some Glassboroites to be better students and instructors than prognosticators of world events. Only a limited number of Glassboro men entered military service and these by enlistment, or because they were called as part of the nation's reserve forces. Washington's Korean War policy, unlike that in World War II, was to permit students to finish their college

careers. However, a sharp check was kept on male students' grades, which were reported to local draft boards, together with scores on Selective Service tests. But there was no mass exodus of men. While there was a diminution in the male enrollment from its peak level in 1950, the reduction was part of the drop in total students that began that year. At the height of the Korean War, in 1951, Glassboro's male population numbered 143, a figure exceeded only two years before in the College's history. What the Asian conflict did cost Glassboro was a slumping morale, as reflected in a *Whit* editorial:

> If this gloom is permitted to settle and thicken, we could easily slip back into a dark age—darkness of spirit, absence of college activities and blackness of reputation. How can you help? Light a candle instead of swearing in the dark. If each one were to have a brightness of spirit and attitude, it would drive away the gloom and make the new light at GSTC known for miles around.[21]

Drooping spirits were evident in the reduced tempo of student activities, especially in sports. Even before the onset of the Korean hostilities, student apathy had rung down the curtain on varsity football. A few years later the depressing news from distant battle fronts increased student lethargy on the college home front to the point of threatening the continuance of varsity basketball and baseball. Some of the basketball games were attracting crowds of 15 fans. In dramatic form *The Whit* called attention to the crisis by publishing in bold-faced type a sports obituary, part of which read, "This could be the death notice of intercollegiate sports at Glassboro State Teachers College. Lack of support, lack of participation and 'just plain-so what?' are slowly strangling sports at the intercollegiate scale."[22]

School spirit was a casualty of the Korean War, but Glassboro lost something more tangible and precious, when news of Lieutenant Frank Uzzo's death filtered through the student body. Frank, a member of the Class of 1948, gave his life in faraway Korea, victim of Chinese gunfire. The Lieutenant's commanding officer provided the details:

> The morning it happened Frank's mission was to go out with his platoon and investigate a Chinese attack and note their position. It was at this time, February 12, 1951, that they made contact with the enemy and Frank refused to surrender after it was demanded by the Chinese. He gave his life in order that his men would have a chance to escape from the trap they were in. You may rest assured that revenge has been taken in numbers by men in his command.[23]

Frank Uzzo had lit his candle. Its bright flame showed that the Glassboro spirit still lived and was something "more than cold stone."

The Postwar Faculty

During World War II, Glassboro's faculty members had worried and speculated whether a depleted enrollment would find them without jobs. By 1947 they were still worrying but for a different reason. Their concern became that of wondering if they could adjust to heavy teaching loads brought on by the postwar enrollment surge.

What was needed were additional staff members to share the heavy burdens. It was the state's response to this need that brought some new faces into Glassboro's classrooms.

Even before the war's end, faculty newcomers had appeared in the persons of Lester Bunce, Claire Lockey, Margaret Rieck and Florence Sellers, but they came as replacements or to help staff the expanded Demonstration School. Responsible for the first wave of additional instructors was the Junior College Program for returning veterans. To meet the specialized needs of these lively students, the College employed: Francis Peacock and John Parker, business organization and administration; Robert McCobb and Francis Curcio, higher mathematics; Charles Caulfield and Thomas Fisher, pre-engineering; Norman Campbell, science; and Geri DiCatania, Spanish. With the demise of the Junior College, in 1948–1949, four of these instructors left Glassboro, along with their embryonic engineers and business administrator charges. Peacock, McCobb, Parker and Campbell remained on the staff to render meritorious service for varying numbers of years.

Not all of the postwar newcomers came to teach veterans exclusively. Expanding teacher-preparation enrollments gave the College the opportunity to employ instructors whose tenures proved long and fruitful: Evelyn Reade, Samuel Porch, Clarke Pfleeger, Marvin Creamer, Leonard Mancuso and Mildred Adams. For older faculty members, the addition of these younger colleagues helped assuage the sadness of losing Ethel Merriman and Clella Finster through retirement. Significant, too, the infusion of this fresh-teaching blood boosted the vitality of an over-burdened faculty. But, as one veteran instructor remarked, "We could have used even more help. Burdens of 22 semester hours of teaching were hard to carry."[24]

With their heavy teaching loads the Glassboro postwar faculty had little time or energy to engage in outside professional activities. But there were exceptions and Dr. George Haupt was one of them. His efforts at state and national levels brought Glassboro a large measure of reflected glory. In 1947, for example, Dr. Haupt was elected President of the National Council of Science Teachers and a short time later he was one of a select group of science educators chosen to help write a textbook incorporating the emerging concepts of mid-20th century science: television, jet propulsion, missile developments and nuclear energy. And it was in the postwar years that Dr. Harold Wilson's historical research and literary output also brought scholarly recognition to Glassboro. Despite the fact that he did not have to "publish or perish," Glassboro's affable historian devoted long hours as Chairman of the New Jersey History Committee, which published the authoritative volume called an *Outline History of New Jersey*. Admiration for Wilson's achievements increased when his colleagues learned that, while laboring as Chairman of the State History Committee, he was also busily engaged in digging out fascinating, little-known anecdotes and events which, in 1952, made his published *Jersey Shore* a gold-mine description of late 19th-century life at the seashore. Joining Haupt and Wilson in making the Glassboro name known beyond its own borders were Marion Little and Roland Esbjornson. Both of these hard-working and dedicated educators continued their efforts in keeping the Children's Clinic a viable force in the education of handicapped children and by so doing won for Glassboro and the Clinic a well-deserved statewide reputation.

Many faculty members, active and retired, recall the postwar years with nostalgia. Perhaps the event that stands out sharpest in their memories was the night of March 7, 1949. On that date, Dr. Savitz, after a 12-year absence, returned to visit the College and to reminisce over old times. At the Spring Music Concert held that evening, students, faculty and alumni insisted that he mount the stage to recall the early Glassboro years. The 82-year-old gentleman, still able to dominate a situation, delighted his audience with a recital of witty anecdotes aimed directly at alumni and faculty attending the concert. This was his last public appearance. Over two years later, December 5, 1951, Glassboro's Founder passed peacefully away at the ripe age of 85.

Curriculum Developments

From the outset of his presidency back in 1937, Dr. Bunce had endeavored to win State Department of Education approval for a secondary school curriculum at Glassboro. His primary motive, of course, was to attract men to the College. Undaunted by repeated rebuffs, he kept trying. Thus, in 1943, the Glassboro President urged newly appointed Commissioner of Education John Bosshart to approve secondary school programs, as well as curricula in the special fields of music, physical education and art. In his appeal letter Dr. Bunce gave one reason for his application, "We feel," wrote Bunce, "that such curricula will prove attractive to high school graduates who, though interested in teaching, don't want to teach in the regular elementary grades."[25]

Glassboro's President followed up this request by enlisting the support of South Jersey administrators, who were expected to use their influence to persuade the Commissioner on the merits of the Glassboro proposal. But their lobbying efforts were not effective enough to shake Dr. Bosshart out of his reluctance to grant quick approval. Canny and experienced educator that he was, John Bosshart detected flaws in the Glassboro petition. For one thing, the need for secondary school teachers had declined with the slackening of high school enrollments. Bosshart also was aware that Glassboro for over 20 years had geared itself to turning out elementary school teachers. In the crucial supply areas of specialized faculty and facilities, some expensive retooling would have to be done to make feasible the adoption of secondary curriculums. Besides, the Commissioner was in no rush; he preferred to take more time before reaching a decision. For two more years World War II continued on its murderous course before grinding to a halt. Still Dr. Bunce waited for the go-ahead to introduce secondary school preparation curriculums.

With the end of the war the Glassboro President switched his tactics. Instead of pressing for a complete secondary program, he decided to push for a partial one, as became evident in a letter he wrote to Assistant Commissioner of Higher Education. Dr. Robert Morrison.

> It has been my opinion for several years that our present General Elementary Curriculum covers too wide a range of grades. It is impossible to prepare properly a teacher equally well for the first grade and the eighth grade. I favor having a curriculum covering grades five to nine. This would

> allow teachers in certain junior high school programs to teach ninth grade in a departmentalized set-up, along with seventh and eighth grade work.[26]

This change in approach ran into opposition from unexpected sources. Montclair and Trenton State Teachers Colleges had long held a monopoly in preparing secondary school teachers and their Presidents wanted no part in having the State Department sanction a grades 5–9 curriculum. They were more than satisfied with the prevailing certification rule which required students to pursue a secondary curriculum that prepared them for teaching grades seven through 12.[27] But Glassboro warded off this formidable opposition to its unorthodox proposal. Dr. Bunce's most effective ally was a vocal group of student war veterans, who insisted on teaching in the upper grades only, preferably in the ninth grade. Glassboro's persistence in what it considered a good cause paid off on March 7, 1947, when the State Board of Education approved its grades 5-9 curriculum.

What kind of a program was this hybrid curriculum? Its major feature, of course, was that it cut across both the elementary and secondary teaching fields. From a certification standpoint, successful completion of the program permitted graduates to teach in elementary school grades five through eight. They were also assured that they could instruct social studies, English, science and mathematics in the ninth grade of departmentalized secondary schools. To provide competence in these subject matter areas, the curriculum called for students to acquire the following quotas of semester-hour credits: social studies, 32; science, 20; English, 16; and mathematics, 11. Provision for acquiring skills in teaching methods was made by having students sign up for a bank of courses labeled: General Methods for Teaching in the Junior High School, Teaching English in Grades 5-9, Teaching Social Studies in Grades 5-9, Teaching Science in Grades 5-9, Teaching Mathematics in Grades 5-9, Teaching Music in Grades 5-9, Teaching Physical Education in Grades 5-9, Teaching Art in Grades 5-9 and Teaching Reading and Handwriting in Grades 5-9.

This was a strange program of studies, one put together quickly with much improvisation in an attempt to gain at least a partial entrance into the secondary teacher preparation field. It was a program built not so much on sound principles of curriculum construction as on the availability of existing staff and facilities to make it work. This was the characteristic that caused the imbalance in credits among the subject matter areas. Thus a student majoring in this curriculum was required to take 32 semester credits in social studies subjects because the Social Studies Department had five faculty members available for teaching. But for the Grades 5-9 major interested in acquiring depth in mathematics, the course pickings were indeed lean, made so by the presence of one lone mathematics instructor on the Glassboro staff. In short, this improvised program offered its takers an educational experience wide in breadth but shallow in depth.

Despite the criticisms of the curriculum purists, Glassboro took comfort in the fact that at long last it had a secondary program—hybrid as it was—to offer high school applicants for whom elementary school teaching had scant appeal and it was the best the State Department would grant. In the face of a shaky start and some criticism from students, the Grades 5-9 curriculum survived for over 10 years. By so

doing it gave a number of its graduates—about 25 each year—an opportunity to enter departmentalized teaching positions in all parts of the state.

The Graduate Program

As far back as the spring of 1938, New York University's Professor Ambrose Suthrie made the long trip every Thursday from the Big City to the Glassboro campus to teach two courses called Cooperative Supervision and Personnel Problems of the Public School Teaching Staff. The first was scheduled from 4 to 6 p.m. The second met from 7 to 9 p.m. By taking these offerings Glassboro bachelor-degree holders earned, with considerable savings in time and money, credits toward New York University's master's degree. The arrangement with the giant University was Glassboro's first venture into the graduate field. But, like many other promising innovations, this tentative step into the graduate study area became a casualty of World War II. Before it stumbled, however, it sharpened Glassboro's desire for more advanced study.

In 1944, with the end of hostilities in sight, Dr. Bunce busied himself with postwar planning and high on his list of priorities was a determination to win State Department of Education approval for a full-fledged graduate program. A number of forces steered the President in this direction, not the least of them being the pressure the Glassboro alumni exerted. By 1944 the College had awarded the bachelor's degree to a significant number of its students, but to pursue advanced study the more professionally ambitious of the degree recipients were compelled to travel, with an annoying expenditure of time and money, across the Delaware River to the University of Pennsylvania or Temple University. Their plea to Dr. Bunce was, "Why can't you do something here at Glassboro to meet our needs?"[28]

President Bunce got the message. Throughout the remaining war years, he pressed the Glassboro graduate program cause at monthly meetings of the state teachers college Presidents, reminding State Department personnel and the college heads that the State Board of Education had already permitted other state teachers colleges, notably Montclair and Trenton, to offer graduate programs. Dr. Bunce saw no valid reasons for denying his College the same privilege. While he did not openly advertise it, at least to state officials, he had another compelling reason for pressing the issue. It will be recalled that, as World War II approached its end, Glassboro was experiencing lean enrollments, so skimpy that the President found it difficult to make complete teaching loads for his staff. Graduate course assignments would go a long way in helping to solve the worrisome morale problem created by the specter of having to drop instructors from the payroll for want of teaching assignments.[29]

World War II's close and the passing of the postwar years found Dr. Bunce's graduate program plea resembling a still, small voice barely heard by the State Board of Education and Commissioner Bosshart. They gave Glassboro its day in court, listening sympathetically to its arguments but courteously yet firmly withheld approval. It became obvious that Glassboro, to breach State Board defenses, would have to add more potent weapons to its arsenal of persuaders. After repeated failures Glassboro suddenly realized it had a secret weapon in the Children's Clinic.

With the coming of the postwar years, the Clinic had reached maturity in its

development. At a time when South Jersey, with the possible exception of a few large school districts, was an educational wasteland for meeting the needs of all children, the Glassboro Clinic was an oasis to youngsters afflicted with multiple handicaps, such as mental retardation, reading difficulties, speech and hearing deficiencies and physical defects like cardiac conditions, cerebral palsy and polio. By the late 1940s, the Clinic had significantly broadened the scope of its ministrations from its original effort to diagnose and treat children with reading difficulties.

A program of this magnitude could only be carried out by a dedicated staff willing to give unstintingly of themselves while disregarding that most holy of holies of the academic world—the normal teaching load. Names come readily to mind: Marion Little, Mildred Adams, Elizabeth Tohill, Estelle Marlberg and Roland Esbjornson. The latter exemplified the devotion of the Clinic personnel, for here was a man who gave copiously of his time and even his own money to aid physically handicapped children in a multiplicity of ways. He met with the children every Tuesday and Thursday afternoon, on Saturday mornings and in the summer months, rehabilitating them with the use of equipment he designed and helped construct himself. He trained in-service teachers and Glassboro seniors in the art of teaching the physically handicapped. He toured the state, from Cape May to Essex counties, preaching the gospel of the handicapped child to parent-teacher groups, grange members, service clubs, women's clubs and church audiences. Traveling with "Esby" was his man Friday, Mahlon Scott, whose skill as a photographer made available a home-made movie of Clinic activities. The audiences not only heard the word but also saw it in action.[30]

What Professor Esbjornson did was typical of what other Clinic members were doing, albeit in differing ways. But Dr. Bunce realized that these sacrifices could not go on indefinitely. A plan had to be devised to regularize and humanize both the financing and scheduling of Clinic activities. The President, of course, was also aware that many of the in-service teachers undergoing training under Clinic auspices already had their bachelor's degrees. What they wanted was the opportunity to master the skills of teaching handicapped children, while at the same time receiving graduate credits.

By 1949 Dr. Bunce felt he had the arguments to break down State Board reluctance in approving Glassboro's long-time petition for graduate studies. He decided to base his new plea on the statewide reputation of the Children's Clinic and the need to regularize Glassboro's program for preparing desperately-needed teachers of the handicapped. To buttress his case with specifics, he got the Clinic Association to poll its members on their willingness to take graduate courses. Armed with convincing data the Glassboro President once more laid siege to the State Board. By this time the Clinic's achievements had gained Glassboro influential friends at Trenton. Veteran and prestigious State Board member Mrs. Marie Katzenbach, Assistant Commissioner Thomas Durrell, Elementary School Director Ann Hoppock and Commissioner Bosshart himself were persuaded that Glassboro had proven the need and feasibility for a graduate program. Their conversion to the cause bore fruit on October 11, 1949, when the State Board of Education finally approved Glassboro's graduate program of studies.[31]

Staff members of the Children's Clinic include (left to right) Miss Elaine Steele, Mrs. Agnes C. Whitman, organizer Dr. Marion L. Little and Mrs. Edythe Knipe.

Roland Esbjornson—the original "Mr. Glassboro."

The graduate program was a three-pronged affair. Not surprising, of course, was permission to offer advanced courses for the teaching of handicapped children. But, like a popular president of the United States who carries running mates into office with him, the Clinic's reputation helped convince the State Board to approve two additional curriculums. One gave the opportunity to ambitious, future school administrators, principally young men, to enroll in the Administration and Supervision of Elementary Schools curriculum. Another gave bachelor-degree holders the chance to improve their skills and competence in the Advanced Work for Elementary Teachers field of study.

After a long struggle Glassboro had finally gained the right to offer a graduate program. The first courses were offered at the 1950 Summer Session. Two years later, at the June 1952, Commencement, 15 proud students stepped up to the platform to receive their master's degrees. None was prouder than the Glassboro President, who, on this occasion, was presiding in his valedictory exercises at Glassboro.

Other Post-War Recollections

Glassboro's postwar era had its share of noteworthy events. Among them were an expanded enrollment, revival of student activities, the Junior College, Grades 5-9 curriculum and the Graduate Program. But other happenings rekindle memories of those years. This was the time, for example, that Glassboro integrated its dormitories. A major portion of credit for this achievement must go to Dean of Women Evelyn Reade. New to her position in 1946, Dean Reade viewed Oak Hall's Unit Four segregation of Negro girls as being out-of-step with the times. She laid her desegregation plans carefully and well. As a first step Dean Reade persuaded three white girls, recently returned from a quarter of student teaching, to move into the all-Negro unit.[32] This bold move worked well, thus laying the groundwork for a more ambitious plan for the following year. At that time Dean Reade placed nine white girls into Oak I with an equal number of Negro dormitory residents. In similar manner she integrated two other units.[33] Unlike the 1943 unpleasantness, the postwar desegregation process proceeded smoothly. Glassboro, along with the rest of New Jersey, was among the first to practice as well as preach the brotherhood of man principle.

It was in the postwar years, too, that alumni activities picked up. Under the leadership of persons like Carmela Miller Stier, Myrtle Townsend, Dorothy Koch, Grace Wolfe, Elsie Knight, Frank Palmieri and Rudy Salati, the alumni came out of what one Glassboroite called its "period of wartime hibernation."[34] Its resurgence produced numerous accomplishments: publishing the *Alumni Tower*, conducting a joint alumni-student fun night, sponsoring the Spring Music Concert, promoting the annual Homecoming gathering, donating the carillonic bells, organizing county-level alumni groups and raising money for the Children's Clinic.

The alumni also sparked student interest in an almost forgotten Camp Savitz, so much so that undergraduates resurrected the old-time practice of using the camp's dilapidated facilities for weekends of fun and relaxation. Youthful enthusiasm cooled, however, when confronted with the task of bringing the camp's physical environment back to what it had been in the late 1920s. In 1951 a few energetic

students embarked upon a "Fix It or Sell It" campaign, an enterprise that made little headway.

In 1949 an event occurred that set Glassboro's academicians agog, for it was then that the College had the good fortune to inherit a large portion of Frank H. Stewart's remarkable historical collection, which included 3,500 books, 1,000 pamphlets, 3,000 letters and 500 deeds relating to New Jersey's early years. The sheer bulk of the collection was a cataloguer's nightmare, but Librarian Dorothy Hammond took an optimistic view of the windfall, when she pointed out that, "The collection includes excellent source materials for United States and New Jersey historians interested in the colonial and Revolutionary War periods."[35] Miss Hammond might also have added that the receipt of the historical treasure house came at a time when Glassboro was about to embark on its graduate program, one of whose requirements was the writing of a documented thesis. Primary source data in the Stewart collection would provide enterprising students with unlimited possibilities for scholarly research.

Glassboro's postwar years brought disappointments as well as achievements. In the former category must be placed Dr. Bunce's frustration in not being able to bring new buildings to the campus. In 1944, after taking a look into the postwar future, the President pleaded for the construction of a library, laboratory school and a dormitory for men. Perhaps unrealistically he insisted that all three of the structures could be built at the unbelievably low price of $325,000. Dr. Bunce obtained State Board approval for the proposal, but the Legislature dashed his hopes by refusing to appropriate the necessary revenue.

Faced with the problem of housing and teaching the postwar influx of students, Dr. Bunce was able to gain permission for constructing temporary buildings on the campus. In 1947 workmen erected 17 housing units, each containing a living room, a bedroom, a combined dinette and kitchen and a bathroom at a location adjoining Bunce Hall's present-day faculty parking lot. Promptly dubbed the "Shacks" by irreverent students, these units did provide shelter for a portion of the male enrollment and for a few faculty families. Also, in 1947, on a site now occupied by Memorial Hall, work crews raised a temporary classroom building constructed with discarded lumber and equipment from army barracks. Popularly called the Annex, this was a one-story structure made up of six classrooms accommodating 180 students.

Not many of the Glassboro family were happy with these makeshift building facilities. It was not surprising, therefore, to find the administration, faculty and students energetically promoting the 1951 College Bond Issue. Voter approval of this referendum on November 5, 1951, meant that a portion of its proceeds would be available to finance the permanent structures Dr. Bunce had sought but whose planning and building he was destined to leave in the hands of his successor.

Dr. Bunce Retires

On June 11, 1952, faculty, students, alumni and a few special friends gathered at one of Glassboro's most unusual farewell dinners. Honored and eulogized that evening were three persons: Faculty member Anna Kate Garretson: Seymour G. Winans, Dean of Instruction and one of Glassboro's five remaining charter members; and Edgar F. Bunce, Glassboro's President for 15 years. Thus the College was bidding

Clarke Pfleeger made his home with his young family in the Shacks in the late '40s.

adieu to its two top administrators and the Bunce Administration had come to an end.[36]

In evaluating Dr. Bunce's contributions to Glassboro, the assessor should bear in mind that the second President operated in crisis-laden years. His was not a period of normalcy. Despite having to perform in a highly charged atmosphere, the Bunce Administration got on the scoreboard a number of times with achievements like the Graduate Program, Grades 5-9 curriculum, Children's Clinic and the Junior College. These were visible tallies, easily identifiable. However, a discerning observer, assessing from the vantage point of time, detects even more significant though less tangible achievements, among which three were noteworthy: Dr. Bunce's successful drive, early in his tenure, to make the transition from normal school to college; his patient maneuverings in the war years to hold on to his faculty; and his skill in coping with the problems that the hectic postwar period precipitated. If Dr. Savitz was Glassboro's Founder, Dr. Bunce must be acknowledged to be its Conservator.

BOOK FOUR

The Robinson Administration 1957–1968

Why build these cities glorious
If man unbuilded goes?
In vain we build the world, unless
The builder also grows.

—*Edwin Markham*

CHAPTER 9

Prelude to Expansion

On a Sunday afternoon in the late winter of 1952, New Jersey Commissioner of Education John H. Bosshart and Mercer County Superintendent of Schools Thomas E. Robinson met in one of Trenton's Stacy-Trent Hotel rooms, which served, during his term of office, as the Commissioner's home away from his Maplewood home. The sole item on the meeting's agenda was a discussion of the Robinson-written report scheduled in a few weeks to be laid before the State School Aid Commission. Dr. Robinson wrote the document in his role of Commission secretary; Dr. Bosshart reacted to it as the commission's chairman. After the two men had finished going over the report, the Commissioner suddenly asked a question:

> "Tom, would you take the job as President of Glassboro State Teachers College?"
>
> Just as quickly Dr. Robinson replied, "Yes, Commissioner, I would."[1]

With this offer and acceptance, the two men sealed a contract that gave Glassboro its third President. Too, it was an agreement which subsequently transformed a tiny college, tucked away quietly in South Jersey and known principally by the South Jersey community, into an institution which grew prodigiously to gain statewide and a measure of national recognition.

Thomas E. Robinson

Dr. Bosshart's selection of the new college President was not as casual as the above incident might seem to indicate. The Commissioner was widely respected as a sound school administrator who was shrewd in making decisions, especially when they were concerned with the appointment of people to high office. In this instance he again had done his homework well. John Bosshart knew his man. Unlike his two Glassboro predecessors, Thomas Robinson was city bred.

Born and raised in Trenton, New Jersey, he was a product of that city's public school system, graduating in 1922 from Trenton High School. From there he went on to Lehigh University to major in Latin and minor in history. In the fall of 1926, the 21-year-old Robinson began his educational career when he accepted the position of Latin and English teacher at Trenton's newly constructed Junior High School Number Four. Here, in the persons of Principal Grace Dunn and Supervisor of Instruction Bertha Lawrence, the fledgling teacher came under the greatest influences of his professional career. Years later, reminiscing over a lifetime spent in education, Dr. Robinson recalled his first teaching appointment:

Dr. Thomas E. Robinson, Glassboro's third President, 1952–1968.

> At Lehigh I majored in what even then was called a 'dead language.' Like many other students in a liberal arts college, I had no idea how the study of Latin would help me earn a living. Principally, as a kind of insurance policy, I enrolled in enough professional education courses to meet New Jersey certification standards. In a very real sense, I stumbled into the teaching profession. But my stumbling days ended as soon as Grace Dunn and Bertha Lawrence took charge of me. With their enthusiasm for public school education and their dedication to creative teaching, they headed me in professional paths I have never left. My appointment to Junior Four turned out to be the most important event in my professional life.[2]

The two Trenton school administrators quickly realized that they had gotten possession of a prize rookie teacher. True, he was raw and untutored, but the basic ingredients for a fine professional career were present: a sharp intelligence, a capacity for hard work, a desire to learn and a gift of being able to write the English language. All that was needed was expert guidance, a need the Junior Four administrators were able and willing to meet.

From 1926–1929 Thomas Robinson had an on-the-job training program in educational theory and practice, an experience which was to shape his educational thinking for the next 40 years. He learned, for example, that teaching lively adolescents—many in school simply because the law required them to be there—called for something more than a command of subject matter. Needed, too, was a deep knowledge and understanding of the pupils being taught, as well as a mastery of the varied teaching procedures helpful in instructing them. It was in these beginning years also that the neophyte teacher learned that the attainment of educational objectives starts and ends in the classroom. Eager to participate in the extracurricular life of the school, Robinson utilized his fondness for and skill in writing to assume the sponsorship of the school newspaper. The Misses Dunn and Lawrence raised their protege's sights still higher by urging him to enroll for graduate study at the University of Pennsylvania, which, in 1930, awarded Mr. Robinson the master's degree.

One year earlier, in 1929, the Robinson mentors had advised him to gain further seasoning at higher grade levels. Following their advice he taught Latin and English 1929–1931 at Trenton High School. But, in 1931, he was back at Junior Four with a Supervisor of Instruction title, a post he held for six productive years. Teachers of this period recall a kindly but firm educator quick to praise excellence in the teaching act but also ready to point out glaring instructional weaknesses. His conferences following classroom visits were models of the supervisory act and his observational reports, written and oral, were detailed, informative and instructionally helpful. After experiencing a Robinson follow-up conference, teachers were never in the dark about their teaching performances.

Eager to extend his professional horizons, Mr. Robinson in 1937 left Junior Four to become an elementary school principal in the Trenton system. From 1937 to 1944, he served as the administrative head of three different elementary schools and it was in these years that he began to attain statewide recognition. In 1937, for example, his book *Growing Through Problems* was published. In that year, also, he edited a

publication on reading for the New Jersey Secondary Teachers Association. Growing apace professionally, the future Glassboro President in 1940 earned the doctor's degree from Rutgers University. Three years later another Robinson book, *Units for English Mastery*, came off the press. And it was in the early 1940s that Dr. Robinson wrote numerous articles for professional educational journals, an activity he continued throughout the remainder of a busy life. His favorite writing topic at that time was improving classroom instruction with special emphasis on elementary and secondary school reading.

In 1943 the Robinson writing facility came to the attention of the New Jersey Education Association, which was searching for someone to replace editor Laurence B. Johnson, who had marched off to the wars. Dr. Robinson accepted the Association's editorship offer but only on a part-time basis, for he retained his elementary principal's and later his county school superintendent's positions, devoting his energies to them in daylight hours. Free evenings found him at his Trenton home deciding on article acceptances or rejections, editing copy and performing other activities needed to ready the monthly magazine for publication.

Another milestone in the Robinson educational career was reached in 1944, when Commissioner of Education John Bosshart appointed him Mercer County Superintendent of Schools. This was a position that extended the Robinson reach into new educational fields. He immersed himself in helping local boards of education construct new buildings, formulate budget proposals, select school personnel and build new curriculums. But as always it was the wider opportunity to improve classroom instruction that gave the Bosshart-appointed county superintendent the greatest satisfaction in the new job, for it gave him a far greater number of teachers to visit and help with their day-by-day teaching assignments.

The demands of adjusting to a different position, however, failed to slow the tempo of Robinson's activities on the broader educational stage. He continued to serve as the *NJEA Review* editor until 1946. One year later he became Vice President of the New Jersey Education Association. In 1949 Dr. Robinson would have ascended to the presidency of the Association had not Governor Alfred Driscoll felt it unwise for a state officer such as a county school superintendent to assume the leadership of the vigorous state teachers organization.

Neither did the demands of the county superintendency slow down the output that flowed so easily from Dr. Robinson's facile pen. He continued to have his articles accepted and published in professional journals. He coauthored and had published two textbooks: *Driving the Reading Road* and *Progress on Reading Roads*. He served as editor of a publication called *It Starts in the Classroom*. This was a periodical whose aim was to prove that effective school public relations begins in the classroom where good teaching takes place. The newsletter editor's task was to unearth promising teaching procedures country-wide and to make them widely known. With Dr. Robinson's career-long interest in classroom instruction, the publication's purpose was one he could readily identify himself with and by so doing become involved with educational activities at the national level.

As county superintendent of schools, Dr. Robinson, of course, did more than write textbooks and edit magazines. His county school job made him a working

member of the State Department of Education's team and thus opened up still additional vistas for professional growth. Never one to pass up opportunities, Thomas Robinson welcomed an invitation to spend a significant portion of his time working and learning at the State Department's West State Street building in Trenton. Among other activities, he helped edit and publish the Department's *Education Bulletin*. He also wrote and prepared for publication what subsequently turned out to be an educational best seller: *What Every School Board Member Should Know*. Intrigued with the legal aspects of education, he, under the direction of Deputy Commissioner Chester Robbins, researched and wrote school law decisions. Interested in instruction, he spent considerable time in Assistant Commissioner Thomas Durell's Elementary Education Division. Finally, in 1950, Commissioner Bosshart appointed Dr. Robinson Secretary of the State School Aid Commission, charging him with the twin responsibilities of conducting the research and writing the voluminous report to be submitted to the Legislature.

Dr. Robinson performed these State Department activities while concomitantly carrying out his responsibilities as Mercer County Superintendent of Schools. It was a performance which gained for him the esteem and respect of educators throughout the state. By 1952 it was common knowledge in State Department circles that Dr. Robinson was about ready to move up another rung on the educational ladder. Insiders had him succeeding as an assistant Commissioner either Deputy Commissioner Chester Robbins in the Legal Division or Thomas Durrell in the Elementary Education office. Both of these officials were expected to retire in the near future. And a bigger prize was becoming available. Commissioner Bosshart had announced his retirement to become effective July 1, 1952, a pronouncement which produced statewide speculations on a successor and a host of applicants, but Thomas E. Robinson, however, was not one of them. Despite a movement in both educational circles and in high echelons of state government to promote the Robinson candidacy, he discouraged the boom on his behalf. For his eye was fixed resolutely on another position which happened to be the presidency of Glassboro State Teachers College. Dr. Bunce had announced his impending retirement as head of the South Jersey educational institution. Here was an opening which Thomas Robinson genuinely wanted to fill, for it was a real opportunity to improve classroom teaching—a long-time Robinson goal—by shaping the education of future teachers. This was the motivation which, on that Sunday afternoon in the winter of 1952, drew from Dr. Robinson a prompt affirmative reply to Commissioner Bosshart's question, "Tom, would you take the job as President of Glassboro State Teachers College?" [3]

A Productive First Year

Officially, Dr. Robinson took over the Glassboro presidency on September 1, 1952. Prior to that date his contacts with the College had been limited to teaching a graduate course there in the summer of 1950 and to a few brief orientation visits in the spring of 1952. Thus he had, before grasping its helm, what amounted to a nodding acquaintance with the institution. Certainly to the faculty and students the new President was somewhat of an unknown quantity. It was, therefore, not surprising that, throughout the 1952 summer session, speculation about Thomas

Robinson became Glassboro's favorite indoor sport. A veteran faculty member, citing as authorities friends on the staff of Trenton State Teachers College, helped satiate faculty curiosity by sketching a promising verbal portrait of the incoming leader:

> Dr. Robinson is an educator with a statewide reputation, respected alike by the Commissioner of Education and teachers in the classrooms. He is a man who gets things done, one who drives himself harder than those below him in authority. His job is his life. He has few other interests, unless it be a fondness for tennis. No doubt he will work us hard here at Glassboro, but he will also project the Glassboro image far and wide. In the years ahead, more and more people will learn that Glassboro is something more than the only state college in South Jersey. [4]

Measured by the Robinson record of the next 16 years, this assessment proved unerringly accurate. But the Robinson opening day performance at Glassboro made some wonder whether his press clippings accurately reflected the caliber of the man. The date was September 6, 1952 and the occasion was the first faculty meeting of the year. Prior to the meeting's start an incident occurred which turned out to be the only exciting happening of the day. Coming out of her office en route to the faculty meeting, geography instructor Helen Wright slipped and fell on the newly waxed corridor floor. About all that was injured were Miss Wright's feelings, which she expressed in no uncertain terms. The mishap was hardly an auspicious start to a new college year nor to the debut of an incoming administration, but it did add a touch of color to the drabness of the meeting that followed.

Thirty-five faculty members gathered in Room 101 expectantly awaiting the word from the new leader. However, there was to be no ringing call to action for a bigger and better Glassboro. Instead the meeting turned out to be as exciting as a gathering of archaeologists assembled to plan future excavations in some remote corner of the earth's surface. President Robinson merely devoted the meeting to placing finishing touches to organizational details prepared by the administrative staff during the summer months. It was the usual opening day bill of fare, tasteless and unappetizing. Faculty members felt a trifle let down; they had expected more.[5]

Their disappointment ended three days later when senior student leader Lyndoll Bailey got the 1952 Convocation program underway. Held in the auditorium, this was the kind of an exercise which lies buried in Glassboro's past: singing of the "Star Spangled Banner," "America the Beautiful," and the *Alma Mater*; pledging allegiance to the flag; reading of the scripture; and group intoning of the Lord's Prayer. But the main event was the Robinson convocation address.[6]

Grasping the sides of the lectern tightly with both hands, the President leaned forward slightly in a speaking stance that would become familiar to Glassboro audiences in the years ahead. Before him was a tiny crowd of 35 faculty members and about 375 students (60 seniors were away from Glassboro on student teaching assignments). Facing him, too, were row upon row of empty seats, silent challenges to the leader preparing to set the Glassboro course for the 1950s. For its part the audience saw a 200-pound man well over six feet in height. Broad of shoulder, he

had the build of the professional football linebacker of the 1970s. A thatch of curly brown hair on the sandy side added distinctiveness to his appearance. He looked the part of a college President. Surprisingly the voice which came from the husky frame was soft and gentle. Then as always it carried a ring of earnestness and deep sincerity.

But it was the speech itself—not the speaker's appearance nor voice—that caught and held the audience's attention for over 45 minutes. Taking his cue from the poet Edwin Markham, Dr. Robinson early laid down the principle that would guide his administration for the next 16 years:

We are blind unless we see that in the human plan
Nothing is worth the making if it does not make the man.
Why build these cities glorious if man unbuilded goes?
In vain we build the world unless the builder grows.

The new President called upon his listeners to help him build Glassboro. "An institution," he maintained, "is always larger and more important than any one being. It receives its strength from all who serve it, while simultaneously it inspires, shapes and invigorates—spiritually, mentally and physically—those who gather within its embracing influence."[7] Becoming more specific the President outlined an educational credo to undergird the building-together process. Asserted Robinson, "Fundamentally we are here to become teachers. That is our only task, but it encompasses so much."[8] The incoming leader had definite ideas on the kind of teacher Glassboro must mold. He should go into the schools with the character and personality that could command the respect and trust of parents concerned with their offsprings' educational future. He must be a teacher steeped in subject matter, a person seasoned with a broad education which provided him with far more knowledge than he would be expected to teach. At the same time the Glassboro product must be the master of many teaching methods, for these were the tools of his profession. Above all else, the Glassboro graduate should understand those whom he would teach, for without this knowledge, neither depth of learning nor command of teaching procedures had much meaning.

Such was the Robinson approach to teacher preparation. It was eclectic, a philosophy which had little sympathy with those who claimed that command of subject matter alone was the signpost which led to the road of educational fulfillment. Neither did he espouse the cause of those who insisted that artistry in teaching methods by itself was the key to a brave new educational world. A plague on both your houses was the Robinson answer to advocates in each camp. Like Aristotle and his Golden Mean, he traveled the middle road. To him, both subject matter depth and teaching-procedure competence were important in producing the master teacher, that priceless commodity of the educational world capable of providing "… the sparks which set lives aflame."[9]

Dr. Robinson went on to stress that Glassboro must produce teachers in quantity as well as quality. Even as he spoke, South Jersey's school districts were experiencing the painful impact of the post-World War II shortage of teachers. Sensitive to the

schools' plight, the President called on both faculty and students to help him "… interest the students of this year's high school senior classes in selecting teaching as a career."[10] In the years ahead, Glassboro faculty members would marvel at the Robinson obsession with enrollment growth. They need not have wondered. As early as his first Convocation Address, the new President saw the problem in all of its simplicity. The schools needed teachers as never before in their history. It was Glassboro's responsibility to meet this need. How could growth in teacher supply take place if Glassboro did not grow, too?

As always, the Robinson speech closed on a high note. In words that merit recapturing here, the President reminded his audience:

> In the beginning, you will recall, God made the earth and all that therein was—the seas, the fish, the skies. And then, he rested on the seventh day. He looked about him and said, 'It is good.'
>
> It is interesting to note that God did not say everything was perfect. It was *good*. But God put man on the earth to make the good earth a better place in which to live. It is man's task to strive toward making God's earth a perfect place.
>
> Glassboro, like the earth, is good. It is not perfect and I hope it never will be. But we, faculty and students working together, can make it a better place to learn, prepare and study. We can have no finer challenge. As Glassboro grows, so will the builders grow.[11]

The Robinson maiden speech was excellent, the first of many fine addresses he would deliver at Glassboro. But it had something more than literary polish. Like Winston Churchill, Thomas Robinson used words as means to achieve ends. Thus the 1952 Convocation Address was in effect a verbal blueprint of the Glassboro future. Too, it was a thinly veiled warning to the Glassboro family of the growing pains that would come with an expansion surge the like of which the College had never experienced. Finally, the speech was an inspiring call to do battle for the greater glory of Glassboro. Because of its inspirational quality, the Editor of *The Whit* saw fit to print the address in its entirety.

Thomas Robinson, however, was well aware that battles are not won by bugle calls alone. He knew that ground is gained and objectives achieved by troops driving hard under the spur of leadership. In those autumn days of 1952, the Glassboro faculty were soon to learn that a leader with drive had come to the College. They had gotten a President whose secret weapon was work, one who, in an early Administrative Bulletin, reminded his staff that, "The best way to kill time is to work it to death."[12] Very early in the Robinson Administration, therefore, faculty members had a feeling that the new President was going to involve them in the solution of college problems. But what were these problems? The answer, of course, was locked in Thomas Robinson's mind. Years later, in reminiscing with a close associate on his early goals, he confided:

> When I became President, I knew that certain big jobs had to be tackled immediately. Enrollments, for example, would have to double to supply the

> teachers the schools were pleading for. I realized, therefore, that I needed help in achieving that kind of a goal and much of it would come with cementing relationships more closely with the South Jersey school districts. Too, I was aware that much of our working days and months would be devoted to details for erecting buildings already approved by the Legislature.
>
> Beyond those long-term goals, I had no other immediate objectives. What I determined to do first was to spend time in becoming thoroughly acquainted with the college, discovering its strengths and weaknesses. This task came first, even before objectives could be set up.[13]

In view of what actually happened in the first months of the 1952–1953 college year, veteran faculty members are justifiably skeptical of the Robinson power of recall. For they have scant recollection of a President marking time while sizing up the situation. Instead, the months between September and Christmas break resembled the hectic pace of Franklin Roosevelt's historic "First One Hundred Days." Here is what took place.

Shortly after classes had begun for the new year, a Priorities Faculty Committee began functioning. Its principal task was to identify college problems and to suggest specific committees to work on them. From the labors of this group came the recommendation that 16 new committees be created. Some, such as Curriculum, Admissions, College Buildings and Guidance were of the permanent variety; others, the Cut System, Academic Standards and Examination Procedures were of the *ad hoc* type. After the faculty accepted its Priorities Committee's recommendations, committees were formed and lost little time in getting down to work.

These groups met often and in many different places. Dr. Robinson's office and the faculty dining room adjoining the old cafeteria were favorite meeting places. As an antidote to frayed nerves, coffee was always available. Many times, however, the committees gathered in the evening hours at the President's Holly Bush home. Committee members dealing with highly combustible topics frequently found themselves sitting comfortably in the large, upholstered chairs adorning the spacious Holly Bush living room. At this location, for example, faculty and student representatives on the Cut System Committee studied and debated position papers outlining varying viewpoints for changing policies governing student absences from class. Graduate Committee members, charged with the tasks of broadening the base of graduate program control and with easing the burden of theses advisement, also used the old 19th-century mansion as a meeting place. Somehow the relaxed atmosphere, together with the habit Mrs. Robinson had of serving cookies, sandwiches and coffee produced more light than heat in the discussion of controversial issues. And on a few occasions, committee sessions were held off campus at faculty members' homes. Thus, during the Christmas vacation period of 1952, the Graduate Committee gathered at Dr. Marion Little's Vineland home to put the finishing touches to its report.

Wherever or whenever they were held, the sessions produced results. Before the end of the first semester, committees had recommended policies affecting student absences, graduate program operations, academic requirements and standards, final examination procedures and extension program operations. All were adopted

by the faculty assembled to become a part of the Glassboro way of life. It was an impressive faculty performance in policy formation, one which won praise from Dr. Robinson, who appreciated written policies to guide his day-by-day administrative activities.

What role did the new President play in this blitzkrieg of committee activity? Officially his name appeared on the roster of three of the 16 committees, but he knew what was or was not happening in all of the committees. Essentially he played the role of a prodder, moving committees ahead by way of notes sent to chairmen and by gracious congratulatory letters delivered to committee members whose groups had made significant breakthroughs in solving difficult problems. But he went further. In particularly sensitive areas of college concern—for one, the potentially explosive issue of student class cuts—Dr. Robinson participated actively in committee discussions. His favorite technique at these times was to focus committee member attention on position papers he had prepared in advance of the meetings. Containing formidable headings labeled, "Philosophic Assumptions," "Alternate Possibilities" and "Administrative Feasibility," these documents were persuasive decision-making weapons.[14]

Before the second semester got underway, Glassboro's faculty had further opportunity to observe the Robinson operational style. A controversy dubbed the "Demonstration School Incident" exemplified the brand of leadership he would display in the next 16 years. At that time, 107 Demonstration School pupils were housed in both the main building and the temporary, wooden-frame annex. Intellectually, they were a highly selected group of scholars, blessed with all the advantages relatively well-to-do home environments provided. Parents, residents of 11 neighboring towns, paid the niggardly sum of $12.50 annually, which gave their offsprings a Demonstration School education. Gaining admittance to the school was about as difficult as entering an Ivy League college of the 1960s. The waiting list was long, with parents hopefully registering their children as soon as they were born.

This was the situation Dr. Robinson inherited and was quietly determined to change. He was sympathetic with college students' complaints claiming they were being required to observe Demonstration School teaching and learning far from typical of what they would encounter in their student teaching assignments and in their early teaching careers.[15] As he began planning for the Demonstration School building to be erected in the coming months, the President vowed that its pupil enrollment would be a microcosm of the public school population, stripped of the private-school aura which surrounded the Demonstration School of 1952.

Robinson's hopes began to take tangible form with a plan the Glassboro Board of Education laid before him. It was a proposal calling for the College to build and staff the new school. On its part the school district was to send about 265 of its elementary school pupils—all residing in the Chestnut Ridge section of town—to the new building. For educating these children the local school board agreed to pay the state a tuition fee equal to the average cost of educating a Glassboro elementary school pupil, $183 per pupil, in 1953. Dr. Robinson found the plan attractive. Under its provisions, the College would become a neighborhood-type school and the recipient of sufficient revenue to finance building payments and a teachers' payroll. As its *quid*

pro quo the Glassboro Board of Education would be spared the time and expense of constructing a new school.[16]

Initial State Department of Education response to the proposal was favorable. But before taking definitive steps, Dr. Robinson resigned himself to the unpleasant task of informing Demonstration School parents of his intentions. Of course, he might have informed them by mail. This communication method would have obviated an embarrassing face-to-face confrontation, but Thomas Robinson rarely dodged an issue. In this instance he decided to travel the painful road. Accordingly, on January 21, 1953, he met in the college auditorium with 150 Demonstration School parents. Carefully he revealed his plans for the school's future. The question-and-answer period following the presentation was turbulent. Bitterly the parents accused the President of favoring the Glassboro school district, deserting long-time Demonstration School friends, failing to realize that the school was a state institution which should meet the needs of more than one school district and taking a callous attitude toward a parental group which had actively supported the recent State Bond Issue for college construction.[17]

In a letter to Commissioner of Education Frederick M. Raubinger the following day, Dr. Robinson ruefully admitted he felt that he had been "put through the wringer." Nevertheless, he was in no mood to abandon the plan. Despite a touch of political pressure placed upon them for continuing the *status quo* arrangement, neither the College President nor the Commissioner was disposed to yield.[18] They did make concessions for nonresident Glassboro pupils already enrolled, but, for all practical purposes, the original Glassboro sending-receiving school plan was adopted and Thomas Robinson had survived the severest test of his first-year's leadership.

Before the year ended Dr. Robinson faced another perplexing problem that tested his mettle, one that had been left unresolved since Dr. Savitz's departure back in the late 1930s. For 15 years Camp Savitz had been left to wither away on the vine and spasmodic attempts at reviving the old camp made no headway. But with Dr. Robinson's advent on the Glassboro scene, alumni and students tried again. Alumni owners of the site of so many happy memories pressed the new President to have the College take over the location as a recreational outlet for students. A sizable group of students joined the "Revive Camp Savitz" parade, with some of them contributing both money and time in refurbishing the old Glassboro shrine. At first Dr. Robinson bestowed a hesitant blessing on the restoration project, even to the extent of appointing faculty member Loriot Bozorth as a part-time overseer of Camp Savitz resuscitative measures.[19]

But by June of 1953, the President had second thoughts on the wisdom of restoring the old camp. Looming large in his thinking was the considerable cost of converting the camp's limited facilities into a recreational center for an expanding college. Nevertheless, on June 6, 1953, he placed the fate of the camp's future in the hands of faculty and students by authorizing a college plebiscite. The specific question voted on was: "Do you believe the college and students should obligate themselves for a period of years to revive Camp Savitz?"[20] Before voting, every faculty member and student pondered over a list of nine questions and answers the President had issued to them. With its sober, precautionary content, the mimeographed message probably

was a decisive influence on the vote's outcome. Both faculty and students voted negatively on the question listed on the ballot, a decision which once and for all settled the Camp Savitz issue. A bright and nostalgic segment of Glassboro's past became nothing more than an item in the college archives.

By the end of Dr. Robinson's first year at Glassboro, the faculty felt that they knew the type of leader who had entered their midst. But what about the students? What impact did the big man from Trenton have on their college way of life? At least outwardly the students took the changing of the Presidential guard very much in stride. Essentially they studied courses which had been in the curriculum for the past 15 years. They traveled, as in the past, from class to class by sections, studying courses totaling over 140 semester credits in a four-year period. They participated in the old Glassboro traditions: Class Weeks, Artist Series, Thanksgiving Banquet, Christmas Open House, Snowball Dance and Lantern Night. They—a minority of the student body—importuned the new administration for the return of varsity football, unlimited cuts and the reopening of Camp Savitz. Never, however, did they act the role of the student activists of the 1960s. They used the conservative approach in trying to effect changes, content with an opportunity to state their views and to see them explained in the college newspaper.

Yet the 1952–1953 year was not without its high points. One was the spirited mock election on October 27, when both faculty and students climbed onto the country-wide, political bandwagon by choosing Dwight Eisenhower and Richard Nixon over Adlai Stevenson and John Sparkman. Another occurred on November 3, when the noted author James Michener came to Glassboro to lecture on "America and Asia." March found students mildly chagrined with the basketball team's dismal 3-14 losing record, but they were delighted and excited with Ben Lynch's court exploits. Ben, with his soft, fluttery shot, became the first Glassboro basketballer to break the 1,000 point barrier and he did it with but three years of playing time. Spring brought more cheerful news from the athletic front, when the Glassboro baseballers chalked up a 9-3 winning record with big Max Manning pitching a fine game in the victory over bitter rival Trenton State. On May 13 students joined hundreds of visitors and notables in saluting Dr. Robinson as he was formally inducted into Presidential office. The year closed on a humorous note after students learned that coed Alex Archbald had again received a military call from the Selective Service System. It was, of course, a case of mistaken identity. Alex did not mind the mix-up; she had gone through the experience before.

These were the highlights from a student standpoint of Thomas Robinson's initial year at Glassboro, not too exciting but certainly not dull. It was a year much like other years at the College. And yet students were somehow aware that their new President was quietly laying the groundwork for changes in the Glassboro way of life. This was the feeling that filtered through the conversations Dr. Robinson had with junior and senior class members at an ambitious communication project called "Armchair Sessions." Beginning in April, the President invited the 235 juniors and seniors, in groups of about 40, to a series of "getting to know each other" meetings. Held in the evenings, the sessions were marked by informality and sociability, as was evident by an invitation Dr. Robinson sent to one group. Wrote the President,

"Sociability and discussion around a table—will be the ingredients in an armchair session. … As you will find, this is in reality an armchair discussion only for those who arrive first. The rest perforce will have to seat themselves in other types of chairs and in other fashion."[21] The "other fashion" meant, of course, the Holly Bush floor.

At some of the meetings leading school superintendents discussed with the students the art of being interviewed for a teaching position and the problems which face the first-year teacher. At other times the topic dealt with discussing the traits of a good teacher. But the sessions' principal purpose was in Dr. Robinson's words, "to have a pleasant and profitable evening and to enable us to get better acquainted with you."[22] Always Mrs. Robinson spread good will by providing the visitors with quantities of coffee, punch, cookies, cake and sandwiches. As a communications device, the students gave these "Armchair Sessions" a grade of "A."

During the Commencement exercises in June 1953, Dr. Robinson, marching in the academic procession after the close of the program, remarked meditatively to his Dean of Instruction, "It's been a good year." And then, almost with a sigh, he added, "But there is so much yet to be done."[23]

The President was right on both counts. It had been a good year, but much remained to be done. Not the least of the unfinished tasks was the need to add students to the Glassboro enrollment rolls in ever increasing numbers.

The Drive for Students

If there was one fixed star that guided Thomas Robinson, it was a determination to have the College grow and expand as it never had before. In the coming years this growth fixation would puzzle and at times annoy even his closest co-workers, yearning for one brief period to consolidate hard-won gains. But their fretting would get them nowhere. From the outset of his administration, President Robinson realized that he could not afford the pause that refreshes, for he was confronted with hard realities that mandated expansion.

First was the undeniable need of South Jersey school districts for an unprecedented number of new teachers. Glassboro graduating classes of 100 or less would scarcely make a dent in coping with the swelling tide of children flowing into elementary classrooms. Present, too, was the moral obligation to keep faith with the state's citizens, who had voted funds for the construction of five new buildings on the Glassboro campus. But there was a third factor that motivated Thomas Robinson and it had a psychological base. He really believed that climbing growth indices built college morale and stimulated institutional pride as Glassboroites "caught the vision of the added services which growth could provide for an eager area."[24]

Whatever his motivations, Dr. Robinson was determined to be an expansionist President. He kicked off his growth campaign on September 29, 1952, when he informed the faculty:

> Our enrollment goal with proper facilities will be 800. This compares with our present low ebb of 433. One of our greatest tasks this year will be to recruit for next year a freshman class of at least 150. Please consider this problem. Your suggestions will be needed.[25]

These indeed were ambitious goals, but formidable obstacles lay in the path of their achievement. To the faculty, for example, whom the President had called on for help, the figures were astounding. Compared with the Glassboro size they had been accustomed to, the Robinson projections called for drastic adjustments in their enrollment thinking. It was akin to an automobile salesman expecting a family to trade in its Volkswagen for a Lincoln Continental. Glassboro had always been a small enrollment institution. Over its 30-year history, prior to 1952, its student body had averaged 378. In two years only had enrollment exceeded 500 and in one year only had 150 freshmen made their entrance. Clearly, mused the faculty, the enrollment goals the new President had in mind had a touch of unreality.

And obstacles other than psychological appeared to make the Robinson goals seem nothing more than the stuff dreams were made of. Certainly, frustrating to the expansionist-minded President was the presence on the September 1952, rolls of a tiny freshman class numbering 80 students. This was an inheritance he would have gladly foregone. Never before in its history, except for the atypical World War II years, had a freshman class below 100 entered Glassboro. The inevitable erosion in this minuscule class, as it moved upward through the college years, would certainly act as a braking force to any full-speed-ahead enrollment drives.

Finally, there was a third obstacle to enrollment growth and it was serious. During the first six years of the Robinson administration, prospective students would be entering Glassboro as graduates from small high school senior classes. These were youth born in the low birth years of the Depression 1930s. Not until 1958, when the large baby crop of the World War II era became high school seniors, would the enlarged pool of potential Glassboro freshmen help ease the task of college recruiters. Between 1952 and 1958, a recruitment effort of imagination and great labor would be required if the Robinson enrollment goals were to be attained.

To solve the enrollment problem, Glassboro's faculty, students and the President pulled out all stops in conducting an intensive recruitment campaign. Run-of-the-mill but time-tested recruiting devices were employed. Thus Future Teacher of America high school groups appeared on campus in greater numbers. Glassboro representatives appeared more often at secondary school career nights. Educational organizations increasingly made use of Glassboro's facilities to conduct their meetings. In 1952–1953 alone 71 groups with 7,280 persons in attendance met at Glassboro. In 1953–1954 Public Relations Director Marvin Creamer, spirits buoyed by a three-fold increase in his budget, stepped up his activities markedly. In that year he organized a speakers' bureau and also a weekly radio program covering most of South Jersey from Bridgeton's WSNJ. A year later the Public Relations office sent 500 releases to 75 newspapers. Thus the Glassboro story was being told more frequently and to more people, including potential college-bound students.

While not deprecating the effectiveness of these recruiting procedures, Dr. Robinson was convinced that their employment alone would not win Glassboro's enrollment battle. New approaches must be found and new recruitment ground broken. Years later he described the birth of the fundamental principle which came to form the heart of the Glassboro recruitment program:

> If we were to achieve our enrollment goals, we had to use more than the usual recruitment techniques. Our program had to follow a guiding star and that had to be nothing more than the mutuality of interests between the college and the school districts. They needed teachers and we needed students. If they send us graduates from their high schools, we could send them back to their home counties as fully-trained teachers. Our fortunes were linked together. We had to work in harness.[26]

The President's thinking had been powerfully influenced by faculty member Leonard Mancuso's study on the placement experience of Glassboro graduates for the years 1948–1952. Mancuso's major finding from the Robinson viewpoint was a discovery that 70% of the graduates returned to teach in their home-based counties. A sizable 30% accepted contracts in the school districts where they had been educated.[27]

Dr. Robinson first used the "Mancuso Principle" as a recruiting device on February 25, 1953. This was the date of the first South Jersey Schoolmen's Institute held at Glassboro, an event which became a fixture on the Glassboro calendar for the next 16 years. Invited to attend were school superintendents, high school principals and guidance personnel, all from the seven South Jersey counties and all key participants in the Robinson recruitment plans. These gatherings were all-day affairs, marked by sociability and varied programs. Always, in the morning sessions, however, Thomas Robinson unslung his recruitment heavy artillery and the "Mancuso Principle" was the biggest weapon. Thus, at the first meeting, in 1953, he stressed two major points with the visiting schoolmen: 1) The best way to solve your teacher shortage problem is to send your high school graduates to Glassboro, for the chances are seven in 10 that they will return to teach in your counties; 2) If you want us to send you quality teachers, send us quality applicants. And for those who fretted at their inability to employ Glassboro graduates, the President merely referred them to pertinent data contained in statistical studies placed in the visitors' hands. Among the many tables contained in the research materials was one which listed the size of each school district's high school graduating class, the actual number of these graduates who had registered at Glassboro and the percentages these entrants were of the total graduating class. More than one embarrassed face was detected among the schoolmen examining the data. Paraphrasing a famous British World War II leader, the Glassboro President, in effect, was saying to his guests, "Send us the raw materials and we will do the job for you."

Throughout his stay at Glassboro, Thomas Robinson went to great lengths to mesh the College's fortunes with those of the South Jersey school district community. Thus he organized a County School Superintendents' Advisory Council to help Glassboro solve its problems, especially those concerned with recruitment. He persuaded the South Jersey Schoolmasters' Club to use Glassboro as a meeting place. He saw to it that the seven South Jersey county superintendents of school had seats on the platform and were introduced as part of commencement and convocation programs. Later he made the decision to award these school officials honorary citations and, to a few, honorary doctorates. For better or for worse, Dr. Robinson officiated at the

marriage between Glassboro and the South Jersey school districts. Subsequent enrollment gains attested to the union's productiveness.

Perhaps the most vivid demonstration of the alliance of interest between the College and its public school friends was an event that occurred on May 13, 1953, the date set for Dr. Robinson's formal induction as Glassboro's President. Initial plans called for the usual formal ceremony replete with the trappings of the academic world—caps and gowns, faculty marshal with mace, college representatives from other states, stately procession to and from assigned seats and the induction ceremony itself. But the Glassboro Induction Committee, after an April 1, 1953, meeting with Commissioner of Education Frederick Raubinger, was shocked, to learn that he saw little merit in going ahead with planning a program "reminiscent of medieval times." Instead, the Commissioner urged committee members to arrange an induction program which would cement relations between Glassboro and the public schools "who can be a big help to you as you seek to grow and expand."[28]

After Dr. Robinson agreed with the Commissioner, the committee, some regretfully, made a drastic change in its planning activities. From its labors came a Presidential induction program which must have been one of the most unusual ever held by any college. On May 13 hundreds of people from every segment of the public school community thronged the Glassboro campus. In the morning hours they attended one of six discussion group meetings tailored to their educational interests and positions. Noontime found them on the college green enjoying box luncheons and a touch of balmy spring weather thoughtfully provided by the weather bureau. Reserved for the afternoon were the formal induction exercises, featured by addresses delivered by Commissioner Raubinger and Dr. Robinson. In a passage of his speech, the new President restated once more the essence of the "Mancuso Principle" but not with the bluntness he had employed at the South Jersey Schoolmen's Institute. Claimed Dr. Robinson:

> Thus it seems perfectly proper to us at Glassboro to consider ourselves both an essential part of the public school system and the seed bed to which the public schools look for replenishment, vigor and progress. Pupils move through the elementary and secondary schools and then flow into many careers and occupations. But always some decide to devote their lives to the teaching process. After four years of preparation they return to the public schools, in a kind of circular movement, to produce others even better fitted for modern living. The devoted persons who enter teacher-preparation institutions in reality constitute the links of a golden chain which tie together all parts of the public education program.[29]

On this high note the festivities closed. Even the most skeptical observers were impressed with the reservoir of goodwill which the day had built. For his part, Thomas Robinson hoped that the event would help produce the number of students needed to meet his enrollment goals.

The induction program was not the only novel recruitment device in the Robinson arsenal. The spring months of 1953 found him winning both the envy and

Planning for Phase I of Glassboro's building expansion program. President Robinson, chairman Jay Carey of the Building Committees, and Grace Bagg examine blueprints.

An example of the "Glassboro Spirit": In the mid-1950s, students Thomas Wriggins, Neil Smith, James Baine and Richard Branco lend a hand to landscape ground adjacent to the Savitz Library.

secret admiration of his fellow state college Presidents when he persuaded the State Department of Education to free faculty member Samuel Witchell from his teaching duties to serve as a kind of roving Glassboro ambassador to South Jersey school districts. Witchell, a talented public speaker with the appearance and manner of a skilled diplomat, had clear-cut instructions. In the two-month period from March 15 to May 15 he was charged with the tasks of establishing relationships with high schools, encouraging the entrance of high school seniors into the teaching profession and discovering any friction or misunderstandings which might exist between the College and the school districts.[30] In carrying out the assignment Witchell was expected to have individual conferences with school superintendents, secondary school principals and teachers. Between these meetings, he was urged to speak to high school seniors at assembly programs.

Witchell carried out his mission. Within the two-month period allotted him, he made contact with individual school superintendents and principals in 36 school districts and, in addition, he addressed 40 groups totaling 5,609 people. His written report was comprehensive and detailed. On sending the document to Dr. Robert Morrison, Assistant Commissioner of Higher Education, Dr. Robinson wrote an accompanying letter pointing out: "You must admit his findings give us much to work on. We thought his services most valuable and performed with great skill. We intend to continue his service on a more limited scale in the coming year."[31] The Witchell project pointed up the President's sensitivity to Glassboro's 1953 image. As he fashioned the College's new look of the 1950s, Thomas Robinson wanted it transmitted far and wide to friends who could help Glassboro grow. In short, he wanted Glassboro to become known.

A stepped-up publication program was an inevitable outgrowth of the Robinson image-projecting concern. Well-designed, printed brochures and leaflets began finding their way into high school principals' and guidance officials' offices. These strategically-placed school officers also noticed a major transformation in the Glassboro catalogue. It suddenly had become a more attractive and informative bulletin. In February 1953, the first issue of *Tower Chimes* came off the press. This was an eye-catching, four-page news organ which told the Glassboro story by way of attractive pictures and well-written feature stories. Published four times each year, it was widely distributed to places where it would do the most good for Glassboro's recruitment program.

In the summer of 1955, television became an instrument in the Glassboro recruitment campaign when Luther Shaw, along with three different Glassboro students at each showing, became the College's first television performer. His program called *Teacher* had a run of 13 performances over TV-WPFA Wilmington.[32] A few months later, during the first semester of 1955–1956, Social Studies Department members Samuel Witchell, Harold Wilson, Helen Wright, Marvin Creamer and Francis Peacock performed in front of TV-WFIL's cameras as Glassboro's contribution to the Philadelphia Station's prestigious University of the Air program. The Glassboro contingent's theme was "The Development of Delaware Valley, USA," developed in 14 performances from scripts written by the Glassboroites themselves. Erudite and popular English Department member James McKenzie, in

the second semester of 1955–1956, joined the Glassboro television parade, when he gave a series of 14 lectures on the topic "Self-knowledge Through Literature" over TV-WFIL's University of the Air program. All of these television amateurs performed superbly. Glassboro could not have selected better spread its image.

Image making and corralling students were trademarks of the early Robinson years, but what dividends in terms of a larger student body did the investment of time and energy yield? After one year in office the new President looked at the returns with mixed emotions. True, the freshman class had climbed to 124, but the total enrollment dropped from 433 to 418 students. The increase in the number of freshmen in 1953 was not large enough to overcome the erosive power of the tiny group of 80 freshmen who had entered Glassboro in 1952. As sophomores in September 1953, this group's population had dwindled to 70 students. In the next few years, however, the swelling tide of freshmen flowing into the College began to overcome the anchor-like influence of the 1952 freshman class. For example, in September 1955, the 210 first-year entering students represented the largest freshman class in Glassboro's history. Their coming sent the total enrollment charge climbing to 516 students. One year later, after the freshman class of 1952 had graduated, an entering group of 276 freshmen gave Glassboro an enrollment of 683. This was a milestone statistic for the expansionist President, for it was by far the highest enrollment the 33-year-old institution had ever had. Thomas Robinson had not yet achieved his 800 student body goal, but he was well on the way. The enrollment breakthrough had been made and the magic 800 mark was but one year distant. This was an assurance that gave him a large measure of satisfaction, in September 1956, as he surveyed the five new buildings that had sprung up upon the Glassboro campus. Victory in the enrollment campaign helped guarantee that these structures would be used to maximum effectiveness.

Building Expansion, Phase One

The new buildings which drew Dr. Robinson's admiring attention ended a 26-year construction drought, for not since Oak Hall Dormitory in 1930 opened its doors, had a new building appeared on the Glassboro campus. The genesis of Phase One of the Robinson building booms went back to the passage of the 1951 Bond Issue, which made $15 million available for the construction of buildings on state teacher college campuses. Glassboro's share of this sum was $2,208,000 to finance the following structures: 1) 10-room demonstration school ($579,000), 2) library to house 65,000 volumes ($450,000), 3) combination food service and student activity building ($400,000) and 4) women's 100-bed dormitory and men's 50-bed dormitory ($779,000).[33]

After these important allocation details had been hammered out by December 1952, Glassboro was off on a building drive. On January 10, 1953, the State Board of Education designated Camden's firm of Edwards and Green as the architects responsible for the technical planning of the new additions. Less than a month later Dr. Robinson sent an invitation to the faculty, when, in a jocular vein, he wrote, "It's a nice day. We're taking two walking tours of the campus today to look at possible building sites. If you're free and feel energetic, we'd like to have your

company and counsel."[34] Virtually the entire staff joined the President and his Faculty Building Site Committee, searching for possible building locations. One month later, on March 19, 1953, the State Department of Education approved the committee's recommended site locations.[35]

Throughout the spring and summer months architect Albert Green toiled over his drawing board working on preliminary plans for faculty, students and Dr. Robinson to examine and modify endlessly. By December 15, 1953, Green's plans were far enough advanced for Demonstration School ground-breaking exercise to be held. Nine months later, on September 13, 1954, which must be some kind of construction record, 265 elementary school children trooped through the school doors ready to begin another school year. Meanwhile, during the summer months of 1954, construction had begun on the two dormitories. These were completed in the late spring of 1955 and were first occupied in September of that year.

Here we pause in our building construction narrative to shed light on the names given to the new buildings. On July 26, 1954, Dr. Robinson submitted to the State Department of Education a letter outlining the College's recommendations for naming the building. Here they are almost in his own words:[36]

1. *Linden Hall*—suggested name for girls' dormitory. Our present two dorms are named after trees. Some linden trees are adjacent to the new building.
2. *Mullica Hall*—recommended name for men's dormitory. The name Mullica is one that is distinctively South Jersey, and gives a South Jersey flavor to the campus.
3. *Savitz Library*—in honor of Glassboro's first President.
4. *Campus School*—suggested name for the demonstration school. Will identify the school well and be sufficiently distinctive.
5. *Memorial Hall*—recommended name for the food service and student activities building, in honor of Glassboro students who served and sacrificed in the nation's armed services.

At its September 10, 1954, meeting, the State Board of Education approved the Glassboro recommendations without change. About five months after this approval, in the winter of 1954–1955, the sound of heavy bulldozers signaled the start of the building operations for Savitz Library, a structure which became operative in April 1956. While workmen were constructing the library, other contracting firms, in the spring of 1955, began erecting Memorial Hall. When summer-session students in 1956 began using this edifice, they signalized the end of Phase One of the Robinson-Era construction program, from the moment Governor Driscoll lifted a spadeful of earth at the Campus School's Dedication ceremonies until the time when workmen put the final finishing touches to Memorial Hall—a span of two-and-one-half years—Glassboro took on the appearance of a boom town familiar to the American west of the 19th century. From mid-1954 onwards, at four different locations, construction proceeded apace. Immense cranes, heavy bulldozers, towering piles of lumber, cross-braced scaffoldings and broad cement columns became parts of the Glassboro environment, as natural as the dome atop College

Hall. Students loved the sights, the noise and the activity. None caught the feeling and meaning of these disrupting forces more than Marlene Sbrana, Class of '58. Wrote Marlene:

> The acrid fumes of the black squat asphalt stove curl up the stub of the chimney to permeate the air. Round and round, higher and higher they rise, up to the seat of the crane operator. The bully of the lot, the giant arm of a machine, groans, moans and strains to lift the cumbersome steel girders to the lofty heights of the skeleton library building.
>
> Behind the gym and also near the new library site, a hungry chomping, stomping earth mover takes huge bites out of the surface and, as if choking on each bite, empties the earth in to the waiting trucks, following close behind, a little puppy yapping at its heels, the trench men work steadily and rhythmically to produce a new building. Steel and glass, wood and block, nail and mortar bit by bit these technicians fit them together like a child's jig saw puzzle. … A multitude of sounds—hollow poundings, sharp clangs of steel on steel, the quick staccato beat of the riveter, the somber droning grating of a hand saw, the sharp piercing power saw, the blunt thud of a discarded brick, the icy tinkle of breaking glass, the winding, whirring wheels of the crane, the coughing snort of a starting truck and the calls and shouts of the workmen—all say 'Glassboro is growing.'[37]

To Marlene, the noise, confusion and the uprooted campus were well worth the cost of losing the serenity of the Glassboro that was. Better a College in physical turmoil but growing than one content to savor the quietness of inertia. This, too, was the feeling of Glassboro's upperclassmen, who expressed themselves in a *Whit* editorial:

> … It was no disappointment to view the various buildings as they (the students) stood waiting for the comments which were on the lips of many. It was not uncommon to hear students say that they could not wait to come back to see the progress which has been made. It was the realization of a dream—Glassboro has grown and will continue to grow—but best of all we have been consulted on the plans before a brick had been placed and now we can realize its beauty.[38]

Forging a New Curriculum

New buildings boosted college morale and stimulated student recruitment efforts and they also served another very important function. As much as any other factor they triggered a three-year curriculum study program at the six state teachers colleges.

Starting time for this ambitious undertaking was July 9, 1953, when Commissioner of Education Frederick Raubinger met with the state college Presidents and deans at Trenton State Teachers College's old Hillwood Lakes Inn. The Commissioner reminded these officials that New Jersey citizens had expressed a vote of confidence in the work of the state colleges by overwhelmingly approving the $15 million bond issue, which in three years would erect 22 new buildings on the

college campuses. This was a gesture, insisted Dr. Raubinger, that called for a reciprocating move of appreciation on the part of the state colleges. What the Commissioner had in mind can be recalled by reproducing the gist of the remaining portion of his talk. Went on Dr. Raubinger:

> Dr. Morrison (Assistant Commissioner of Higher Education) tells me that the state teachers college curriculums have not been fundamentally changed for the past 15 years. I realize that there have been unilateral changes made by the six colleges, but these have made the curriculums in the six colleges as dissimilar as can be found in any six unrelated colleges in the nation. Graduation requirements among the six of your institutions vary from 120 to 150 semester hours. Young people moving within the state find it difficult to transfer from one state college to another, even in the same curriculum. Too, in the past 15 years, significant social, political and economic changes have powerfully influenced our public schools. Yet we are still preparing teachers for the schools with curriculums adopted in 1937. Moreover, in three years, 22 new buildings will be on your campuses, courtesy of the citizens of New Jersey. I think it would be a good move on your part to have new curriculums ready by that time. One final word, as you study and formulate, our curriculums, make the job a grass-roots affair. Involve your faculties, as well as the State Department, Presidents and deans.[39]

This was the gun that got the long, laborious and oft time contentious curricular study off the starting blocks. During the summer of 1953 the State Department of Education firmed up the project's organizational structure. Atop the hierarchy of working groups was a Curriculum Commission, consisting of the Presidents, deans and two faculty representatives from each college. Created also were 18 intercollege committees in the study areas of general education, basic professional education and specialized professional education. Membership in these groups was made up almost exclusively of faculty members from the six colleges.[40] For three years, 11 of Glassboro's teaching staff attended meetings of these committees, traveling many times the 200-mile round trip to Montclair or Newark. And, to help assure lay support for the ambitious curriculum project, the State Department created an Advisory Council made up of statewide civic, business and professional organization leaders.

Basic to the overall plan was the decision to begin the curriculum action at the grass-roots, at the state teachers colleges themselves. But for Glassboro the timing could not have been more inopportune. Facing the College, in the fall of 1953 was the task of preparing for the visit of a three-member team, which the American Association of Colleges of Teacher Education was sending to re-evaluate Glassboro's entire program for accreditation purposes. The evaluators were scheduled to arrive on December 6 and be on campus for three days. Before they arrived, however, a great deal of preparatory work had to be done on Glassboro's own report of its institutional health. Beginning in September, therefore, faculty committees busied themselves in gathering, organizing and interpreting data on the facets of Glassboro's life desired by

the accrediting organization. After what seemed an endless number of committee meetings, the job was done and the final bulky report sent to members of the visiting team well in advance of their coming. But the faculty was well compensated for its labors, for the marks the visitors placed on Glassboro's final report card made satisfying reading. After perusing the visiting team's report, Dr. Robinson observed. "I guess Glassboro is a much better college than some of us believed it to be."[41]

In the midst of the accreditation-preparation activities, the faculty somehow managed to find the time to begin participating as a College in the statewide curriculum reorganization project. On November 6, 1953, the staff organized itself into a general education committee and a professional education group. To obtain student viewpoints on curriculum developments, Dr. Robinson appointed three students to each of these committees. Shortly before the Christmas recess, both groups submitted reports which obtained quick faculty approval before being sent to the state curriculum committees. The reports defined terms, stated objectives and presented curricular implications for these objectives. It was an auspicious but deceptive start. Discussing curriculum objectives rarely raises faculty blood pressure. The fireworks begin popping when the faculty start to discuss specific courses deserving a place in a new curriculum.

An indication of this facet of academic life took place on January 18, 1954, when the State Department of Education declared that date as a curriculum study day for faculty members, with no classes meeting for the day. Instead of teaching, the staff gathered by departments to determine specific courses to include in a curriculum of 132 semester credits. When the results were tabulated, the recommended courses totaled 283 credits![42] In the understatement of the academic year, Dr. Robinson ruefully commented. "We can never hope to give students in four years all we should like to give them."[43]

Throughout the second semester the faculty made attempts to construct a four-year curriculum which bore some relationship to its agreed-upon objectives. It was a difficult task because of what Dr. Robinson termed "… individual and departmental interests and beliefs."[44] While not as contentious as a United Nation Security Council debate on an Arab-Israeli topic, the curriculum sessions were hardly models of parliamentary procedures at their best. But on May 10, 1954, the faculty finally approved a curriculum, which Dr. Robinson sent to the State Department of Education along with the comment, "Probably no one is in full agreement with everything in this curriculum. It represents many compromises."[45] At this point, except for its representatives on the state committees, the great adventure in curriculum making was over for the faculty. What happened next was someone else's responsibility, namely the various state committees.

These groups toiled throughout 1954–1955. The Curriculum Commission was particularly active, digesting reports from the intercollege committees, patiently listening to representatives from specialized, professional groups and seeking advice from its own Advisory Council. Meeting monthly and at times more often, the Commission also strove without much success to arrive at a consensus on specific curricular programs. Of course, some progress was made, as was indicated by an August 12, 1955, State Department report, which noted that the commission had

approved sets of general and professional education objectives. It had endorsed the free elective principle and the concept of exempting students from courses in which they had demonstrated prior competence. With surprising unanimity, Commission members had also approved a bank of four basic professional courses submitted by an intercollege committee. But no progress whatever had been made in reaching agreement on a total curricular package.

An impasse had developed because of a contest of wills between the State Department of Education and the Curriculum Commission. The former was inclined to favor a high degree of uniformity among the colleges in courses to be included in the new curriculum, while the latter wanted college autonomy in course selection. One college President, a member of the Curriculum Commission, expressed the individual college viewpoint and concern when he wrote, "The problem involved here touches deeply into our traditions and our professional reputation and I have a responsibility to reflect the thinking of our faculty members who have a high sense of professional pride in what they do."[46]

The initial break in the deadlock occurred on August 12, 1955, when Commissioner Raubinger appointed Thomas Robinson as the new chairman of the Curriculum Commission. Dr. Robinson had been a member of the Commission since its inception and hence was fully cognizant of the forces which were impeding action. The deadlocked situation was made to order for a mind trained in cutting through conflicting viewpoints to arrive at logical and reasonable solutions. As was his wont, he sat down and wrote a 16-page position paper clarifying the issues and proposing a way out of the deadlock. In October 1955, Dr. Robinson presented his paper to the Curriculum Commission and, after he finished, everyone at that meeting knew that the key to open the impasse door had been found. This feeling was generated by Robinson's conception of the large block of curriculum content called general education. Claimed the Glassboro President:

> That since all areas of knowledge can not be covered in general education, greatest emphasis should be placed on the disciplines which reside in the various classifications. Under this conception, the emphasis is not so much in taking a particular science, history, or humanities course. The most important consideration is that students shall be required to become skilled and knowledgeable in the kinds of thinking, studying and ways of looking at life which come from a science course at the college level, a social science course, or in a course in the humanities. It is presumed that all science courses, under skilled teachers, can give to students the discipline of mind that comes from a study of science Thus the courses in general education, except those which individual colleges may prescribe, are requirements only in the sense that students must take a certain number of courses in each of the five fields: Language Communication, Social Sciences, Natural Sciences and Mathematics, Humanities and Health and Physical Education.[47]

Thus Dr. Robinson skillfully shifted the Commission's attention away from stereotyped thinking of a curriculum filled with specific courses common to all

colleges. Instead the members were being urged to examine offerings within scholarly disciplines capable of implementing the general education objectives the Commission had already approved. Implicit in Robinson's thesis was an understanding that the individual colleges would be free to judge which particular courses met the objectives. The Robinson proposal was a tour de force which won Curriculum Commission approval and more importantly quickened the pace of its deliberations. More meetings were held, of course, but they were conducted principally to consider curriculum proposals carrying out agreed-upon Curriculum Commission principles. On March 12, 1956. Commissioner Raubinger gave a green light to the direction the Commission was traveling. Finally, on April 25, 1956, the Curriculum Commission approved a curriculum program to be implemented, if possible in September 1956, or by September 1957 at the latest.[48] Glassboro, however, had no intention of waiting a year. By the end of May 1956, its new curriculum was ready for faculty discussion.[49] When that group gave its approval, members of the administration staff spent the summer months coping with the intricacies of novel scheduling techniques. In September 1956, the largest freshman class in Glassboro's history—276 strong—became the first to study under the new curriculum. Among those freshmen were students destined to graduate as English and Social Studies majors certified to teach in New Jersey's secondary schools. For Glassboro, along with a new curricular program, had gotten a bonus measure—the long-sought right to prepare its students for high school teaching.[50]

Other Highlight Events

A new curriculum, five new buildings and a record enrollment—these towering achievements moved along together and reached fruition at the same time. Never in any other four-year period had Glassboro experienced such whirlwind action. And, in the Robinson Prelude to Expansion brief four years, other highlights illuminated the Glassboro scene.

In September 1953, an organized student guidance program made its debut with faculty members Jay Carey, Dora Lawrence, Charles Walker and Evelyn Reade given time in teaching loads to serve as guidance officers for the four college classes. Available to aid them were the results obtained from a new standardized testing program and helpful also were the data contained in each student's cumulative guidance folder, another first in Glassboro's history. One year later, in 1954, Dorothy Mierzwa became Glassboro's first Dean of Students with responsibility for directing guidance activities and an expanding program of student activities. Another administrative post was established in 1955, when Charles Walker became the full-time Director of the Extension Program, a move which quickly sent part-time enrollments skyrocketing.

Faculty changes came too. It was still a small faculty, numbering in 1955–1956 43 members. Veteran staff members with long years of service left the Glassboro scene: Ora Lee Everts, in 1953; Elizabeth Tohill, Florence Dare Boyd and Nellie Campbell Linn, in 1955; and Roland Esbjornson, in 1956. In 1955 death took science professor George Haupt from the College. But new faces destined to remain at Glassboro a long time filled the gaps: Luther Shaw and Charles Walker, in 1953;

James McKenzie and Louise Jensen, in 1954; and Albert Shaw, Eugene Vivian, Lewis Bilancio and William Pitt, in 1955.

It was a hard-working faculty which met biweekly to debate and approve or disapprove basic college policies. In 1954–1955 it gained a large share of decision-making responsibility after Dr. Robinson established the President's Advisory Council. This was no rubber stamp policy-making group. On the contrary, very early in its existence, the Council made recommendations on significant college problems. In 1955, for example, it advised the President to establish the quality-point system of student academic standing still being used. Another Council recommendation—now college policy—called for student dismissal at the end of the year, instead of at the conclusion of each quarter. In its first operating year the Advisory Council also cautioned Dr. Robinson against allowing "divisive" student religious organizations on campus and, at the same time, it urged the President to move slowly on student pleas for the return of varsity football.[51]

And it was a corps of college teachers with unsuspected talents. On the staff, for example, were members who performed before television cameras with much aplomb. Present, too, was the quiet, slow moving Francis (Bud) Peacock, who at college social functions displayed rare skills as a humorous public speaker. In Washington Gridiron after-dinner style, he drolly aimed shafts of satire at top administrators whose egos were in danger of being inflated by the success of Glassboro's expansion program. On the faculty, too, was the imaginative geography instructor Marvin Creamer, who, in the summer of 1955, taught his class using an Esso Standard Oil Company DC-3 airplane as a flying classroom. Cruising over the state, from High Point to Cape May and from the Delaware River to the Atlantic Ocean, Creamer's students learned at firsthand a great deal about the geography of New Jersey.

Other highlight events of the Robinson Era early years come to mind. Some were indicators of high college morale and good will. In this category, for example, was Operation Booklift, which, in April 1956, saw students and faculty saving the state a moving bill by their cheerful willingness to carry 40,000 books from College Hall to the newly constructed Savitz Library. A few weeks later another morale-boosting event took place when students Jim Baine, Richard Branco, Neil Smith and Tom Wriggins took time to act the roles of landscapers, a task they assumed when it was discovered that no state funds were available to beautify the land adjoining the new Savitz Library. In this emergency the boys volunteered their services. Weekday afternoons and Saturday mornings found them removing debris left by building contractors in front of the attractive structure, digging and hauling topsoil from nearby locations and filling and grading the Savitz Library's outside environment. Operation Landscaping may not have met professional standards, but it was a fine example of school spirit of those early expansion days.

Some of the highlight events of the 1952–1956 period were in the heart-warming category. Certainly the most memorable of these was the March 5, 1955, testimonial dinner given to honor Glassboro's "Mr. Chips," another name for Roland A. Esbjornson, who was nearing the close of a 25-year Glassboro career. Engineered and directed by Alumni President Carmela Stier, this was an affair that found 300 people—all friends of "Esby"—crowded into the Campus School's all-purpose room.

They were there to eulogize and shower gifts upon a man, who, with unfailing good humor, had spent a large segment of his life aiding handicapped children. Prominent officials took the speaker's stand to salute the guest of honor, but it was a remark made by a non-platform guest that best caught the spirit and meaning of what was happening that night. Observed this person, "It's the least we can do for a man who has given so much to help those who can't help themselves."[52]

Not all of the period's memorable events were man-made: some grew out of the weatherman's unthoughtfulness and fury. Thus on June 11, 1954, graduating seniors listened apprehensively to Dr. Bunce's Commencement address. Their disturbed emotional state was caused not by the speech but by the sound of rolling thunder and the sight of ominous appearing clouds, pierced now and then by bolts of lightning. After Dr. Bunce had concluded and the seniors were mounting the platform to receive their diplomas, the heavens opened to pour torrents of rain on the cap-and-gowned students. It was a brief, five-minute deluge, long and sustained enough, however, to wreak havoc on graduation garbs, to end the ceremonies and to cause Glassboro in future years to hold its outdoor Commencement exercises in the morning, instead of in the afternoon. Philadelphia-based meteorologists advised the change, for the weather records showed that June rainstorms in the Glassboro area took place more frequently in the afternoon than in the morning hours.

Neither will Glassboro soon forget the naked fury of Hurricane Hazel, which, on October 15, 1954, turned the campus into a near-disaster area. The aftermath of this powerful storm found trees down all over the campus. Especially terrifying to look at was the giant oak tree toppled over against Oak Hall dormitory. Its roots had literally lifted sizable sections of a concrete walk from their normal positions. Another hurricane casualty was a three-day loss of college electrical supply, a handicap which left Alumni Homecoming Day sponsors undaunted. They went ahead with plans to hold their banquet at which Russell Knight received the Alumnus of the Year award, another Glassboro first.[53] Light for the evening's program was supplied by the Glassboro Fire Department through the medium of an emergency generator.

The Alumni Association's defiance of Hurricane Hazel was symbolic of the times, for obstacles to a College on the move were but challenges to overcome. A contagious feeling permeated the institution and the athletic program was not immune to its influence. Along with the rest of the college activities, varsity sports teams developed the growth and winning habits. In 1955, for example, soccer made its bow as a major Glassboro sport.[54] The 1955–1956 season saw Glassboro's basketball team shedding its losing habits of the post-World War II years. Names like Bob Belle, Lee Harvey, Ernie Trebing and Eddie Markman—all underclassmen—served notice on opponents that Glassboro basketball teams in the years ahead would-be tough opponents. Varsity baseball teams also began to play championship ball. In the spring of 1956, for example, Glassboro, led by the crack battery of Catcher Bill Datz and Pitcher Pete Hitchner, won the Delaware Valley Conference championship as part of a winning 11–4 season.

The End of the Beginning

Measured by any yardstick, the gains made at Glassboro between 1952 and 1956 were impressive. Never in its history had the College experienced growth on so

large a scale, but subsequent developments would prove that the close of this brief period was actually the beginning of even greater growth to come. In other words, the 1952–1956 years were really preludes to expansion. No one realized this better than Thomas Robinson and it was this knowledge that kept him from leaving Glassboro.

To this day few persons realize that Glassboro almost lost its expansionist President as early as his third year in office. It all started in the summer of 1955, when Assistant Commissioner of High Education Robert Morrison confidentially informed the State Department of Education that he planned to retire. Commissioner Frederick Raubinger lost no time in revealing his choice of a successor; he wanted Dr. Robinson on his team at the Trenton headquarters. Acting on this desire the Commissioner formally offered the position to the Glassboro President, who at first was inclined to accept. But he asked for time to make a final decision. To the surprise of those who knew and worked with him the closest, he finally turned down the Commissioner's offer. Dr. Raubinger, however, was not easily deterred. For over four months he waged a friendly war of attrition attempting to get Thomas Robinson to change his mind. On more than one occasion, the Commissioner dispatched his highest emissaries to the Holly Bush mansion in futile attempts aimed at persuading Dr. Robinson to change his mind. Not until after Thanksgiving Day of 1955 did Commissioner Raubinger give up the struggle.[55]

Few at Glassboro knew of these maneuverings; in fact, most of the faculty were unaware of the possibility that Dr. Robinson might be leaving them and the President himself was the principal reason for their being in the dark on so important a matter. On an issue such as this one, Thomas Robinson kept his own counsel and few could do it better. Possibly two persons in the Glassboro family knew of the pressures being placed on Dr. Robinson and they wagered all along that he would accept the new position. Their surprise, therefore, was complete after they learned of his final decision.

Why did Dr. Robinson turn down the Commissioner's offer when everything pointed to an acceptance? After all. Thomas Robinson was on record more than once in stating, that he believed his job was to be a loyal member of the State Department team. He often said, "I'm a team man." Too, the new position represented a step up the educational hierarchy, with higher salary, greater prestige and more authority. Dr. Robinson was in no hurry to clear up the mystery, even to his closest professional colleagues at Glassboro. After he made the final decision, the President never mentioned the matter again. Fourteen years later, after he severed his ties with the College, he was finally ready to talk about the incident. Here is what he said:

> My reasons for not accepting the Commissioner's offer were compelling yet simple. For one thing I had gotten to love my job at Glassboro. Both my wife and I liked living in the center of a college community where the action was. Important to me, too, was the potential for growth that Glassboro had, greater than any other New Jersey state college. In our first few years, we made considerable gains, but, compared to the expansion potential of the future years, what we had already accomplished was only a starter.[56]

The Tower Chimes newsletter showed off the Memorial Hall student lounge in 1956, describing its proximity to the campus post office and the new college book store in the building.

Here was the answer. Thomas Robinson chose to stay at Glassboro because he loved the place. Too, he remained because he was at heart an expansionist and Glassboro gave him ample opportunity to direct expansion. What he had accomplished in the years between 1952 and 1956 was but a prelude to greater growth, as we shall show in the following chapter.

CHAPTER 10

The Robinson Middle Years

On April 4, 1957, President Robinson, taking time in a busy schedule, wrote a letter to Edward Colangelo, recent Glassboro alumnus stationed with the United States Air Force on an airstrip in faraway Korea. Wrote Robinson:

> The college is constantly changing in appearance. The five new buildings are all occupied and more than a score of new faculty members would be unfamiliar to you. We've just bought all the peach orchard over on Carpenter Street, about 125 acres and new buildings and an enlarged campus will gradually arise there.[1]

Ed Colangelo would have been impressed with the changes made at his alma mater by 1957, but the transformation wrought in the next six years the Robinson middle years would astound Edward even more. These were years that found Thomas Robinson, with an abhorrence for standing still, constantly moving ahead with his expansion plans. For, like the legendary tank commander of World War II fame, George Patton, the Glassboro President was never one to pause to consolidate hard-won gains: on the contrary, both were advocates of moving ahead with all possible speed. In a message to the State Board of Education, Dr. Robinson expressed his "Let's get on with the job" philosophy. "Today," wrote Robinson, "so quickly do things move one can say that each year is truly extremely significant. Opportunities are seized or permitted to escape. A college moves forward or backward: it never stands still."[2]

Because he seized an opportunity to buy a peach orchard, Thomas Robinson made certain Glassboro did not move backward nor stand still. To him, spending money to get the orchard was like paying premiums on an insurance policy to guarantee Glassboro's expansion of the early 1960s. For without the additional acreage there would be no new building boom, enrollment explosion nor curriculum proliferation. The account, therefore, of how Dr. Robinson laid the groundwork for buying a peach orchard deserves something more than a passing mention.

Purchase of the Leonard Tract

The story of this vital transaction began early in Dr. Robinson's first year at Glassboro. Looking far ahead of the five new buildings about to go up on the old 55-acre campus, he realized that the next construction phase called for the acquisition of more land, because the remaining acreage on the original campus

a small, triangular plot of ground hemmed in by the railroad and infested by groves of trees offered little if any opportunity for a second building program.

Dr. Robinson would have to look north, across the Mullica Hill Road to a flourishing 117-acre peach orchard owned by William Leonard. This was the thought and the gaze that started a four-year, baffling and oft times discouraging struggle to acquire Mr. Leonard's property. Certainly, the Glassboro President had a far more difficult time in purchasing a peach orchard than Secretary of State William Seward, in 1867, had in buying the vast domain called Alaska.

Throughout the 1952–1953 academic year, Dr. Robinson, by means of informal office conferences and correspondence, negotiated with the peach orchard owner. With typical Robinson thoroughness, the President stated the Glassboro case: the College needed more land if it was to expand to educate the oncoming surge of students needed to ease the teacher shortage problem; the tyranny of geography pointed to the peach orchard as the sole, feasible expansion outlet; Glassboro did not want to buy the entire 117-acre tract, only 46 acres; and purchase terms might include the possibility of Mr. Leonard's retaining the use of his orchard for a certain number of years after the state had taken title to the property.[3]

At the outset of the preliminary discussions, the Robinson arguments had about as much of an impact on Mr. Leonard as 22 caliber bullets have on a modern tank. It did not take the Glassboro President long to discover that he was dealing with a canny, shrewd businessman who knew he owned a valuable piece of property. Besides, Mr. Leonard loved his land and his peach-growing activities. A favorite Leonard reply to the Robinson entreaties was, "My pappy told me never to sell any land and I never will."[4] At another early conference the peach grower, in an expansive mood, threw out the comment, "If the Georgia peach crop fails this year and mine is a good one, I'll give you the land."[5] That year the Georgia crop was bad and Mr. Leonard's was good, but he conveniently forgot his generous offer.

But, if William Leonard was shrewd, Thomas Robinson was stubborn, especially in pursuit of an important objective. As the year progressed the peach grower found himself beginning to like the College President, who, while stubborn, was both patient and fair. At frequent times during that summer, personnel in Glassboro's main office saw the sun-browned orchard owner delivering baskets of peaches to the man who wanted his land—marks of grudging respect and fondness. It seemed that Dr. Robinson, like a good prize fighter, had softened up his opponent and it was now time for higher authorities to enter the negotiating proceedings. Thus, on January 4, 1954, Dr. Robinson wrote to Assistant Commissioner of Higher Education Robert Morrison, urging him to draw the State Board of Education and Commissioner of Education Frederick Raubinger into the conference sessions. Significantly, the Glassboro President noted that, "Mr. William Leonard, of Richwood, owns the orchard and he has expressed with reluctance a willingness to discuss the purchase of approximately 40 to 45 acres of land."[6] Revealing a feeling of urgency, Dr. Robinson added, "We believe time is of the essence in this matter and I, therefore, will appreciate whatever machinery can be set in motion to consider this proposition."[7] Uppermost in the President's mind was the dread specter of Mr. Leonard's suddenly deciding to sell his land to real estate developers

whose houses would serve as a kind of Berlin Wall to Robinson's expansion aspirations.

The State Board of Education, however, apparently did not share the Robinson sense of urgency. By February 1954, Mr. Leonard, although refusing to name a price for his land, had agreed to cooperate with appraisers chosen by the state.[8] Not until June 1954, did the State Board bestow its blessing on the project, together with appointing a committee to carry on negotiations with Mr. Leonard.[9] For the remainder of 1954 and throughout 1955, these officials, with Thomas Robinson playing the role of an anxious broker, met in fruitless efforts to reach an agreement. Mr. Leonard, of course, was the stumbling block standing in the path of an understanding. He still did not want to dispose of his land and for good reasons, for he was negotiating from strength. After all, the land was a good buy and the state wanted it very much. Too, the peach grower had invested sizable sums of money in improving the property and finally the owner was well aware of the financial gain to be had in selling the land to real estate developers.[10]

By November 1955, the state's patience had worn thin. It had appraised the orchard and had made Mr. Leonard a final offer. Now it was ready to use its ultimate weapon, i.e., condemnation proceedings. But this was not the Robinson way. On December 13, 1955, he urged Mr. Leonard to meet with him once more, "… before the state takes the final steps in respect to enlarging the campus of Glassboro State Teachers College. You know we personally, here at the College, would like to avoid condemnation because of the hard feelings that may result. I would feel better if I could have one last talk with you before proceedings begin."[11] This last-ditch effort produced results, when a few days later Dr. Robinson informed Dr. Cleve Westby, the State Department's building trouble shooter, that Mr. Leonard was finally amenable to serious negotiation, providing the state was disposed to consider another approach to solving the problem. He was now willing to sell the land if the other side was in the mood to grant a few minor concessions, the principal one being his right to harvest the orchard's peaches for three years after the sale had been consummated.[12]

It took five more months of haggling before Mr. Leonard and state officials, on June 8, 1956, reached final agreement on the sale of the 46-acre tract.[13] But before final legal papers were signed, the unpredictable peach grower came forward with a bombshell proposal that made this incident in the College's history a whole new ball game. Mr. Leonard was now willing to sell the entire 117-acre orchard, probably on the theory that, if he was going to sell 40% of his land, he might as well dispose of all of it.[14] Dr. Robinson, of course, was delighted and the State Department of Education, too, greeted the new turn in events with approval. Negotiations were reopened and proceeded smoothly, so much so that, on April 11, 1957, Dr. Robinson dramatically announced at a faculty meeting that final contracts had been signed.[15] But the happy President was a bit too premature. Not until August 1957, did Glassboro gain legal title to Mr. Leonard's 117-acre peach orchard at a cost of $155,000.[16]

During the lengthy negotiations involving the Leonard Tract purchase, Thomas Robinson had his eyes fixed on another piece of property, a nine-acre piece of land contiguous to the peach orchard and east of it. This land, site of a cinder-block

company which had ceased operating, was for sale and Dr. Robinson urged the State Board to purchase it. After negotiations which moved along quickly had been completed, the State Board in 1956 made these nine acres available for Glassboro's expansion plans.[17]

Thus, by the summer of 1957, Glassboro had increased its land holdings from 55 to 181 acres. Jubilantly Dr. Robinson informed the faculty that this achievement "… made almost any potential expansion possible."[18] But President Robinson was never one to stop with euphoric announcements. Accordingly, on April 7, 1957, we find him prodding the State Department of Education into action once again. Wrote Robinson:

> The time is opportune. We've just concluded the purchase of the entire tract of 117 acres of peach orchard behind us. Some large thinking is now necessary to make a plan of building and facilities placement that can be basically sound regardless of future building additions that may be necessary. What is needed is a large plan of broad expansible scope.[19]

This was the call for action that got phase two of Glassboro's building program underway.

Building Construction: Phase Two

By 1957 Glassboro was in dire need of additional facilities as sedatives for a severe case of expansion pains. Like the growing boy who finds last year's clothes a tight fit, the College had already outgrown the building facilities provided only a year ago. Expansion distress signals were flying in many directions. Over in Memorial Hall's tiny snack bar and cafeteria, long lines of impatient students waited to be served. In Bunce Hall only a few veteran faculty members had the luxury of single occupant offices; double and triple occupancy was the rule.[20] Scheduling students into classrooms called for administrative ingenuity, when administrators were faced with the problem of fitting almost 900 students into a building whose classrooms were designed originally to handle 500. By 1957 getting a dormitory room became as difficult as obtaining tickets to an Army-Navy football game. That year 60 double rooms in Linden and Mullica dormitories were converted into rooms housing three students each by the use of double-bunk beds. And 60 students, denied dormitory entrance, lived in approved town homes. By 1960 the "townies" numbered 185; a year later, 359.[21]

Additional expansion woes could be given, but they would serve only to darken an already somber picture. At first Dr. Robinson accepted these growing pains as the price to be paid for serving an increasing number of college-age youth and for meeting the state's needs for public school teachers, responsibilities, he insisted, "… mean an enrollment growth far beyond the existing facilities and more rapidly than additional facilities can be provided."[22] But there was a limit to Robinson's stoicism, evident in 1959, when he made the painful decision to cut back on the number of entering freshmen until plans for additional facilities actually materialized.

On April 15, 1957, even before Glassboro had taken title to the 117-acre peach orchard, the President had devised a master plan for additional building facilities to expand enrollment as high as 2,000. It was an audacious proposal, for Thomas Robinson was not one to let Glassboro perish through lack of vision on his part. Included in the plan were: dormitories housing 700 students, a gymnasium, fine and industrial arts building, a mathematics and science classroom structure, administration building, central heating plant, enlargement of Memorial Hall, expansion of the library to house 100,000 books and an enlargement of Bunce Hall's auditorium to increase its seating capacity from 600 to 1,000 students. Dr. Robinson estimated this building package carried a $9.1 million price tag, a princely sum for a state never inclined to dip deeply into its pocketbook for higher education needs.[23]

Of course, the Glassboro President was aware that he had aimed high; in fact, he was requesting a capital outlay sum which tripled, in 1957, Glassboro's total property valuation. Following an ancient procedure practiced by governmental officials, Dr. Robinson was probably asking for more than he expected to get, with the hope that any deductions would leave Glassboro with an expansion allotment it could live with. In any event, he was soon able to test this principle. At an April 2, 1957, conference session with State Department of Education officials, a Glassboro delegation, Albert Shaw, Mary Ann Sherk and Dr. Robinson, presented the College's master building plan. They left that meeting with the cost of their proposal pared to $7.1 million, with much of the slash directed at dormitory requests.[24] While pleased with the state officials' sympathetic reception to Glassboro's building needs, President Robinson vigorously objected to their tendency to underestimate his College's need for 500-bed dormitory facilities.[25] Neither was he too happy at the end of the year, when the State Board of Education, the arbiter of requests coming from the other state colleges and Rutgers University, decided that Glassboro's allotment be limited to about $5.5 million.[26] While this was a figure considerably less than Glassboro's original $9.1 million request, it, nevertheless, would enable the College to dot its campus with many more buildings But even this lesser amount was contingent on voter approval of a College Bond Issue scheduled for November 3, 1959.

With building relief needed desperately, the two-year wait until the electorate exercised its franchise was a discouraging prospect. Plans, however, were made to spend the intervening period getting ready to convince voters to cast affirmative ballots at election time. A statewide citizens committee, ably directed by New Jersey Education Association staff members, began mobilizing and working gathering research data, preparing campaign literature, writing radio and television transcripts, obtaining speakers and lining up supporters from industry and state organizations. In the midst of this preparation period, the Legislature gave college morale a boost when it, seeking to get the building program underway as quickly as possible, appropriated $10 million from current state revenues. Glassboro's share of this allotment was $2 million.[27]

This was the action that propelled the College into another construction boom. Seven faculty-student building committees began meeting, devoting "… many hours discussing plans and ideas with architects, State Department representatives and

interested faculty members"[28] Their first task was a determination of construction priorities. Which of the planned buildings should be erected first? Taking into account the limited $2 million available and the priority of need, they decided to give the go-ahead sign to enlarging Memorial Hall, constructing a science-mathematics building and erecting a central heating plant.

Underway first was work on Memorial Hall. Artisans began operations in early November 1959 and on April 1, 1960, the enlarged building was ready for use. On that day students started eating in a cafeteria which seated 600, compared with the 400-student former capacity. A new snack bar capable of serving 200 diners came into being and a larger bookstore cut down somewhat on the spectacle of long lines of students seeking to purchase books. Faculty members, too, were impressed with the transformation, especially with the peace and quiet of a newly-built faculty dining room capable of holding 100 staff members at one sitting. Impressive also was the faculty lounge on the ground floor, a restful haven for staff members who appreciated the pleasure of solitude. Both students and faculty agreed that the $300,000 enlargement cost was money well spent.

Next on the construction schedule was the $950,000 science-mathematics classroom building, which had the distinction of becoming the first structure built on the new campus. Ground breaking took place in the fall of 1959 and the building opened for classes on February 7, 1961. This was a structure that brightened schedule maker and faculty lives considerably, because in it were 20 general classrooms and 39 faculty offices. Science department members were pleased when they inspected seven laboratories available for physics, chemistry and biology experimentation. And the presence of a 180-capacity lecture hall was also a welcome sight. Built principally for members of the science and mathematics departments, the building, in its first three years, housed some intruders in the persons of administrative staff, Art Department faculty and members of the Social Studies department. In time most of these guests would work elsewhere, but, in 1961, administrative necessity dictated a need for the science department to serve as a graceful though temporary host.

The opening of this building was no prosaic affair; on the contrary, events leading up to its start were of the ulcer-producing variety, with two reasons accounting for the tension. A construction delay was one; the other was the implacable fact that February 6, 1961, was the opening day of the second semester. At the early planning sessions, the architects had informed Glassboro officials that the building would be ready for occupancy by September 1960, but this prognostication proved to be an illustration of Shakespeare's classic line, "The wish was father to the thought." By early summer it was obvious that the slow pace of construction progress made a September opening nothing but a hopeful dream. Accordingly, Registrar Loriot Bozorth went ahead and scheduled classes in College Hall and in other buildings that offered classroom possibilities, however makeshift. During the fall months Mr. Bozorth, assured by the building experts that February 6, 1961, was a safe opening date, constructed his master schedule using all of the new building's classroom teaching stations. If the architects and contractors had erred in their prediction, the Registrar and Glassboro were in deep trouble, because re-scheduling on short notice Glassboro's complicated curricular offerings on an individual student basis was virtually impossible.

Up until January 1961, Glassboro nerves were fairly calm, but in that month workmen not only had to battle a time deadline but also the elements. Weather-wise, January 1961 was cold and snowy, impeding the final stages of construction operations considerably. As the weekend prior to the building's opening came, a mini-crisis loomed. Workmen spent the weekend on the job, but on Sunday night they still had not laid tile on the ground-floor corridor and plumbers needed another day to complete work on whatever indispensable items were required in college restrooms. At this moment of truth the Dean of the College, serving as coordinator of moving operations, placed a telephone call to President Robinson.

"Tom," the Dean declared, "we are in trouble if we don't get more time to open that building."

Replied the imperturbable President, "How much more time?"

"One more day will do it."

A pause ensued and then Dr. Robinson observed, "I heard over the radio that snow is predicted for tomorrow. In fact, it's coming down now."

"You mean we can call off college tomorrow?"

"Why not?" answered the President.[29]

Only a genuine crisis could have produced this Robinson solution to the problem, because those who knew him best realized that he was as loathe to call off college for a day as was General "Little Mac" George McClellan to postpone a military review. In any event, workmen got their day of grace to lay tile and ready the rest rooms. As a footnote to this event in Glassboro's history, Monday, February 6, 1961 turned out to be a bright, sunny day.

So it was that lines of students trooped into the new building one day after the date listed in the college calendar as the beginning of the second semester. Certainly, it was an opening to a semester that Glassboro had never before experienced. Workmen were in and out of classrooms, installing lights, putting up shades, painting woodwork and generally placing finishing touches to the building which had taken such a "… long time a-coming." A few faculty members used wooden crates as lecterns, as they taught students sitting on a strange assortment of chairs. A few even sat on classroom floors. Other students and faculty members could be seen aiding maintenance personnel carry equipment over from College Hall. Present throughout the day was a kind of pioneer spirit and, as one perceptive observer noted, "Improvisation was the keynote and it brought about a spirit of good humor and cooperation among all members of the college family that was heart-warming to everyone."[30]

Fortunately, the third in the building triad made possible by the $2 million Legislative appropriation was free from nerve-racking complications. Ground for the $600,000 central heating plant was broken in July 1960, after which work proceeded steadily and uneventfully until it began functioning in June 1961. This turned out to be an attractive building whose structural steel frame work was surrounded by glass and brick. In the building were two huge boilers with a 1,900 horsepower strength capable of driving steam underground through a ten-inch-diameter pipe and accompanying outlets to all buildings on both campuses. At night the building's multi-colored lights shone brilliantly through the darkness, giving the structure an appearance strangely out of keeping with its utilitarian function.

Through the largess of the $2 million legislative grant, by 1959 Glassboro was guaranteed a portion of its expansion program, but the fate of five other buildings, with an approximate $3.5 million valuation, still hung in the balance. Whether they became a part of Glassboro's Phase Two construction program depended upon how the people voted at the College Bond Issue election scheduled for November 4, 1959. As noted previously, friends of the state colleges led by the staff of the New Jersey Education Association, particularly Lewis Applegate, had mobilized talent and funds in an all-out effort to gain voter approval for college expansion and Glassboro played a proud role in the campaign.

Throughout the spring and fall of 1959, every segment of the college family participated in the Bond Issue campaign. Students, faculty and alumni dipped into their purses to contribute $3,500 for the use of the Bond Issue headquarters group stationed in Newark.[31] In addition, students, under the direction of Dean of Students James M. Lynch, made other contributions to the cause. They conducted fund-raising tag days, wrote letters to relatives and friends back home and, on October 31, 1959, organized a cavalcade of automobiles to spread the Bond Issue message to neighboring South Jersey communities. Led by the College Band, ensconced on a huge trailer truck, the caravan took off to distribute thousands of copies of campaign literature, including fact sheets, automobile window stickers and placards for store windows. Prominent among the student campaign leaders were Joseph Magosin, Marvin Hill, Ernest Trebing, Mary Trimmer and Thaddeus Klepac.

Faculty members, too, did their bit, especially James Lynch, Jay Carey, Samuel Gomez, Lawrence Smith, Maurice Blanken, Betty Pederson, Livingston Cross, Mary Bradbury, Ida Morford, Luther Shaw, Ruth Conard, George Regensburg, Alexander Borowec, Daniel Briggs, Donald Salisbury, Elizabeth Duff, Ivar Jensen, William Houpt, Loriot Bozorth, Lloyd Manwiller and Rudolph Salati. This galaxy of academicians took to the campaign trail endeavoring to inform and persuade South Jersey community groups to support the Bond Issue. George Reinfeld, English department member, added a touch of creativity to the campaign when he had members of his Journalistic Writing class compose and send Bond Issue stories to hometown newspapers. Neither did President Robinson content himself with standing on the sidelines cheering the troops on. As usual, he was what the military now call the "point man" in the campaign—a leader in front of the troops. He delivered speeches, helped write campaign literature, maintained liaison with county organization groups and solicited the names of prominent South Jersey citizens for use on campaign literature mastheads.

On November 4, 1959, these efforts paid off handsomely when the Bond Issue went over the top by a 56% statewide vote. Especially gratifying to Glassboroites was the 62% favorable vote cast in the seven South Jersey counties.[32] The road for Phase Two of the Glassboro expansion program was now wide open.

After Dr. Robinson and his college building committees had completed the usual tedious round of planning sessions with architects and state building officials, construction on the Bond Issue-supported buildings began in earnest when workmen in August 1961 were observed excavating on the point of land bounded by Whitney Avenue and the Mullica Hill Road. Here a 200-bed women's dormitory

and a 100-bed men's dormitory were completed and ready for occupancy at the beginning of the 1962–1963 college year. Built at the cost of $1,025,000, these structures combined the virtues of utilitarianism and attractiveness. The women's dormitory, a three-story structure, contained 88 comfortable double rooms with private baths separating each pair of rooms. Present, too, were 22 single rooms, each with its private bath. Recreational rooms and handsome lounges provided outlets for student leisure-time activities. Although smaller, the men's dormitory was constructed with the same general layout as its feminine counterpart.[33]

Groundbreaking on the new food service building took place in September 1961, at the east end of the new campus. By August 1962, this structure was completed at a cost of $400,000, making available 300 additional eating stations. The new dining facility was a timely addition to Glassboro's building program, especially to the harassed food purveyors stationed in Memorial Hall. Too, the newcomer quickly became a favorite meeting place for college functions of all kinds, as, for example, the cyclonic round of banquet gatherings that takes place near the close of the college year. Construction on a new $663,000 library began in September 1961 and was finished by June 1963. A two-story structure, the library contained stack space for 25,000 volumes, together with seats for 400 students. Also included were four classrooms and a number of faculty offices, additions a college never seems to have enough of.[34] With the opening of this building, Glassboro officials decided to convert the 1955-constructed library on the old campus into an administration building, which was occupied for that purpose in the 1963–1964 academic year.

Construction also started on another building in September 1961, a gymnasium costing $950,000. A long-sought addition, this structure was completed in June 1963. Within its walls were four gymnasiums, which by the magic of sliding doors could be transformed into a spacious basketball court. No longer would Glassboro basketballers have to play on the bandbox floor in the Bunce Hall auditorium and never again would spectators have to sit uncomfortably in auditorium seats in a frustrating effort to get even a glimpse of the action. By contrast the new gymnasium contained bleachers on which 1,700 fans could sit and have an unobstructed view of the games. Included also in the new physical education plant were two classrooms, 10 faculty offices and a 75-foot Olympic-size swimming pool. It was this last facility that occasioned an incident in the College's history which we shall dub "The Robinson Swimming Pool Battle."

Original plans called for the gymnasium to contain a swimming pool, but rising costs began to worry state building officials, so much so that they began searching for items to cut from the Glassboro building program. The non-aquatic inclined officials were quick to mark the swimming pool for elimination, arguing that it fell into the category of a luxury item. After Commissioner of Education Raubinger and the State Board of Education accepted this viewpoint, it seemed that Glassboro was destined to have a new gymnasium without a pool. But this was before Thomas Robinson donned his fighting trunks.

Ordinarily the Glassboro President was the last person the State Department would expect to challenge its decisions because he was one of the most loyal players

on the Department's team. But there were times when Dr. Robinson felt compelled to kick over the traces and the swimming pool decision occasioned one of them. After conference sessions found the State Department still adamant on its stand, President Robinson requested special permission to present his case to the State Board personally, a request Commissioner Raubinger readily granted. In preparation for the confrontation, Dr. Robinson sat down and wrote another of his position papers, whose 11-point arguments rivaled in reasoning power the brief of a constitutional lawyer pleading a case before the Supreme Court.[35] Both the paper and the Robinson oral presentation were effective enough to cause the State Board to reverse itself. Glassboro was given permission to build its swimming pool, provided the College assumed the financial burden for the project, a proviso the College readily accepted. Glassboro students went along with the "Pay as you swim" liquidation plan by means of a $10 increase in their student activity fees. At the outset it was estimated that the pool would take 10 years to pay off; instead, the debt was liquidated in slightly more than three years. Students made the first payment in September 1962 and, on December 1, 1965, Dr. Robinson figuratively burned the $175,617 mortgage. The original time estimate apparently failed to take into account the influx of students on hand to wipe the debt from the ledger books.

Two other construction projects accompanied Glassboro's second building boom. College Hall, in 1962–1963, was renovated at a cost of $225,000, with tile replacing wooden corridor floors, fluorescent lights taking the place of the archaic fixtures in classrooms and classroom walls and ceilings receiving fresh coats of paint. Additionally, suites of faculty offices were constructed in locations which formerly served as administrative offices and a girl's locker room. And, in 1961–1962, a major improvement came on the Glassboro scene when broad expanses of blacktop were laid on a portion of the new campus west of Bosshart Hall to serve as parking sites for 600 automobiles.

Even before all the structures in the second building wave had been completed, the State Board of Education gave its approval to Glassboro's recommendations for naming new buildings after persons or trees:

1. Bosshart Hall—the science classroom building named after Dr. John H. Bosshart, Glassboro's good friend and former Commissioner of Education.
2. Bunce Hall—formerly called College Hall, named after Dr. Edgar F. Bunce, Glassboro's second President.
3. Winans Dining Hall—the new food service building, named for Seymour G. Winans, Glassboro's first Dean of Instruction and charter faculty member.
4. Hering Central Heating Plant—named in honor of J. Leonard Hering, Glassboro's Supervisor of Maintenance for over 30 years.
5. Savitz Library—retained same name as the former library building on the old campus.
6. Evergreen Hall—Girls' dormitory with a designation in keeping with the policy of calling girls' dormitories after trees.

7. Mullica Hall—men's dormitory, which kept the same name the former men's dormitory building on the old campus had carried. This latter structure was converted into a girls' dormitory and given the name of Hawthorn Hall.[36]

This list of new buildings is impressively lengthy and is visual testimony of an expanding College gearing itself to cope with a floodtide of students, an influx in enrollment that Glassboro's expansionist President back in 1952 never thought possible.

Skyrocketing Enrollments

Watching a multitude of students milling about the Glassboro campus in the late 1950s and early 1960s, veteran faculty members took to muttering a variation of Tennyson's famous line, "Students in front of us, students in back of us, students on our left, students on our right… ." They were everywhere and were evidence that something more than new buildings had become a part of the Glassboro environment. During the Robinson middle years, the College had its own version of a population explosion. Two items reflected the upsurge in undergraduate, full-time enrollment. In 1955–1956, at the end of Robinson's first period in office—the Prelude to Expansion Era—enrollment stood at 516. By 1962–1963, it had more than quadrupled and, compared with the 433 registered in 1952–1953, Dr. Robinson's first year at Glassboro, the 2,116 students enrolled in 1962–1963 were five times greater.

When we place the flesh of details on these skeletal time bench marks, enrollment growth becomes even more impressive. In 1957–1958, for example, the number of students had climbed to 868. This was an achievement which meant that Glassboro had reached and surpassed the 800-enrollment target three years ahead of the date predicted, in 1952, by Dr. Robinson.[37] By 1958–1959 enrollment vaulted over the 1,000 barrier and four years later Registrar Loriot Bozorth enrolled more than 2,000 students. And, in 1962–1963, the 766 freshmen alone exceeded by about 40% the pre-Robinson Era's total enrollment high-water mark of 555 students set back in 1950. At the orientation meeting held in September 1962, President Robinson must have viewed with satisfaction the 766 freshmen overflowing Bunce Hall's auditorium, with more than 100 standing along the sides and in the back of the auditorium unable to get seats. The standing-room-only scene was in sharp contrast with the tiny group of 80 freshmen, who, at their orientation briefing session in 1952, occupied a fraction of the auditorium seats available. Thomas Robinson and his staff in 1962 were harvesting the fruits that unremitting recruitment labors had made possible.

Not everyone at Glassboro, however, hailed the population explosion as the greatest thing that had come to the College. Segments of both faculty and students wondered aloud whether growth had come at too swift a pace, opening up a Pandora's box of plagues even after the 1959 Bond Issue buildings became operational: Too few dormitory facilities, overcrowded cafeterias, students flooding the snack bar counter and sitting six deep in booths, students wading through "swampy, slushy, slimy mud" on their way from building to building and these same

young people crossing dangerous Highway 322, going to and from buildings on the old and new campuses.[38] A *Whit* editorialist in 1963 voiced expansion frustrations in a prose style dripping with indignation:

> It's no fun to live, work, or play in crowded conditions. We walked around the campus the other day at a peak afternoon hour. There was not an empty seat to be found in the library. We left for Bunce Hall with high hopes to review for an imminent test. An empty classroom perhaps? All were in use. The auditorium is a possibility—but not that day. So forget the noble idea of studying and retiring to the snack bar for coffee. Wishful thinking! That refuge is the seatless wonder on Glassboro's campus.
>
> Everyone must acknowledge that Glassboro's student body has grown and is growing faster than its physical facilities—its physical comforts.
>
> Not enough students can fit into the library, the book store must struggle to serve so many at book-buying time, the Co-op is inadequate, particularly at lunch time and classroom space is at a premium. Not to mention the dormitory situation. Growing pains are being felt severely.[39]

Continuing with her criticism, the student journalist probed at the heart of the expansion problem:

> One thing must be sacrificed for another. Do we want a bigger college, expansive buildings, a more impressive institution? Do we want to grow? It seems that the decision has been made. To accomplish this end, the means must be found.
>
> Taking in more students each year means a greater income, more buildings, more facilities, more students. A vicious circle. Is there no way to grow more comfortably? Do the people of New Jersey lack foresight in supplying funds for Glassboro's building program, or are all these problems inevitable? It seems we outgrow a building just barely after its doors are opened. Will the student body and existing structures never match?
>
> If progress is our most important product, the next question must necessarily be 'What price progress?'[40]

This was a well-written, thought-provoking editorial. Few questioned its assertion that Glassboro's student body had grown tremendously faster, from 1953 to 1963 than any of the other five New Jersey State Colleges' enrollments.[41] Many, however, questioned the bleak word picture the editorialist painted of Glassboro's physical facilities as they were in 1963. Dissenters refused to believe conditions were as bad as the Cassandra-tinged editorial indicated. But it was not so much what the editorial said as what it implied that made it a provocative piece of journalism. The writer seemed to be insisting that, unless Glassboro could grow comfortably, perhaps it should stop growing altogether, enabling it to concentrate more on quality and less on quantity education. In fact, the editorial's title carried a "Quality vs. Quantity?" label. Of course, at this writing, no way exists for determining the proportion of the

Glassboro family who agreed with the writer's position. But one powerful person on the Glassboro campus disagreed with the editorial's implications completely—Thomas E. Robinson. From his viewpoint a college, like a person, had to grow in order to live the good life. There was no alternative and, if the growth process produced growing pains, so be it; for growth, like birth, was not devoid of discomfort. To the Glassboro President the College had to grow if it was to keep faith with the New Jersey voters who, in 10 years, had invested $7.5 million in Glassboro's physical development. Moreover, he had a deep conviction that his institution had an obligation to serve the growing number of high school seniors seeking entrance and the South Jersey school districts which needed Glassboro's graduates as teachers.

Not for Thomas Robinson was the luxury a private college had of limiting its enrollment to a comfortable size as a step toward insuring quality. Glassboro's function as a state-supported institution servicing its clients, according to Dr. Robinson, ruled out the concept of static enrollments. Besides, he was not willing to concede that a quality educational program was off-limits to a growing college. To him the "quality versus quantity" issue was an abstraction, something like the metaphysical topics the 13-century scholastics loved to debate. As it continued to grow, Glassboro, insisted its President, could have both quantity and quality, with the latter coming in large measure by way of its new curricular program placed into operation in September 1956.

The New Curriculum

Since its opening in 1923, Glassboro had been limited to preparing elementary school teachers. Dr. Savitz, an elementary school devotee, was content with this role, but his successor Dr. Bunce had made abortive efforts to project the College into the secondary school preparation fields. Where Dr. Bunce failed, President Robinson in 1956 succeeded when English and Social Studies secondary school programs, riding on the coat tails of the new curriculum, became part of the Glassboro curricular structure. Dr. Robinson's position as Chairman of the State Curriculum Commission was certainly no handicap in obtaining State Board of Education approval for these new ventures, but the Robinson prestige was not quite strong enough to gain Board sanction for Glassboro to begin, in September 1956, a secondary school Science program and a secondary Mathematics curriculum.[42] Neither was President Robinson successful in bringing, in September 1958, a Foreign Language program to Glassboro.[43] Evidently state authorities were not yet convinced that Glassboro was ready for these secondary programs. Some retooling in both staff and facilities had to come first.

But, in 1958, the State Board opened the door for Glassboro to enter the art and music teacher-preparation fields at both the elementary and secondary school levels. The strengthening of staffs and the prospect of adequate facilities were factors leading to the approval and subsequent adoption of these programs, which, in a very short time, were destined to bring a wave of cultural activities to the campus. Secondary program proliferation continued apace, when Science and Mathematics majors, in 1960, began studying at Glassboro. Approval for these curriculums was virtually

automatic, when State Board members were reminded of the facilities being provided in the science and mathematics building under construction. Progress continued, in September 1961, when a Library Science minor entered the growing list of Glassboro's curriculums followed in September 1962 with the coming of a Speech Arts and Dramatics minor. In essence, both of these last two programs were of the foot-in-the-door variety, because in a few years Library Science and Speech Arts and Dramatics became full-blown major programs.

Thus, by the end of the Robinson middle years in 1962–1963, Glassboro had branched out into 10 curricular areas, which, in addition to the traditional programs in elementary education and junior high school, included the secondary fields of social studies, English, music, art, mathematics, science, library science and speech arts and dramatics. While the make-up of these programs varied according to the objectives each sought to attain, they all functioned under a common framework dictated by the new curriculum established in 1956. Thus every Glassboro student, regardless of his curricular program, had to take at least 48 semester hours in general education distributed among the fields of humanities, social studies, mathematics, science, health and English communications. Each student was also required to amass 15 credits in basic professional courses designated as Human Behavior and Development, Development of Educational Thought, Psychological Foundations of Education and The Teacher in School and Community. Finally, all students were offered the opportunity to take 12 semester hours in unfettered elective courses.

Outside of this common framework, students earned credits in their major and minor areas of study and also in specialized professional subjects such as student teaching and teaching methods courses. English majors, for example, carried 24 semester credits in their major field, nine in their Social Studies minor area and 20 credits (including student teaching) in secondary teaching methods courses. Major and minor semester credits, of course, varied from curriculum to curriculum. Art and Music curriculum students, for example, preparing to teach in both the elementary and secondary school grades, carried a major program totaling 40 credits.

Differences between the old and new curriculums were fundamental, with the new model being as different from its predecessor as a modern Ford Galaxy is from its counterpart of the 1930s. The pre-1956 curriculum had students carrying as many as 146 semester credits; the new model limited them to a more realistic 128. The old curriculum offered students a diet of required courses with no opportunity to taste offerings of their own choosing. By contrast the new curriculum granted students 12 credits of free electives, besides giving them the right to select courses in the general education curriculum areas. The old curriculum concentrated virtually all of its general education courses in the freshman and sophomore years, reserving the professional preparation offerings for the last two years. In the new curricular pattern a thread of professional courses carried through all four years, beginning with Human Behavior and Development in the freshman year and culminating with student teaching in the senior year. Students in the old curriculum were assigned to class sections in their freshman year and remained with these groups all four years, whereas students in the new curriculum, with the privilege of selecting courses, intermingled with a substantial cross section of their colleagues as they moved through their college years.

Built into the new curriculum were basic principles which guided its administration and made it a vehicle for meeting the individual needs, abilities and interests of the Glassboro student body. Thus the competence principle recognized that students differed in their prior backgrounds and ability to study specific college courses. Data collected from high school records, college entrance examinations and standardized tests revealed, for example, that some students had unusual potential for using the English language. Accordingly, they were excused from taking the freshman communications course and were permitted to grapple with the challenge presented by courses in journalistic or creative writing. Similarly students with demonstrated competence in science or mathematics were encouraged to study more advanced subjects in these fields.

Another curriculum principle accepted the fact that college students bring to the study of general education a wide variety of interests which can be satisfied by allowing them to make choices within the disciplines of the humanities, social studies, mathematics and science. Thus freshmen, to meet their humanities requirement, were permitted to select courses from among Plays of Shakespeare, Types of Literature, American Folklore, Philosophy, Experiencing Art and pre-20th Century Music Literature. Multiple course choices were also offered in the social studies and mathematics-science general education fields. Basic to the limited-choice principle was the belief that no one course in the field of general education was more indispensable than another in having students achieve the general education objectives embedded in the scholarly disciplines.

Still another curricular innovation making its debut in 1956 was the integration principle. For years the Glassboro faculty had listened to student complaints about the overlapping that existed among the separate methods courses in professional education. Aware of this criticism the new curriculum designers to a limited degree integrated specific method courses. Thus students in the Elementary Education curriculum no longer studied separate methods courses called Teaching Language Arts in the Elementary School or Teaching Social Studies in the Elementary School; instead, they took a course called Integration I, which fused these two separate courses into one offering, cementing them together with an understanding and application of the principles of elementary education. In a similar manner Elementary Curriculum majors mastered the art of teaching arithmetic and science by enrolling in a course designated Integration II.[44]

Glassboro liked its new curriculum, as was evident in June 1957, when students and faculty gave it an overwhelming vote of confidence. As part of a curriculum evaluation study, members of the freshman class—all 225 of them—reported that they were enthusiastic with the new curriculum's principles of choice, competence and free electives. Junior class members, still studying under the old program, also gave a strong endorsement of the new curriculum available to their freshmen colleagues. And instructor reactions were identical with those expressed by the students, with the entire faculty going on record as favoring the new over the old curricular program.[45]

In the spring of 1958, the curriculum newcomer passed a far sterner test. At that time a visiting committee from the Middle States Association of Colleges and

Secondary Schools, after a microscopic examination of the new curriculum, lifted Glassboro spirits by reporting:

> The college is to be further commended on the strengthening of its general education program, the clarity with which the different curricula have been outlined, the establishment of a widespread elective system to meet the individual needs of students in the various curricula and the intensive study given to teaching procedures and organization of content both within the general and professional aspects of the program.[46]

In 1960, four years after it had been in operation, the new curriculum was still basking in the glow of widespread approval, as was evident in a report that Dr. Stanton Langworthy, Chairman of the Education Department and renowned curriculum expert, sent to an inquiring educator from Pennsylvania. Wrote Langworthy:

> We have evaluated this curriculum as carefully as possible over the four years it has been operative. Thus far, it has been highly endorsed by the faculty, the students and the public school educators whose opinions have been systematically sought. Furthermore, students in the old curriculum who for three years studied in this college while the new curriculum was gradually being introduced were almost unanimous in favoring the new curriculum. The highly popular aspects of the new curriculum, from the students' viewpoint, have been: 1) being able to elect courses in general education areas, 2) the fusion of the methods courses that have reduced duplication and increased contacts with the public schools, 3) the elementary and secondary practicums wherein service as teachers' aides have been thought tremendously valuable and 4) the opportunity to have some freedom of choice through the elective program.[47]

Curriculum Power

Throughout history, transcendentally important happenings have altered the course of nations. Some of these events have been battles: Waterloo and the Marne. They may have been of a legislative nature: Magna Carta and the Kansas-Nebraska Act. Or they have been court decisions: Dred Scott and the School Desegregation edicts.

Since its beginnings Glassboro, too, has had its share of key events which have set the directions it has followed. Governor Woodrow Wilson's appointment, in 1911, of Calvin Kendall was one and the Thomas Synnott-inspired transportation study, in 1917, was another. Certainly, Thomas Robinson's successful efforts in purchasing a peach orchard helped determine Glassboro's future. Into this select category of important Glassboro happenings we place the new curriculum which began operating, in September 1956, because this innovation had ramifications that went beyond a curriculum's primary function of satiating students' thirst for knowledge.

For one thing, the new curriculum was largely responsible, in the late 1950s, for the talented faculty that taught in Glassboro's classrooms. Prior to 1956, Glassboro faculty members had little opportunity to teach courses in too much depth, because the nonprofessional offerings were slanted toward a survey type of course content.

This situation changed in 1956 with the onset of the new curriculum whose secondary major programs and enriched general education courses were in close accord with the concept that students should drink deep from the Pierian spring. Both faculty and students were provided with opportunities to dig deeply into rich lodes of knowledge. Thus Shakespearian scholar James McKenzie was able to share with students his expertise with the great bard's masterpieces through the media of courses entitled The Development of Shakespeare's Art and Selected Plays of Shakespeare. Sociologist-oriented Samuel Witchell began teaching advanced courses in his specialty, including one called The Family. Albert Shaw, using the Socratic teaching method, delighted students with his course in philosophy, especially his fondness for dwelling on the meaning of Plato's Parable of the Cave.

In effect, the enlarged curricular opportunities attracted to Glassboro a new breed of faculty members who were specialists in fields of knowledge. Authoress and nationally recognized folklore authority Marie Campbell came to teach a new course called American Folklore. Gifted teacher and expert in mid-eastern affairs Robert Revere taught an offering labeled The Middle East. Musicologist Hoyle Carpenter made his appearance to handle a course entitled Piano and Organ Literature. Warren Roome came aboard attracted by offerings with the names of Modern Algebra and Foundations of Geometry. Charles Green signed a contract with an understanding that he would be given an opportunity to teach his specialty in genetics and Alfred Jenkins was lured from a lucrative chemist position at DuPont's to instruct advanced college chemistry courses. The talented and ebullient Richard Gillespie bounced on the Glassboro stage to teach courses named Theater Classics and Play Production. John DuBois laid the ground work for a subsequent foreign language major by creatively introducing and teaching beginning courses in French and Latin, together with advanced offerings called Masterpieces of French Literature and Advanced French Composition and Conversation. Finally, the new curriculum played a major role in bringing Stanton Langworthy to Glassboro. New Jersey's leading authority in the field of secondary school curriculum, Langworthy became Chairman of the Education Department to implement skillfully the professional aspects of the new curriculum. By no means is the above list complete, but the tyranny of limited space precludes a more extended naming of faculty members attracted to Glassboro by the drawing power of the new curricular program.

Together with the influx of new faculty came an upgrading in staff professional credentials. In 1952–1953, for example, 19% of the faculty held the coveted doctor's degree.[48] By 1956–1957 the proportion had climbed to 25%,[49] and, in 1959–1960, with the new curriculum fully operative, 44% of the Glassboro faculty wore the doctoral gown at commencement exercises, an academic distinction that placed Glassboro in the top quarter of the nation's colleges in staff preparation.[50]

By attracting faculty of high caliber, the new curriculum also toppled a long-standing Glassboro tradition of having most of its teaching stations occupied by women. Until 1956–1957 female instructors had outnumbered their male counterparts, but in that year the pendulum swung in a male direction with 53% of the faculty made up of masculine instructors.[51] As the new curriculum moved into high gear, the trend accelerated until, in 1962–1963, 75% of the professional staff was

of the male gender.[52] This changeover to a male-dominated staff was not, as a few irritated female faculty charged, a deliberate attempt to discriminate against women: on the contrary, the male invasion was merely evidence that far more men than women held the higher academic degrees required and sought in college teaching.[53]

Besides altering faculty membership, the new curricular developments also brought changes in the composition of the student body. From its beginnings, except when post World War II veterans made a brief stay at the college, Glassboro coeds had lamented the shortage of male students. As long as Glassboro confined its efforts to producing elementary school teachers, women students had to be content with reading sympathetic editorials in *The Whit* bemoaning the paucity of men on campus. But female hopes for a change brightened in 1956, with the coming of the new curricular programs, especially when secondary curriculums began drawing more men to the College. In 1955–1956, one year before the new curriculum started, male students made up 24% of the student body. In the following year, the contingent of men shot up to 28% and continued to climb each year until a peak male enrollment of 35% was reached in 1959–1960. From that year onward the male enrollment curve leveled off and then dropped slightly to a 32% point in 1962–1963. Glassboro girls were disappointed with the male-arrested enrollment trend, but it was a development that could not be helped, brought on by the inexorable law of supply and demand for public school teachers. As long as the call for proportionately more elementary-prepared teachers continued and as long as women kept monopolizing elementary teaching posts, Glassboro, as a state institution, had no alternative but to supply the schools with the kinds of teachers they needed. But, despite the halt in the upward male enrollment spiral, Glassboro coeds in 1962 had the consolation of knowing that a one-to-three male-female ratio provided better opportunities than the one-to-four relationship of 1955.

Middle States Accreditation

Other aspects of the Glassboro way of life were influenced by the new curriculum, notably the College's standing in the academic world. Since 1938 Glassboro had been accredited by the American Association of Colleges for Teacher Education but had met with repeated rebuffs in efforts to become approved by the Middle States Association of Colleges and Secondary Schools. Always this prestigious organization, composed of both liberal arts and teacher-preparation institutions, reminded Glassboro of the long-standing Middle States' policy of not considering for approval colleges which limited their programs to preparing elementary school teachers. But by the mid-1950s Glassboro, with its new curricular program featuring secondary school curriculums and a broad, rich body of general education courses, was confident it was ready for Middle States scrutiny and approval.

On February 10, 1955, the Middle States Association responded to a Glassboro application bid by sending its executive secretary to the College on what amounted to a reconnoitering visit.[54] This official conferred with administrative officers, studied curriculum developments and leafed through research studies on faculty and student status. In a parting talk to the faculty assembled, he spent most of his time explaining how crowded the Middle States visitation schedule was. He made no promises.

Glassboroites left the meeting wondering what more they had to do to get into the academic big league.

At the beginning of the 1956–1957 academic year, Glassboro spirits lifted when the Middle States Association sent word that it had decided to dispatch, in February 1958, a visitation team to Glassboro. In the long interim period the Glassboro faculty, with Stanton Langworthy serving as chairman, painstakingly evaluated its entire program. Before the Christmas vacation of 1957, masses of data had been gathered, organized and synthesized into a bulky 279-page report.[55] Never before nor since has Glassboro produced anything approaching this self-revealing document, containing as it did a description of every conceivable facet of the College's operations.

For four days—February 23–26, 1958—the eight-member Middle States visiting team roamed the Glassboro halls and campus, verifying the College's self-evaluation report and seeking new data of its own. Team members checked raw data firsthand, interviewed faculty members and selected administrators, dined and talked with students in the cafeteria, examined research studies and visited classrooms. After lunch on February 26, Team Chairman Earle T. Hawkins gave the entire faculty his team's preliminary report. His was an impressive display of concise, extemporaneous speaking at its best. More important to the expectant Glassboro audience both the content and tone of the Hawkins' presentation presaged a favorable written report some weeks later.

On a Saturday afternoon in early March 1958, Dr. Robinson and his Dean of Instruction made a special trip to the Glassboro post office to pick up the visiting team's written report. Back in the President's Holly Bush home, the two administrators settled down to read and savor the contents of a document which in their judgment deserved the accolade of Book of the Year. It made excellent reading, providing a comforting, inner warmth to the two men, who, like the rest of Glassboro residents that day, were victims of a 14-inch snowfall which effectively shut off supplies of heat and electricity.

Overall, the visitation team's report strongly endorsed the Glassboro program, stating that "… the college has a clear sense of its mission and that its program is directed toward worthy goals."[56] Applauding the exciting and forward-looking changes taking place at Glassboro in the 1950s, the evaluators were convinced that, despite the ferment, "… There is little or no confusion on the part of the faculty and students. Both groups seem to know where they are going and how to get there."[57] The evaluators also had high praise for the new curriculum, characterizing it as "… the most exciting and for the future, perhaps the most influential aspect of the evaluation."[58] Neither did the high morale and rapport pervading throughout the Glassboro family escape the visitors attention:

> The Committee is convinced that the administrative officers of the college are providing the institution with strong and forward looking educational leadership. They are obviously sensitive to the many facets of administrative responsibility and fully aware of the tremendous value of a spirit of cooperative administration that is, developing support among faculty and staff in a democratic manner for policies in the best interests of the total institutional program. Involvement of faculty, as well as students, in the self-study for the Middle States Committee visit provides an outstanding

> example of sound administrative leadership. No question but that in the chief administrative officer of the institution and in his executive assistants, the State of New Jersey has administrators well-qualified to lead Glassboro in a rapidly expanding and critical transitional period in its history.[59]

Glassboro was pleased with the marks it received in its evaluation test and confidently awaited official word from the Middle States executive committee on its approval status. But a letter from Middle States headquarters, on May 2, 1958, dampened Glassboro's hopes for early accreditation considerably. While the Middle States executive committee was impressed with its visiting team's laudatory report, "… including the college's vigorous leadership, the competent democratically operated faculty and the general and professional curricular programs," it was disturbed with the staffing and financing of Glassboro's graduate program, so much so that the executive committee felt compelled to defer approval until the state came forth with alleviating financial measures.[60] Fortunately this obstacle standing in the path of accreditation was removed quickly as was evident in another letter Dr. Robinson received seven weeks later. In it the chairman of the Middle States organization reported that the New Jersey Commissioner of Education had informed him that plans were underway to shore up Glassboro's graduate program with increased state funds. On the strength of this assurance, the Middle States Association on June 14, 1958, empowered its executive committee "… to accredit Glassboro State College, Glassboro, New Jersey and to add that institution to the membership list of the Middle States Association of Colleges and Secondary Schools."[61]

Glassboro at long last had achieved major league academic status, but it decided to hold up announcement of the good news for four months. Causing the delay was a Middle States request that Glassboro submit a special report on projected improvements on its library holdings, academic guidance program, grading practices and student teaching program.[62] The Middle States Association did not consider these areas as major weaknesses. Neither did it make approval contingent on its reaction to plans for strengthening them. Nevertheless, Glassboro felt honor-bound to delay proclaiming accreditation until after the supplementary statements had been approved. Glassboro authorities completed the report and sent it to the Middle States Association well in advance of the October 15, 1958, deadline. At an October 22 faculty meeting, Dr. Robinson dramatically called upon Stanton Langworthy to make an important announcement. It was then that the faculty learned officially that Glassboro had earned Middle States approval.[63]

This was a milestone event in Glassboro's history. Naturally the Glassboro family was proud and excited with the College's quantitative growth—more buildings, increased acreage, expanded faculty and record-breaking enrollments. But present also was a desire to have Glassboro's growth qualitatively recognized, a quality embodied in an excellent new curriculum, a competent faculty and a fine, vigorous student body. The Middle States visitation team—all experienced educators—came, saw and examined these aspects of Glassboro's development and, on the basis of its findings and recommendations, the Middle States Association bestowed its blessing on Glassboro as a quality institution. It was an academic seal of approval that the College

treasured. Equally important, it was a psychological shot in the arm to an institution on the move.

Important fallout events followed in the wake of the Middle States accreditation. For years Glassboro alumnae had been denied membership in the local chapters of the American Association of University Women, a penalty imposed because the College lacked Middle States approval.[64] After Glassboro had made the team, however, the Association of University Women in May 1960 dispatched a representative to Glassboro for a three-day inspection visit. The Association studied her report and one month later, on June 23, 1960, took Glassboro into the fold.[65] Simultaneously with this achievement another bit of Middle States fallout descended on Glassboro. In June 1960, Glassboro for the first time awarded its graduating seniors the Bachelor of Arts degree, instead of the Bachelor of Science in Elementary Education degree given in former years.[66]

Neither of these changes aroused undue comment on campus, but the same could not be said when the State Board of Education changed Glassboro's name. Significantly it made this decision, in June 1958, before the Middle States Association had accredited the College. Beginning on July 1, 1958, Glassboro letterheads carried the words "Glassboro State College," replacing the designation "Glassboro State Teachers College."[67] Why the change? Some considered it as a natural concomitant to the implementation of the liberalized curricular program.[68] Others viewed the change in name as a step in attracting to Glassboro students with more diverse interests.[69] These were mere conjectures, but one person did more than speculate about the new development. Unlike Shakespeare's Juliet, Thomas Robinson attached importance to names, despite an outward expression of unconcern with the change in his College's name. Indeed, the tone of his reactions to the alteration indicated his concern. Not long after the nomenclature change, he replied to a *Whit* reporter's question on its significance:

> Yes, we have another name, but let us not attach too much significance to the change. Glassboro is and will continue to be in the foreseeable future a teacher-preparation institution. It believes teachers are needed by society and our New Jersey colleges have never produced even one-half of the teachers needed annually in our schools. There is no greater need in New Jersey than for new teachers. Glassboro also believes that teachers are prepared. Teaching is a profession and it is as important to know how to teach as to know what to teach. Such is Glassboro's purpose, its reason for being.[70]

And at the Convocation exercises in September 1958, the President reinforced his interview reactions with a verbal reminder of Glassboro's historic function:

> Glassboro came into being, first as a normal school and then as a college, because the schools needed teachers professionally prepared for their tasks. The removal of the word teachers from the college name did not change the purpose of the college. Glassboro still has one aim, only one aim—to prepare teachers who are well-educated citizens. Conceivably the college may change

> to a multi-purpose institution in the future, but not in the near future. The present shortage of teachers makes it essential that all of our energies be devoted to staffing the public schools.[71]

Thomas Robinson was realist enough to understand that the name and degree changes were merely tips of the iceberg. What worried him were the dangers he feared lurked below the surface. He began to suspect that forces were abroad whose purpose was ultimately to convert Glassboro into a liberal arts college in which the teacher education program became a poor stepchild. Never one to remain silent on what to him were basic issues, he sought to rally the Glassboro family inside and outside the College. In January 1960, an article appeared in *Tower Chimes* carrying a Robinson byline. In it the President called upon friends of public education to stand up and be counted and to say "no" to those who claimed that a liberal arts-type education by itself was sufficient preparation for teaching. He closed the article on a note of uncharacteristic bluntness: "Teaching has come a long way as a profession. Those most competent to bear witness to the value of professional preparation are those who have become professional because of it. It is time for amateurs to move off the stage."[72]

Two years later Dr. Robinson was still on the offensive as he obtained faculty concurrence with the principle, "Glassboro State College affirms its belief in teacher education as an indispensable foundation for teacher preparation and the college expresses its pride in the results which it has attained."[73] By that time the Glassboro President felt that his earlier forebodings were something more than figments of his imagination. For, early in 1962, the newly installed Governor Richard Hughes had appointed a special, blue-ribbon committee to conduct a study of higher education in New Jersey. Neither the committee's make-up nor its apparent objectives were reassuring to Dr. Robinson nor to the other state college Presidents. To them, teacher education in New Jersey, as they had known it, was in for a long, hard winter. But this is a tale we shall dwell more upon at a later time. Now we turn again for a closer look at a faculty, which like the rest of the college, was in the throes of rapid change.

A Changing Faculty

Earlier in this chapter we noted the impact of the new curriculum on the Glassboro faculty. Now we shall examine in greater detail additional facets of faculty during the Robinson middle years.

To begin with, the staff grew in numbers, dwarfing in size the pre-Robinson faculties. At the beginning of the Middle Years Period, in 1956–1957, 51 faculty members taught in Glassboro's classrooms. As enrollments soared, so did faculty size, climbing over the 100 mark in 1960–1961 and reaching 143 by 1962–1963, an increase which meant the professional staff had virtually tripled since September 1956. By 1958–1959 the administration stopped holding faculty meetings in Room 101, Bunce Hall's most commodious classroom. From that year onward, faculty conclaves were held in Memorial Hall's more spacious faculty dining room, but even at this new location, teaching personnel felt the need for additional sitting room.

Academic departments by 1962–1963 expanded along with the total faculty, with some experiencing notable gains, such as the Art Department's seven-fold increase, the Mathematics Department's six-fold gain and the Music Department's jump to five times its 1956 size. While the Education Department grew more modestly, doubling in membership, this group retained its commanding lead in numbers over the other departments. In 1962–1963, for example, the Education Department totaled 54, a roster which was 50% greater than the entire faculty of 35 on hand in 1952, at the beginning of Dr. Robinson's stewardship. As a department this size threatened to become operationally unwieldy, the College in 1960–1961 began its policy of separating departments into divisions. Thus the Education Department was divided into two segments, with Ivar Jensen in charge of the Basic Professional Education Division and Luther Shaw heading the Specialization Education area.[74]

During this period in Glassboro's history, the faculty did more than increase in numbers, for, along with expansion came a significant change in individual membership. Advanced age consequent retirement snatched long-time instructors from Glassboro's classrooms—teachers who had remained on the job both in productive and lean years and who, by so doing, helped making Glassboro something more than cold stone. Dora Lawrence departed in 1957, followed by Marion Little one year later. Retirement, in 1958, took away Estelle Carlson, Clarie Lockey, Margaret Rieck and John Sangree. In 1960 Helen Wright left, followed by Dorothy Hammond in 1962 and Hazel Saindon in 1963. Two veterans never lived long enough to enjoy the golden years of retirement, for death, in 1960, took Esther Bovard and Robert McCobb within four months of each other and both were cut down by the same dread disease. Their premature passing saddened Glassboro, causing some to question the old, barrack-room ballad, "Old soldiers never die; they merely fade away."

Younger, vigorous staff came to fill the depleted ranks. But they were neither too young nor too old, rather they were, as an astute student observer watching them in action noted, "… a group of youthfully mature individuals."[75] A study of the 1960 faculty lent credence to this assessment, besides yielding other informational items about the newcomers. The picture that emerged through the study's lens revealed that, in 1960, only five of the faculty members were age 56 or greater; 29 were younger than 36. The remainder, a sizable 70%, had attained ages falling between these extremes. It was a cosmopolitan group of pedagogues, representing birthplaces in 25 states and seven foreign countries. Seventy-eight different colleges had awarded the Glassboro faculty the baccalaureate degree, 41 the master's and 19 the doctorate. Seventy-five percent of the staff had come to Glassboro with a background of public school teaching experience listed on their application papers and, as might have been expected, virtually all of the Education Department's faculty members had previously taught in the public schools. And, if wedded marital status can be considered a mark of maturity, the Glassboro staff was highly seasoned, for a mere 14% still clung to their single status. Perhaps the most important statistic in the study was the revelation that one-half of the 104-member faculty had been at Glassboro for two years or less, an indication of the infusion of fresh blood being pumped into the Glassboro system.[76]

This was a transfusion that stepped up the pace of events at Glassboro markedly. Things began to happen that added cubits to the College's stature and Glassboro was determined to have the outside world learn what was taking place. Unlike Gray's rustic Englishmen, Glassboro did not intend to confine an awareness of its talents to the sweetness of the South Jersey air. Thomas Robinson himself set an example for getting Glassboro more widely known. From 1956 through 1962, he projected himself and hence Glassboro's name to an ever-widening statewide and national audience. During these years Dr. Robinson somehow took the time to occupy the Presidential office of three leading professional educational organizations: the New Jersey Association of Colleges and Universities, the New Jersey Council of Education and the New Jersey Schoolmasters Club. In addition, the Glassboro President served as Secretary of the New Jersey Department of School Superintendents, while also carrying out responsibilities as a member of the State Department's committees on certification and school building code revision. Nationally he became an official and writer for the National Schools Public Relations Association. In demand as a speaker and writer, Dr. Robinson spoke to numerous state and national groups and wrote many articles which appeared in both state and national journals. Wherever he went and whatever he wrote, the title "President of Glassboro State College" traveled with him and became a part of his byline.

Dean of Students James M. Lynch also carried the Glassboro name to the wider educational world, especially in 1959, when a lifetime of service to the welfare of public education won him the Presidency of the New Jersey Education Association. In that same year faculty member George Reinfeld helped spread the Glassboro image country-wide by taking famed literary figure Clifton Fadiman to task for the tone and content of an article he wrote for *Holiday Magazine*. In the essay entitled, "Why We Must Improve Our Minds," Fadiman had severely castigated the public schools for the educational pabulum he claimed they were spoonfeeding their students. Mr. Reinfeld's two classes in English Communications read the Fadiman piece and then decided to do some research. Class members checked the author's sources by corresponding directly with the school systems Fadiman had cited in his indictment. Replies indicated that the learned writer had engaged in some careless research, for the practices he described bore little resemblance to the school systems' accounts of them. Armed with these rebuttal data, Mr. Reinfeld's students wrote and published an article called, "Et Tu, Clifton?" After documenting the Fadiman careless use of sources, the embryonic researchers did some indicting of their own. Concluded the Glassboro students:

> Mr. Fadiman's title, 'Why We Must Improve Our Minds,' is aptly chosen. Why should we improve our minds? So that we can learn to believe everything we read in print? So that we learn to take the truth for granted? So that we are unable to distinguish falsification from truth? In his attempt to defame our school system, he has carefully assembled a collection of unverified and slanted statements designed to depict American schools in their worst light. Individual schools mentioned in the article have suffered a needless prestige loss at the poison pen point of Mr. Fadiman.

> Indeed, we must learn to improve our minds so that we are not taken in by every distorted indictment printed for the purpose of inflaming the passions of an undiscriminating public.[77]

The students' effort was good journalistic research, so good that Glassboro printed 6,000 copies and dispatched them to newspapers and magazines throughout the country. Responses to the "Et Tu, Clifton?" article poured in from all sections of the land, overwhelming Glassboro, which answered requests for copies with the statement, "We regret very much that we have no extra copies of 'Et Tu, Clifton?' We printed 6,000 of these and sent them throughout the country. We have now used all our supply. You have our permission, however, to duplicate it in any way."[78]

In a very real sense the Fadiman episode illustrated the imaginative and creative Glassboro faculty of the late 1950s and early 1960s and there was additional evidence. During these years, for example, William Pitt and Burt Wasserman joined Samuel Witchell and James McKenzie as stellar television performers on WFIL-TV's University of the Air program, reaching a viewer audience of a quarter of a million and winning awards for the excellence of their performances.[79] On Christmas Day 1960, Clarence Miller brought statewide attention to Glassboro when his Concert Choir performed on Governor Robert Meyner's "Report to the People" television program. A year later Donald Norton's 75-piece Concert Band added luster to the Glassboro name after it was selected as one of two bands to play at the College Band Directors National Conference at New York City.

Other faculty members were also active even though their exploits were not of the front-page variety. While they were under no edict to "publish or perish," the faculty in 1958 researched and wrote on a scale that brought from Dr. Robinson words of high praise. Wrote Robinson, "One does not need a divining rod to discover that the Glassboro State faculty is constantly in the throes of discovery, research and publication. The amount is strikingly commendable, because no member of the faculty carries a lesser teaching load because of his out-of-class activities."[80]

The President bestowed this encomium after he learned that his staff in 1958 had gotten 44 magazine articles into print and had written and published five books. In 1962–1963 Dr. Robinson was even more impressed with faculty productivity when Murray Benimoff unveiled the results of his study on the staff's professional activities. That was the year when the faculty broke into print 90 times, including the publication of three books. The staff also delivered 342 addresses and engaged in over 300 other professional activities, such as conducting a symphony orchestra, acting as chairman of a Middle States Accreditating Committee and serving as consultants to New Jersey school districts. This display of professional activity brought from Glassboro's President another appreciative comment: "The Glassboro faculty, as part of its professional philosophy, is animated by a strong desire to serve its various publics with whatever resources it possesses."[81]

During the Robinson middle years, the faculty asserted itself in other ways, particularly in sharing responsibility for determining basic college policies. Increasingly the administration provided outlets for the staff to realize this goal, as was evident by the growth and effectiveness of the College's committee structure.

The President's Advisory Council, for example, assumed a major role in policy formation and faculty voices in that group spoke out loud and clear. Although President Robinson reserved the right to accept or reject committee recommendations, he seldom invoked the veto power.[82] At times, however, the faculty felt compelled to operate outside the committee structure. One such occasion arose, in 1960, when staff members became less than enthusiastic with their instructional schedules, especially when they were assigned loads which had some faculty teaching six days each week. Administrators listened to the complaints, felt they had merit and made adjustments.

But it was the salary battle of the late 1950s that really tested the mettle of Glassboro's high-spirited faculty. In 1957 the State Faculty Association's Executive Committee proposed upgrading the state college faculty schedule to levels the Glassboro staff felt were woefully inadequate, whereupon the Glassboro Faculty Association sent its representative, Albert Shaw, back to the central Executive Committee with a counter proposal that became known as the Glassboro Plan.[83] For the times, it was an audacious recommendation which set seemingly unrealistic and unattainable salary targets. Over a four-year period Glassboro persistently fought for its version of a salary schedule and finally converted skeptics in its sister state colleges. By 1960 the Glassboro militants had enlisted Commissioner Raubinger and the State Board of Education in the cause, but the purse-holding Legislature was a difficult obstacle to hurdle. At a low moment in 1960, Luther Shaw, reporting to the faculty on progress made, confessed that the battle was hard with the issue remaining in doubt. He closed his report on a picturesque note, "Please" he said, "do not take this statement in the light of 'Be patient children, Big Daddy will take care of you.' The Good Lord and the Legislature work in many and mysterious ways and I think even Job would develop an ulcer by this time."[84]

In the spring of 1961, the lawmakers capitulated and voted the revenues needed to implement the new state college salary schedule. And it was the Glassboro Plan that was adopted, as Faculty Association Daniel Briggs reminded his colleagues, "We here at Glassboro can note the event with pride. This comes from the fact that the proposal adopted was initiated on our campus by our Faculty Association."[85]

The Rise of Departments

Without question the Glassboro faculty of the late 1950s and early 1960s was a highly motivated, hardworking group of educators. These were traits that increasingly displayed themselves as the academic departments came into their own as powerful forces in a fast-developing college. Before 1957 the departments had played about the same kind of role as that assigned to the House of Lords in the British parliamentary system. The departments had been much too small to have exerted any appreciable influence, but by 1957 they had grown up and developed muscles which they were ready to flex.

Administrative officials encouraged the departments' determination to play leadership roles. In anticipation of this development, the Dean of the College added another responsibility to his portfolio when he became Chairman of the Council of Department Chairmen. From 1957 onward the Dean met regularly with the

department leaders in an effort to coordinate departmental activities which were on the verge of going into orbit.

However, it was in the individual departments that faculty members began to see more action outside of the classrooms and here it was that the deliberations of the Department Chairmen Council were translated into reality. All departments met regularly and often; kept minutes of their meetings; and assigned departmental members their working orders, spelled out in terms of specific responsibilities.[86] Minutes of these gatherings tell a story of faculty participation in setting department goals; evaluating and revising course offerings; drawing up new curricular programs; constructing course syllabi; determining budgetary needs; planning facilities for new buildings; estimating faculty loads; and interviewing, recommending and orienting new staff members. Thus it was that the departments began to assume a portion of the heavy burden for operating a growing College and no one appreciated this development more than Dr. Robinson, who with increasing frequency paid public tribute to the hardworking departmental faculty members.[87] Few, for example, realized more than he the time, labor and skill members of the Science and Physical Education departments contributed in the planning, constructing and furnishing of Bosshart Hall and Esbjornson Gymnasium respectively.

From the departmental meetings came decisions which produced a wave of activities that rolled over the Glassboro campus. Each year, for example, the departments sponsored conferences which tied the College ever closer to the public schools. The name of the guest organizations identified the sponsoring departments: New Jersey Association of Mathematics Teachers; New Jersey Science Teachers Association; New Jersey Art Education Association; New Jersey Music Education Association; New Jersey Association for Health, Physical Education and Recreation; New Jersey Association of English Teachers; and the New Jersey Council of Social Studies. Additional departmental-initiated and organized gatherings brought other groups to the campus: Outdoor Science Roundup, Heart Symposium, Core Teachers Conference, Symposium on Mental Retardation and the Curriculum Planning Conference. This list represents but a portion of the groups the departments invited to Glassboro to enable faculty and visitors to exchange views on curriculum developments which carried a cutting edge.

Other department-sponsored meetings brought high school students to Glassboro in large numbers. They came, participated, learned and were impressed. Many discovered that Glassboro offered future possibilities for a college education, a thought departmental sponsors did little to discourage. Among meetings of this type were: science fairs, journalistic writing conferences, high school marching band concerts, high school choral festivals, high school choir festivals and music reading conferences. There were occasions when department personnel left the Glassboro campus to bring their expertise to schools at their home bases. In 1960–1961, for example, Education Department members Lawrence Smith and Livingston Cross conducted Glassboro's first public school survey designed to improve school system programs, especially curriculums.[88] This innovation was the forerunner of the Curriculum Development Council, the brainchild of Stanton Langworthy's fertile mind. Determined not to be upstaged by their Education Department colleagues,

Eugene Vivian's Science Department, in 1960–1961, supplied consulting services to school districts and, as a result of these efforts, Atlantic County's elementary schools and the Collingswood school system developed science curriculums undergirded by the latest research findings in science education.[89]

And there were other departmental curricular ventures. At the start of the 1960s, for example, the Science and Mathematics Departments sharpened the skills of in-service and laymen alike by offering chemistry and mathematics courses under the auspices of America's post-Sputnik venture called the Continental Classroom. In 1961 Chairman Warren Roome proudly announced that his Mathematics Department had been awarded a coveted National Science Foundation grant whose purpose was to keep South Jersey's in-service teachers abreast of the onrushing developments in the mathematics revolution.

It was also in the Robinson middle years that the departments helped to convert Glassboro into the cultural center of South Jersey. That apostle of sweetness and light, England's Matthew Arnold, would have approved both the efforts and results. George Conrad's Art Department seemed bent on transforming the Glassboro environment into one large art gallery. Exhibits by students, Art Department faculty members and outside artists were on display throughout the campus—outside and inside of Bosshart Hall, Memorial Hall, Savitz Library and the Campus School. Lovers of art also had opportunities to attend lectures given by the Art Department. Under the leadership of the hard-working Clarke Pfleeger, the Music Department, too, stepped up the tempo of cultural activities with frequent performances given by a number of musical groups —Concert Choir, Women's Chorus, College Band and the Symphony Orchestra. For Glassboroites desirous of enjoying a relaxing Sunday afternoon, the Music Department offered faculty recitals, senior major recitals and quiet sessions of chamber music. The Collegium Musicum and the college-organized South Jersey Oratorio Society had further appeal for those who liked good music.

Frederick Lowe's English Department joined the cultural act by sponsoring a series of foreign film classics, as well as a lecture series on the great literary books of the western world. English Department members Richard Gillespie and David Lloyd further enriched the College's cultural life when they organized the Campus Players, a theatrical group that produced a host of crowd-pleasing plays, including *Othello*, *Little Foxes*, *Showboat*, *Blithe Spirit*, *Heartbreak House* and the *Caine Mutiny*. Harold Wilson's Social Studies Department brought both culture and world understanding to the campus when it conceived, organized and carried out a series of noteworthy projects: Russian Emphasis Week, Latin American Week, Symposium on World Affairs and the never-to-be-forgotten Uganda Day extravaganza held in October 1962.

Other departmental-inspired innovations difficult to categorize came to Glassboro in the Robinson middle years. In 1956, Education Department member William Pitt got the Varsity Club underway and five years later it was his influence that produced Glassboro's Rehabilitation Program, an organized procedure for preparing academically dismissed students for possible re-entry into the College. The Social Studies Department in 1959 organized and inaugurated the European Study Program and in 1960, the English Department formed the Writing Clinic. It was in the late

1950s and early 1960s that departments took the lead in bringing additional national honorary fraternities to Glassboro. Pi Gamma Nu, the honorary fraternity for Social Studies, came in 1959–1960, as did the English Department's sponsored Pi Delta Epsilon, the National Honorary Journalistic Fraternity and, in 1961–1962, the same Department was responsible for the entrance of Alpha Psi Omega, the National Dramatics Fraternity.

Growing apace and proud of their achievements, some departments adopted communications media of their own. Attractive newsletters with eye-catching titles appeared: *Ed's Memo*, *Artery*, *Crescendo* and *The Players*. And, in 1960, the Education Department gathered, wrote, edited and published happenings in a paper called the *Educational Times*. Not to be outdone, the English Department that same year unveiled an attractively printed magazine named the *Avant*. In 1961 the Science Department, as a service to public school science classes, produced the *Astronomy Bulletin*. Included in it were monthly astronomical events, a sky chart and interesting stories on astronomy. Finally, in 1962, the Art Department entered the publication race, when it issued its first edition of *Glassboro Graphics*, a magazine which sought to "… give students interested in graphic arts an opportunity to share their creative efforts with the college community."[90]

Obviously, departmental faculty members supplied much of the yeast that produced the ferment of activities characteristic of the Robinson middle years and the initiatives taken originated within the departments themselves, with administrative officials playing minor roles. President Robinson felt fortunate to have had self-propelling faculty of this kind—departmental members and chairmen who needed little prodding; indeed, who frequently laid siege to administrative offices to get go-ahead signals or to request tools needed to get jobs done. Not only did the departments conceive big projects, they also assumed major responsibility for carrying them through to completion. The organizational and administrative skills which made possible the Social Studies Department's Symposium on World Affairs and the Uganda Day event were of high order, as was the Education Department's Curriculum Development Council achievement. They represented triumphs which signalized that Glassboro's academic departments had come of age.

Administering a Growing College

The upsurge of departmental activities was a bonanza to the college as it sought to solve the problems brought on by the growth spurt in the Robinson middle years. But there was a limit to the administrative aid the department chairmen and their members could render, for they still had their teaching responsibilities. True, the adoption of the policy, in the late 1950s, of giving department chairmen from three to seven credits in their teaching loads for administrative and leadership duties helped college authorities meet their burgeoning administrative problems, but this was but a small step. Only an enlargement in the administrative staff itself could provide significant relief.

And help did come in the form of an expanded group of administrators. At the start of the Robinson middle years, in 1955–1956, a tiny corps of six full-time personnel manned administrative posts, but, at the close of the period, in 1962–1963,

the number had climbed to 24. This was by no means an excessive gain. Certainly it hardly qualified as an example of Parkinson's Law, because the influx of administrators merely kept pace with the jump in student enrollment with both experiencing a four-fold increase. Dedicated and hardworking personnel were included in this first wave of administrative newcomers. In 1956–1957, James M. Lynch, Jr. came to Glassboro as Dean of Students, followed the next year by Donald Salisbury and Lloyd Manwiller, with the former serving as Admissions Director and the latter as Director of Student Teaching and Placement. Loriot Bozorth, in 1960–1961, took over the post of Registrar and, in that same year, Walter Campbell replaced the State Department of Education-bound Russell Berryann as Business Manager. Represented also in the administrative expansion were men who are still serving the College in the 1970s: Donald Mumford, George Regensburg, Rudolph Salati, Edward Downs, David Longacre and Carl Nienstedt.

Along with the growth of the administrative staff came the need for a *modus operandi* to remind its members that they were playing on the same team. Thus it was that the Administrative Council appeared on the Glassboro scene. Made up of the entire administrative staff, this group met monthly under the chairmanship of President Robinson. Basically the Council's principal purpose was to keep the lines that tied together the multitudinous events taking place on campus from getting tangled. At its meetings, administrators in a particular division learned and understood projects being planned and undertaken in other divisions, or, if administrators in two or more divisions were working on the same college project, it was at the council sessions that they compared notes so as to keep from working at cross-purposes. Here, too, the staff listened and discussed the latest policies emanating from the State Board of Education and from Council of State College Presidents, particularly as the directives from above affected administrative operations at Glassboro. At the council meetings also, the administrators pondered over yearly college goals, seeking to discover procedures they might adopt to achieve these objectives. In other words, it was at the Administrative Council meetings that the Glassboro administrative staff had the opportunity to get and keep an overall view of what was happening in a College where change was virtually the order of the day.

Often council sessions served as a safety valve for the release of administrators' pent-up feelings. They were long, drawn-out gatherings lasting well over two hours and Robert's Rules of Order played no part in the proceedings. On occasion the gathering took on the tone of a Democratic convention, albeit at a lower volume. For it was at these meetings that harassed administrators could and did talk out their plans, hopes and even their frustrations, and there were times when participants, expounding on topics dear to their hearts, reminded their colleagues of southern senators filibustering on civil rights legislation. Obviously these were not gatherings designed to get answers to questions demanding immediate attention. For emergencies of this kind, Dr. Robinson relied on a small group of administrators consisting of the Dean of the College, Dean of Students and the Business Manager. This was a kind of kitchen cabinet which gave the President advice on pressing administrative problems, although there were many occasions when he used this

group as a sounding board for plans whirling around in his mind but in an embryonic stage of development.

Here we pause in our account of administrative development to focus attention on Glassboro's third President. What philosophy did he bring to bear in meeting the administrative problems that confronted him daily? Thomas Robinson gave the answer to this question, in 1960, to an educational journalist who asked him: What should be the marks of an educational leader? Answered Robinson:

> He must be willing to work at all hours and all circumstances with no thought of extra pay for extra work. If responsibility worries him, he shouldn't head for administration. And he should be a 'team' man, for administration is essentially a team approach to effectiveness, with loyalty to the school a prime requisite. Unless he can get along with people, he cannot administer a school, for administration is typically a job in social engineering.[91]

In large measure Dr. Robinson described the traits that characterized his way of administering a college. Friends and foes alike would agree that he was an incredibly hard worker, an executive willing, even eager to assume responsibility and an educator with a fierce loyalty to Glassboro. If a plebiscite on his standing as a team worker had been held, a sizable faculty majority would have undoubtedly voted him a high ranking, with a minority possibly casting negative ballots. For Thomas Robinson was a strong, dynamic and creative leader and opinion concerning him could never be unanimous one way or another. With a large amount of iron in his make-up, he could shake his head negatively in response to persons urging him to adopt their particular viewpoints. Naturally, those rebuffed had doubts concerning Robinson's standing as a team player. For the most part his stubbornness was a virtue enlisted in good causes, but there were times when even his most admiring colleagues suspected the President carried the trait to extremes.

In the technical aspects of his craft, Dr. Robinson was a topflight administrator. He was, for example, both a goal-setter and a goal-attainer, as a little riffling through Glassboro's annual reports will prove. Here the President always listed specific goals for a given year. In the following year's report, under the heading "Significant Achievements," was the evidence that last year's hopes had become this year's realities. Glassboro's third President was also a good organizer. His penchant for operating a smoothly running institution was never more apparent than at the Alpha and Omega dates in the college calendar. Always the opening week's activities clicked off in a smooth and seemingly effortless manner. Making possible the machine-like openings were months of planning by administrators to whom President Robinson had delegated opening-day responsibilities. At Commencement, too, he insisted that everything be organized to the smallest detail. Few persons realized how seriously he took this event and with good reason, for on this day thousands of visitors were on campus and President Robinson, ever conscious of the Glassboro image, was determined that they see the College at its best. Thus he organized meticulously. Indeed, some of the staff felt his efforts bordered on over-organization. As the College grew larger, Dr. Robinson increasingly

delegated administrative duties to subordinates, but he was slow to relinquish direction of Commencement preparations. Not until the late 1950s did he make the break. Even then, however, like a mother hen he kept a close watch on Commencement planning.

Other Robinson organizational techniques come to mind. While not a slave to administrative flowcharts, he, nevertheless, used them, besides placing on paper the responsibilities and functions of the eight principal administrative offices. But Dr. Robinson realized that a competent administrator used more than charts and function lists. Far more important to the communications conscious President was the need to have the professional staff constantly aware of developments influencing a rapidly changing college. Thus every month he wrote and distributed the *Faculty Bulletin*, which was usually a five-page document filled with newsworthy items. And when the faculty arrived at the first fall meeting, they were always handed a bulky series of bulletins, which collectively bore the name *Faculty Handbook*. Because it was intended to be the word which acted as a lamp to faculty feet and a light unto their paths, this production became known as "The Bible." It was a formidably lengthy volume, with the 1962–1963 edition covering 131 pages. Included were 53 policies affecting faculty and 31 relating to students. Probably few faculty members read the entire handbook, but none could complain that he was kept in the dark on policies and procedures guiding College operations.

Dr. Robinson's principal characteristic as an administrator was a capacity for hard, grinding work. Thomas Carlyle would have loved him. Because he labored night and day himself, he had a tendency to expect the same dedication from his administrative staff. However, his was not the Simon Legree whiplash approach. His favorite technique was to send frequent, prodding memos to administrators and faculty, recommending they consider new ideas for possible adoption. Those who followed the Robinson leads and carried them to successful completion always received ego-pleasing congratulatory notes from the President. His leadership methods worked, for his staff labored beyond the call of duty and for a compelling reason. They knew that, as hard as they toiled, "The Boss" worked harder and he seldom asked his administrators to do what he himself was not willing to do. Thus on October 14, 1960, at an Administrative Council meeting, President Robinson urged his administrators to improve their attendance at College functions, with the hope that their more frequent appearances would set an example for the faculty.[92] Administrators knew, of course, that the President rarely failed to attend functions sponsored by campus organizations. His aim was to boost participants' morale and hence promote a vigorous activity program. That his efforts were appreciated was evident in testimony offered by Music Department Chairman Clarke Pfleeger. Wrote Dr. Pfleeger to the President :

> I want to express my sincere thanks for your continued wholehearted support of our music program. It is really an inspiration to see Mrs. Robinson and you attend our many concerts. I don't see how you stand the pace, but when you are in this business I know there is no other way to show leadership than to do what you want others to do.[93]

President Robinson was well-equipped with the tools of the college administrator's trade, but how did he measure up to the most important of Presidential task—utilizing power to influence people and events? Despite disclaimers from some, he was not power hungry. On many occasions he warned his administrators on the dangers of arbitrary actions, frequently quoting Lord Acton's famous dictum, "Power tends to corrupt; absolute power corrupts absolutely." On the other hand, he was certainly not a leader in the mold of a Buchanan or Coolidge. Activist leadership of the Woodrow Wilson type was more to his taste. Like many strong leaders Thomas Robinson sought power not for its own sake but for the opportunity it provided him to achieve objectives he considered good for the College. Of course, some who did not share the Robinson objectives were not too happy with the manner he chose to attain them.

The President, particularly as the College expanded, shared his power to govern, largely through an expansion of committee activities. Off-limits, however, to the committees were areas in which Glassboro operated under Legislative, State Board of Education and Commissioner of Education policies. But remaining was a large residuum of responsibilities for the College itself and to deal with these Dr. Robinson created an elaborate committee system. The structure evolved along with the College and rarely was the list of committees the same from year-to-year. But by 1962–1963 a degree of stabilization had been attained, with 16 committees functioning. Seven reported their recommendations directly to the President, notably the Committee on Tenure and Promotion and the Committee on Academic Standing and Discipline. Nine committees reported to the coordinating Faculty Advisory Council, which in turn sent recommendations to Dr. Robinson. Nine of the 16 committees listed both faculty and students on their membership rosters.

Significantly, the committees made recommendations to President Robinson and these did not become policies until after he approved them.[94] Also worthy of mention was the Robinson policy of reserving the right to appoint committee members. In exercising this prerogative, however, the President consulted with department chairmen, the Faculty Advisory Council, the Faculty Association and the President of the Student Government Association.[95] In the latter instance President Robinson confined his appointing power to approving a list of names submitted by the Student Government Association.[96]

To clarify his role in decision making and to pinpoint the source of ultimate power, Thomas Robinson informed the faculty that:

> The President is obligated to carry out the laws of the Legislature, the rules of the State Board of Education and the instructions of the Commissioner. These are not matters which are subject to approval or rejection by a faculty.
>
> The President is also responsible for the total activity on a campus. He cannot give up his responsibility. So long as he stands ready to assume total responsibility, he can delegate as much of the authority placed in him as he deems prudent. He cannot, of course, permit decisions or actions hostile to State Board determinations. Nor can he give to individuals or committees powers which belong to the State Board and its executive officer. Therefore he

> must retain or reserve final power, although he may never have to use it. Actually, he cannot legally give it up.
>
> An efficient college, nevertheless, does require a large degree of faculty and student involvement in policy making. The organization of committees described below attempts to achieve this.[97]

Did this Robinson insistence on retaining ultimate power mean that he operated a paternalistic college? Were the long lists in the *Faculty Handbook* merely names of faculty who served on paper committees? The Middle States Accrediting Committee, which, in 1958, delved into Glassboro's governing structure did not think so.[98] Neither did the long list, in the *Faculty Handbook*, of committee recommendations translated into policies suggest that Thomas Robinson was an educational Moses dispensing edicts from his Mount Sinai office.[99] Rather, the evidence indicated that the President, although retaining ultimate power, shared decision making with faculty and students. A member who served on the Tenure and Promotion Committee for five years, for example, recalls only two times when the President ignored the committee's recommendations.[100] And rarely if ever did he reject any recommendations made to him from the important Faculty Advisory Council or the Committee on Academic Standing and Discipline.

However, skeptics may raise a pertinent question: What would have happened if a committee submitted a recommendation which Dr. Robinson clearly disapproved? How would he have reacted, for example, if committees suggested changing college policies on social fraternities or student religious groups on campus? Those who knew Thomas Robinson can answer these queries. Recommendations of this kind would have been rejected in the same manner American Presidents veto cabinet-member recommendations objectable to them. And, like the chief executives, President Robinson would have reasons justifying his actions.

Student Government Activities

It was during the Robinson middle years that students began to take a more active interest in college organization and government. Under the direction of Dean of Students James M. Lynch, Jr., student organizations grew in numbers and also in a determination to gain greater responsibility for matters falling within the orbit of student concern. They had their first opportunity in 1956–1957, when the Student-Faculty Cooperative Association was incorporated to direct the operations of the bookstore, snack bar and vending machines scattered throughout the college buildings. On its board of directors were six students and five faculty members and all four of its officers were students. This was a venture that gave students a chance to assume responsibility, develop initiative, exercise judgment and make decisions in running an enterprise, which, in 1962, took in $212,000.[101]

Beginning in 1958–1959, students gained additional leadership opportunities when they became members on a number of college governing committees. Perhaps the most important group they served in was the Council on Student Life, because it was this committee which recommended the establishment of student bureaus, all under the control of the Student Council. Activated were the following student

organizations: Bureau of Student Publications, Bureau of Musical Organizations, Bureau of Speech Activities and the Social Affairs Coordination Board. Made up predominantly of students, these organizations served as coordinating agencies for the parent Student Council, which year-by-year found itself confronted with expansion problems brought on by the proliferation of student activity groups. Thus the Bureau of Musical Organizations performed the preliminary spadework needed to assure the orderly development of the growing number of musical groups bidding for entrance into the student life program. This bureau, for example, screened and made recommendations on charter applications and, after the newcomers had won Student Council acceptance, the Musical Bureau approved their budgets before they were submitted to the Student Financial Control Board. In addition, the bureau established policies governing musical activities, such as determining programs, scheduling rehearsals and guiding the expansion of musical activities.

Essentially the other bureaus followed the same coordination pattern, but one of them, because of its specialized nature, acted out a different role. This was the Student Financial Control Board, a body which, from 1959–1960 onward, became the watchdog of student finances. Performing an unpopular but important service, this board set tentative budgetary allotments for student organizations, received their budget demands, ordered officers to appear and defend requests which exceeded allotments and finally sent the final student activity budget to the Student Council for ratification. Besides these responsibilities the Financial Control Board supervised the collection, protection and disbursement of student finances, which, in 1962–1963, amounted to $118,480.

Gearing itself for the assumption of even greater governmental responsibilities, the Student Council in 1961–1962 began operating under a new constitution which had taken over two years of debate to produce. Under the new basic document, student government functioned with a bicameral legislative system, consisting of an assembly and senate. Anticipating a larger role in determining college policies and seeking to discard vestiges of high school associations, the constitution's promoters gave the student governing body a new name—the Student Government Association.

By the early 1960s impartial observers would have been justified in awarding Glassboro's student leaders a high performance rating for their achievements. By that time students had gained more than a token role in helping operate the College. It was in these years, too, that students tackled and wrapped up a number of specific assignments. They had, for example, promoted college spirit by organizing all-college weekends and "mixer" sessions, helped pass a college bond issue, aided in getting a swimming pool, livened up Alumni Homecoming Day activities, organized the Torch Run, subsidized bus expenses for students attending athletic contests away from home and adopted college colors. In addition, Student Council pressure brought about a new policy for holding assemblies, together with causing the administration to tighten its procedures for conducting classroom evaluations. By no means is this a complete list of Student Council achievements, but, it does add up to a representative sampling of them.

But, as the turbulent 1960s began, Glassboro's student leaders soon learned that its electorate was less interested in past achievements than in what the future held for

greater gains. Any thought the leaders had for resting on their laurels ended abruptly in 1960 with the publication of a *Whit* editorial. Written by Richard Ambacher, Executive Managing Editor and a Glassboro faculty member of the 1970s, the editorial was an indictment of the Student Council for its alleged failure to assume a vigorous leadership posture. Editorialized Ambacher: "Progress cannot be hampered by blinders of the past. It may be necessary for some members of the student body to abandon the great conservative past and become liberals. It probably will be necessary for the Student Council to be run, at long last, by the students."[102]

This was an opening round delivered by the college newspaper as it steadily became more militant in urging student government leaders to come to grips with real college problems. But George Renwick, a young man whose tender years belied a large measure of maturity realized as Student Government Association President in 1961–1962, that it was not too difficult for journalistic Catos to hurl philippics urging fundamental changes. The real challenge was how best a student leader could bring about the changes. This was one of Renwick's problems. Another was getting the College President to sanction student proposals that called for changes in basic policies.

Concluding that diplomacy was a better weapon than confrontation, Mr. Renwick arranged a series of "Person to Person" sessions with Dr. Robinson. Held monthly throughout 1961–1962, these meetings found the President and student leaders exchanging viewpoints on a wide range of matters bothering students.[103] From these face-to-face sessions emerged changes in examination procedures, parking regulations, library hours, student guidance and campus lighting facilities. Perhaps the most significant outcome of the conferences was the opportunity they provided administrators and students to talk things out.

But, in 1962–1963, the communication channel between administration and students threatened to become clogged. This development occurred when the administration adopted new policies on dormitory assignments and the serving of meals in the cafeterias. Announcement of the changes drew student protests, especially from student government leaders and the crusading *Whit*. Their displeasure stemmed not from the new policies themselves but with the procedure followed in adopting them. Student blood pressures climbed because, unlike the cooperative procedure followed in approving the return to varsity football and changing the date of Open House, the administration informed students of changes after they had been decided upon. In a letter to President Robinson, Student Government President John Davies reflected student ire:

> Although we realize that the Administration feels that their policies are formed for the benefit of the students, we feel that college students are mature enough to decide for themselves as to the benefits of these policies. We feel that major problems which have resulted from these policies could have been resolved if we had been informed of the proposed changes in time to have presented them to the student body.[104]

Ruffled feathers were soothed somewhat when Dr. Robinson approved a Student Government Association request that students be allowed to smoke in the cafeteria.

Another mollifying decision also helped ease the tension in the form of the administration's approval of card playing in the Snack Bar. But, if the campaign literature of Student Government candidates was an accurate barometer measuring campus feeling, the communication gap between the administration and the student government leaders remained wide open.[105]

By the early 1960s, it was clear that students were pressing for a greater role in making college decisions, especially as these affected the student body itself. But, in reaching out for more power, they employed procedures far removed from the kinds adopted later by student activists of the Berkeley type. Glassboro's student leaders preferred the law-and-order approach of sitting down to reason together, a discussion technique which Student Government Association President-Elect Irving Gray described in May 1963: "On several occasions during the past year the student body has been surprised by an administrative edict, I will try to eliminate this happening in the future through frequent conferences with Dr. Robinson, during which meetings I will not hesitate to make valid student opinion known to him."[106]

Not all students, however, accepted the Gray problem-solving approach. Some preferred to flaunt both administration and Student Government Association policies in favor of taking a dangerous, short-cut route to getting what they wanted, a step, in 1962, that precipitated a cause celebre which will go down in Glassboro's history as the "Great Fraternity Raid." Since 1956 college policy prohibited the organization and operation of social fraternities and, in 1962, the Student Government Association announced its concurrence with the prohibitory ruling. Both the administration and the student leaders were convinced that national social fraternities promoted discrimination and deposited a large residue of "… heartbreaks and emotional disturbances intensified by a system of membership dependent upon qualifications that tend to exaggerate homogeneity rather than the richness of heterogeneity."[107] But this policy failed to deter a group of Glassboro students, who went ahead and incorporated Lambda Phi Sigma, a social fraternity that elected a slate of officers, collected dues, kept financial ledgers and rented as a fraternity house a dilapidated building in Glassboro's outskirts.

This action was probably the most deliberate case of student insubordination that Glassboro had ever experienced. From September to December 1962, the fraternity operated unchallenged, much to the disgust of the *Whit*, which hotly accused the Student Government Association of closing its eyes to the existence of the outlaw student organization.[108] In the meantime, Dr. Robinson bided his time, preferring to give the Association a chance to handle the problem. But, when it did not or could not act, he did.

Just before the Christmas holidays, the President had been tipped off on the fraternity's clubhouse location and the date of its next meeting. Accompanied by Dean of Administration Luther Shaw, he set his car's course for the clubhouse located in a rural area near Vineland. Arriving at the clandestine gathering, the two administrators, in the best FBI manner, burst into the dwelling. Naturally their entrance set a stampede in motion, with fraternity members and their guests streaming out through a back door. But, in their flight, they left hanging on the wall incriminating evidence consisting of glass-enclosed incorporation papers, together

with a list of fraternity officer names. A few days later President Robinson called the fraternity officers into his office and confronted them with the damaging evidence, following which he meted out stiff suspension sentences. With this action Lambda Phi Sigma went out of business.[109]

A Vibrant College

By interpreting the art of positive thinking doctrine freely, one might view the "Great Fraternity Raid" incident as a sign that Glassboro of the Robinson middle years was a vibrant college. Now and then apathy set in, but it did not last long, for there was too much to do and see: art exhibits, film series, lectures, recitals, concerts, symposiums and sports events.[110] To a student's apathy lament, a *Whit* editorial writer in 1962 offered a few caustic suggestions, "Get out of your rut, stay on campus past 3 p.m. and involve yourself in the social and cultural opportunities crowding the college calendar."[111]

This was sound advice because the Glassboro of the early 1960s vibrated with activities, some old, others new. For the College still clung to the old, while embracing the new. Still very much alive were the ancient traditions: Sadie Hawkins Dance, Artist Series, Class Weeks, Open House, Spring Concert, Snowball Dance and Lantern Night. But, while retaining the events of yesteryear, the College also traveled the innovation trail. Many of the innovating activities have already been noted and to them we add the All College Sing, Mullica Hall Follies, College Weekend Programs, Torch Run and the "Miss Glassboro" contest at Homecoming. Innovations on a more serious nature also appeared: Fulbright Scholarship Program, Honorary Faculty Lecture Series, Student Awards Program, Honorary Doctorate Awards, Distinguished Professor Program, Out-of-Door Convocations, Student Foreign Exchange Program and the beginning, under Carl Nienstedt, of the Academic Counseling Program.

The late 1950s and early 1960s also found celebrities bearing household names performing on the Glassboro campus: poets Carlos Williams, John Ciardi and Louis Untermeyer; stage performers Basil Rathbone and Dame Judith Anderson; state government leaders Governors Robert Meyner and Richard Hughes; United States Senators Clifford Case and Harrison Williams; Congressman William Cahill; politicos Paul Butler and Bernard Shanley; scientist Edward Teller; and journalist Hal Boyle.

It was in these years, too, that an intangible item called the "Glassboro Spirit" became recognized and admired throughout the state. Contributing to this phenomenon was the performance of Glassboro's varsity sports teams. In 1958, for example, Coach Sam Porch's baseball nine won the championship of the newly organized New Jersey State College Conference, compiling a 12-3 winning record, which was the most successful in Glassboro's history up until that year. This was the team that had a young man name Pete Hitchner in its lineup. Pete, whose fastball became a blur of white as it approached unhappy batters, entered Glassboro's hall of fame on May 8, 1958, when he pitched a no-hitter against feared, arch-rival Trenton State. In the process he struck out 16 batters. During his four-year career Hitchner amassed a victory record of 17-1, besides batting at a .365 average. The 1958 club

had other standout players, including Leon Florek, who, a few days after Hitchner's no-hit triumph, hurled a perfect game for eight-and-one-third innings against Rutgers South Jersey. With one out in the ninth inning, he gave up a harmless single. Another star was hard-hitting Bob Harris whose ninth-inning base hit gave Hitchner his 1-0 victory. Also on the 1958 championship aggregation was Dean's List scholar Joel McKenzie, who played his first base position in the graceful style of a Bill Terry and whose .368 batting average was the highest on a team noted for its hitting prowess.

Between 1958 and 1963 Glassboro enjoyed its Golden Age of Basketball and primarily responsible for the triumphs of those glory years was Coach Richard Wackar. This was a sports leader who made a mockery of Leo Durocher's famous aphorism, "Nice guys finish last." In a six-year span his basketball teams three times were perched on the top rung of the New Jersey State College Conference ladder and, in the other three years, Wackar guided his teams to second-place finishes. On the night of February 23, 1963, Glassboro defeated Newark State College, giving Wackar his 100th victory. This was also the year that his basketballers won 18 consecutive victories—a Glassboro record.

While Coach Wackar built his basketball dynasty on a solid foundation of teamwork, some of his players were outstanding individual performers: sharp-shooting and high-scoring Bob Belle, Alan Kapczynski and Jack Collins; defensive stars Lee Harvey, Bob Harris and Dale Coleman; clever playmakers Eddie Markman, Ernie Trebing and Lou Polisano; and rebounding aces Joe Magosin, Roger Maxwell and Walter Doherty. These boys and the others who made their exploits possible were not exceptionally tall. Certainly, they did not approach in height the measurements of their opponents. Neither were they the recipients of lucrative basketball scholarships. What they did have in abundance was a determination to play the game at its best, a trait that rubbed off on them from close association with their coach.

Coach Wackar's teams won games and they won them in style. For example, they played basketball and let the referees do the officiating. Never did spectators see Glassboro players dispute calls and for good reason—their coach would not let them. He knew that his players could not be at the top of their game and referee at the same time. Moreover, sportsmen did not snarl at officials and with Dick Wackar sportsmanship came first, winning games came second. This was the true hallmark of Wackar-coached teams and it was a standard of conduct that drew plaudits from even their opponents. On many an occasion President Robinson received letters from basketball officials and administrative heads of Glassboro's competitors, complimenting his College on both the skill and sportsmanship of its basketball teams.

Many unforgettable incidents are deposited in the memory bank of those halcyon basketball years: Glassboro's President, accompanied by a large contingent of faculty and students, traveling 100 miles to watch his team win its first championship at Montclair; 350 Glassboro rooters led by faculty member Evelyn Reade marching in a body into Trenton State's gymnasium before the start of a championship play-off game; Alan Kapczynski's father, the ever-cheerful and faithful "Mr. Kappy," attending every basketball game both home and away; and Coach Wackar halting a game to

scold Glassboro fans for energetically expressing a difference of opinion with the referee's judgment. These nostalgic bits of memory recall the years when Glassboro students sang with feeling the line, "Give me that old Glassboro spirit; it's good enough for me."

Project Uganda

Unquestionably, in these Robinson middle years, varsity sports helped make Glassboro a vibrant college, but the quintessential event that ignited the Glassboro spirit to its brightest flame was an operation called Project Uganda. The genesis of this project can be traced to a visit faculty members Marius Livingston and Jesse Kennedy, together with members of the Glassboro Congressional Club, made to New York City's United Nations headquarters. While at the U.N., the Glassboroites watched the Security Council in session, met Secretary-General U Thant and attended a dinner-reception in honor of Uganda, about to become an independent nation and a member of the United Nations. They also attended conferences at which representatives of U.N. member nations spoke to them. At one of these gatherings, a Soviet Union official bluntly informed the Glassboro contingent that the United States was a decadent nation, incapable of inspiring underdeveloped countries. The Glassboro people accepted the Russian's taunt as a challenge and vowed to prove him wrong.[112]

Back on the Glassboro campus they mulled over ideas, finally settling on a plan which would honor Uganda, when, on October 9, 1962, it would become a nation independent from Great Britain. During the spring of 1962, Marius Livingston and Congressional Club members met with college administrators to obtain permission to press ahead on the project. When the international-minded group laid tentative details of their plan on the table for discussion, administrators' eyes boggled at the scope of the proposals, but, when Dr. Robinson readily bestowed his blessing on the project, the Congressional Club went into action. Stripped to its essentials, the plan called for the building and equipping of a secondary school in Uganda, with a target of 50,000 books to be donated for instructional purposes. Another feature of the overall proposal was the decision to mark Uganda's October 9 birth with a gigantic celebration on the Glassboro campus.

Marius Livingston and his students spent a busy summer at their Bosshart Hall headquarters, handling without pay a multitude of details related to the project: contacting 150 public schools and 100 colleges in a plea for books; successfully persuading school supply firms to donate desks, blackboards and maps; dispatching students in a truck dubbed the "Ugandamobile" to pick up books; negotiating with the Hunt Brothers Circus Company on plans to hold two performances on October 8; and corresponding and calling numerous prominent persons in the United States and abroad on details for the gala October 9 birthday celebration.

Not everything went as planned. For example, the promoters were denied permission to conduct a giant fireworks display on October 9 and they were also turned down in a request to stage fund-raising circus performances behind Bosshart Hall, but, on October 8, two circus performances were held on the grounds in back of the Glassboro Theater. Other high hopes never materialized: obtaining President

John F. Kennedy as principal speaker, although he did dispatch a lengthy, gracious telegram on October 9; persuading Eric Sevareid to preside over a press conference; and getting Marion Anderson to sing.[113]

Nevertheless, it was a fruitful summer. By its end 35,000 books had been collected and stored in Clayton Platt's Glassboro theater, free of charge. Firm commitments had been received from supply houses, promising desks, blackboards, maps and cabinets. And plans for the October 9 Independence Day celebration were well advanced. The cast of characters would not be as star-studded as originally planned, but there was the promise of talent in abundance.

March 9, 1962, Uganda Independence Day, dawned bright and clear, following a night of heavy rains. Shortly before 9 a.m., numerous ambassadors, ministers of state, charge d'affaires and first secretaries—all from African nations—joined United States senators, congressmen, state officials, students, faculty and South Jersey community leaders in a trek toward a mammoth circus tent, placed on Glassboro's athletic field. Within this shelter hundreds of spectators, packed closely together, patiently awaited the start of the morning ceremonies. After brief statements by Dr. Robinson, Mayor Bowe and Senator Clifford Case, the audience listened to transoceanic telephone messages from Uganda-based governmental officials, including Prime Minister Milton A. Obote. But the highlight of the morning ceremony was Glassboro's own Betty Bowe recounting by way of telephone Independence Day events taking place in Uganda itself. Three days before, this Student Director of Project Uganda had boarded a presidential airplane as a member of the American delegation attending Uganda's own birthday festivities.

Following the program held in the tent, the audience made its way to Glassboro buildings to attend one of five panel discussion groups on Africa, chaired by New Jersey congressmen. After lunch another general assembly was held at the tent location. At this time there were more transoceanic calls, reports on the Uganda Project, presentation of books and equipment and speeches by Senator Harrison Williams, State Senator Frank Farley and Uganda's Ambassador to the United Nations, Apollo K. Kironde. And on an inspiring note, the Glassboro College Band and Concert Chorus played and sang Uganda's National Anthem. The afternoon program closed with a press conference conducted by radio and television commentator Gunnar Back. Following a reception and tea, the Uganda Independence Day celebration ended with a banquet held in Winans Hall.

It had been a good day's work. Everything had gone smoothly, much to the relief of Project Director Livingston, who was aware that WCAU-TV was televising the proceedings to unseen thousands. But the Project Director and his student colleagues had little time to savor their Independence Day triumph, for ahead of them was the unfinished task of establishing their Uganda secondary school. As a first step the Congressional Club organized a Uganda Executive Committee to direct operations. For its headquarters the committee occupied an old building on Carpenter Street, a structure which was in dire need of window panes, paint, heat and electricity. Into the Uganda House the Committee stored huge loads of books and equipment sent to Glassboro. By January 1963, over 100,000 books, 250 desks, showcases for 10 classrooms, $4,000 worth of glassware for physics and chemistry laboratories and

microscopes and optical instruments donated by Princeton University and Vassar College were taxing the Uganda House's storage facilities severely.[114] Garages, warehouses and barns were pressed into service to handle the overflow. In another step to move Project Uganda along, the executive committee located eight Glassboro students who declared a willingness to teach in the yet-to-be constructed Uganda school. The sole expense involved would be providing them with air transportation to and from Uganda. To finance this obligation at government expense, the executive committee persuaded Congressman William Cahill to introduce HR 1765 into the United States House of Representatives.

By early March 1963, Glassboro's "one-world" idealists sadly learned about the hard realities of politics, logistics and government bureaucracy. It was at that time that Marius Livingston shepherded 21 Project Uganda students to Washington in a vain effort to lobby HR 1765 out of the House's Armed Services Committee. Also discouraging was the sheer bulk of the materials to be shipped and paid for. While the United States Navy lent a hand in an operation it labeled "Project Handclasp," there was the worrisome feeling that it might tighten the reins on its charitable impulses. And Project Uganda ran into a roadblock from an unexpected source, when the Uganda government sent word that it did not intend to pay the cost of delivering materials from East African docks 500 miles overland to landlocked Uganda. Another Project Uganda headache developed after Uganda reversed itself by declining to accept educational equipment. It pointed out that its acceptance of these items donated by a foreign country would hinder attempts to stimulate infant Ugandan industry. Finally, the Glassboro internationalists were dealt another blow, when Uganda changed its mind on accepting Glassboro teachers, despite the offer to instruct without salary. Worrying Uganda was the possibility that the foreign teachers would eventually become a drain on its meager budget.

Naturally, these setbacks puzzled and disappointed Project Uganda's sponsors, so much so that, in June 1963, they decided to liquidate the venture. But they emphasized that the books, supplies and equipment already collected would still serve worthy purposes. The 20,000 books, for example, already in Africa would be distributed to African nations which really wanted them and the remaining materials would be donated to migrant labor groups and to needy schools in the United States.

Thus Glassboro's attempt to do something more than talk about international understanding had an unhappy ending. Was the investment of time and effort worthwhile? Congressman William Cahill thought it was. To him Project Uganda was an effective Cold War weapon, one that shattered the Soviet Union's contention that American youth, like their elders, were decadent, unwilling and incapable of coming to grips with tough problems. Wrote Cahill in the Congressional Record:

> I commend them for their courage and willingness to serve their fellow human beings. I am inspired by their willingness to leave home and work without pay in order to prove not only to the people of Uganda but other people in the world that young Americans still possess the spirit of our Founding Fathers. I believe that projects like this demonstrate not only the great affection that Americans have for peoples of the world but prove beyond doubt the

> willingness of the youth of this country to sacrifice, as did their forebears, in developing throughout the world a respect and affection for this country.[115]

This was high praise from a man who, in 1969, was elected Governor of New Jersey. And Project Uganda produced other beneficial outcomes besides those pointed out by Mr. Cahill. Certainly, it was the best of educational experiences for its participants, because students had the opportunity to initiate, plan and carry out an educational project with genuine relevancy. Glassboro professors need not have worried about the student time taken from formal studies, for the Project Uganda students probably mastered more history, geography, sociology and economics than they learned in classrooms. Too, Project Uganda was an outstanding example of community involvement and cooperation on the broadest of bases. An impressive number of groups had pitched in to make the Project a success: students, faculty, administrators, colleges, universities, schools, townspeople, automobile dealers, theater owners, supermarkets, agricultural associations, industries and local, state and federal governments.

Above all else, Project Uganda gave Glassboro a large measure of confidence to face the problems that an uncertain future might bring. For it demonstrated that the Glassboro family was strong and its youngest were among its strongest members. Perhaps Dr. Robinson paid Project Uganda its greatest tribute, when, at a closing banquet honoring those who had participated in the enterprise, he remarked to a close friend, "With students like these, who's afraid of the rest of the 1960s?"

Senior James Hawkins ran the last leg of the 40-man torch relay from Trenton to Glassboro in 1958, arriving at College Hall to hand off to Student Council President John Melchoir.

CHAPTER 11

End of an Era

The time was 10 a.m., June 4, 1968. Perched on Glassboro's baseball field beyond second base was a huge helicopter with an American flag painted near its top, slightly below the giant blades. Along the helicopter's fuselage were emblazoned the words United States of America. Three men, the President of the United States, New Jersey's Governor and Glassboro's President, stood on the helicopter's steps waving to a cheering crowd. President Lyndon B. Johnson had his right arm around Dr. Robinson's shoulder; his left arm was extended in a salute to the spectators.

In a very real sense the scene was both sad and symbolic. Just two months earlier President Johnson had renounced any intention of retaining the highest office in the land and two weeks later President Robinson would relinquish his office as Glassboro's chief executive. Two dominant personalities and indefatigable workers were shedding the heavy burdens of leadership. For the Glassboro President, Lyndon Johnson's Commencement Day appearance was the last professional act in a stewardship whose final years were marked by continued growth, attended by basic changes, replete with great events and at times filled with controversy. Too, it was a six-year interval that represented the end of an era in Glassboro's history.

Controversies

During the first 11 years of the Robinson Administration, Glassboro had grappled with growth problems unimpeded by the debilitating impact that controversy brings. True, the College had not always been a Homeric Elysium Field, an abode of absolute tranquility. It had experienced its share of the normal vexations that attend rapid growth, but the irritations were not major. However, in his last six years in office, Thomas Robinson found controversy something more than a slight annoyance.

Controversy, for example, flared briefly, in 1963–1964, when the Reverend Carl McIntire, a fundamentalist clergyman, appeared before the Collingswood Board of Education to level charges against Glassboro State College. Speaking from a set of notes supplied him by a former Glassboro student, the controversial Mr. McIntire accused various Glassboro professors of teaching what to him were un-American and Godless doctrines, including Darwin's evolutionary theory. Apparently the religious literalist's aim was to influence board members into barring Glassboro graduates from teaching in the Collingswood school system. The McIntire onslaught succeeded in one strange way when it disturbed a few Glassboro faculty members uneasy with the newspaper publicity attending the incident. But the fundamentalist pastor missed his main target, the Collingswood Board of Education, which continued its longstanding policy of employing qualified Glassboro graduates. Rebuffed by his

hometown board members, Pastor McIntire sent mimeographed copies of his charges to members of the New Jersey Legislature, demanding they investigate Glassboro. Here, too, his aim was poor. Little attention was given his request.[1]

In retrospect, the McIntire Incident was a squall that blew itself out quickly, much faster, for example, than the storm we shall call the McConnell Controversy. This was a bitter dispute that took over three years to settle. It began on February 4, 1964, when Dr. Robinson, acting on the recommendation of the Tenure and Promotion Committee, informed English Department instructor Daniel McConnell and three other faculty members that they would not be offered teaching contracts for the following year and, because all four had taught at Glassboro for three years, the Robinson letter was notification that they were not being placed under tenure. As was the President's custom, the four faculty members were given the opportunity to resign so that dismissal from service would not be listed in their records as the reason for their departure.[2] To aid them further in seeking new teaching positions, Dr. Robinson sent his letters two months before the April 1 notification deadline required by the State Board of Education.[3] In other words, the President, besides following the letter of the Tenure Law, had sought to soften the impact of the notification letters.

Despite the Robinson conciliatory gestures, Daniel McConnell was in no mood to accept his dismissal without a fight and, in his struggle, he picked up allies. Student groups petitioned for his retention. The English Department urged Dr. Robinson to reconsider his decision. Both the state and national chapters of the American Association of University Professors protested the Robinson action. Newspapers throughout the state featured the protest story. For two months at least, Mr. McConnell dramatized his case and, in the process, won considerable support.[4] But, if the protesters expected President Robinson to bend under pressure, they did not know the man. Like a professional football lineman, he stubbornly held his ground, maintaining that McConnell had not displayed the strength and promise expected of a tenure teacher at Glassboro.[5] This was the Robinson line of defense and he held to it despite the uproar. Unable to budge the President, McConnell, in April, suddenly switched his battle tactics and they were of the blockbuster variety. Unexpectedly he lodged complaints with the State Attorney General's office accusing faculty associates, students and the Business Office of offenses ranging from homosexual practices to misappropriation of funds. After hearings held at Trenton the Attorney General found no solid grounds substantiating the McConnell charges.[6]

McConnell's new line of attack dumbfounded those who had originally enlisted in his cause. Sentiment on campus veered sharply away from him. In fact, both the English Department and the Glassboro American Association of University Professors chapter wrote letters of censure to McConnell, charging him with "… unethical action and conduct unbecoming the profession."[7] Evidently both organizations were appalled with McConnell's apparent insensitivity to due process of law procedures. In any event, Mr. McConnell must have had an unhappy spring on the Glassboro campus. His colleagues bitterly resented his actions to the point that they refused to speak to him. Feeling was so bitter that McConnell was asked to

leave Glassboro on May 8, with the assurance that he would receive his salary for the remainder of the college year. He accepted the offer.[8]

McConnell's departure lowered campus tension appreciably. Faculty blood pressures began to return to lower readings and frayed nervous systems were restored to normal functionings. On June 3, 1964, the Glassboro faculty and staff sponsored a surprise testimonial dinner for Dr. Robinson in tribute to his handling of the episode. It was also a vote of confidence in his overall leadership. The beleaguered President expressed appreciation for the gesture when he later wrote:

> You could have knocked me over with a feather when I entered Winans Dining Hall on June 3 and found myself confronted by a frightening aggregation of faculty and staff. One never knows what to expect these days. I didn't even have on an appropriate suit—although I received recently a new one of sorts. I need not tell you that I was deeply touched by your sensitive thoughtfulness and greatly impressed by your ability to organize affairs quietly and unobtrusively.
>
> Thank you! The dinner, the scrolls and the projected grove picked me up at the end of a difficult year and made me realize that there are many hills ahead which can be captured if we jointly deploy our full panoply of resources.[9]

The President's pun-making reference to the "suit" he had received was a reminder that the testimonial dinner by no means signaled the end of the McConnell affair, because Mr. McConnell had filed suit in the Gloucester County Court against President Robinson, charging unjust dismissal with consequent injury to his professional reputation. At the same time, the erstwhile Glassboro instructor brought suits against Dr. John Roch and Dr. James McKenzie. The former was charged with libel for defaming McConnell's character in the letters of censure signed by Roch as Chairman of the English Department and as President of the Glassboro Association of University Professors. McKenzie faced a twin-barreled charge: assaulting Mr. McConnell and calling him a "psycho."[10]

While awaiting trial proceedings, Mr. McConnell vainly sought to have the courts rule that the state could not use public monies to defend Dr. Robinson and the two faculty members in actions relating to the oncoming legal battles.[11] The defendants spent the interim time in plotting defensive moves with their lawyers. Finally, in October 1966, trial proceedings began. For 13 days the jury listened to charges and counter charges and on October 18, reached its verdicts. Both Dr. Robinson and Dr. Roch were exonerated, but Dr. McKenzie was found guilty of slander to the tune of $7,000 in damages.[12] But Judge William Kramer overruled the jury's damage award for lack of evidence, while at the same time offering McConnell a new trial.[13] Not until April 1967, however, did legal proceedings come to end, an event which took place when Daniel McConnell decided to drop his libel and slander charges against Dr. McKenzie.[14]

The ordeal was finally over. It was a long and costly incident in Glassboro's history and the cost was measured in something more than high legal expenses. Students, for

example, paid a price in lessons left untaught or taught in an emotionally charged setting. Faculty members paid a price in suffering the scars of divisiveness. Thomas Robinson paid the price in an inordinate amount of time spent in legal wrangling, days and weeks which could have been devoted more profitably in planning for and meeting the needs of a growing College. The McConnell episode was an incident Glassboro had never before experienced. More important, it was an affair it did not wish to happen again.

The Struggle for Control of the State Colleges

In the mid-1960s Glassboro found itself a participant in another controversy which made the McIntire and McConnell incidents seem as innocuous as the agenda of a local Rotary Club meeting. For a number of years two powerful groups had waged a quiet, behind-the-scenes battle for control of New Jersey public higher education. As the mid-1960s approached, the struggle showed signs of coming out into the open. Bringing the issue to a head was an anticipated, mammoth expansion of higher education facilities hopefully supported by revenue derived from an impending new, broad-based tax, either personal income or sales. Facing each other in full battle dress were two opposing forces. Dug into defensive positions was a group of professional educators led by the State Education Department and the New Jersey Education Association, each determined to prevent the separation of public higher education from public school education. Girding for an attack were the forces of the state's universities and private colleges led by Rutgers University and abetted by the eminent Dr. James B. Conant, former President of Harvard University. The objective of this group was to wrest control of higher education from the "Establishment," i.e., the State Department of Education.[15] Only a spark was needed to bring the antagonists into open warfare.

In early June 1963, Governor Richard J. Hughes supplied New Jersey's version of a Sarajevo Incident, when he appointed a five-member committee "to make a broad study of all our resources for higher education, both public and private and to evaluate their effectiveness in imparting quality education to an ever-increasing number of students."[16] Neither the prospect of such a study nor its apparent purpose filled the professional educators with forebodings. What did make them uneasy, however, was the committee's makeup. Notably missing was any member whose background presaged a sympathetic attitude toward the professional educators' viewpoint. On the contrary, three committee members were renowned figures associated with large, private universities: Chairman Carroll V. Newsom, former President of New York University; Millicent C. McIntosh, former President of Barnard College; and James A. Perkins, President of Cornell University. Justified or not, the professional educators were convinced that Governor Hughes, in selecting his committee, had sent up a signal of the stand he would take in the approaching battle for control of higher education.

After the Governor's committee had gotten well along in its study, press leaks began to appear confirming the "Establishment's" fears. Signs pointed to committee recommendations calling for the creation of a separate governing board for higher education, free from State Board of Education direction and control, together with

a proposal making the state colleges multi-purpose institutions.[17] Friends of the State Board were not too disturbed with the latter possibility, for, as early as 1961, the State Department of Education itself had expressed a willingness to expand state college curriculums beyond their historic teacher preparation programs. The State Board of Education had hesitated to take this step before because of the imbalance in teacher supply and demand, a concern it emphasized by citing the need for 6,000 new teachers annually as compared with a supply produced by the state colleges, Rutgers and the state's private colleges and universities of 2,468 fledgling instructors. Faced with this disparity the State Board had been reluctant to travel the multi-purpose road, but it promised that, "When increased support, both in plant, other facilities and staff, makes possible the development of the state colleges as multi-purpose institutions, a more completely developed structure of higher education will have been made available."[18]

It became apparent that State Board adherents, despite their deep commitment to the single-purpose, teacher-preparation cause, would go along, in principle at least, with a Governor's committee multi-purpose recommendation, but any suggestion that a separate State Board of Higher Education be established was another matter. This type of recommendation they would fight vigorously. Fully expecting the committee to make such a proposal, the professional educators mapped their opposition plans early. Essentially it was a low-key strategy, geared to burnishing the State Board's image, especially within the professional education family. Leading the way were the six state college presidents, who, in June 1964, drew up a series of resolutions and sent them to Governor Hughes and the Legislature. It was a document which praised State Board of Education's achievements in the post-World War II period of growth and change besides stating, "… that the Council of State College Presidents asserts its conviction that the present type of control, with the State Board of Education supervising all segments of publicly supported education, assisted by the State Department of Education staff, is and can continue to be, the most effective organization for the State of New Jersey."[19]

The first name appended to the resolutions was Thomas E. Robinson, Chairman of the Council of State College Presidents. His signature was a sign that he had assumed a leadership role in defense of the State Board of Education. Throughout 1964 the Glassboro President championed the State Board cause, reminding his staff, for example, by way of faculty bulletins, that Glassboro's own growth—curricula, buildings, acreage, students, faculty and salaries—could not have happened without the active, sympathetic cooperation of the State Board and the Commissioner of Education.[20] At this stage the President refrained from verbal presentations or discussions, preferring to keep the staff informed of developments by written bulletins, which never left anyone in doubt as to the writer's position. On occasion, also, the Glassboro President spread the State Board message in talks to school administrator and teacher groups.[21] And it was Dr. Robinson who, on the eve of the release of the Governor's Committee Report, was primarily responsible for the formation of the New Jersey State College Advisory Council, a group composed of the six state college presidents, staff members of the State Education Department and executive committee members of the State Faculty Association.[22] This, of course, was

a move to weld members of the state college family together in preparation for the battle that was about to heat up appreciably.

On November 4, 1964, five days after the organization of the Advisory Council, the Governor's committee released its long-awaited report. As anticipated, two of its principal recommendations called for the creation of a separate board of higher education and the conversion of the state colleges into multi-purpose institutions.[23] With the publication of the Newsom Report the skirmishing period ended and hand-to-hand combat began. Both sides unslung their verbal arguments. On the one hand, those favoring the Newsom Report insisted that, by separating the administration of higher education from public elementary and secondary school education, New Jersey would be following organizational trends already adopted in many other states. Too, they insisted that, with the contemplated expansion in higher education, it was unrealistic to expect the State Board of Education and the Commissioner to shoulder the heavy burden of administering an educational program stretching from the kindergarten through the master degree preparation level.[24] Opponents scoffed at these contentions, arguing that the State Board of Education had already demonstrated its competence in meeting and solving the public school and college growth problems of the 1950s and early 1960s. Besides, claimed these groups, the Newsom Committee, with its recommendation for relieving the State Board and the Commissioner of Education of their higher education responsibilities, was breaking the golden chain that linked the educational system together from the elementary school to post-secondary school education level.[25]

Predictably the Newsom Report became a prime conversational topic on the Glassboro campus, with faculty members debating its recommendations in small-group discussion sessions set up by Dean Langworthy.[26] Student response was less lively, so much so that a *Whit* editorial writer warned the student body against assuming "… an attitude of smug, complacent ignorance" on a development that affected them vitally. After listing the report's recommendations and implications for Glassboro, the editorialist laid down a rule to guide student behavior in the developing controversy:

> The above are but a few of the committee's recommendations which will have a direct effect upon G.S.C. and the other five state colleges. Think about them, gather all available information, discuss the issues and come to some rational decision. As a student at G.S.C. you risk too much by remaining uninformed and indifferent.[27]

Little evidence is available suggesting that students took this advice, but their colleagues' apathy failed to dampen the ardor of the student newspaper. In a college-service move, for example, an enterprising *Whit* reporter polled the faculty to determine its reactions to the Newsom Report. The results revealed that all of those interviewed were unanimously in favor of three of the Newsom Committee's recommendations: the necessity for greater state college physical expansion, the need to convert the state colleges into multi-purpose institutions and the desirability

of granting them greater local autonomy. On the vital issue of changing the administrative structure, a majority of those polled favored retention of the State Board of Education as the chief control agency for the state colleges, but a minority, mostly members of the American Association of University Professors, went on record as favoring a separate State Board for Higher Education.[28]

Undoubtedly the *Whit*'s survey techniques fell far short of Harris Poll standards. For example, in reporting its findings, the college paper made no mention of the number of faculty interviewed. But it was significant that the *Whit*'s results matched to the letter the findings faculty member George Reinfeld discovered in his faculty survey conducted two weeks earlier.[29] Unfortunately the Reinfeld plebiscite data were based on a narrow polling base, with a bare 30% of the faculty bothering to answer his questionnaire. Apparently the bulk of the Glassboro staff was in no mood to render a judgment. Thus, four years before Richard Nixon coined the phrase, Glassboro had its own version of a silent majority.

This reluctance to become involved meant that at Glassboro and probably at the other five state colleges, also, no valid faculty opinion on the Newsom Report was available. But none remained in the dark on the stand the state college presidents took in the controversy, for their opinions were neither secretive nor ambivalent. These educators, working through the newly-created State College Advisory Council, lost little time in picking up the cudgels in defense of the State Board of Education. Working on the theory that the best defense is a good offense, they spent a good part of 1965 attacking the Newsom Committee's recommendation for a separate board of higher education. They held news conferences, issued press releases and made frequent speeches pressing their viewpoints.[30] Behind the scenes the presidents quietly urged the State Board and the Commissioner of Education to put their own houses in order by displaying a willingness to heed constructive criticism from within the family itself. They suggested a little more slack in the lines of authority reaching from the Commissioner's office to the state colleges, with more freedom for the individual colleges to experiment with innovative ideas in such areas as admissions, curriculum, budgets, employment of faculty, graduate education and field service programs. Above all else, the college presidents called upon the State Department of Education to assert leadership in the Newsom Report struggle. Now was the time, they claimed, for the State Department to curb a tendency to proclaim what it had accomplished in the past. What was needed was a bold, imaginative program spelling out how the State Board proposed to solve the future's problems.[31]

Throughout 1965 the Newsom Report Battle raged and, as the months went by, the friends of the State Board were confident that the fortunes of war were moving in their direction. Powerful voices were raised protesting the proposal to separate higher education from the State Board, notably those of former Governor Alfred E. Driscoll and the still politically potent Walter H. Jones, former state senator.[32] On the surface, at least, the state's leading educational organizations united against the Newsom Report, with the influential New Jersey Education Association leading the way.[33] In December 1965, the State Board aided its own cause by ordering the state colleges to accept a limited number of students for liberal arts programs beginning in September 1966. And, near the close of 1965, the New Jersey Education Association was placing

the finishing touches to an alternate plan for reorganizing higher education. An ingenious proposal, it called for the six state colleges to be organized into a second state university system with the name of Woodrow Wilson University. Control of this new institution would continue to be under the State Board of Education, but provisions were included to provide the individual colleges with far greater authority in fiscal management, program development and local administrative affairs.[34]

As the climactic year 1966 approached, the State Board adherents appeared to have a firm grasp or the initiative with the Newsom Report very much in a moribund condition. Apparently no effort had been made to translate its recommendations into legislative-bill form. All signs seemed to indicate that it was ready to suffer the fate of hundreds of other state commission reports—banishment to the shelves of the State Library, the Siberia of countless other similar documents. But rumors of the Newsom Report's demise were a bit premature. Its body may have been battered, but not its spirit, which was kept very much alive by Princeton University's President Robert F. Goheen. In late 1965 Dr. Goheen called his newly-organized Citizens Committee for Higher Education together to make plans for continuing the task begun by the Newsom Committee.[35] By early 1966 the Goheen committee had completed its work and issued a final report with recommendations far more specific and comprehensive than those contained in the Newsom Report. Significantly Governor Hughes informed the press that he would use both the Newsom and Goheen Reports' findings and recommendations "… as the basis for decisions concerning the college and university system."[36]

On May 25, 1966, the Governor finally crossed his personal Rubicon on the bitterly debated higher education issue. On that date he dispatched a special message to the Legislature declaring that the existing system of higher education was outmoded, designed for a bygone era, "We must face the fact," insisted the Governor, "that there are major distinctions between education from kindergarten to the twelfth year, on the one hand and the college and graduate school on the other."[37] This was a sentence that could have been lifted from the Newsom and Goheen reports and it was also a clue to the advice the Governor was about to give to the legislators. He recommended that they enact legislation, which, among other things, would create a separate board of higher education, establish the office of chancellor of higher education, set up local boards of trustees to govern the state colleges and convert the state colleges into multi-purpose institutions. Mr. Hughes realized his proposals would exacerbate the controversy that had been going on for the past two years and he also confessed that, in making his recommendations, he had leaned heavily on the advice given him by the university people headed by Carroll Newsom, James Perkins, Robert Goheen, James Conant and U.S. Commissioner of Education Harold Howe. Anticipating opposition, the Governor warned the legislators against the status quo, pointing out, "We can expect well-meaning and sincere individuals to question this decision, for change is never easy and the cost of excellence is often high."[38] But, as much as he wanted quick action on his proposals, the Governor suggested that the Legislature need not deal with them until the end of the year. In the meantime, he recommended that public hearings be held for wide discussion on his recommendations.[39]

The Governor's message dealt a major if not fatal blow to those enlisted in the State Board of Education cause. Neither was their dismay lightened when, in the wake of the Hughes' decision, Commissioner of Education Frederick M. Raubinger resigned his office.[40] Hopes for Legislative passage of the Woodrow Wilson University Plan sank to a new low. For, in the summer of 1966, Richard J. Hughes was firmly seated in the New Jersey political saddle. Shortly before releasing his Higher Education Message, he had carried off a miracle in New Jersey politics by persuading the Legislature to enact the state's first broad-based tax, the general sales tax measure. A Democratic governor, he had the support of both legislative houses, which were heavily Democratic. And, astutely, he had somehow arranged events to turn his Higher Education Message into a nonpartisan political issue. Few doubted that the Governor had the votes to work his will in any legislative battle.

Despite the full house he held in his hand, Mr. Hughes sought and obtained state college reactions to his Higher Education proposal. In June 1966, he dispatched questionnaires to the State Faculty Association and to the presidents of each of the local state college faculty associations, requesting their opinions on the impending changes. Certainly, the response from the State Association gave the Governor little reason for altering his course and neither did the Glassboro Faculty Association President's reactions give him cause for hesitating. In both instances the thrust of the responses was directed at assuring changes in a legislative bill whose passage was considered a foregone conclusion. Both replies pressed for insertions in the impending bill guaranteeing local state college autonomy and assuring faculty participation in policy formation.[41] Neither reply expressed opposition to the principal feature of the Hughes' Legislative Message, namely phasing the State Board of Education out of higher education.

During the summer of 1966, the Senate Education Committee held four public hearings on Senate Bill 434, a measure incorporating the provisions of Governor Hughes' Legislative Message.[42] Present at all times was a feeling that these proceedings were being held merely for the record. Appearing to read prepared statements were the same groups which had been warring for two years. The same frayed arguments were used, for and against Senate Bill 434, sounding like a broken record that had been played over and over. At the conclusion of the hearings no minds had been changed and there was little doubt of the bill's ultimate fate.

After the hearings ended, the State Faculty Association, assisted by the New Jersey Education Association, settled for amending a bill destined for legislative passage. The lawmakers agreed to accept six of the proposed changes, notably having the chancellor appointed by the State Board of Higher Education, instead of the governor and an amendment which required local board of trustees to consult with the state college presidents and their faculties in making rules and regulations. However, the Faculty Association failed to gain legislative approval for fiscal autonomy in the individual state colleges and for establishing grievance and negotiation procedures for faculty members.[43]

On December 5, 1966, Senate Bill 434 passed both the Senate and Assembly and, with Governor Hughes' signature a few days later, became Chapter 302, P.L. 1966, the Higher Education Law. When it became effective on July 1, 1967, another watershed

measure became a part of Glassboro's history. Few doubted that the College would be entering a new way of life.

Growth Pangs

In the late 1960s, undeniably controversial issues occupied Glassboro's attention, but it would be misleading to overemphasize their importance. Actually the only serious controversy of a purely localized nature was the McConnell episode. In the bitter struggle for control of the state colleges, Glassboro had been one of many participants and its role, except for President Robinson's, had been neither an active nor a crucial one. In any event, the College did far more than use boxing gloves in the controversial ring. Rather, like the adolescent school boy, it busied itself in coping with the pangs that rapid growth brought.

A glance at Registrar Rudolph Salati's enrollment statistics provides a measure of the rapid growth that took place in the Robinson later years. In 1963–1964, full time, undergraduate enrollment numbered 2,478. By 1967–1968, Dr. Robinson's final year at Glassboro, the figure had shot up to 3,529 for a 42% gain. Meanwhile, under the leadership of the hard-working Charles Walker, Director of Field Services, the part-time student body in the same time period climbed from 1,968 to 4,424, an increase of 125%. Gains of this magnitude meant that total enrollment by 1967–1968 had almost reached the 8,000 mark. If increased facilities had kept pace with the number of applicants seeking entrance to the College, the enrollment figure could have reached 10,000. Regretfully, in the late 1960s, Admissions Director Donald Salisbury was turning down qualified high school seniors in the thousands. For example, in 1966, he sent rejection letters to 2,650 applicants; by 1968 the number had reached 2,875. Even more painful to expansionist President Robinson was a decision to call a halt to the spiraling freshman enrollment trend. In a student bull market the dearth of facilities forced him into bearish activity. Thus, in September 1966, Glassboro admitted 859 freshmen, compared to the 1,300 who came the year before and the self-imposed limitation continued in 1967, when 842 freshmen registered for classes.

At the time of his departure from Glassboro in August 1968, an interviewer asked the outgoing President about the disappointments he had experienced during his 16-year tenure. Replied Dr. Robinson:

> Not many. In fact, our achievements have far exceeded earlier expectations. When I first came to Glassboro, in 1952, I never dreamed that enrollment would exceed our 800 target. How wrong I was! The times helped but so did hard work. But, despite the student growth we have had, I can't truthfully say we have met South Jersey's needs when we have to turn hundreds of qualified students away because of lack of funds to erect new buildings in sufficient numbers. The potential of higher education in South Jersey is tremendous. Failure to meet fully this potential has been my biggest disappointment.[44]

As Dr. Robinson indicated above, "the times and hard work" accounted for the deluge of students inundating the Glassboro campus. In the late 1960s, high school

seniors knocking on the Glassboro entrance door came into the world during the highest birth years in the state's history—the late 1940s and early 1950s. And for various reasons, economic, social and military, a larger proportion than ever before of this student flood tide wanted to enter college. But present too was another reason for the applicant in flux. By the late 1960s Glassboro in full measure was collecting dividends from its goodwill policy vis-à-vis South Jersey school districts. Out of respect and fondness for the College, high schools increasingly set their graduating seniors on the path that led to Glassboro.

Despite the fact that it had more applicants than it could handle, Glassboro was in no mood to sever the ties that bound it to the public schools. Cooperative projects begun in the 1950s continued into the 1960s. Thus, in the spring of 1968, school superintendents, high school principals and guidance counselors attended Glassboro's South Jersey Schoolmen Institute for the 16th consecutive year. The County School Superintendents Council in 1968 was still advising the College as it had back in 1953 and these same public school administrators continued to occupy prominent platform seats at Commencement time, with many of them still singled out for the receipt of honorary citations or doctorates. To maintain the close liaison between Glassboro and the public schools, college administrators maintained the practice of attending the monthly county superintendents' round table sessions. The blending process deepened with scores of public school organizations meeting each year on campus. In turn the Glassboro staff continued and even stepped up their visitations to school districts. For example, in 1965, 64 faculty members shared their expertise with school districts through the media of speeches and the Curriculum Development Council in its highly organized way sought to improve public school curricular programs.

Primarily responsible for this chemical interaction between the College and the public schools was Thomas Robinson. With the onset of increased high school applicants, some may have wondered why he insisted on retaining such a close association with the schools. Why continue the policy with such deep fervor when the recruitment problem of the 1950s had apparently solved itself? The answer was simple. Dr. Robinson in years of plenty was not disposed to part company with friends who had been bulwarks of strength in the lean enrollment years of the 1950s. More to the point, he retained and expanded the policy, because he believed in it philosophically. If someone wanted to break the "golden chain" that bound the College and the public schools together, it would not be Thomas Robinson.

Thus the notes in the public school goodwill bank, combined with record-breaking high school graduating classes, solved Glassboro's enrollment problem from a recruitment standpoint. From 1960 to 1965, full-time enrollment jumped from 1,410 to 3,205, representing a growth rate greater than any of the other five state colleges.[45] But enrollment expansion of this magnitude produced ominous readings on the Glassboro seismograph whose pointers indicated tremors in the college structure. In its efforts to accommodate the student influx, Glassboro was in danger of outstripping its facilities. In 1966 Dr. Robinson pointed to the telltale warning signals. Classroom space was at a premium with the registrar's office forced

to schedule classes in dormitory recreational rooms, clubrooms in Memorial Hall, student and faculty lounges and any other conceivable locations available. Faculty offices were in short supply, so much so that the College could satisfactorily provide 185 spaces for a staff of 268. Dining facilities were woefully inadequate as 2,850 students ate their meals in structures designed to take care of 900. Glassboro's commuter enrollment, 57% of the total in 1965–1966, had no place of its own to relax between classes.[46] But it was the housing situation that Dr. Robinson viewed with the greatest trepidation. In August 1965, he placed Glassboro's housing crisis before the faculty in all of its starkness:

> Our dormitories are built to house 585 students. We have 757 scheduled to enter them, an overload of 30%. The overload is being handled by placing three students in rooms designed for two, a dangerous and friction-laden procedure. Aggravating the situation is the fact that almost 900 students will have to live in town housing in a town never designed for such absorption.[47]

With the absence of additional dormitory space, the housing crisis grew worse. In 1965 Dr. Robinson, faced with an impossible situation, reluctantly acquiesced to a recommendation made by his housing administrators, when he agreed to permit senior students to live in apartments in Glassboro and neighboring communities. The year 1967 found 221 seniors residing in this kind of dwelling, not at all displeased with freedom from curfew hours experienced by their dormitory-based colleagues. In due course, however, the College discovered that the price tag attached to its enforced display of permissiveness came rather high, when a few apartment-dwelling seniors abused their liberation from dormitory restrictions. A "wild" party on a weekend, for example, incurred the wrath of neighbors and the subsequent suspension of three offending students.[48] At another time three seniors were arrested and later suspended for using marijuana in their apartment.[49] On at least two other occasions, students were suspended and later expelled from College for "improper conduct" in town apartments.[50] Compared with the total number of apartment dwellers, the number of offending students was fortunately small, a fact that brought scant consolation to administrative personnel confronted with the task of investigating incidents which led to suspension or expulsion. Few college officials relished playing roles far better suited to FBI agents.

For Glassboro, state recognition and action on its expansion woes came too little and too late. True, in November 1964, the voters approved another College Building Bond Issue from which about $3 million was earmarked for Glassboro to construct another dormitory, an arts building and an addition to Savitz Library. As in other times, however, Glassboro fretted at the inertia displayed in translating the bond issue monies into actual buildings. Not until May 12, 1966, were bids approved and not until the summer of that year did workmen begin construction operations.[51] On September 9, 1967, the 500-bed Mimosa dormitory costing $1,226,460 opened for freshmen women, but a tight construction schedule made for something less than a gala opening. A student onlooker described the attendant confusion:

> By Saturday, September 9, Mimosa was complete; it had walls, a roof, floors and rooms. Inside, however, was quite another matter. Pipes showed where ceiling tiles were missing; cement stairs awaited unlaid tiles; closets were missing in some cases. Beds were lacking and scraps of material were everywhere.[52]

Forty student volunteers responded to Dean Broomall's pleas for last-minute help. In the emergency they cheerfully moved mattresses into the buildings, cleaned the rooms and generally made the structure livable for 500 freshmen women residents. Opened for business at the same time as Mimosa Hall was the Westby Arts Building, costing $1,091,089. Its 20 classrooms and additional faculty offices were windfalls for hard-pressed schedule makers and for faculty members of the Fine and Industrial Arts departments. Faced with no pressure of a September opening deadline, construction on the Savitz Library's third-floor addition proceeded at a more leisurely pace. Not until September 1, 1968, was this facility fully operative. Its advent on the Glassboro scene provided increased library stack space for 250,000 volumes and seating stations for 1,000 students.

These three new building projects were, of course, welcome additions to the Glassboro campus, but their coming did not begin to solve the College's expansion needs. For one thing, considering the pressing need for more facilities, they took too long to build. From 1964 to 1967 seemed too lengthy a waiting period to administrators who longed for immediate building relief. Clearly, emergency stopgap projects would have to be undertaken. It was this decision that propelled Glassboro into the local real estate field. Thus it was as early as 1965 that Dr. Robinson prodded his administrative staff into searching in the immediate campus area for private homes and business dwellings which might be purchased or rented for faculty offices and classrooms. By 1967 this effort had met with a measure of success, for, in that year, a number of private dwellings were being used for college purposes: the Girard Building for student teaching and adult education; the Clayton House on Carpenter Street for Education Department faculty offices; the Esgro property, now called Gateway Hall, for faculty offices and classrooms; the Ridge Market for offices and class rooms; a former ladies dress shop for classroom space; and two Route 322 private homes, which were converted into faculty offices for the English and Special Education Departments. Finally, the handsome, large Jentsch home, in 1968, became the administrative center for the Alumni Association as well as a gracious meeting place for college-sponsored conferences.

The venture into local real estate, combined with the additional facilities available in the Westby Arts building, helped ease, temporarily at least, shortages in faculty offices and classrooms. But the opening of Mimosa Hall dormitory proved merely a palliative for curing the housing pains. In 1967, when the new dormitory was opened, Glassboro was still forced to meet its housing needs by placing 800 students in town homes and apartments.

On occasion Dr. Robinson chafed at the state's hesitancy in adopting imaginative, albeit unorthodox measures to meet emergency situations, a proposal, for example, similar to the one he suggested in 1965. At that time the College President and a

Glassboro financier experienced in constructing large apartment complexes, had ironed out details on a plan to build 10 dormitories, each housing 100 students. The Glassboro financier agreed to construct the buildings and charge students the same fees dormitory residents at the College paid. Student payments in 30 years were expected to liquidate the mortgages, after which time the structures would become state property.[53] Despite the plan's attractiveness and simplicity, state officials vetoed the idea in a manner a Soviet delegate to the United Nations would have admired. Perhaps the proposal was too audacious, too unorthodox. Whatever the reason, the refusal left Glassboro with the frustrating housing problem on its hands.

State reluctance to move quickly, however, did not cause Glassboro to sulk nor sit on its hands and do nothing about its housing problem. On August 19, 1966, Dr. Robinson released a long-range, growth-pattern study, outlining in detail projected enrollments, needed buildings and cost estimates for the additional structures. It was a bold plan calling upon the state to finance a building program costing $41.6 million, enough to enable Glassboro to expand comfortably to a full-time enrollment of 10,500 by 1973–1974. To soothe state nerves dismayed at the cost, Dr. Robinson pointed out that $27.3 million or two-thirds of the required revenue for dormitories, student union building and dining facilities would be of a self-liquidating nature carried by student fees paid into the newly created Educational Facilities Authority. Additional classroom buildings and specialized structures would total $14.3 million to be financed by legislative appropriation or bond issues.[54]

Knowing the fragileness of the New Jersey state revenue system, Glassboro held few illusions on the reception its long-range plan would receive in Trenton. But hopes soared a short time later with the possibility that at least a portion of the dream might come true. Governor Richard J. Hughes, his spirits lifted by the passage in 1966 of the lucrative General Sales Tax, sent word that he planned to recommend that a sizable portion of the new revenue be used to construct additional buildings on state college campuses.[55] On the strength of this development, Glassboro administrators, faculty and students immediately organized building committees. Hence, they were ready for action in November 1966, when the state approved the construction of a music building costing $2.5 million.[56] Two months later Glassboro received permission to proceed with plans for building a college center with a $3.5 million price tag.[57] And a short time later the Educational Facilities Authority authorized the construction of a 500-bed, six-story dormitory.[58] Glassboro's hopes were high enough to warrant optimistic predictions that these structures would be fully operative by 1969.[59] But these forecasts proved about as accurate as those made by the pollsters in the Truman-Dewey election of 1948. In July 1967, a new governing body took over control of the state colleges and one of its early decisions was to place a moratorium on planning for the new buildings. Virtually completed plans would have to be held in abeyance, awaiting future decisions by the new management.

Faculty and Curricular Developments

Along with the growth in the student body, of course, came a sharp increase in faculty ranks. In 1962–1963 Glassboro's teaching stations were manned by

144 faculty members; by 1967–1968 the number had leaped to 278 for a 93% gain. During the same period the administrative staff took a 75% jump, climbing from 24 to 42 members. Overall, Glassboro in 1967–1968 had a professional staff numbering 320 compared with 168 five years previously. Here the gain was 90%. As the College was experiencing staff increases of this magnitude, its full-time enrollment accelerated at a slower rate, from 2,116 students, in 1962–1963 to 3,529 in 1967–1968, a two-thirds increment.

Emerging from this welter of statistics was one salient conclusion. The state may have marched at a slow-time cadence in providing building facilities for a fast-growing college, but it accelerated to a quick-time pace in financing needed staff members. Obviously the Legislature was more than willing to supply the revenue to finance added staff and at a rate faster than enrollment growth. In the late 1960s Glassboro employment officials each year were doing a landslide business, hiring new faculty members in numbers never thought possible in the 1950s. In 1964–1965 alone, 60 new professional staff members came on the College payroll and the number in 1967–1968 was about the same. In fact, Glassboro's additional faculty in 1964–1965 was 70% greater than the total 35-member staff which in 1952 welcomed Dr. Robinson to Glassboro.

In 1963–1964 the College was the beneficiary of another display of state largess, when the names of young people with the title "graduate assistant" were first listed in the Glassboro catalogue. Two of Glassboro's own, Karen Lautenschlaeger and Richard Smith, were pioneers in an innovation which caught hold and grew until 18 graduate assistants were on the 1967–1968 staff. These paraprofessional faculty members were granted free tuition for master's degree courses and $2,000 annually for working 20 hours weekly at a variety of tasks which lightened departmental member staff loads. Among their contributions were: assisting in the Reading Clinic and Campus School, tutoring college students in the Writing Clinic, serving as assistants in science laboratories, working in the Admissions Office and acting as dormitory proctors. Their one off-limit activity was teaching college classes, for Glassboro had no intention of employing faculty members at cut-rate prices to teach large classes of freshmen students, a familiar practice in large universities. At the outset, Glassboro authorities probably did not anticipate one outcome of the program, namely that this corps of graduate assistants would eventually serve as a training camp for future faculty members. Within a five-year period, nine of these assistants proved that they had the qualifications to be called up into the faculty big league as full-time, professional staff members.

The Robinson later years were marked by other important faculty developments. In 1963–1964, for example, the merit salary increment policy came on the scene. Applied to professors and associate professors, this was a device which for meritorious service granted selected recipients an added salary increase beyond the normal increments. In effect, merit increments extended the salary ranges to higher maxima.[60] Sabbatical leaves, a long-time faculty goal, came in 1965–1966, with Dr. William Pitt gaining the distinction of becoming the first instructor to go on leave. From his off-campus labors came *Mr. Chairman, Point of Order,* a lively, imaginative book on parliamentary procedures. Perhaps the most satisfying

faculty development arrived in 1967–1968 when staff members, examining their schedule cards, discovered that they would be carrying a 12-hour teaching load instead of the former 15-hour weekly assignment. And, in 1967–1968, anticipating changes stemming from the recently enacted Higher Education Law, the Glassboro faculty selected a Governance Committee whose principal task was to organize a Faculty Senate.

Other faculty-related events crowded themselves into the big picture and some were painted in somber hues. In June 1964, the ebullient Parthenia Vandermark retired after 35 years of Glassboro service. She was the last of the Savitz-appointed instructors of the 1920s; her going brought back poignant memories of a smaller, less complex College. During the first week of September 1964, fate dealt Glassboro a cruel, double blow, when on September 4, Registrar Loriot Bozorth died and five days later Director of Student Teaching Lloyd Manwiller passed away. These were grievous losses to a fast-growing college, for both were young, vital men possessed with drive and bright, cheerful personalities. More than anyone else, Dr. Robinson caught the prevailing campus mood in his eulogy to the departed:

> Uncomplaining, indefatigable and ever willing to meet educational needs, you have been the center of all we have achieved in recent years. You have always placed college welfare above self-interest. In your minds, difficulties existed only as challenges to be overcome. Your principles were always built around human needs and desires. Glassboro owes you a tremendous debt of gratitude.[61]

Indeed, Glassboro had lost two of its best, but, as the years flowed into the late 1960s, others picked up the baton in Glassboro's race to excellence. Faculty achievements were impressive. Several come readily to mind: Stephen Moldovanyi's spectacular Indoor Games, Carl Neinstedt's getting a workable system of academic guidance underway, Edwin Avril's original musical compositions written for dramatic productions, Birger Myksvoll's quiet yet effective leadership in Glassboro's first student Foreign Exchange and European Study Programs, Richard Hilts' inauguration of the Summer Music Camp, Michael Kelly's summer theater extravaganzas, George Geng's leadership in getting the World Education Program underway, nationally renowned Harold Benjamin's and Nila Banton Smith's entrance onto the Glassboro stage as distinguished professors in more than name only and the growth and recognition of adult education under the guidance of Livingston Cross.

Important also were the growing-edge activities in the quiet of the college classrooms. Recalled are Samuel Duryee's pioneering experiment in developing student creative writing skills; Albert Shaw's independent study venture; Lawrence Conrad's leadership in organizing and guiding courses which cut across the academic disciplines and Albert Jenkins' and Charles Green's original research activities in chemistry and genetics.

And there were those faculty members who extended Glassboro's reach and renown to the outer world. In this category was Bertram Greenspan, Glassboro's

violin virtuoso who, in September 1963, gave a concert at New York's famed Carnegie Hall. Clarence Miller's Concert Choir, in 1965, added luster to the Glassboro image, when it was invited to sing at Ohio's Mount Union College and later at an Easter program held at the Rotunda of Washington's Capitol Building. Three years later a national musical publishing company selected the Concert Choir as its choice for recording choral music on record disks. In 1968 Eugene Vivian brought recognition to the College when the National Wildlife Federation named him "National Conservationist of the Year 1967." A few months later Michael Briglia got Glassboro in the national news press on the occasion of his being selected as small-college Coach of the Year.

In the spring of 1968, during Dr. Robinson's last months in office, the newly-installed Board of Trustees invited educators from prestigious colleges and universities to take a close look at Glassboro's academic programs. In summing up their findings, they declared, "We found morale, dedication to Glassboro and the Glassboro student, plus staff preparation to be high. Leadership by the department chairmen is a significant strength."[62] Nothing we have discovered concerning the Glassboro faculty of the late 1960s causes us to quarrel with this assessment.

Vying with faculty developments in the middle and late 1960s were the changes made in the Glassboro curricular structure. Until 1956 the College had administered three curriculums, all geared to produce elementary school teachers. After 1956, Glassboro branched out into the secondary-preparation field, adding between the years 1956 to 1963 eight new curriculums and the growth tempo continued throughout Dr. Robinson's final years in office. From 1964 to 1967, nine more programs made their debut: Special Education and Women's Health and Physical Education in 1964; Home Economics, Industrial Arts, Men's Health and Physical Education and Liberal Arts in 1966; and Foreign Languages, Speech Arts and Dramatics and Teacher Librarian in 1967. By 1967–1968, therefore, Glassboro's annual catalogue listed 20 curricular programs.

These newcomers wrought a major transformation in the total curricular makeup. In effect, they swung the pendulum from a point that had Glassboro preparing elementary teachers exclusively to a position where it was preparing elementary and secondary teachers in virtually equal numbers. The Registrar's enrollment breakdown for 1967–1968 bears testimony to the more balanced trend. In that year 1,773 students, exactly 50% of the total enrollment, were secondary-school-bound, while 1,688 constituting 48% of the students, were headed toward elementary school teaching positions. Trailing far behind in third place were 68 registrants signed up for the Liberal Arts Program.[63] It was evident that when Thomas Robinson left Glassboro, in 1968, it was no longer a South Jersey college whose sole function was to produce elementary school teachers.

Responsible for much of the curricular gains was Dean Stanton Langworthy's Curriculum Committee. Before 1963 this committee had submitted its name for inclusion in the *Faculty Handbook* and this was about the extent of its activity. Rarely did it meet, let alone make decisions, but, after Dr. Langworthy took over as chairman, the Curriculum Committee became a hard-working, influential policy-making body. It met frequently and regularly, often in long, four-hour

sessions at the Dean's home. It studied, questioned, debated and passed judgment upon curriculum proposals placed before it by the college departments. It approved or disapproved individual courses sought by department or individual faculty members. And it also somehow found time to revamp, in 1966, the basic curricular structure built in 1956. In his annual report for 1966, Dr. Langworthy described the fundamental changes made by his Committee:

> After 10 years under a statewide curriculum pattern, the college attempted major revisions within the pattern. Changes were designed to bring the programs more closely into line with changes in teacher education and public education in the past 10 years. Major modifications caused an increase in emphasis on academic work for elementary and secondary majors, a reduction of and greater integration of professional education with field experience and great flexibility in the alternatives offered students. More stress, for example, was placed upon waiver possibilities, more electives and independent study. The new program will take effect in 1967–1968.[64]

It was in the mid-1960s, too, that the graduate program came alive with a growth spurt like the population explosion in post-World War II suburbia. From 1950 to 1963 Glassboro had limped along with its three original graduate curriculums. Throughout the late 1950s and early 1960s college authorities had besieged the State Department of Education, vainly seeking approval for carefully devised new graduate programs they felt justified by student demand and available facilities and staff. For the most part their entreaties met with a stony silence. At best the responses were as noncommittal as replies handed out by a Pentagon officer at a press conference.

But, in 1964, the bureaucratic dam broke and the State Department, for some unknown reasons, finally approved seven new graduate curriculums at Glassboro. From that point on, Glassboro, with the sympathetic aid of newly installed Assistant Commissioner of Higher Education Michael Gilligan, had little trouble in gaining approval for additional graduate programs. By 1967, Director of Graduate Studies John Dwyer was effectively administering a graduate program consisting of 24 curriculums. An expansion of this nature meant, of course, that the Glassboro graduate program no longer inched along at a Lilliputian pace. In 1962–1963, for example, 487 students were enrolled in 42 graduate courses. Five years later the number had leaped to 3,481 taking 252 graduate courses.[65]

Glassboro Students in the Age of Aquarius

The middle and especially the late 1960s have been termed the Age of Aquarius, a period of rebellion and of crises on American college and university campuses. It was a time when Establishment-despising students invaded and seized college buildings, held deans captive, pillaged and destroyed college records, burned and bombed college buildings, desecrated the American flag and shouted down speakers with opposing viewpoints. It was a time of direct action, of confrontation.[66]

Fortunately Glassboro escaped becoming a battleground. No Student for Democratic Action (SDA) chapters were on campus and absent, too, was any

student leader even remotely resembling Mark Rudd. Indeed, Glassboro student actions in those turbulent years seemed light years distant from what was happening in the violent confrontation arena. Recalled are a number of simple, unselfish acts which made for a better College and, in their small way, even for a better world. Carole Esposito, a "Miss Glassboro" winner, contributed her $150 prize money to the handicapped children cause. Six Glassboro young men volunteered their services to perform household chores for an elderly couple after the husband suffered a heart attack. An entire freshman class carried out Project Santa at Christmas time, collecting and distributing toys, food and money to hospitals, orphanages and needy families. Thirty-five student volunteers used their budding professional skills in maintaining a varied schedule of educational and recreational activities for the benefit of black children in Glassboro's Elsmere section. The sophomore class, with a financial assist from the Alumni Association, sponsored a two-day carnival, transporting 400 underprivileged children to the campus to enjoy fun and food. Kappa Delta Pi financially underwrote the education of a Hopi Indian boy. Honorary fraternity Gamma Tau Sigma entertained and enlightened hundreds of parents while their offspring were taking freshman entrance examinations. And, taking time out from its debating activities, the Student Government Association dug into its financial resources to vote funds for Glassboro's impressive Christmas-tree lighting festivities on the College Green. It also supplied monies to buy for college off-campus activities a 41-seat bus costing $25,000, besides purchasing a football scoreboard.

These were the acts of a segment of the Glassboro student community in the Age of Aquarius, evidences of compassion, concern and commitment to others. Not all Glassboro students were as overtly altruistic, but, on the other hand, anyone who was at the ground-floor level of student activities can testify that few, if any, students had a desire to tear the campus apart over the Vietnam draft and the civil rights controversies. Were Glassboro students insensitive to the volatile issues that were converting other campuses into battlefields? Of course not. They read the news sections of the daily papers as well as the comics and they watched television documentaries on Vietnam as well as "Gunsmoke." They listened to faculty members debate the Vietnam war. They attended Social Studies Department lecture programs carrying the titles: "What's Wrong with America?", "Current Controversial Issues" and "Heritage of the Negroes." They attended meetings on civil rights, especially Whitney Young's lecture pleading for better communications between blacks and whites and an end to bigotry and racism in all forms.

Certainly Glassboro students were concerned with the Indochina nightmare. They bled when stabbed by news of increased draft calls and thoughts of serving in bloody Vietnam. One had only to have taught seniors or talked to them in the Co-op or in the, quiet of faculty offices to understand their forebodings on an uncertain future. Yet a sizable number of students clearly differentiated between their personal feelings to an unpopular war and the plight of the boys who were already fighting it. Glassboro students did not ignore nor forget them. Thus 50 Glassboro coeds corresponded regularly with sailors manning battle stations on the carrier U.S.S. Enterprise cruising off the Indochina coast. In the middle of

Anti-Draft Week, December 1967, 250 Glassboro males set off for Fort Dix burdened with a huge 6' x 8' Christmas card message containing 2,000 student signatures—destination Vietnam. Three months later busloads of Glassboro entertainers traveled to the Philadelphia Naval Hospital to bring cheer and comfort to wounded veterans.

And Glassboro students made known their feelings on other vital issues. As previously noted, they took their talents and skills to Glassboro's Elsmere section to brighten the lives of black children. They encouraged and applauded the college administration with its policy to remove from the approved town housing lists local families who refused to rent rooms to black applicants. On the occasion of Martin Luther King's assassination, 54 students, overwhelmingly white, fasted and maintained an all-day vigil, culminating in a candlelight march around the campus. Finally, 14 busloads of Glassboro students in 1968 were Trenton-bound to join 2,000 other state college colleagues in an effort to persuade legislators and Governor Hughes that it was time to make good on campaign promises of increased financial support for higher education. Dramatizing their cause, over 500 students, many of them Glassboroites, conducted a peaceful march through Trenton.

Significantly, the march was reported as peaceful. Glassboro students, in the fiery Age of Aquarius, simply refused to assume a militant stance on the overriding issues that tormented the academic world. A few faculty members puzzled over this low-key approach, wondered why Glassboroites were so different from California students. One instructor ventured the opinion that, "Most people at Glassboro appear to be the brand of people labeled DRTB, ('Don't rock the boat'). They avoid taking a stand on anything."[67] Perhaps this indictment was unduly harsh. If refusing to take a stand by militant and violent means was meant, the professor was right in his assessment. But, if responding and reacting peacefully were tantamount to standing up to the issues, then the professor's charge would have a difficult time in a legal court room. One has the feeling that the Glassboro approach to the big issues of the late 1960s placed its students squarely in the mainstream of thinking in colleges and universities throughout the land.[68]

Actually, what were the Glassboro student beliefs on the political personalities and issues which, in the Age of Aquarius, clamored for attention? For a partial answer we are indebted to a poll that Time magazine, in 1968, took of 842 Glassboro students. The results showed that they overwhelmingly favored Eugene McCarthy for President of the United States, with Robert Kennedy and Nelson Rockefeller, trailing far behind in second and third places respectively. On future military action in Vietnam, a decided majority favored a phased American withdrawal, followed by a smaller number split down the middle between calling for an immediate withdrawal or making an all-out military effort to win the war. On the issue of bombing North Vietnam, it was virtually a dead heat, with a sizable number of students leaning toward a temporary cessation of bombing, while an equal number favored a permanent halt. Far fewer respondents approved the bombing tempo that had been in effect before President Johnson, in March 1968, called a halt to the bombing of North Vietnam.[69] What did the results indicate?

Clearly, Glassboro students leaned politically to the liberal point of view, but attitudes on the Vietnam War were not as clear-cut. If anything, however, the Glassboro students seemed to be more dovish than hawkish in possible steps to end the war.

During the Age of Aquarius, Vietnam and the draft were not the sole Glassboro student concerns. In the governance of the College, the rallying cry of "student rights" was heard, with student government leaders and the crusading *Whit* striving to translate the slogan into reality. Unfortunately for them, the troops seemed reluctant to respond to the trumpet calls for action. In October 1967, for example, Student Government President Robert Loughran called a student rights rally "… to ascertain student opinion on topics that pertain to student rights and to inform the students of issues open to their grievances."[70] The eight students who appeared were outnumbered by the student senators present. Concluded an unhappy Mr. Loughran, "They just don't seem to care."[71] Six months later 250 students answered a similar call. Sitting on the College Green they discussed the perennial college frustrations: parking headaches, eating problems in the cafeterias and dormitory housing gripes. This was the 1968 version of student rights rally, a far cry from the explosion that rocked the Columbia University campus.

How to account for this reluctance to spring to the barricades? Definitive answers are difficult. Probably they await a scholarly in-depth study of Glassboro student backgrounds, economic, social and psychological. But one immediate, partial explanation might have been the administration's determination to keep the communication door wide open. Certainly, Dr. Robinson's office door was always open to both student leaders and individual students and a riffling through his voluminous correspondence brings to light a considerable volume of personal correspondence with students. Present, too, were structured programs to keep the communication channels clear. In the middle 1960s, for example, four times each year all of the classes met at student assemblies, a real achievement in a college numbering 3,000. Here were discussed topics relevant to student interests and concerns.[72] It was in these years also that President Robinson somehow took the time to meet weekly with selected student groups in seminar-like sessions called "Meet the President." At these gatherings Dr. Robinson and students exchanged ideas on how to make Glassboro a more effective college.[73] Thus it was, in the turbulent Age of Aquarius, that Glassboro students, shunning confrontation tactics, preferred to follow the Prophet Isaiah's advice to sit down and reason together.

Some Lighter Moments

Fortunately, Vietnam, the draft and student rights—all emotion-draining concerns—were not the only interests that occupied students' attention. They had their lighter moments and many were spent participating in a growing sports program.

Expansion in athletics paralleled the growth taking place in other facets of college life. In the men's varsity program, football, wrestling and swimming joined the already established basketball, baseball, tennis, soccer, golf and cross country teams to round out a program whose only conspicuous absentee was a track squad. Joining the sports expansion movement was the revival, after a 25-year lapse, of

women's varsity teams. Glassboro coeds began pitting their skills in basketball, field hockey, swimming, tennis and lacrosse against opponents in other colleges. For those whose prowess did not measure up to varsity caliber, there was always the opportunity to participate in a flourishing intramural program. Under the leadership of Stephan Moldovanyi, for example, men's intramural teams in a few years grew from a six- to an 18-team enterprise accompanied by tournaments and awards to winning teams.

Looming large in the Glassboro sports scene of the mid-1960s was the return in 1964 of varsity football competition. Not since 1950 had students seen a Glassboro football team in action. In 1963, student leaders laid before Dr. Robinson the results of a college poll showing that 93% of the student body wanted football back even though it meant a $5 hike in student activity fees.[74] What college President could withstand unanimity of this kind? President Robinson could not; neither did he want to.

Called to coach the football squad was Richard Wackar, the man who had raised basketball to heights never before reached in Glassboro's history. Wackar relinquished the basketball reins because football was his first love. Upon taking the new post, he had no illusion that Glassboro, in a few years' time, would be number one in small-college ratings. Realistically, he cautioned, "A football team will not be built overnight. It will take years of work and it will have some bad moments."[75] When Glassboro proceeded to lose its first 19 games, Coach Wackar gained entrance into the major prophets' hall of fame. Not until October 15, 1966, was the losing string snapped by a 7-7 tie with Kutztown State. Two weeks later, the first victory came when Glassboro defeated Frostburg State 21-0. And two seasons later, Glassboro got on the winning side of the ledger with a 5-3 season's record.

It was a long, uphill struggle, but there were moments of compensation along the way. One had to be the loyalty of the Glassboro fans who, throughout the long losing skein, packed the stands cheering the teams on as if they were setting winning records. On October 1964, when Glassboro was playing a powerful, undefeated Montclair State eleven before a jammed-packed Homecoming Day crowd, the fans had plenty to cheer about. In the last minute of play Glassboro scored a touchdown to make the score 21-20 in Montclair's favor. All that was needed for a tie, a big upset and an end to a losing streak was the automatic, one-point place kick. Instead, Coach Wackar courageously went for a two-point option pass and a victory. The gamble backfired, but Glassboro's football team won friends and influenced people. Then there was Captain Lou Ciccone, whose defensive halfback play thrilled the Glassboro fans. A hard-nosed, savage tackler and daring pass interceptor, Captain Lou closed out an illustrious career by winning a second team berth on the Associated Press's Small College All-American squad. Along with Rick Giancola and Joe Lopes, he gained a first-team position on the All Eastern Football Conference team. Coach Wackar summed up Glassboro's feelings on Lou Ciccone, when he noted, "He would be capable of making any team in the country."[76]

Glassboro's football teams did not win many football games, but they won the respect of many people, including their opponents. Rarely did a year go by that Dr. Robinson failed to receive letters from Glassboro's adversaries praising the team

for its fine sportsmanship both on and off the field of play.[77] This, of course, was a characteristic of Wackar-coached teams. The President treasured these letters more than victories. Constantly he urged faculty and students to continue supporting the football team and he set an example for others by attending every home game.[78]

In the late 1960s, the shining lights on the Glassboro sports scene were the baseball teams, who made Glassboro a baseball power, recognized as such throughout the state and the nation. Primarily responsible for this achievement was Coach Michael Briglia, whom Glassboro, in 1963, had enticed away from Cherry Hill High School. After a warm-up season of 8-11, in 1964, the Briglia-coached nines went on in the next six years to win 117 games while losing only 29 for a remarkable .800 victory record. Four times in that time span Glassboro swept through the district and regional tournaments to participate in the Small College World Series at St. Joseph, Missouri. Out in that mid-western city, the Glassboro teams placed third, in 1965; fourth, in 1968; and fourth, again, in 1969. In 1967 the Glassboro boys came closest to going all the way, losing a heart breaker to the New Mexico Highlands in the final series game.

Success of this kind did not come naturally; on the contrary, it stemmed from hours of practice calculated to produce teams that always played heads-up baseball. The Briglia-sponsored baseball clinics, held each year in early March, also accelerated the victory momentum. Attended by over 200 high school coaches, the clinic sessions not only demonstrated proper baseball techniques but also built for Coach Briglia a reservoir of respect among the baseball tutors, who became increasingly disposed to direct talented high school players to Glassboro. Too, the victory habit itself helped assure continued success on the diamond, for high school seniors with baseball ability were not at all adverse to attending a college with a winning reputation.

These years of baseball glory bring back a flood of memories; Kenny Lange, in the 1967 Small College World Series, pulling the iron-man stunt by pitching a 2-1 victory over Occidental College and following 30 minutes later with a 2-1 triumph over Grambling College; in June 1967, 100 Glassboro fans, led by Dr. Robinson, traveling to the Philadelphia Airport to welcome back home the second-best small college team in the nation; Sal Ingemi and Kenny Lange winning small college All-American honors; Denny Lynch slicing hits to left field, running the bases and throwing from the outfield—all in big league style; and Art Collazo and Bobby Worth making the double play with the finesse of big leaguers. Only lack of space precludes recalling many other baseballers whose play made for more interesting watching than going to major league games.

Glassboro basketball teams in the late 1960s did not fare as well as their baseball brethren. After the 1965 season, the basketball team's fortunes dipped to low-victory level. Apparently Glassboro coaches had difficulty matching the 6'6" giants opposing the local players, Not until the early 1970s was newly-appointed Coach Jack Collins able to revive the winning years of the late 1950s. But there were a few bright spots in the basketball picture. In 1964 Jack Collins, Glassboro's future coach, became the fourth Glassboro basketballer to vault the 1,000-point barrier and he was followed two years later by Lou Polisano.

Outside the orbit of the major sports, the late 1960s brought other standout events. In 1965, the golf team won the state college conference championship. One year later, soccer star Alex Stepanow gained a first-team berth on the All New Jersey-Pennsylvania-Delaware team. Ably tutored by Coach John Fox, the tennis team in 1967 won Glassboro's first conference championship and, in 1968, Bob Leh won a NAIA District 31 individual wrestling title.

Other campus happenings gave students opportunities to lift themselves out of the doldrums produced by the Vietnam-draft syndrome. In 1963, for example, they could tune their television sets to WHYY-Channel 12 to watch Glassboro faculty and students perform in eight programs called, "So You Want to Go to College." Three years later on the same channel, they had a chance to observe English Department member Richard Mitchell give 68 performances on the short story, poetry and English technical grammar. And, in 1964, they had their first opportunity to listen to radio broadcasts emanating from Glassboro's own station, WGLS-FM. From this communication source students listened to news, interviews, panel discussions and musical recordings. Too, they could follow the play-by-play fortunes of Glassboro athletic teams in games played at home and on the road.

For students with a cultural bent, the English Department still offered the foreign film series and its masterpieces of great literature programs. Michael Kelley's Campus Players provided a rich diet of dramatic productions. Available on the cultural program were Art Department exhibits and lecture series, while the Music Department contributed concerts, recitals and even an opera or two. And, to keep abreast of the fast-moving social issues of the 1960s, students had ample opportunities to make their way to the Social Studies Department's lecture series.

To supplement the home-grown brand of cultural opportunities was the chance to enjoy a galaxy of talent brought from outside the campus. Thus luminaries with the stature of Louis Untermeyer, Ogden Nash, Hal Holbrook, Will Greer, Vance Packard, Drew Pearson, Donald Barnhouse and Whitney Young came to enlighten and entertain Glassboro students. For sports hero worshippers, Robin Roberts, Benny Bengough and Pete Retzlaff stopped off to describe lively anecdotes of their diamond and gridiron salad years. And it was in the late 1960s that Glassboro students—3,000 strong—flocked to the Esbjornson Gymnasium to see and listen to household names in the musical world: the Serendipity Singers, Sammy Kaye's orchestra, the Temptations, Ramsey Clark Trio, the Lettermen, Dionne Warwick and the U.S. Navy Band.

The Main Events

All these happenings, however, were preliminary events to the main attractions that, in 1967 and 1968, took place on the Glassboro campus. On June 22, 1967, at 6:40 p.m., NBC's Huntley-Brinkley newscast was interrupted and switched to Washington, where an announcer calmly said, "At eleven o'clock tomorrow morning, President Johnson and Soviet Premier Aleksei Kosygin will hold a Summit meeting at Glassboro State Teachers [sic.] College in New Jersey."[79] Two minutes later Dr. Robinson's telephone rang. The caller was a former dean, who limited his conversation to one question, "Tom, how are you going to take care of President

Premier Aleksei Kosygin and President Lyndon B. Johnson reporting to the news media at the conclusion of their historic meeting outside of Holly Bush. The date was June 23, 1967.

Johnson and Premier Kosygin ?"[80] These were the first words the Glassboro President received telling him that, in 16 hours, he would be hosting the leaders of the world's two superpowers. Rarely, if ever, had a college had to do so much in so little time.

Throughout the night and early morning hours, Glassboro personnel, with a big assist from federal and state officials, converted the Holly Bush Presidential Mansion, where President Johnson and Premier Kosygin were scheduled to confer, into a diplomatic meeting place; readied dormitories for state police, secret service agents and reporters; transformed Esbjornson Gymnasium into a giant press center for over 1,000 reporters; and turned the Administration Building into a command center for Governor Hughes and his staff, state police and federal security officials. By 11 a.m. Friday morning, June 23, everything was ready with the exception of the television arrangements. Technicians were having difficulty transmitting signals from the Glassboro-based tower to reception points in Philadelphia, but fortunately for them, Premier Kosygin was late in arriving. His penchant for sightseeing from his limousine traveling south on the New Jersey Turnpike delayed his arrival until 11:20 a.m. Two minutes before he shook hands with Lyndon Johnson in front of the Holly Bush Mansion, Bell Telephone Vice President and television expert Jean Felder yelled, "We've got a picture."[81] It was with profound relief that Mr. Felder on television saw and heard Mr. Kosygin shake hands with President Johnson, while remarking, "You have chosen a beautiful place."[82]

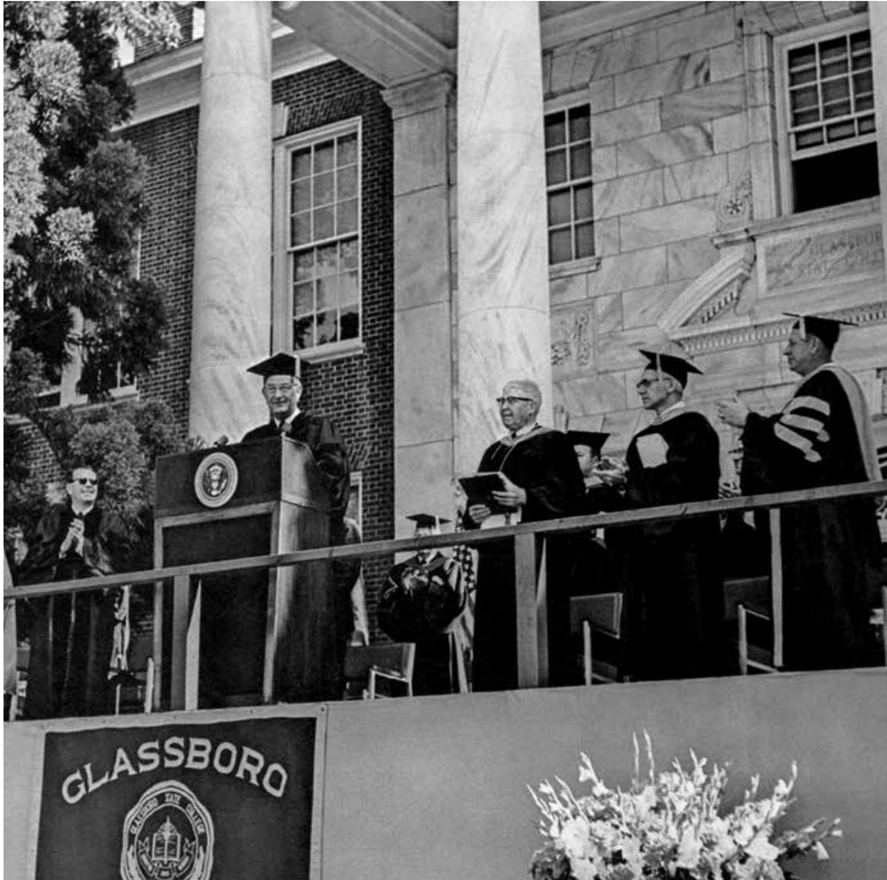
The leaders of the two superpowers closeted themselves in Dr. Robinson's small library for five hours, three hours longer than the gloomy press pundits had predicted. After the meeting President Johnson spoke briefly to the dense crowd gathered on Whitney Avenue. These were patient folks who had maintained an all-day vigil eagerly awaiting word that, in the 19-century dwelling in front of them, the roadblocks in the road leading to the peaceful world had come tumbling down. The President offered them no solid news, but he did raise hopes to a high pitch when he informed the crowd that, because the conversations had gone so well inside of Holly Bush, he and Premier Kosygin had invited themselves back for another talk session on Sunday.

Glassboro officials used Saturday, the interim day, to improve upon the preparations which had been made for the first meeting. The Holly Bush Mansion was made still more presentable. The Bell Telephone Company enlarged its communications facilities and television arrangements were stepped up to spread the Glassboro Summit story to 500 million people in 25 countries.

On Sunday, July 25, the two world leaders came back to Glassboro to spend another five hours in face-to-face dialogue. Following the conversations they again addressed the Whitney Avenue crowd, once more refraining from divulging agenda topics or agreements. But both had words of praise for Glassboro and its role in the proceedings. Said President Johnson, "You good people of Glassboro have done your part to help make this a significant and historic meeting."[83] The Soviet leader was also laudatory in his praise but slightly more expansive. On a farewell note, Mr. Kosygin reported to the waiting crowd:

> I would first of all wish to thank all the citizens of Glassboro, the Governor and the President of the College for having created a very good atmosphere for the talks that we were able to have with your President. I think altogether we've spent and worked here about eight or nine hours and we've become accustomed to the place and we like the town. We think the people of Glassboro are very good people. We've been favorably impressed with the time we've spent here.[84]

Along with the state police, secret service men, reporters and communications experts, the captains and the kings departed—heads of state, cabinet members and diplomats. Subsequent cold and hot war developments consigned the Holly Bush Summit to a footnote in the history books, but Glassboro's disappointment was softened by the world-wide respect the College now commanded. Encomiums from the world's press poured out in great profusion. A *Pravda* correspondent wrote, "This is a beautiful place; you are hardworking people with a soul."[85] From the prestigious New York Times came, "The setting for the meetings could not have been better."[86] Commented a Los Angeles *Times* reporter, "If the State Department planners had had months to choose a site for the first meeting of Kosygin and Johnson, which they didn't, they could not have picked a more American town."[87] Perhaps the most gratifying and perspicacious accolade came from the pen of the *Philadelphia Bulletin*'s Henry C. Toland, who



President Lyndon B. Johnson greeting crowd of 12,000 persons at June 4, 1968 Commencement exercises.

wrote, “Glassboro, after being given a mere 16-hour notice, rose to the occasion like the Israeli tank corps.”[88]

Not many colleges have ever received such favorable reviews of their performances under fire and from the most critical of reviewers—the working press from all parts of the world. Indeed, Glassboro had taken the stiffest of tests and had come through with the highest of performance ratings. In a real sense the excellent grades stemmed from the kind of college Thomas Robinson, in 15 years, had built at Glassboro. On hand, for example, was a staff accustomed to produce in emergencies. Heroes were many: Dr. Robinson, whose behavior under pressure radiated the feeling that handling Summits was just another challenge to master; Business Manager Walter Campbell, Glassboro’s coordinator of Summit activities; Public Relations Director Donald Bagin, who, with aplomb and the shortest of advance notices, met the insatiable needs of over 1,000 news reporters—national and worldwide; Supervisor of Dormitories Helen Rodgers; Deans Stanton Langworthy

and Ward Broomall; Maintenance Directors Otto Cassady and Victor Fowler; and faculty members who labored throughout the Summit Weekend with no thought of extra pay for extra work.

Almost a year later, Glassboro returned to the world spotlight, a magnet once more that attracted helicopters, television cameras, secret service men and hundreds of newsmen. The attraction was Lyndon B. Johnson, who was taking a sentimental journey back to Glassboro, this time as the principal Commencement Day speaker. June 4, 1968, was the date and it marked Glassboro's most memorable graduation exercise.

It was an unforgettable occasion for a number of reasons. The weatherman cooperated fully, giving Glassboro a sunny day with low humidity and a comfortable temperature of 75 degrees. And never in its 45-year history had a Glassboro commencement been honored with a governor's presence, but, on this occasion, sitting on the platform were both a Governor and the President of the United States. Stretched out in front of them on the College Green was a huge crowd of 12,000 people, a portion of them sitting in row upon row of chairs, while hundreds of other spectators stood in mass formations stretching back to the railroad tracks on Whitney Avenue. Seated in the dense crowd were 1,056 students, attired in caps and gowns, waiting to receive their degrees. Never before had Glassboro awarded as many. The timing could not have been better.

The graduation program itself moved along without a hitch of any kind. President Johnson delivered a thought-provoking, major foreign policy address, followed by Governor Hughes' speech calling for the state's citizens to support him in his efforts to expand higher education. But somehow the dominant figure in the proceedings seemed to be Glassboro's own President, who, under the guns of television cameras, moved the program with the skill and verve born of long practice. His was a stellar performance, one that made Glassboroites proud. Perhaps two persons in the vast assemblage realized that this was to be Dr. Robinson's farewell performance at Glassboro. Had more realized this fact, they might well have asked, "What do we do for an encore?"

The End of an Era

The Thomas Robinson who presided over the Lyndon Johnson commencement was indeed in the late-evening moments of his Glassboro career. Ten days after the graduation exercises, he submitted his resignation to the Board of Trustees. Four days later he sent to faculty and staff a farewell letter, restrained and filled with a kind of sad pathos:

> In many respects, it has been a brief 16 years during which Mrs. Robinson and I have tried to serve the interests of Glassboro. These have been happy years for us and we trust they have been fruitful years for Glassboro.
>
> To those of you who have helped us mold the present Glassboro as an effective institution that cares we wish to express our gratitude. You have made our stay at Glassboro pleasant and rewarding. We hope that the investment which you have made in this institution in time, effort, dedication

> and vision will pay increasing dividends to the young people who will continue to entrust you with their development.
>
> Because of our decision to leave Glassboro and Holly Bush after the close of the college year and because we shall leave before the new year opens, we use this means to say good-bye informally, to wish each of you the best of good fortune, to thank you for your friendship and express lasting devotion to the college all of us have grown to love.[89]

It need not have been an "informal good-bye." After they had recovered somewhat from the shock, large numbers of faculty members made plans to tender the departing leader a testimonial-farewell dinner. But Dr. Robinson wanted no part in becoming the central figure in the plans, insisting that his wish was to leave quietly, without fanfare. Even his closest friends and professional colleagues were unable to budge him from this position.

In his resignation letter Dr. Robinson gave no reason for leaving Glassboro. Inevitably this omission set off a train of speculations accounting for the decision. Some wondered whether the 63-year-old President's energies had been sapped by the 16-year round of pressures generated by constant college growth. Accepting this explanation, others enlarged upon it by suggesting that working in a pressure cooker for 16 years had impaired the President's health.[90] But many scoffed at these conjectures, pointing to his energy output at the Summit Conference and at the recent Commencement events, together with the zest with which he still swung a racket on the College tennis courts. Offered, too, was a third theory which had Dr. Robinson disenchanted with the directions in which the state colleges, including Glassboro, were headed, guided by the forces unloosed by the Higher Education Act of 1966. This explanation was not too far off-center.[91]

After all, Thomas Robinson had led the opposition to the 1966 law, which separated the state colleges from the State Board of Education. He had fought the good fight and lost. In the governance of Glassboro, a new order had dawned both in Trenton and at the College. Gone from the State Department of Education were the Robinson friends, who, for the greater portion of 16 years, had never been more than a telephone distance away to sustain and counsel the President. At the College itself, a new governing body—the Board of Trustees—had begun functioning, placing Dr. Robinson in a new, unfamiliar role vis-à-vis students and faculty. Both at the state and local levels, newcomers were on the scene to work their will on the College that he had literally pulled up by its bootstraps. Already signs pointed to polite yet strained relationships between the veteran President and the new management. It soon became evident that they were poles apart in their educational philosophy. Increasingly, President Robinson felt alone, troubled and discouraged. Considering his background and the gulf which separated him from the educational thinking of the new policy makers, there was no possible way Thomas Robinson might have conscientiously become a member of the leadership team which had taken over Glassboro's destinies. This is our analysis of the Robinson resignation, not his. To this day he has maintained a sphinx-like silence on the reasons why he severed his ties with Glassboro.

The Glassboro President bowed out at a time when he was gaining additional, wide recognition for his achievements. In 1968, the Foreign Relations Committee of the United State Senate had appointed him a member of the U.S. Advisory Commission on International, Educational and Cultural Affairs.[92] On its 103rd anniversary, Lehigh University awarded him its honorary doctor of laws degree.[93] In recognition of his numerous contributions to the development of the South Jersey community, the Glassboro Chamber of Commerce designated him as Man of the Year and the South Jersey Development Council named him Host of the Year.[94]

Tributes flowed in from sources closer to the College's operational base. Dr. Clyde Davis, Chairman of the Board of Trustees, expressed many a Glassboroite sentiment when he observed, "For the past 16 years, Dr. Robinson has been 'Mr. Glassboro' and the entire college community will miss him."[95] Ray Smith, *Woodbury Times* feature writer and Glassboro graduate, wrote what hundreds of Glassboroites—past and present—were feeling:

> A year at Glassboro State College has, in essence, been a year with Dr. Thomas E. Robinson. The college has a motto, 'Glassboro, the College that Cares.' If it is true of the institution, it is more true of the man who held the presidency of the institution. Maybe Glassboro State College will continue to be the 'College that Cares,' but one thing is for sure, the man who cares as Dr. Thomas E. Robinson does will be difficult to replace. His is a tough act to follow.[96]

As far as Mr. Smith was concerned, Dr. Robinson had kept the faith with an ancient Glassboro tradition. It was, when he departed, still the College that cared, the Glassboro that was "something more than cold stone." To keep this spirit alive, President Robinson had devoted 16 years of his life. Above all else, Glassboro was his life and with this dedication Thomas Robinson had built a new and stronger College. The catalogue of his achievements was there for all to see, both friend and foe. It is a record found in the pages of voluminous annual reports, on a far-flung campus filled with a score of buildings, in the registrar's enrollment book, in a roster of student activities, in a college catalogue outlining curricular programs, in an auditorium filled with professional staff members and in publications describing a lively, innovative college.

In building the record, Thomas Robinson projected the Glassboro image beyond the College's continues, to the state and even to the nation. When he left, an end of an era had come in Glassboro's history.

Sophomores (foreground) battled freshmen in tug-of-war to determine whether the newcomers would have to continue wearing the beanies known as dinks the rest of their first year.

Showing their support for U.S. troops in 1968, students created an 8 foot by 8 foot, 60 lb. Christmas card. SGA Vice President Tony Famulary presented it to Sgt. George Horner at Fort Dix, who saw the card delivered to Bob Hope's USO entourage in Thailand.

BOOK FIVE

Glassboro Enters the Seventies 1968–1973

There is nothing permanent
except change.

–Heraclitus

CHAPTER 12

New Directions

Like other social institutions, colleges tend to mirror their times and the leadership that guides their destinies. As the 1960s faded into the 1970s, so it was with Glassboro. Changing times and new leadership began to write strange episodes in the Glassboro history book, novel at least to Glassboroites of bygone years.

Carrying homemade signs, Glassboro faculty members, along with hundreds of colleagues from other New Jersey state colleges, paraded in front of state house buildings in Trenton, protesting the state Board of Higher Education's inertia in arriving at a new salary schedule. Facing a group of college administrators across a bargaining table, a Glassboro faculty negotiating team hammered out the details of an employment contract. The Faculty Senate publicly scolded the Glassboro administration for unveiling a new policy before first discussing it with the senators. On the College Green, over 2,000 students and faculty members listened to speeches for and against calling a strike over the explosive Cambodian Invasion issue. Finally, the unlimited cut policy came to Glassboro, a student goal for over 30 years. No longer could faculty use class attendance as a grade determinant. These were evidences, in the opening years of the 1970s, that Glassboro was moving in new directions.

The Bjork Year

Because Dr. Robinson had submitted his resignation on June 14, 1968, state authorities realized that there was little likelihood of replacing him in time for the College's September opening. Accordingly, they decided to appoint Dr. Richard Bjork as Glassboro's Acting President for the 1968–1969 academic year. Dr. Bjork was Vice Chancellor of Higher Education, an office he continued to fill during his Glassboro assignment. Of course, this dual role gave him little time to be on campus. As the year progressed, he commuted from Trenton to his Glassboro office about one day each week and, during his absence, Dean of the College Stanton Langworthy capably held the administrative reins.

Longevity in an academic institution helps give one an understanding of Newton's first law of motion. One learns that a college has a momentum of its own and that, despite the presence of new forces, events begun in the past continue to unfold in the present. Thus, as far as many outward appearances were concerned, the Glassboro of the first post-Robinson year differed very little from the College of his final years. Convocation was still held in September; Homecoming in October; Project Santa, Snowball Dance and the Tree Lighting Ceremony in December; the Spring Open House in May; and Commencement in June. Departmental activities traveled along

paths laid down in the past; the English Department's Film Series; the Physical Education Department's Indoor Games; the Music Department's concerts; the Art Department's exhibits; and the Social Studies Department's Lecture Series. The Campus Players went on delighting audiences by staging sparkling performances, especially the smash hit called *The Fantasticks*. Varsity sports produced nothing new. The football team still struggled, shackled by a 2-6 losing record but redeemed partially in the season's finale, when Glassboro upset favored Montclair State. The basketball team continued its losing ways, while the baseball nine marched to a 18-3 victory season and a fourth-place finish at the Small College World Series held in St. Joseph, Missouri.

Was 1968–1969, therefore, just another extension of the Glassboro past, a year that gave credence to the ancient adage, "There is nothing new under the sun?" Not quite. It had a number of fresh, noteworthy developments. In November, for example, New Jersey voters gave their blessing to a fourth college building bond issue, an approval that channeled about $9 million into Glassboro, assuring another round of campus construction. January found the Faculty Senate inaugurating its career as a powerful voice in College governance. The Middle States Association of Colleges and Secondary Schools in April sent word that Glassboro's lease on its accreditation list had been renewed for another 10 years. And June brought the Faculty Association's negotiating team to the verge of a contractual agreement with the local trustees on policies determining faculty working conditions.

Innovations, too, crowded themselves into the academic year. Glassboro's admissions officers admitted 70 junior college graduates as transfer students, together with opening the entrance door to out-of-state residents in considerable numbers. Started, also, was the rolling admissions policy which called upon officials to send applicants earlier notification of acceptance or rejection. And it was in 1968–1969 that seniors made their way to Donald Mumford's placement office to be interviewed by out-of-state school officials and representatives from government and business, interview privileges that formerly had been monopolized by New Jersey school employment personnel. Dr. Bjork's interim year also had its share of acrimonious controversy and direct student action for curing what was believed to be the ills of a sick society. Recalled, for example, is the student protest march on Governor George Wallace's election headquarters in Pitman. No evidence was available showing whether the student anti-Wallace zeal changed any of the Pitman voting habits, but it did result in one demonstrator's arrest and subsequent incarceration. Five months later, on April 10, 1969, a group of bearded Glassboro youth manned a Memorial Hall exhibit booth in a countermovement to the recruiting efforts of the United States Marine Corps. Playing antiwar songs, distributing antidraft leaflets and erecting uncomplimentary Vietnam signs—WE DON'T WANT YOU HERE and NAPALM IS AS AMERICAN AS APPLE PIE—the students clearly indicated their distaste for things military. Controversy again erupted in the spring of 1969 when the *Venue* editors printed an article called "In Memory of Tim Hardin." The iconoclastic literary magazine's management, invoking its constitutional right of press freedom uninhibited by censorship, vigorously defended the article, but its stand did not prevent the New Jersey

Senate from investigating the use of earthy, four-letter words in a state college publication.

Other controversial incidents taxed the nerves and diplomatic prowess of Glassboro administrators and one was triggered by a broadcast program carried on the College radio station WGLS. In an interview, Glassboro's Mayor William Dalton was asked for suggestions for meeting the housing needs of Martin Luther King Scholars. The forthright mayor, claiming he was "telling it like it is," declared that the large number of black students should not expect to find rooms in Glassboro homes because the town was not ready for social integration on such a large scale. His solution to the problem was to have state or private enterprise build dormitories for the black scholars. Subsequently Mr. Dalton's remarks drew a verbal spanking from *The Whit* and some of its readers. One month later the black students' housing plight ignited another conflagration when NAACP officials accused Norman Mayall, College Housing Director, of sending a racist letter to Glassboro residents. Reprehensible to the officers was a section of the correspondence which had Mr. Mayall writing:

> We are having a potential problem this year in housing our black students in town. We would like to avoid as many distasteful situations as possible. If we cannot identify a sufficient number of rooms for our black students by this (affirmative responses) method, they will seek rooms from the entire list and any cases of discrimination will naturally force the college to remove these houses from the approved list.[1]

The NAACP officials contended that it had not been necessary to send the letter, for town rooming houses had been approved on condition that the owners agree to rent rooms regardless of the race, creed or color of the applicants. Therefore, insisted the NAACP, the home owners were expected to accept minority group members as roomers. Claiming that the Mayall letter had actually encouraged evasion of the housing laws, the NAACP protesters called for his dismissal. In his own defense, Mr. Mayall maintained his intent had been to expedite the housing of black students; moreover, his letter had been approved by the College departments, including officers of the Martin Luther King Program. Subsequent discussion resolved the difficulty, but the incident served to point up the fact that the College, in times of tension, would increasingly find controversy an ever-present companion.

Other happenings in the Bjork year were not as abrasive, although a few were of a somber kind. In 1968, popular faculty member Jay Carey, after almost 30 years of Glassboro service, began receiving his retirement checks. On January 9, 1969, the Glassboro family was shocked and saddened to learn of Olen Selfs' sudden death. A faculty member in the Science Department, Dr. Self was highly respected by students and colleagues alike as an outstanding teacher and a warm human being. On a happier note, Glassboro in 1969 received word that it had in its midst a sports celebrity. Elementary Education major Joy Chamberlain brought this honor to her College when she was selected as a first-team member on the All-American field hockey squad. The Bjork year will be remembered, too, as the time when Glassboro

moved down the multi-purpose highway at a quickened pace. Much of the impetus came from the Board of Trustees, who, while insisting that "… it was not its role to make detailed curricular decisions," bade the Office of Instruction construct a number of liberal arts programs and redesign the total curriculum patterns.[2] As guidelines for the redesigning process, the trustees desired a more flexible curriculum, one which would allow students to change directions by making late decisions on the choice of major specializations. They also wanted a curriculum that provided for actual field experiences and, above all else, the trustees requested a design built on a broad base of liberal arts studies.[3]

Charged with clothing the trustees' hopes in the garb of reality was Dean Stanton Langworthy. Considering the limited time available to effectuate the changes and the complexity of the task, the trustees were fortunate to have had Langworthy aboard. A recognized curriculum authority blessed with patience and skill in working harmoniously with departmental faculty, the Dean carried out the assignment with dispatch. By October 1968, eight new liberal arts curriculums had been constructed and sent to the State Board of Higher Education for approval, while study groups continued to labor on six additional programs expected to be approved in the following year.[4]

Work on the total curriculum design proceeded at the same rapid pace. To insure a broader liberal arts base, Dr. Langworthy made one important change in the curriculum pattern restructured the year before. Within the overall pattern, he increased the general education requirements from 48 to 60 semester hours. Principally affected by this change were elementary and secondary education majors, who still constituted by far the bulk of Glassboro's enrollment. Elementary majors met the increased general education requirement by carrying 10 fewer semester hours in professional education courses, while secondary majors had 11 professional credits cut from their programs. Even with these reductions, it was felt that teacher-preparation students had an ample supply of professional credits left to prepare them for teaching. Remaining for the elementary majors were 36 semester hours of professional course work, with secondary education students left with a residue of 24 professional credits. As compensation for these losses, elementary majors could now look forward to graduating with a subject matter concentration. By selecting courses carefully in the general education, academic specialization and free elective segments of the total curriculum, they were able to acquire considerable depth in an academic discipline.

In large measure, flexibility in the curriculum retooling process was gained by the wide choices of individual courses available in areas of general education, academic specialization and free electives. For elementary majors particularly, few specific courses in these areas were required. Also making for greater flexibility was the placement of courses within the semester-year sequence. Operative in 1968 was a policy which discouraged students from declaring a major program until the end of their sophomore year. Remaining outside of this policy's orbit, however, were entering freshmen who signed up for the specialized curriculums of art, music, physical education, home economics and industrial arts. Because of the large number of credits required for a major in these programs, students began taking specialized

courses in the freshman year. For all other curriculums, specialization courses did not begin until after the sophomore year, giving students two years to decide upon a major program without suffering course-scheduling penalties.

In a further effort to attain greater flexibility, the curriculum designers in 1968 introduced innovations somewhat new to Glassboro. It was at this time that faculty and administrators started grappling with the intricacies of independent study, interdisciplinary courses, waivers of courses and admission with advanced standing. After two years of experience with these curriculum breakthrough innovations, Dean Langworthy, their chief protagonist, ruefully confessed, "Theoretically they sound fine, but practically we have run into many disappointments with them."[5] What the Dean had in mind, for example, was the small percentage of students willing to tackle the rigors of an independent study project, together with some who took the plunge only to discover that they were working on "… little master's theses of a highly specialized nature."[6] Frustrating, too, was the problem of recognizing faculty sponsorship efforts within the regular teaching load. Interdisciplinary course work outcomes also lagged behind earlier bright expectations, despite the dedicated labors of faculty members like Lawrence Conrad. Partially responsible was the difficulty in getting academicians to merge their specialties into the production of truly unified courses and present again was the familiar deterrent of not being able to compensate participating faculty members with adequate time in their teaching assignments.

Despite these rather gloomy assessments, Dean Langworthy insisted it was too early to make final judgments. Claimed the dean, "These new curriculum innovations demand an inordinate amount of work on the part of a faculty with the desire and competence to have them succeed. We have such a faculty. What is needed is state recognition of the problem in the form of increased financial support."[7]

The Glassboro Board of Trustees was impressed and pleased with Dr. Langworthy's curricular handiwork. Trustee Michael Danielson, himself a member of the academic community, expressed amazement at how quickly a faculty of divergent views had reached agreement. He also noted that the State Board of Higher Education was impressed and influenced by the Glassboro brand of curriculum construction.[8]

The Board of Trustees was also happy with the work of the Human Relations Committee, an intense group of faculty members and South Jersey civil rights advocates. Eschewing "gradualism" as a method for bringing young blacks into the mainstream of American life, this committee labored throughout the spring and summer months of 1968 to make at least a portion of Martin Luther King's dream come true for a sizable number of culturally and economically deprived high school seniors. Hope became reality in September 1968 when 50 students appropriately called Martin Luther King Scholars, registered at Glassboro.

Mostly black, these were high-risk entrants, whom high school guidance counselors had labeled as "definitely not college material."[9] Indeed it is probable that few of them could have vaulted Glassboro's admissions hurdles had they been required to make the effort.[10] However, the normal entrance requirements, College Entrance Board scores and high school class standings were waived for this pioneer group. Instead, Herbert Douglas, Director of the King Scholars Program, selected the

50 students from a pool of 250 candidates, basing his judgment on an applicant's intellectual potential and his desire to improve himself.[11]

Admission requirements were not the only barriers lowered for the black entrants. The State of New Jersey made an investment in them amounting to $60,000, garnered from its Educational Opportunity Fund. Backed by this financial windfall, the King Scholars were able to settle into college life assured that they would not have to worry about how the major portion of their bills would be paid. But the state did not believe that it was playing the role of a benevolent Santa Claus, because for its monetary outlay it had the expectation of eventually reaping a reward in the form of college graduates, who, with ample first-hand experiences and real understandings, would return to the blighted cities as teachers, lawyers, social workers and educated citizens.

At the outset of the program, the goal was to have the King Scholars "… fully integrated into all aspects of college life."[12] Moreover, Director Douglas maintained that "… no special considerations are to be given to the King Scholars."[13] Translated, this statement meant that the black students would not be segregated as classroom units studying mathematics, communications or any other subject. On the contrary, they were assigned to class sections in the same manner as their white classmates. At times, however, the learning pace became a bit swift for some of the King Scholars and, to give them an opportunity to keep abreast, provisions were made for special tutoring in mathematics and reading techniques.

Few doubted the College's sincerity in its desire to integrate the black students into every phase of college life. The assumption was, of course, that they wanted to be integrated, a supposition that was sorely tested in September 1968, when readers of *The Whit* learned of the Black Culture League's goal. Reported its newly organized 45 King Scholar membership, "In keeping with the agreement that black unity is necessary, the goal of the Black Culture League is to integrate Negroes with black men."[14] On a first reading this statement appeared to be a declaration of separation from the white race, including the Black Culture League's white student colleagues. But possibly this was too hasty an interpretation, because the statement apparently meant that, as a first and important step to integrating the races, persons whose skins were black must first unite and stand tall with a feeling of pride in their cultural heritage. No longer, insisted the Black Culture League, should blacks seek membership in white society as unequals; instead, black men, united and proud of their history, should seek an interdependence of their own. Then and only then, maintained the Black Culture League, would true integration have a chance to become a viable part of the American way of life. The key line in the black group's articles of faith was, "Progress (true integration) will come when the stereotype association of good with white and evil with black is abolished."[15] In other words, the Black Culture League felt that if integration of black and white students was to come to Glassboro, let it be between equals, not unequals. This was the gleam that the King Scholars fixed their eyes upon as they began their Glassboro careers.

The King Scholars Program was but one bit of evidence that Glassboro had enlisted in the underprivileged cause. As the 1968–1969 year wore on, there were

other signs that many segments of the Glassboro family were becoming involved. In October, for example, the Social Studies Department sought approval for three new courses in black history. Later that month Glassboro cooperated with the South Jersey Community Relations Council in staging a conference with the theme, "World Understanding through Understanding at Home." Highlighting the affair was a speech by Julian Bond. On December 10 the Glassboro Curriculum Development Council brought the noted civil rights leader James Farmer to the campus as the central figure in a conference devoted to black history. In February, Glassboro's faculty wives played a major role in sponsoring a Black Arts Festival and, throughout the year, the English Department, assisted at times by the Art and Music Departments, conducted six Black Arts Symposium sessions.

Meanwhile, the Human Relations committee was not standing idly, by content to bask in a glow of satisfaction for bringing the King Scholars to Glassboro. Throughout the year, it built a fire under the College administration, urging it to increase the number of King Scholars for the coming year and to add to the number of black faculty members on the Glassboro staff. On both counts the committee crossed the goal line. Late in the year the Admissions Office announced that the number of King Scholars entering Glassboro in September 1969 would be increased to 80. And, in the spring of 1969, Community Relations Director Richard Ambacher and King Scholars Director Herbert Douglas embarked on a 2,100-mile trek to southern colleges and universities on a black faculty recruiting mission. Evidence of their success was apparent in September 1969 with the increased number of blacks attending the first faculty meeting.

In the Bjork year, Glassboro opened still another front in its efforts to sensitize students and faculty to the problems of urban ghetto dwellers. Spring 1969 found Dean Stanton Langworthy taking the lead in making plans for creating three Glassboro-operated urban learning centers in Camden, Atlantic City and in the Vineland-Millville-Bridgeton area. Of the three, the Camden Center alone escaped the state's budget pruning knife. Surviving from Glassboro's optimistic budgetary requests was a $40,000 state appropriation which enabled the College to rent a two-story building on Camden's Cooper Street and to employ a staff made up of a director, two graduate assistants and a secretary. This was hardly enough muscle to cope with the tasks Dr. Langworthy expected the Camden Center to undertake; serving as a practicum and student teaching location, providing an environment for liberal arts sociology and political science majors to deal directly with the realities of big city life, affording opportunities for junior colleges and four-year colleges in the Delaware Valley region to carry out social service activities and offering extension students a location for taking professional courses for certification purposes.[16]

Up until 1971, the Camden Urban Center struggled to carry out some of these initial high expectations with a measure of success. Moreover, it served as a learning base for Glassboro's participants in the Vista Program and for students who selected the six-credit, elective course called Public Service. In addition, the center's staff conducted an after-school art workshop for disadvantaged elementary school children.[17] Despite these efforts, the Camden Urban Center's future in early 1971

Dr. Mark M. Chamberlain, Glassboro's fourth President, 1969.

seemed cloudy, because the state seemed reluctant to provide it with a firm financial base.[18] However, after a few anxious months of uncertainty, monies were appropriated. The Camden Center got a new lease on life, at least for another year.

In 1969 Glassboro made yet another attempt to involve its students in educational field experiences associated with children plagued with the problems of urban living. In that year, 60 King Scholars signed up for a hitch in the Vista Program, the domestic version of the well-known Peace Corps. Supported by federal funds, four staff members supervised the activities of students at the Camden Urban Center, in Atlantic City and in the Vineland-Millville-Bridgeton region. At the latter two locations, Glassboro had no physical facilities of its own, compelling it to employ those of cooperative social service agencies. Like the Camden Urban Center project, the Vista's big problem was financial, for the federal government seemed to delight in keeping Glassboro in suspense with its funding intentions. By 1971 the Vista Program's future had become a year-to-year guessing game.[19]

In retrospect, the Bjork year was another one of Glassboro's watershed periods, not so much for what was actually accomplished but for the decisions reached whose implementations were destined to set the College moving in new directions. Certainly one of the most important decisions made was the selection of a president. The search began in the summer of 1968, when the Faculty Governance Committee of nine joined forces with a Board of Trustees group to locate a new leader. By October, 50 candidates had been interviewed and the number in the pre-Christmas week had been raised to 75, with 12 more candidates yet to be processed. January 14, 1969, found the selection group focusing its attention upon four outstanding applicants, an indication that a final decision was imminent. A few days later, the joint committee announced that Dr. Mark M. Chamberlain was its choice.

Why was this candidate the sole survivor in a winnowing procedure that sifted through the qualifications of over 80 applicants? Those who were at the ground-floor-level of the selection process gave several reasons for the naming of Dr. Chamberlain. In the first place, unlike some of the other candidates, he really wanted the position, especially after he had been briefed on the kind of leader Glassboro was looking for. Too, he was relatively young, with a storehouse of potential, administrative energy and none on the selection committee doubted that he was a bright man. Very much in his favor was the fact that, in a time of nation-wide student unrest, Dr. Chamberlain had acquired practical experiences in dealing with student activism at the metropolitan university level. And certainly his liberal arts background was no handicap. As important as anything else was his expressed educational and social philosophy, which evidently differed very little from views held by the trustees.[20]

In any event, the Board of Trustees, hearing no serious faculty reservations, appointed Mark Chamberlain President. Here we pause to delve into the background of Glassboro's fourth President.

Mark M. Chamberlain

Mark Chamberlain was born in Pawtucket, Rhode Island. The year was 1931, the nadir point in the Great Depression. Young Chamberlain received his early schooling

in Pawtucket public schools until 1940, when he moved with his family to Pittsburgh, Pennsylvania. The family exodus took place because the head of the Chamberlain household envisioned more promising economic opportunities in the larger city, for it seemed that his financial future as the head of a tar distilling plant had reached a dead end at the New England location. Hence he journeyed to the headquarters of the Koppers Company to accept a position in its quality control laboratory.

The younger Chamberlain resumed his elementary school training in the Smokey City and then went on to attend and graduate, in January 1949, from South Hills High School. While waiting to enter college in September, he worked at the *Pittsburgh Sun-Telegraph*'s news offices in the classified advertising department, earning both money and experience which served him well later on in his college years. Also absorbing his time during the interim months was the choice of a college to attend. A mid-20th century Hamlet, Chamberlain had trouble making up his mind. Among the universities briefly considered but quickly rejected were Pittsburgh, Pennsylvania State and Brown. These were too large for his taste. He finally narrowed the selection to New York State's Rensselaer and Franklin & Marshall, each of which offered Chamberlain an attractive scholarship offer, anything but a minor decision-making consideration. Eventually, he decided to cast his lot with Franklin & Marshall, a small liberal arts college in Lancaster, Pennsylvania, whose academic credentials won high praise from Chamberlain's high school guidance counselors.

Thus it was that the 18-year-old Chamberlain, on a September day in 1949, disembarked from a train at Lancaster's not too prepossessing railroad station to make his way to the college destined to give him four happy years. At Franklin & Marshall he majored in chemistry and minored in philosophy, a discipline which intrigued him to the point that later on he continued studying it at graduate school. In his undergraduate years, Chamberlain did not spend all of his time in chemistry laboratories with their test tubes, Bunsen burners and unknown precipitates. On the contrary, he became a member of the student government association, capping his career in that organization by playing a leading role in writing a new constitution. Profiting from his Pittsburgh newspaper experience, he also served as an advertising salesman for the college newspaper, eventually becoming its business manager. Always an excellent student, the young man from Pittsburgh, as early as his junior year, was tapped for membership in the prestigious Phi Beta Kappa organization and in his senior year his colleagues elected him President of the American Chemical Society's student chapter at Franklin & Marshall.

The next station in the Chamberlain academic odyssey was the University of Illinois, which he entered in September 1953 as a candidate for the doctorate in inorganic chemistry. Here, again, he devoted time to concerns outside the chemistry classrooms and laboratories, especially those extracurricular activities which provided him with opportunities to pursue a long-time interest in firefighting. This must have been an interest embedded in the Chamberlain family genes. Mark's grandfather, for example, had served as a member of a local volunteer fire department. As a chemistry major in his undergraduate years, Chamberlain had been fascinated with the relationship of chemistry to fire, an allurement which

induced him to write many term papers on the topic. Like the baseball fanatic, who, upon entering a strange city, invariably seeks out the ball park, Chamberlain's first stop was always a visit to the fire station. He was indeed an incurable firefighter. Fortunately the study of fire safety was included in his graduate studies, but his interest went beyond theoretical course work, for after all, he had experienced a number of laboratory fires, some inadvertently started by himself. Seeking more practical knowledge in combating blazes, he decided to enroll in an extension course offered by the University to all Illinois firemen. Chamberlain paid his one dollar admission fee, after which he attended classes, participated in fire-combating demonstrations and watched numerous motion pictures. Completing the course, Arson Detection, he was surprised and amused to read on his certificate that he had successfully mastered a course called Arson!

Of course, Mark Chamberlain's graduate school years were not devoted entirely to mastering the firefighting art. He spent the major portion of his time meeting the doctoral requirements. The University of Illinois in 1956 awarded him the doctor of philosophy degree in his field of inorganic chemistry. In that same year, with the doctoral sheepskin clutched in his hand, he applied for and was granted a teaching position at Western Reserve University in Cleveland, Ohio. Here, Dr. Chamberlain spent 13 years, starting as an instructor assigned to freshmen chemistry courses and a graduate section in inorganic chemistry. His skill in the classroom, together with a willingness to serve and work hard on a number of university committees, brought promotions at a large institution where advancement was by no means automatic. By 1963, seven years after he had come to Western Reserve, Dr. Chamberlain became an associate professor and it was then that he ascended higher in the academic world to the assistant chairmanship of the Chemistry Department.

In this position he increasingly became involved with the demands and vexations of administrative work. His drive and willingness to assume responsibilities soon came to the attention of university officials on the lookout for someone to fill a newly created administrative post. Thus, it was in 1966 that Dr. Chamberlain was appointed Vice-Provost for Student Services. He took over the new position at a time of flux, a year which found university authorities struggling with the complexities growing out of the impending merger in 1967 of Western Reserve and Case Institute of Technology. It was also a year when students at the Ohio institution were answering the nationwide siren call to rebel and overthrow the establishment. Clearly the Chamberlain job was no sinecure, especially for a neophyte administrator.

Confrontations were not long in coming and a few of them were the kind that "… tore a few pieces out of the insides" of the fledgling Vice-Provost. They included dealing with demonstrators invading a dormitory, handling an uprising at the gymnasium over the dismissal of a basketball player who refused to stand for the playing of the National Anthem and confronting bearded youths dressed in scraps of old army uniforms venting their disenchantment with the Vietnam War. Perhaps the most severe trial-by-fire test he experienced involved a confrontation with a platoon of students bent on kidnapping the University President and occupying his office. Tipped off in advance, Vice-Provost Chamberlain barely had time to spirit the President to a safe haven before the invaders battered the office door open with a

clothes tree. In the face of the Chamberlain brand of diplomacy, the insurrection subsided without serious damage to life or limb.

Before coming to Glassboro, Dr. Chamberlain had other experiences which stood him in good stead in his Presidency. Committed to the principle that solving community problems involved more than reading homilies in civics textbooks, he organized and became the first President of East Cleveland's Chambers Civic Association, a group dedicated to making the lives of children of all races a bit more tolerable. And for two terms he served on the East Cleveland City Commission, where he "more than any other elected official" displayed a concern for solving urban problems by using the tool of social justice.[21]

This was the personal, academic and civic background of the man who on July 1, 1969, became Glassboro's fourth President. In brief visits to the College before taking over the helm, he talked to all segments of the Glassboro family—students, faculty, trustees and administrators. He made a good impression. Students especially were pleased with a leader who they "… felt was very liberal and would help them by serving as a mediator between them and the administration."[22] Dr. Chamberlain would need all the good will he could get, for problems were on stage bidding for his attention.

Acting the role of student spokesman, the *Whit*, after welcoming the new President to Glassboro, spelled out the specifics of his responsibility. In effect, the newspaper editors wanted him to become an educational Moses who would lead the College to the promised land of reform and change. All he was expected to do, without too much delay, was to liberalize student housing regulations, provide students with a major share of curriculum planning, set the directions the College would follow down the multi-purpose road and improve and enlarge the King Scholars Program.[23] These were some of the new President's marching orders, but missing was another high priority duty. Dr. Chamberlain had barely settled in his office before he realized that one of his first major tasks was to devise ways and means for working with a faculty that was reaching for power to influence College policies.

Faculty Power

By the end of Dr. Chamberlain's second year in office, the Glassboro faculty had entrenched itself solidly in the College's governing power structure. How did it happen? The genesis of this development went back to the Higher Education Law of 1966,which called upon the newly established local boards of trustees to:

> Adopt, after consultation with the President and *faculty* (italics ours), bylaws and make and promulgate such rules, regulations and orders not inconsistent with the provisions of this article, that are necessary and proper for the administration and operation of the college and the carrying out of its purposes.[24]

Two years later, the Glassboro faculty noted an important statement contained in the State Board of Higher Education's newly adopted personnel policies for state college faculties:

> Appropriate formal means shall be used by the administration and faculties of each of the public institutions of higher education in New Jersey to ensure that faculty views are taken into account on various matters relating to the institution. These should include all matters which have a direct bearing on the validity of the institution as a center of learning such as curriculum development; selection of principal academic personnel; faculty appointments, retention and promotions; and standards of conduct, both academic and social.[25]

Certainly, the intent of these messages was not lost on the Glassboro Board of Trustees. At its early sessions, individual board members, responding to inquiries concerning the faculty role in college governance, gave responses identical to those expressed above; the words and setting were different but the meaning was the same. Assured Board President Dr. Clyde Davis, "We look for advice and comments from the faculty. We're trying to evolve policy, not to tell you (the faculty) how to run your business."[26] From Trustee Clarence Clark came, "We rely very heavily on the faculty and the administration. We are not here to destroy anything."[27] And Trustee Dr. Dryden Morse, commenting on policy initiation, insisted, "The Board wants the faculty to innovate the thrust."[28]

This was the chain of statements that laid the egg which later hatched out as the organization called the Faculty Senate. Hesitant steps to form this governing body were first taken in the late fall of 1967, when the Faculty Governance Committee organized for the primary purpose of giving birth to a faculty legislative body with power to share in College policy making. In early January, 1968, the Governance Committee polled the professional staff, seeking to discover its judgment on the degree of power a faculty governing group should have. When tabulated and analyzed, the returns were revealing. Apparently, the faculty was not eager to play the firebrand role of a Samuel Adams in changing the established order. In the first place, a mere one-third of the professional staff bothered to complete and return the questionnaires and those who did respond felt that College governance should be a shared responsibility between the administration and the faculty. Only in the areas of grading standards and course content did the respondents believe that faculty views should dominate. Considered off-limits to faculty participation were activities relating to student services in financial aid, housing and counseling. Even in the twilight zones of establishing admission standards, devising degree requirements, planning for expansion and participating in budget making, the returns leaned to administrative dominance.[29]

It seems that the faculty was telling its leaders that it was not ready to storm a bastille. The signal for a limited power role, however, did not necessarily mean that rank-and-file members were opposed to a faculty share in governance; on the contrary, they approved of the general idea of faculty participation in College policy making. Convinced of this fact, faculty governance advocates George Neff and Rinehart Potts, on February 1, 1968, appeared before the Board of Trustees seeking its blessing for the formation of a Faculty Senate, which could speak for the faculty as one voice.[30] Finding the trustees willing to give approval to the project, Neff and Potts went ahead at full throttle with their Senate plans.

Throughout the spring months of 1968, the Governance Committee met to discuss organizational and constitutional possibilities. Progress or the lack of it was reported and hotly debated at sessions of the faculty assembled. Before College closed in June, the faculty considered a first draft of a Senate constitution but turned it down, instructing the drafting committee to labor during the summer months on producing a better one.[31]

Both the Governance Committee and its constitutional drafting committee affiliate worked throughout the summer and early fall. On October 11, they laid a finished product before the faculty for more discussion and suggestions and, on October 18, that group advanced the cause of faculty participation in College governance a giant step forward by approving a revised constitutional draft.[32] The Board of Trustees on November 14 gave its approval to the Senate constitution and, in a gracious good-will gesture, extended the Senate President an invitation to attend board executive meetings.[33] By Thanksgiving 1968, the departments had elected their senatorial representatives. On January 10, 1969, the Faculty Senate held its first meeting at which it elected George Neff, President; Robert Renlund, Vice President; and Rinehart Potts, Secretary-Treasurer. The governing body of the faculty was now ready for its shakedown cruise.

Before following the Senate on its maiden voyage, we pause to examine the constitution which was its compass, focusing on its most important provisions only. At the outset we note that, like the United States Constitution, the Faculty Senate's basic document was brief, concisely written and devoid of ambiguity. Worthy of emphasis also was the fact that it was a covenant which spelled out the Senate's role in sharing college governance with the College President and the local Board of Trustees, but a reading of the Senate's constitutional powers also provided evidence of the new and far-reaching dimensions of governance the trustees granted the faculty's representative body. Consider them:

First, the "Senate was given power to consider *any* college matter (italics ours) on its own volition, or at the request of the faculty, the students, the administration, the Board of Trustees or any other campus organization."[34] Secondly, Senate action on a College policy was to be transmitted to the College President and, if he disapproved or took no action on the Senate's communication, the senators invited him to meet and explain his stand. If an impasse developed, the Senate had the privilege of referring the matter to the ultimate College decision-making authority—the Board of Trustees. Another very important Senate constitutional power was its right to consider administration-formulated policies, rules, regulations or directives before they were placed into effect and, if the Senate by a two-thirds vote determined that a matter required further discussion, its implementation was suspended until the Senate could confer with the College President.[35] With powers of this kind, the Faculty Senate promised to become something more than a carbon copy of France's 18-century Estates General.

For students of faculty governance, Article II, containing the power clauses, was the section that gave the Senate's basic document its distinctive flavor. But it also contained provisions found in academic constitutions the country over. Senate membership, for example, was based on department-elected representation, with the

number of senators determined in general by departmental size. Minimum Senate membership was set at 30 and, as a deterrent to departmental parochialism, eight senators were elected by the faculty at large. Except for top officials—the President, deans, associate deans and the director of business and finance—administrators were eligible for election to Senate seats. Provided for also were Senate officers consisting of a President, Vice-President and Secretary-Treasurer, together with an executive committee made up of the three officers and two members chosen by the Senate itself. To carry out the detailed legwork of the Senate, nine committees were designated and charged with specific responsibilities. Finally, the Senate was to meet at least one time each month, with sessions open to the trustees, administration, faculty and students.[36]

Very early it became apparent that acting the role of a senator was something more than a relaxed pipe-smoking, armchair assignment. Meetings were held often, ten in the latter part of the 1968–1969 year alone. Sessions were lengthy, lasting as long as six unbroken hours at a single sitting. Debate was sharp and drawn-out. Frequently, especially at the early meetings, the senators became tangled in the complexities of Roberts' Rules of Order. For sheer survival the Faculty Senate adopted a device rarely employed by the United States Senate, the rule of cloture. At the March 25, 1969, meeting, the Glassboro Senate endorsed the policy which limited discussion on a topic to 15 minutes, with an extension of 10 minutes, if approved by a two-thirds vote of the members.[37]

Despite its early parliamentary tribulations, the Senate, in a few years' time, emerged as a powerful College decision-making body. Few institutional policy areas escaped its purview, including helping to determine admissions policies, cooperating in budget preparations, helping to plan new buildings and participating in fixing site locations. Perhaps the Senate's greatest achievement came when the Tenure, Promotions and Curriculum committees, formerly under general College control, were placed under the aegis of the Faculty Senate. As a result, the Senate began to set the ground rules for tenure and promotion, while new curriculums and individual courses, before they became operative, had to gain its approval.[38]

Power had flowed to the Senate and the senators were determined to post guards to retain it. On a few occasions they felt it necessary to remind the administration of this new development. Examples of administration forgetfulness come readily to mind; promulgating changes in the academic advisement program, naming a building and announcing tentative plans for a College unification program. The Senate displayed its most sensitive mood, in May 1969, after Dr. Bjork had rejected a Senate request for the College to be closed during the New Jersey Education Association Convention days. Evidently the actual rejection was not the action that irked the senators. His accompanying remark. "Your advice, even when not followed, is welcomed and useful,"[39] was the irritant that raised Senate hackles. Somehow it seemed too casual, too flip a response to a Senate proposal. Its dignity injured, the senators ordered their President to write and send a letter of reprimand to the Acting President.[40]

No evidence, however, is available to show that the Senate was carried away with its new power position. Certainly, it did not rush in to stake a claim for the right to

participate in the solution of all College problems. When, for example, the numerous policies affecting student resident regulations were adopted in the spring of 1970, the Senate carefully refrained from inserting its views in the proceedings. Its feeling was that these were problems best handled by the administration and students alone.[41] And in the turbulent year of 1970, many senators submerged their personal feelings to vote support for the administration's handling of the explosive controversy associated with the Cambodian-inspired crisis of early May. Different Senate stands may have produced results other than those that occurred, but the senators preferred to follow what they believed to be the responsible way for promoting the College's general welfare.

Overall, the verdict must be that the Faculty Senate developed into a responsible, effective force in College governance. Of course, in its brief life span, it did not attain all of its objectives. Disappointing, for example, was the Senate's failure to convince the trustees that Drs. Maurice Verbeke's and Stanley Cohen's well-researched, carefully constructed doctoral program in educational administration deserved to be a part of Glassboro's future plans. Another setback came when the Senate-approved Ombudsman recommendation, the employment of an academic trouble shooter to aid students caught in the web of administrative bureaucracy, suffered the fate of becoming an item of unfinished business in some administrator's file drawer. However, despite a few other disappointments, the Senate's accomplishment batting average was high.

Many reasons accounted for the Senate's success as a governing body. Certainly, one of them had to be the wisdom the senators displayed in choosing its leaders. Presidents George Neff, James Lynch, William Morris and Murray Benimoff skillfully steered the Senate through the difficult early years and they had to make their own navigation charts. Credit, too, must go to the trustees and Dr. Chamberlain for their willingness to share decision-making responsibilities. [42] When asked to list his greatest achievements as Senate President, Dr. James M. Lynch, Jr., a forthright, realistic faculty leader, replied that one of them was "… developing a working relationship with the Board of Trustees and Dr. Chamberlain."[43] On that same day, President Chamberlain, when asked to name his greatest satisfactions after two years at Glassboro, placed high on the list "with admiration watching the work of the Faculty Senate."[44] Despite an occasional flareup, it was evident that both parties in the Glassboro leadership complex seemed bent on solving college problems in a cooperative manner. At least this was the verdict of the relationship's early years. But events described later will show that the leadership marriage was destined to have a short honeymoon period.

Faculty power got another big boost on June 24, 1968, when the Legislature passed the New Jersey Public Employees Negotiations Bill, a measure which gave state college faculties the legal right to sit down at the bargaining table with their employers to negotiate employment terms.[45] Subsequently, Governor Richard Hughes vetoed the bill, declaring he wanted state college faculties excluded from its provisions because of his hope that the development of strong faculty senates at the colleges would provide proper and sufficient outlets for faculty participation in administrative actions.[46] But, under the lash of intense pressure from the New Jersey

Education Association and its affiliated New Jersey State Faculty Association, the Legislature on September 13, 1968, overrode the Governor's veto, with the Senate voting 36-0 and the Assembly, 57-0.[47]

Before contractual negotiations could get underway, bargaining teams representing the majority of the faculty had to be selected and organized, one in each of the six state colleges and another as the representative body for all of the state colleges. At Glassboro this assignment stretched over the entire 1968-1969 academic year. Despite the tenacious and skillful efforts of Faculty Association President James M. Lynch, Jr., progress was painfully slow, stemming in part from the Board of Trustees' hesitancy in proceeding on negotiation matters before receiving the go-ahead signal from Chancellor Ralph A. Dungan's Trenton office.[48] Additional time was consumed by the lengthy and spirited contest waged by the Faculty Association and the Glassboro Chapter of the American Association of University Professors for the right to become the College's bargaining agent, a struggle won by the Association at an election held on May 10, 1969.[49] About three weeks later, on June 4, 1969, the Board of Trustees, bowing to the inevitable, formally recognized the Faculty Association as the negotiating agent for the Glassboro professional staff.[50]

Early in the fall of 1969, a Faculty Association bargaining team, headed by Samuel Porch, sat down with a joint trustee-administrator group to negotiate an employment contract. Meetings were frequent, secret and at times contentious. They continued throughout 1969–1970 and into the summer months. Finally, on October 9, 1970, Trustee Clarence Clark announced the signing of a contract covering virtually every facet of faculty working conditions. [51]

Meanwhile, as the Glassboro struggle for a local contract was in progress, the State Faculty Association sought an agreement covering professional personnel at all six state colleges. Throughout 1968–1969, developments followed the pattern established in Glassboro's negotiating campaign. Not until May 1969 was the State Faculty Association recognized as the official bargaining unit for the state colleges.[52]

Beginning in July 1969, a State Faculty Association negotiating team, with Donald Pierpont as Glassboro's representative, sat down at the bargaining table across from State Board of Higher Education negotiators. Sessions were many, long and fruitless, leading to a State Faculty Association suspicion that the State Board by its delaying tactics was not bargaining in good faith. The chief stumbling block in the proceedings was the disagreement between the two parties over a salary proposal. Exasperated, the Faculty Association team, in December, declared an impasse and broke off negotiations. One month later, however, the Association group ended its boycott and returned to the bargaining table. But more meetings failed to bring the negotiators any closer together.

At this point the faculty mood was becoming increasingly militant, so much so that at all six state colleges not much persuasion would have been required to have had a strike motion approved. Certainly, this was the feeling of a large segment of the Glassboro faculty. After they listened to the doleful, frustrating reports of Donald Pierpont and Faculty Association President Ethel Adams, faculty members in large numbers were ready to walk the picket line.

Before unsheathing the ultimate weapon, however, the State Faculty Association decided to impress the State Board with a show of strength from the grass-roots. Thus it was, on February 20, 1970, that over 150 Glassboro faculty members piled into four buses whose destination was Trenton. Here they joined colleagues from the other state colleges—over 1,000 strong. Wearing yellow-colored armbands to mark their Glassboro affiliation, they spent a cold, blustery morning parading in front of State House buildings. Much to the satisfaction of television cameramen, they also carried a forest of homemade signs whose inscriptions eloquently expressed faculty reactions to the tortuous negotiation pace. At 11 a.m., the academic protesters packed the State Museum to overflowing to hear State Faculty Association President Donald Duclos report that the State Board of Higher Education was now committed to "good faith" negotiations and that an outside-the-state mediator had been engaged to move the bargaining activities along at a faster pace.[53]

But there was to be no speed-up in the negotiations, because a new and powerful force entered the proceedings to delay progress. Concerned with the impact of any negotiated salary program on his tight state budget, Governor William Cahill sent a representative to attend and participate in the bargaining sessions. His dominant role in the discussions caused the State Faculty Association to wonder whether it was negotiating with the State Board of Higher Education or Governor Cahill. Superior Court Judge Milton Feller answered this question, when he ruled, in response to a suit filed by the State Faculty Association, that "… The office of the Governor is the appropriate state agency to supervise negotiations with units of state employees."[54]

Throughout the fall and winter months of 1970, the State Faculty Association's team bargained more with the Governor's representatives than with the State Board. By mid-January 1971 the word from the negotiating room was that the parties were closing in on an agreement. The bargaining pace had speeded up markedly in the wake of a private conference held on December 2, 1970, between Governor Cahill and three Association representatives.[55] Finally, on February 5, 1971, after a struggle of over two years, the negotiators signed a contract. One week later the faculties of the six state colleges approved it by a 3-1 vote.

With the signing of the state contract, Glassboro faculty members were now covered by a two-contract umbrella. Never before, as members of a college faculty, had they reached such heights in deciding their own destinies. But they were fated to experience the giddiness of their expanded negotiating power for a brief time only. True, throughout 1970–1971, the Faculty Association and the trustees operated under the terms of a local contract. However, this amicable relationship ended abruptly on the night of October 28, 1971, when the Board of Trustees implemented a directive emanating from Chancellor Dungan, an order which flatly stated that, "No negotiations shall be carried on at the college level."[56] To make certain that the Dungan edict was carried out, the trustees dissolved its Liaison Committee for the Board's Negotiating Team; they also relieved administration negotiating members of their erstwhile duties.[57]

Faculty reaction was swift and bitter. In effect, faculty leaders urged the trustees to oppose the order from the Trenton headquarters. But the Board declined to play this kind of role, claiming that it did not have the legal authority to ignore Governor

William Cahill's (the suspected real power behind the move to abolish the local negotiating team) and Chancellor Dungan's ruling.[58] Thus, bargaining at the Glassboro local level died in its infancy and it was a demise that a large segment of the faculty feels has left a festering sore, marring its relationships with both the Board of Trustees and the State Department of Higher Education.[59]

Neither was Glassboro faculty morale boosted by the tortoise-like pace at which negotiations were progressing at the state level. Working on a second round of contract negotiations, state college faculty representatives pressed for the resolution of unresolved issues remaining from the first round of bargaining: salaries, fringe benefits, academic calendar, class size, workloads and grievance procedures.[60] Negotiating sessions between the State Faculty Association and representatives from the State Board of Higher Education and State Government took place throughout 1971–1972 but with no tangible results. Seeking to break the deadlock, the Faculty Association, in September 1972, declared an impasse, claiming that, "the representatives of the State Government have no intention of negotiating in good faith."[61]

But, before a neutral third party could enter the fruitless negotiating sessions, the American Federation of Teachers, AFL-CIO, petitioned the Public Employment Relations Commission (PERC) for another election to determine the statewide faculty bargaining agent. The request was granted, a decision that touched off a lively election campaign with the New Jersey Education Association's affiliated Faculty Association and the American Federation of Teachers as adversaries. At an election held on December 14 and 15, 1972, the Federation was the winner by the close margin of 1173–1090. Apparently faculty members in the eight state colleges were convinced that the State Faculty Association had, as charged by the Federation, "not proved effective in its assigned task of protecting our (faculty) interests."[62] Or perhaps a considerable number of faculty members were simply persuaded that it was time for a change.

It is doubtful, however, that the Glassboro faculty went along with the statewide trend for a change in faculty leadership. Prior to the election, Howard R. Cell, President of Glassboro's AFT local, circulated a petition seeking signatures in support of a selection of a new bargaining unit. A minority of the Glassboro faculty—26%—placed signatures on the petition.[63] Actually, this apparent show of loyalty to the long-established Faculty Association was small consolation to many Glassboroites, as they in 1973 viewed the uncertain state of negotiations. The bright promise of the 1971 dual-contract umbrella had apparently in 1973 turned out to be a fragile, protective covering.

Glassboro students congratulated the faculty as it made its bid to enter the College power structure, but then they asked, "What about us? Don't students deserve the right and freedom to exercise their judgment regarding college policy?"[64] The response to these questions constitute a significant part of Glassboro's recent history.

Student Rights

In September 1968, Dr. Richard Bjork fired what might have been the opening gun in a vigorous student rights campaign. Included in his thoughts of the College Glassboro was to become was the statement, "Students should have a voice in

decision-making while they are still students."[65] As far as the trustees were concerned, the Acting President was treading on safe ground, for they, too, seemed disposed to increase student involvement.[66] Sensing this mood in the higher echelons of the College power structure, an alert student group needed no further urging to ride the tide at flood stage to go on to fortune. Leaders of an organization called the Student Action Committee appeared before the trustees demanding that every vestige of a malaise they labeled *in loco parentis* be rooted out of the College. What did the student activists mean with their demand for an end to *in loco parentis*? In angry terms, one of their members gave an answer:

> I think it's about time that every damn Glassboro student wakes up to the fact that he has no say in how he is treated unless we get together and determine to make sure that we are treated as 18- and 20- and even 21-year-old humans. Let's end the practice of being watched over by our *in loco parentis* mommies and daddies.[67]

It was evident to the trustees that at least a sizable minority of Glassboro students had unfurled the student rights banner and was waving it vigorously. Apparently the activists wanted action on their demands and they wanted it immediately. Impatient with the suggestion that they submit specific recommendations based upon research, the group's leader informed the Board of Trustees, "What we want at the college rather than what research says should carry weight."[68] This was strong student activist medicine which the administration and trustees, in 1968, were not prepared to swallow. Their responses indicated they were not yet ready to go too far nor too fast in granting student demands. Trustee Michael Danielson, for example, while generally sympathetic, cautioned the activists, "The most articulate of students are usually at the extremes, while the majority isn't usually articulate. I would hope we have a variety of views, not just of your group."[69] From Board President Clyde Davis came the admonition that, in considering student aspirations, the Board of Trustees had to keep its broader constituencies in mind—alumni, students, parents, the Legislature and the general public.[70] And Acting President Bjork, applying the brakes still further, urged Student Action Committee members to seek changes through the normal channels of the Student Life Committee and the Student Government Association. "Don't overlook these channels," said Dr. Bjork.
"We don't."[71]

These braking actions produced student gains considerably short of demands, but 1968–1969 was not entirely a wasteland year for the student-righters. They did not come up empty-handed. While dormitory curfew regulations were not abolished, they were liberalized. Juniors joined their senior colleagues with the privilege of living in off-campus apartments. The number of students on College committees was increased. Finally, the Student Government Association's President was invited to attend Board of Trustee executive sessions.

If 1968–1969 left the student-rights movement short of its goals, the year 1969–1970 found its cup running over with achievements. This was the time when Glassboro's brand of student activists won virtually all of its demands and in a

remarkably short period of time. The trophies the students picked up on their triumphal march were impressive with none more so than in the student residence area. By December 1969, policies on dormitory visitation privileges were liberalized.[72] Two months later, in February 1970, Glassboro's long-standing curfew policy for women dormitory residents came to an end, replaced by a self-limiting curfew system whose principal feature required women to sign in by 10 a.m. of the morning following the night they left the dormitories. March 1970 found the College relinquishing its responsibilities for students living in town housing. From that time onward, issues such as health and safety conditions, curfew hours, overcrowding problems, visitation by members of the opposite sex and the use of alcoholic beverages became matters to be settled by students and their landlords alone. And the student resident liberation movement continued into the next year. September 1970 found men and women living on separate floors in the same dormitories. Coed dormitories had arrived on the Glassboro scene. By February 1971, the student activist program reached its apogee when dormitory residents age 21 and over were permitted to drink alcoholic beverages within the privacy of their own rooms. Apparently, the delay in granting this student request was caused by the time required to resolve legal problems related to state law.

Greater student freedom also came in areas outside the resident halls, for example, in the academic phases of College life. Here the students crossed home plate a number of times. In 1969–1970 they won the right to have their grades sent directly to them, instead of to their parents. They gained the privilege of dropping and adding courses at any time within three weeks after the start of a semester. They were given freedom to select both courses and instructors; at first, subject to an adviser's consent, later without it. Their greatest victory was the attainment of an unlimited cut policy. Beginning in February 1970, class attendance became solely a student responsibility, but, under the policy's provisions, students were also held accountable for any abuse of their right to attend or not attend classes. In 1971, the student-righters attained another long-sought goal when they won approval for a pass-no credit grading system. Strings, however, were attached to this innovation. Faculty members retained the privilege of awarding grades on the traditional five-letter basis and students were permitted to take only 25% of their course credits under the new grading plan. The year 1971 also brought other changes. No longer for example, were students required to make up an incomplete grade by mid-term following completion of a course. Instead, they were given, with the approval of the instructor, an indefinite time period to complete the work. Marked for modification, too, were grades labeled withdrawn-passing (WP) and withdrawn-failing (WF). Students, beginning in 1971–1972, were granted the privilege up to mid-term of withdrawing from a course with a simple withdrawn (W) grade posted in their records if they chose to leave. After mid-semester, however, the instructor's approval was required for the withdrawal grade.

Students achieved still more triumphs in these magic years. The Board of Trustees gave the Student Senate the right to prevent any new College policy from being implemented pending Student Senate discussion of it with the College President. Students were granted the opportunity to attend and to participate in Faculty Senate

meetings. The Student Government Association won acceptance of a policy which gave students control of releasing materials in their College files. Hereafter, only with a student's written consent might administrators send information concerning him to potential employers or to other interested parties. It was also in 1970 that the Faculty Senate, responding to a Student Government Association request, granted students the privilege of eating meals in the Faculty Dining Room. In that year, too, College committees contained on their membership rosters 25% more students than in the previous year.[73] Moreover, students were represented on all committees, including those formerly reserved for faculty and administrators only—Admissions, Academic Standing, Tenure and Promotion.

For Glassboroites wedded to the student activist cause, 1969–1970 and, to a lesser extent, the following year were periods of fulfillment. What forces brought about the gains achieved in these student-glory years? Certainly one had to be a relatively small group of determined students, hungry for the same kind of power it saw its colleagues in colleges throughout the land attaining. Too, the student activists were impressed with the inroads their own faculty had made in carving a niche in the College power structure. "Why not," the students asked, "do some power-reaching ourselves?"[74]

This was precisely what they did. For example, on December 5, 1969, a group calling itself the Student Committee of Seventeen presented the administration with seven demands, with a virtual ultimatum that they be met within four days.[75] To gain their ends the students were prepared to use confrontation tactics, threatening, for example, to obtain open dormitory visitation rights by sending hordes of male students into the Women's Evergreen Dormitory after 11 p.m. Brandishing a petition signed by 700 students, the Committee of Seventeen pressed its demands and had them met, not within four days but in a very short period of time. Student Government Association President Bruce DiSimone, while applauding the activists' goals, bitterly protested their free-wheeling operating methods in bypassing the Student Senate. Direct unofficial student action, he insisted, made a mockery of representative student government. However, he felt better when subsequent actions on the demands were handled through established governmental channels. But the Student Government Association itself was in a direct-action mood, as was evident by a Student Senate vote to support a student strike if negotiations for an unlimited cut policy dragged on too long.[76]

It is doubtful that student action alone, no matter how vigorous, could have produced the changes which occurred. Fortunately for the activists, their drive for power coincided in time with an administration policy which hoped to "tactfully and wisely encourage and wisely channel student activism."[77] In his first year in office, President Chamberlain set out to involve a maximum number of the Glassboro family in the decision-making process. Expressing distaste for the Platonic philosopher-king ruling concept, he maintained that students and faculty should "… in their little piece of society make their views known without feeling they had to salute to higher authority."[78] He realized that not all could be Men of Gold, but he also hoped there would be fewer Men of Clay. In a talk to the faculty, the new President expressed the essence of his philosophy:

> I am concerned with the strongly authoritarian atmosphere of the institution. I submit that we must break out of the mold that establishes a clear hierarchy of control and develop what can best be described as a colleague relationship between faculty and student. Senior-junior, to be sure, but not teacher-pupil. We're not talking about who has the power. We're arguing for an acceptance of varying levels of sophistication, learning, experience and the realization that the learning process is mutually exciting for both senior and junior colleagues.[79]

Imbued with these beliefs, the new President welcomed changes and the right of student protests to bring them about. He said, "I hope ideas for change will come flying in to me."[80] Following Dr. Chamberlain's lead, other administrators expressed similar views. From the Dean of Students came, "The key to good student body relations in a college situation is to give students rights and freedom to help make decisions in matters affecting them."[81] Maintained the Director of Student Housing, "We have found that having the college act in place of the students' parents is both educationally and administratively ineffective."[82]

How did the faculty react to this new philosophy and the changes it brought about? The results of a faculty plebiscite would have been needed to answer this question, but there was some evidence that a segment of the staff was less than enthusiastic with Glassboro's new wave of the student future. On the evening of May 28, 1970, about 10 senior faculty members, old not in years but in service to the College, met with Dr. Chamberlain to express their forebodings. From the comfort of chairs located in the Holly Bush living room, they frankly informed the President of their disenchantment with the directions the College seemed to be moving. Disturbing to them was the sheer volume of policy changes, together with the rapidity of their adoption. They expressed the conviction that Glassboro would experience difficulty in digesting changes made in such large bulk. Disquieting to them also was a feeling that the new policies had been adopted with unseemly haste under the lash of militant student pressure and with a disregard for careful study of possible implications. In other words, the President's guests were telling him that far too much permissiveness had characterized his first year in office.

Throughout the evening Dr. Chamberlain listened courteously, saying little and giving scant indication that the discussion was changing his mind. He might have but did not make a few rebuttal rejoinders. While it was true that the President had approved and even encouraged the adoption of the new policies, it was also fair to point out that he had plenty of company. For example, the Faculty Senate itself was both indirectly and directly a party to the changes made. Under its constitution it could have participated in the activities leading to the adoption of the student residence policies, but it chose to remain aloof, permitting students and the administration to develop the changes made. In student demands involving the academic life of the College, the Faculty Senate itself was a participating party in the policies adopted. Moreover, a careful study of Faculty Senate minutes

will show that a number of senators were members of the student righters' cheering squad.

Whatever road Mark Chamberlain traveled in the Year of the Student, he did not make the journey alone. Time alone will pass the final judgement on the wisdom of the course taken. Assuredly, Glassboro students, in large part, will determine the nature of journey's end. If they measure up to their New Freedom privileges and comport themselves as responsible college citizens, Glassboro's investment in student involvement will turn out something more than the hopeful gamble that some Glassboroites considered it to be.

College Governance

New directions in policy making brought changes in Glassboro's internal governing structure. In a somewhat trial-and-error manner, components of the Glassboro family struggled to meet the demands for instant change. The Faculty Senate, Faculty Association, Student Government Association and the students themselves, sensing an opportunity to influence the course of events, maneuvered and prodded for openings into the College power structure. At times, their efforts gave an appearance of uncertainty as to where the real power lay.

In theory at least, there was no need to speculate on the hierarchy of authority, for the Higher Education Law of 1966 clearly stated:

> The board of trustees of a state college shall, within the general policies and guidelines set by the board of higher education, have general supervision over and shall be vested with the conduct of the college. It shall determine the educational curriculum and program of the college and determine policies for the organization, administration and development of the college.[83]

Thus, the Board of Trustees, with the President as its executive officer, stood at the top rung of the hierarchy ladder. Organizations such as the Faculty Senate, Student Senate and the Faculty Association were groups that made policy recommendations to the Board of Trustees. They proposed but the trustees disposed. What could be more clear-cut than this description of the legal basis for the Glassboro governmental structure?

But the trustees chose not to interpret the law literally; instead, they gave wide latitude in policy-making determination to those grappling with the day-by-day problems of College governance. Trustee Michael Danielson, in replying to a faculty member's inquiry at a board meeting, expressed the trustees' operating philosophy quite well:

> We should not be looked upon as an instant decision-making board. I don't want to see things until they have been given a great deal of consideration. We certainly shouldn't have to shoot from the hip. We don't know very much about this place and we will never know as much as the faculty and administration do. We can't be once-a-month part-time administrators.[84]

At the beginning of its first full year in office, the Board of Trustees began the practice of confining its efforts to considering broad college policies concerned with budget planning, expansion, admissions, curriculum and long-time planning. In the evolution of internal policies, the trustees, in effect, gave this advice to the President: "Work out your own salvation with faculty and students. We don't propose to meddle. Only as a last resort, come to us for advice and guidance. Be sure, however, to keep us informed."[85]

Given this leeway in governance, the President, faculty and students worked out their own solutions to problems, with the approach employed depending upon the parties involved in dealing with particular issues. In 1970, for example, when the student residence policies were adopted, the chain of decision-making had several links. Students requested a policy. The Student Senate accepted it in principle. The Faculty-Student Residence Committee gave its assent and worked out guidelines for its implementation. Sent back to the Student Senate, the proposal received that body's final approval and, after Dr. Chamberlain gave his sanction, it became official College policy. This was the procedure followed in evolving policies on open-dormitory visitation, self-imposed curfews, coed dormitories and the use of alcoholic beverages in dormitories. At no time in these decisions bearing on student interests exclusively did either the Faculty Senate or the Board of Trustees become involved.

When an issue under consideration was a faculty concern only, a Faculty Senate committee studied and made recommendations on a proposal. The Senate then debated it and voted approval, after which it was sent to Dr. Chamberlain for his concurrence. Some issues cut across both faculty and student interests, for example: unlimited cuts, pass-no-credit grades and College calendar changes. To deal with these issues, the involved parties resorted to the time-tested bicameral legislative principle, with the Faculty Senate and Student Senate independently taking affirmative actions before transmitting the proposals to Dr. Chamberlain for his approval.

Actually, the policy-making procedures were not so simplistic nor clear-cut. Lack of space precludes a detailed description of the intermediate steps leading to the adoption of policies, activities such as joint-conference sessions, open hearings and grass-root soundings of faculty and student opinions. Whatever governing techniques were employed, all of them pointed to the fact that Glassboro had committed itself in large measure to a decentralized form of college governance. The Board of Trustees, while possessing the ultimate power, had chosen to have Glassboro enter the 1970s with decision-making shared by multiple segments of the College family.

Stresses and Strains

Examining the Glassboro governmental structure of the early 1970s, visiting evaluators would probably award the College a high rating as a democratically operated institution.[86] Undoubtedly, they would be impressed with the cooperative efforts made to solve Glassboro's internal problems. Yet, as the College lived through the last two years preceding its Golden Anniversary, it hardly qualified as the

peaceful Shangri-La of the educational world. Rather its meeting rooms often took on the aspects of an academic battleground, reaching a pitch of hostilities that found the Faculty Association calling upon the Board of Trustees to resign.[87] On a more moderate note, the Faculty Senate passed a resolution of censure against the beleaguered College governing body.[88] How can this paradox of a democratically operated College be reconciled with these signs of unrest and disenchantment?

At this point in the narrative, a word of caution is in order. Here, sensitive issues will be considered, policies and their implications which are integral parts of the ongoing Glassboro present. Certainly, the dust of controversy raised by these policies has not yet had a chance to settle. Few writers of history relish the necessity of having to look through a glass darkly. Much more comforting is the security that hindsight brings to the task of reconstructing the past. Still, the events that transpired, in 1971–1973, were pivotal in determining the directions Glassboro might be traveling for years to come. To ignore them completely is to emulate the ostrich, who allegedly delights in burying his head in the sand. But, in dealing with the events of the Glassboro present, we shall, like Dickens' Mr. Grandgrind, attempt to stick to the facts. Where interpretation is unavoidable, the protective mantle of documentation will be donned.

It is a fact, for example, that Glassboro morale in the 1971–1973 period was low. Consider a few bits of supporting evidence: At the end of the 1971–1972 year, Board Trustee Paul G. Tuerff plaintively observed, "It has not been a happy year for the College. … Various groups within the College have not reacted well to problems when these groups have differed in opinion. … As an outgrowth of a pluralistic society Glassboro has become a pluralistic college."[89] A few months earlier, John C. Smart, Glassboro's Director of Institutional Research, had released a study, one of whose findings indicated low morale among faculty and administrators.[90] On November 21, 1972, the Foundations of Education Department wrote a letter to the local Faculty Association, scolding that organization for its ineptness in combating State Department actions that were causing sagging spirits among departmental members.[91] Finally, in February 1973, J. Ronald Posey's informative letter to the *Whit*'s editor sadly detailed evidences of plummeting morale on the Glassboro campus.[92]

What were the reasons for the divisive pluralism and the lack of an *esprit de corps* among members of the Glassboro family? To Trustee Tuerff the answers were: a larger college rapidly growing larger, an increasingly assertive Faculty Association, increased student participation in College affairs and the existence of the Board of Trustees.[93] Added to these was the fact that the "College is forced to operate under state laws and regulations that the College does not always like and that the College cannot change."[94]

It will be noted that Trustee Tuerff's statement indicated that unhappiness was caused by influencing forces generated both from within and outside the College. While internal irritants existed, they were difficult to document on anything approaching a consensus basis. On the other hand, external low morale forces presented no such difficulty. They were clearly discernible in the angry faculty

reactions to the stream of edicts flowing from State Department of Higher Education offices.

Beginning in the fall of 1971, the tempo of directives from the State Department accelerated sharply. In October, word came from Trenton that local negotiating sessions must end. December 1971 found the Board of Trustees embroiled in a tenure controversy with faculty and students and some suspected that the Board's new approach to tenure recontracting had its origin at the Trenton headquarters.[95] Controversial, also, was Glassboro's adoption of the accountability budgetary principle, a change in the state's method for allocating monies to individual state colleges.[96] Essentially, application of the accountability concept was an attempt to relate departmental faculty size to the student credit hours generated by the departments.[97]

The beginning of the 1972–1973 academic year found faculty members confronted with another directive sent down from Trenton wearing a formidable name tag labeled Employee Performance Evaluation and Improvement System (EPEIS). In actual practice, this ruling meant that faculty employed after June 26, 1971, had to receive an "outstanding" evaluation rating to qualify for an increment beyond the fourth step on the salary schedule. Faculty employed before the above date were expected to receive a "satisfactory" rating to advance beyond step four. And, by State Board action taken on February 16, 1973, Glassboro faculty, along with colleagues in the other state colleges, were forbidden to hold "moonlighting" positions. Translated, this meant that a faculty member could not engage in outside employment if it occurred within his normal work hours, or if the outside employment interfered with his primary duties at the state college.[98]

Finally, 1972–1973 was the year that the Glassboro faculty learned that the State Department had made a fundamental change in its policy of supplying additional faculty to the College. Beginning with the fiscal year 1973–1974, budgetary ratios of students to faculty will be; 21-1 for freshmen and sophomores, 19-1 for juniors and seniors and 20-1 for graduate students.[99] Formerly, the overall ratio was 16 students to one faculty member. This new policy will have a marked impact on Glassboro's future operations. For one thing, it means that the College, in 1973–1974, will not be able to fill the 11 new faculty positions it requested as a hedge against an expanded enrollment. Moreover, 13 current faculty positions will be abolished. It is apparent that the Glassboro faculty will have to adjust to larger class sections. Hampered, too, will be the opportunity to embark on new programs for lack of additional teaching staff.[100]

With varying degrees of intensity, these were major stimuli which, during 1971–1973, triggered a storm of controversy on the Glassboro campus. Faculty reaction to the state directives, expressed through its representative bodies, was one of opposition. Galling to the faculty was the feeling that the directives represented edicts from the central office—orders sent down from above.[101] Irritating, too, was the conviction that these were decisions affecting the faculty way of life made with a minimum of faculty involvement in the decision-making process.[102] Expressed, also, was the thought that the State Department, instead of issuing these new policies unilaterally, might well have included them on the agendas of negotiation meetings.[103] Finally, to some Glassboro members the state-imposed policies made

a mockery of the increased autonomy anticipated with the passage of the 1966 Higher Education Law.[104]

Of course, a controversy always has at least two sides. Entertaining views on basic state college policies differing from those held by the Glassboro faculty were the State Board of Higher Education and its chief executive officer Ralph A. Dungan. It was and still is he who carried the ball following the game plan devised by him and the State Board. By virtue of his position, the Chancellor naturally considered himself as the principal executive instrument for effecting changes in the state college structure. To the Chancellor, the most compelling reform needed was to transform the state college image from that of a teacher education institution to one which placed major emphasis on the arts and sciences.[105] After five years in office, the Chancellor felt that considerable headway had been made in achieving this goal, but, because of the blocking power of the existing tenure statute, he still had a long journey ahead.[106]

Recently embarked on his second term in office, the Chancellor was apparently determined to push full-speed-ahead in making changes. The obstacles in his path were formidable, not the least of them being the state college faculty groups. Prior to Dungan's reappointment in 1972, the State Faculty Association had placed full-page advertisements in the state's principal newspapers unsuccessfully urging Governor Cahill to deny reappointment to the Chancellor.[107] Neither the Dungan actions nor operating style gave faculty members cause to nominate him for a Man of the Year honor. Apparently he preferred the broad sword to the rapier. The subtle approach to problem solving was not a Dungan trademark. Thus he has admitted to making public statements that carry threatening overtones.[108] They would hardly pass muster in a graduate seminar, but they were striking and did make an impact, especially on the general public and legislators—audiences Mr. Dungan never ignored.[109] Illustrative of the Chancellor's approach was a newspaper interview he gave in 1972. Questioned by a reporter, he blamed public school shortcomings on the state colleges, claiming that, "The kids have never been inspired to read because their teachers historically came from state institutions run historically by small-minded men with narrow ambitions and standards that weren't very high, intellectually or otherwise."[110] In the same interview the Chancellor unloosed another barb with the comment, "The public schools reflect in some areas—the run-of-the-mill-schools, not places like Englewood—the low level of culture in the state colleges, where most of the teachers come from."[111]

Statements of this kind were not calculated to win friends and influence state college faculty members, nor to gain a receptive audience at the colleges for the Dungan reform measures. But the Chancellor was apparently aiming his sights at broader constituencies and measured by tangible results there were times when he was on target.

Fifty miles away in his Trenton office, the Chancellor was spared the volatile Glassboro reactions to his directives. This was the fate of the Glassboro Board of Trustees. Already pointed out was the freedom the Board gave to President Chamberlain and members of the Glassboro family as they sought to solve problems related solely to internal College matters.[112] Here, trustee participation in decision-

making was minimal. But the implementation of state directives was another matter. In this process the role of the trustees was maximal. In open meetings they had to field angry questions hurled at them by irate faculty members, irked, for example, by unilateral orders from Trenton. On more than one occasion, Glassboro faculty members urged the trustees to take a more independent stand as Glassboro's governing body.[113] On the other hand, the trustees' contention was that they had no legal authority to disregard state directives issued under the authority of the State Board's general supervisory power. For some trustees, especially those who did not agree with all of the directives, the dilemma must have been painful. At times they had the feeling that they were being criticized for actions beyond their control. Trustee Clarence Clark expressed this frustration on the night of October 28, 1971, when he said, "The Governor says we cannot enter into further meetings. If the Faculty Association feels it wants to take a vendetta out on the Board of Trustees, I don't think that would be the proper approach."[114] Caught in the crossfire of angry faculty demands and the directives of a determined Chancellor, the life of a trustee in the early 1970s was not an easy one.

The Tenure Controversy

Front and center among the controversies confronting the trustees was the tenure issue. For two years—1971–1973—it was the most contentious, divisive and tenacious problem the College has experienced in its half-century existence, albeit at Glassboro, at least, with more light and less heat now being applied to its resolution.[115]

Undoubtedly, Chancellor Dungan propelled this issue into the combat arena. In 1972, with his usual forthrightness with reporters, he labeled the tenure law "dangerous in its present form."[116] The Chancellor believed strongly that the statute was a shackling device in any speedy effort to transform the state college image from teacher education hues to arts and sciences colorations.[117] No proponent of the former, he was disturbed because, in an expanding market for staff, the state colleges had on their rosters faculty who he claimed were 80% tenured.[118] On a note of frustration he asked, "What are we going to do with all the tenured education teachers in these colleges, formerly teachers colleges?'"[119]

Another aspect of tenure drew Dungan criticism. He was convinced that the state colleges were tenuring far too many faculty members, thus increasing their already high proportions of tenured personnel.[120] While conceding that institutional stability and program continuity called for a significant percentage of tenured faculty, the Chancellor warned that a marked imbalance between tenured and untenured personnel would impede the flexibility of colleges moving in new directions.[121] In a statement appearing in the Glassboro Alumni News, he stated this thesis succinctly and clearly:

> … It is quite clear that a college must also bring in new faculty in order to start new programs, make adjustments based on enrollment trends, prevent institutional stagnation and provincialism and in general, be able to retain institutional flexibility, which is particularly necessary when institutional goals are being re-evaluated and attempts are being made to increase faculty quality.[122]

By 1972,the Chancellor was not too sanguine about achieving the flexibility he sought through fundamental alterations in the tenure law. Three times previously he had attempted to perform minor surgery on the statute by changing the probationary period for non-tenured faculty from three to seven years, but each time he met with failure.[123] Blocking his efforts was the "faculty power block backed by the powerful New Jersey Education Association."[124] Apparently the organized faculty feared that the Dungan amendment was a Trojan-Horse maneuver, a foot-in-the-door step toward eroding away the gut provisions of the tenure statute.

Thwarted in his attempts to change the law itself, the Chancellor decided to do something about reducing the number of faculty placed on tenure, a determination he leaked to a reporter in the spring of 1972. Said Dungan:

> Most of the faculties are 60 to 70% tenured. We've been telling the schools (colleges) to take it easy, to drop their tenure awards until they get below 60%. But the schools haven't been too enthusiastic. We may very well be approaching the point where we'll have to put out a regulation prohibiting tenure for more than 60% of any department.[125]

This may have been the first time that the concept of a "tenure quota" appeared in print. Five months earlier, however, some of the Glassboro family had the feeling that a type of quota system was already operative. The time was December 13, 1971; the place was Glassboro's spacious Memorial Hall. Over 300 faculty and students were on hand awaiting the outcome of Board of Trustees' recontracting decisions. After routine business matters had been disposed of, Board Chairman Clyde O. Davis plunged into the topic that had caused the large turnout:

> The Board is agreed that the needs of the College are of over-riding importance in our decisions to grant tenure, The Institution, to preserve its adaptability to changing conditions of the future, has a responsibility to establish an approximate mix of faculty by rank and tenure and thus to govern the number of those who will actually receive tenure, regardless of their actual qualifications. This means that individual qualifications, however exemplary, are not enough. The Board has asked that President Chamberlain take full account of the present and future needs of the College when making his tenure recommendations.[126]

Following this initial statement, the names of faculty recontracted and not recontracted were announced. Both the Davis statement and the results of the trustee decisions indicated that new tenure ground rules were being employed. Using the Davis criteria, the Board denied new contracts to 19 out of 62 eligible faculty members. Compared to the experience of other years, this 30% denial of contracts appeared high.

Given an opportunity to react to the trustees' decisions, the audience responded vigorously. Questions were many, bitter and often incredulous.[127] Mystifying was the Davis caution emphasizing that faculty excellence was not enough to be granted

tenure. Also nebulous was the meaning of the "present and future needs of the College" phrase when related to those not granted tenure. Neither were the interrogators too pleased with trustee answers to their questions.[128]

Of course, some in the audience realized that the tenure law did not require the trustees to answer questions concerning non-tenured faculty not recontracted. On the other hand, the College Administration had created—with trustee approval—what amounted to an elaborate due process of law procedure leading to final trustee decisions on tenure. Each non-tenured faculty member's teaching performance was observed and evaluated by a departmental committee and his department chairman performed similar assignments. Evaluative data, together with a specific recommendation, were sent to the All-College-Tenure Committee, which also was the recipient of student rating scale judgments of the faculty member's instructional prowess. The Tenure Committee studied the input and made a specific recommendation to President Chamberlain, who completed the link in the due process chain by sending his recommendation to the Board of Trustees.[129]

Thus a faculty member seeking a favorable tenure answer had to negotiate a difficult obstacle course. Many in attendance at the meeting on December 13, 1971, were convinced that several of the faculty not granted recontracting did just that. They were, in the opinion of the *Whit*'s editor, "considered not only excellent but superior teachers by students, faculty, tenure board committees and even the President of the College."[130] Continued the editor, "If the Board sees the goals of the institution as providing excellence in education to the students, then they must carefully choose excellent professors. They can only do this by heeding the recommendations of the people most qualified to judge excellence in any one professor."[131]

Irritating to students and faculty alike was their feeling that the trustees had dismissed too summarily recommendations made in the wake of soul-searching evaluation proceedings. The attitude, expressed particularly by department chairmen at the meeting, was why involve faculty members so deeply in college decision-making if their recommendations were to be cavalierly ignored? Said one chairman, "Why not disband faculty committees and let the Board and President Chamberlain take over the responsibility of reappointments?"[132]

The aftermath of the meeting found faculty and students in a despondent, even ugly mood. A *Whit* editorial pointed out, "If the Board continues this policy of random selecting professors over the various recommendations, then they must expect to be witness to a drastic decline and setback in not only the morale of the institution but the institution itself."[133] On the day following the meeting, the Student Government Association met to decide possibilities for action. Considered but rejected was the abolition of lower tenure committees. Also debated and accepted was a joint student-faculty committee charged with taking some kind of vague follow-up steps. Also placed on the table was the possibility of calling a protest strike, but this militant suggestion was tabled pending the outcome of the joint student-faculty committee decisions.[134]

Fortunately, subsequent events never reached the explosive flash point of a student-faculty strike. Drawing the fuse from this time bomb was a series of grievance hearings held by President Chamberlain. Throughout January and most

of February 1972, 18 of the 19 faculty denied recontracting, backed by friendly faculty colleagues and students, appeared before Dr. Chamberlain to present additional evidence that might justify a reversal of the trustees' decisions. Also in attendance was the Faculty Association Grievance Committee ably chaired by Earl Hinton. Emerging from these lengthy sessions was a Board of Trustees decision to reverse itself on four of its original judgments. Thus two English Department members and a like number from the Foreign Language Department learned that they were going to be allowed to remain on the Glassboro payroll.[135]

Naturally the fortunate four were relieved. A happy ending did much to compensate for the painful 10 weeks of suspense they had endured while awaiting the final decision on their fate. Foreign Language department member Huguette Rigaux expressed the sense of relief best when she observed, "It's a very strange feeling. I have to get accustomed to belonging again. It's Christmas in February. I didn't have any Christmas in December. February 25 replaced the holiday I missed."[136] But what about the 15 faculty members who would not be returning to Glassboro? Even the most vociferous of Board of Trustee critics would admit that not all of them should have been granted tenure. However, to some who had sifted and weighed the evidence, the departure of some of the 15 would leave Glassboro a little less excellent.[137] Reflecting on the mood he perceived generated by the tenure struggle of 1971–1972, a *Woodbury Times* reporter wrote:

> Change is being forced in order to make way for change—painful change where the destinies of 19 individuals, whose personal qualifications have graciously not been discussed publicly, are involved. The college cannot be tied down, cannot be committed to a certain faculty. It must be ready to adjust. Maybe not all 19 demonstrated excellence. It's quite possible. But all 19 are individuals and it seems a shame that they're caught up in so an impersonal a matter as change.[138]

The tenure controversy was also very much a part of the Glassboro 1972–1973 academic year. At the year's outset, the Board of Trustees renewed the struggle where it had left off the year before. Following general guidelines laid down by the State Board of Higher Education, the local trustees placed on its first meeting's agenda a discussion of resolutions aimed at introducing a tenure quota system at the College. Essentially, if adopted, they would have restricted tenured full-time faculty to 70% of the entire faculty, with no tenure appointments permitted in departments already 65% tenured.[139] Subsequent faculty and student reactions were so bitterly opposed that the Board voted to table the resolutions. At this point, Chairman Tevis M. Goldhaft, in a conciliatory move, said that, "The Board will be happy to meet with members of the Faculty Senate and Faculty Association formally or informally to thresh out the problem of tenure."[140] Later, the Board went further by charging the faculty to devise an alternate plan to the tenure quota system, a challenge the Faculty Senate readily accepted.[141]

While a Senate Tenure Committee busied itself getting organized and gathering data, the fall of 1972 on the Glassboro campus found the tenure issue a prime

discussion topic. College publications featured articles expounding both the limitations and merits of the existing tenure law. Each point of view had ample opportunity to be heard, an example of press freedom at its best.

Basic to the contentions of those favoring fundamental changes, principally high administrative and governing personnel, was the argument that the present tenure law hampered institutional flexibility. It became difficult, for example, to staff additional programs with faculty possessing new skills and competencies. Here, the impediment was a faculty already heavily tenured and, therefore, difficult to release to make room for new faculty members. Too, the existing tenure law, with the job security it guaranteed, protected veteran teachers who had permitted their skills to grow rusty. Thus, tenure grafted "dead wood" into the Glassboro structure through the medium of life-time contracts.[142]

Proponents of the tenure law took sharp issue with these arguments, claiming, for example, that tenure never was intended to protect faculty grown stale on the job. Rather, the existing statute spelled out the reasons justifying the dismissal, not the retention of inefficient classroom faculty members. Of course, inefficient performance had to be proven under the due process provisions of the United States Constitution's fifth and fourteenth amendments. While it took a measure of intestinal fortitude to file and prove charges against the incompetent teachers, it could and had been done.[143] Neither did the tenure law hamstring flexibility by making it difficult to employ faculty for new programs; on the contrary, the law permitted a phasing out of instructors without due process proceedings, if they were assigned to programs that could not be justified because of dwindling student enrollments.[144]

While this give-and-take on the tenure issue was taking place, Mario Tomei's Senate Tenure Committee, after seeking guidance from a broad segment of the faculty, wrote its report and presented it to the Board of Trustees on December 14, 1972. This document suggested 14 methods for achieving institutional flexibility without resorting to the adoption of the tenure quota system.[145] A short time later, Dr. Chamberlain placed his tenure plan in the hands of the trustees.[146] During the second semester of 1972–1973, the trustees informally met with the Senate's Executive Committee to discuss the two reports. No agendas were used, nor decisions made, but the meetings were friendly, with both parties receptive to the ideas of each other.[147]

Thus, as Glassboro closed its first half-century, the tenure struggle was still being waged. The latest development in the controversy found Chancellor Dungan winning a battle but not the war. On April 26, 1973, the State Senate passed a bill increasing the tenure probationary period from three to five years. With the Governor's signature assured, the tenacious Chancellor had finally achieved a four-year goal. Meanwhile, the basic tenure issue remained unresolved. Whatever its final outcome, one fact is certain: The tenure issue will enter the Glassboro history book as one of its most controversial entries.

Protests—Glassboro Style

As the Board of Trustees and the Faculty Senate were attempting to solve the tenure

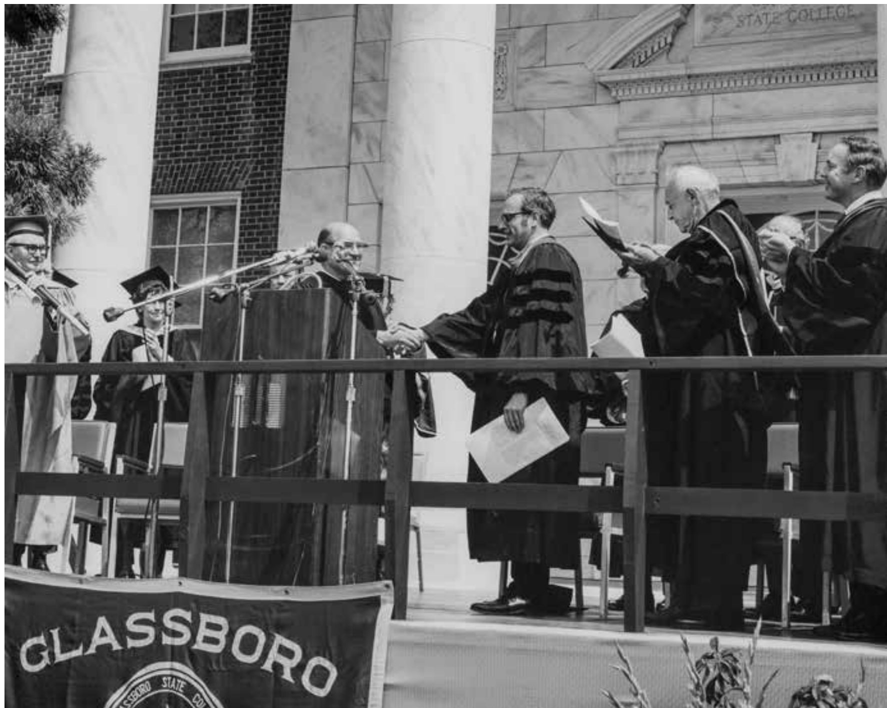
problem, Mark M. Chamberlain was completing four years as Glassboro's President. This relatively young man from Ohio could not have picked a more tumultuous time to begin a career as a college leader, for campuses country-wide were plagued with one crisis after another. Unrest and uncertainty dogged college presidents' footsteps. As narrated above, Glassboro was not immune from troubles and one suspects that President Chamberlain may have recalled that memorable line from King Henry IV, "Uneasy lies the head that wears a crown."

Perhaps the new President's most severe testing moments occurred during his rookie year of 1969–1970, when events precipitated in distant Indochina confronted him with a crisis of considerable magnitude. In that year at Glassboro, the phrase "No man is an island" became something more than a line in John Donne's poem. By that time, the Vietnam disenchantment bells that had been tolling on campuses throughout the land began to be heard at Glassboro. Their ringing aroused the Glassboro family and triggered protest demonstrations the College had previously avoided.

One of them occurred on October 15, 1969, when Glassboro staged its 24-hour version of a Vietnam Moratorium observance, whose purpose was expressed in the event's theme: "All we are saying is give peace a chance." Actually the Moratorium activities got underway just before midnight October 14 with a candlelight ceremony held in the College quadrangle behind Bunce Hall. About 500 students and faculty members attended, dressed in their warmest clothing as protection against the chilly weather. The high point of the service was the lighting and blowing out of hundreds of candles. Lit, the candles signified life; extinguished, they symbolized the deaths of those who had lost their lives in the Vietnam War. Following this impressive event, the services took on an anticlimactic aspect. With the absence of chairs, participants discovered the hard, cold earth an uncomfortable place to sit and the lack of acoustic mechanisms meant that the principal speaker's remarks were audible only to those sitting in the first few rows. Within 15 minutes of the ceremony's beginning, the crowd thinned out noticeably, many leaving for the warmth of dormitories and town houses.[148]

Although the candlelight service did not fulfill expectations, it was a start and, with the coming of daylight hours and warmer weather, the Moratorium activities picked up both in interest and participation. Between 9 a.m. and 12 p.m., teach-ins were held on 21 topics related to the causes, history, results and alternatives to the struggle in Vietnam. Noontime found the Music Department giving a concert in the quadrangle. At 2 p.m. Dr. Chamberlain spoke to a crowd of over 1,000. Speaking as a concerned citizen only, the President praised the Moratorium's sponsors for providing students and faculty with an opportunity to discuss rationally and peacefully "… the issues which confront us in Vietnam at the moment." A former hawk turned dove, the President noted a change in the American war policy. Said Dr. Chamberlain: "The goal now appears to be death and death for its own sake. We count bodies and reckon victory in this fashion. I submit that these are not bodies but the lives of human beings. I must stand for life, not death."[149]

For those who wondered what his answer to the American-Vietnam ordeal was, Dr. Chamberlain declared, "We must make this a self-correcting system, a responsive



Board of Trustees Chair Dr. Clyde Davis, on May 2, 1970, congratulates Dr. Chamberlain upon his induction as Glassboro's fourth President.

system which provides for the humanity of all of its members. Either our system becomes self-correcting or it becomes self-destructing." And then, flashing the familiar peace sign, he closed on a high note, "Let us opt for life and not destruction. Peace!"[150]

At the conclusion of the Chamberlain speech, "… the partisan crowd roared its approval, especially when he gave the peace sign."[151] His effort seemed to inject a shot of adrenalin into the Moratorium proceedings. Over 1,000 strong, the crowd marched from Holly Bush to Glassboro center and back to the college football field. En route, scores carried large peace signs, two youths bore a heavy wooden cross and almost all students wore armbands with a 45,000 inscription, signifying the number of Americans killed in Vietnam. Entering the football field, the crowd began chanting "All we are saying is give peace a chance." On the gridiron itself, about 200 students formed a huge, human peace sign, after which they filed into the stands to join others in listening to anti-Vietnam War speeches. Later that evening the Moratorium activities closed with more speeches.

Moratorium Day 1969 was a memorable event in Glassboro's history. Many judged it to be a demonstration of dissent at its best, sincere and peaceful, yet effective. There was no violence of any kind, for the participants realized that they were "… walking on eggs aware that the slightest bit of trouble would undoubtedly

be blamed on the College."[152] For *The Whit* editors, the Moratorium Day proceedings brought an end to Glassboro's apathetic stance on the most overriding issue of the day. "Glassboro," claimed the editors, "had played an important part in the National Vietnam Moratorium."[153]

Seven months later the Glassboro campus again reverberated to events happening in faraway Indochina and in a manner that relegated the October Moratorium activities to the status of a minor-league occurrence. President Richard Nixon, on Thursday evening, April 30, 1970, lit the fuse when he announced to a nation-wide television audience that American troops were pouring into Cambodia. Glassboro's initial reaction to the decision came two days later at ceremonies formally inducting Dr. Chamberlain as Glassboro's President. Before the program began, about 100 students and a few faculty members, carrying signs condemning the Cambodian operation, marched to the front of the Bunce Hall inauguration platform. Ignoring available chairs, they sat on the ground to watch and listen quietly to the entire induction proceedings.

With the return of students from their usual weekend break, Monday, May 4, became the first day of vigorous, organized protest. Answering the summons for a nation-wide college and university strike, student leaders Kenneth Norbe and Wayne Ackerman formed a Strike Steering Committee, which hastily called a meeting in Tohill Auditorium. Undaunted by the sparse attendance of 250 students, the leaders urged a strike whose purpose was to free students so that they could go out into the community to convince President Nixon's silent majority that he once again was leading the American people down a dangerous path.[154] As alternatives to the Nixon Cambodian policy, the strike organizers hoped to persuade the public that the most sensible course to follow was the "… immediate cessation of American military operations in Southeast Asia, the immediate withdrawal of American troops and the right of self-determination for all oppressed people."[155]

This was the strikers' program and, to make it effective, the leaders realized that they first had to convince Glassboro students and faculty of its wisdom. To this end they placed strike signs on college buildings, distributed literature, carried placards and set up peaceful picket lines. Initial efforts, however, were discouraging, for "… as the planning and strike activities progressed, life went on almost as usual."[156] At most, about 500 students or slightly over 10% of the college enrollment responded favorably to the strike call.[157] Evidentially, Glassboro had a large quota of students who preferred to walk in the middle of the road. But on the night of May 4, Glassboroites, along with the rest of the nation, watched on their television screens an episode of stark drama enacted in northeastern Ohio. Four Kent State University students lay stretched out on the ground, killed by a fusillade of bullets fired from M-1 national guard rifles. This was an event that moved many Glassboro moderates away from their center-of-the-road position.

The Kent State tragedy also galvanized Glassboro's Strike Action Committee into stepped-up activities. On Wednesday afternoon, May 6, over 2,000 students and faculty members gathered on the College Green to participate in a Glassboro version of grass-root democracy. Speaker after speaker talked both in favor of and against a strike proposal. It was evident from the frequency and volume of applause following

each speech that the audience was equally divided in its sentiments. Thereupon a decision was reached to conduct a secret ballot election the following day in order to determine accurately college attitudes on the strike issue.

Meanwhile, while the voting was taking place, President Chamberlain became the recipient of a disturbing rumor, which held the possibility that Glassboro's strike advocates were not averse to welcoming hundreds of like-minded confederates from nearby universities in a joint effort to close the College, especially if the plebiscite outcome went against calling a strike. Accordingly, the apprehensive President hurriedly formed an Ad Hoc Committee of students, faculty and administrators to fashion a compromise proposal. Closeting itself in the Administration Building auditorium, the committee worked throughout the afternoon and evening hours of May 7 and on until 3 a.m. of the following morning. Adding to the drama of the nocturnal deliberations was the fact that the committee finished its task without any knowledge of the strike vote results. Not until the daylight hours arrived did it learn that 1,456 voted against striking, while 1,307 favored closing down the College.

From the labors of the Ad Hoc Committee came a document which posterity might well label as the Glassboro Compromise of 1970. Basically, the plan posited two general principles. First, the College would remain open. Secondly, each student would have the opportunity to follow the dictates of his own conscience in deciding upon a class-attendance procedure. Specifically, the Ad Hoc Committee offered students several options. They were free to attend classes in the normal manner. On the other hand, if they chose to use the remaining three weeks of the college year to pursue peace-seeking goals, they could, with the assent of their instructors, take an incomplete grade, decide to complete courses by the independent study route, accept a withdrawal grade, or be marked on the basis of work completed from February 1 to May 3.

This was the plan that the Ad Hoc Committee confidently expected all parties to approve. Very early Friday morning, May 8, both the Student Government Association's Executive Committee and the Strike Steering Committee lent credence to the Ad Hoc Committee's optimistic prediction by readily approving the plan. But the next test was to be the most crucial one. Dr. Chamberlain called a special faculty meeting scheduled to begin at 9:30 a.m. with classes canceled for the session's duration. Before it began, neither the President nor many others present were willing to make any wagers on faculty reactions to the Ad Hoc Committee's crisis-solving proposals. One could sense the air of tension and apprehension that swept through Tohill Auditorium. More than one faculty member were overheard muttering, "What's this meeting all about? We settled the strike problem at the election yesterday. Let's not let any student minority push us around."[158]

Against this tense background, faculty member Edward White, the Ad Hoc Committee Chairman, outlined the plan. He emphasized the elements of compromise it contained, especially the provisions which called for the College to remain open for students to attend classes and the requirement that faculty members be given the right to approve or disapprove student options. After considerable discussion, Dr. William Pitt moved that the committee's plan be accepted and followed for the remainder of the spring semester. When Dr. James Lynch Jr., too,

urged acceptance of the plan, its ultimate approval was assured. By a substantial majority, the faculty voted acceptance of the Ad Hoc Committee's solution to Glassboro's May Week Ordeal of 1970.

In the aftermath of its most stormy week, the College had the luxury of taking stock on how it had handled a crisis that rocked college campuses throughout the nation. Despite the presence of a sizable minority viewpoint, most Glassboroites agreed with the assessments which follow. Faculty, students and trustees conceded that Dr. Chamberlain had displayed fine, professional leadership during the difficult days.[159] Unlike hundreds of other colleges and universities, Glassboro had remained open throughout the crisis and the remainder of the college year. It never closed its doors to the great majority of students who sought no options, preferring to attend classes in a normal manner. Above all else, no violence plagued Glassboro throughout the ordeal, although three incidents involving the display of the American flag brought physical confrontation perilously close. At times, Glassboro brushed its sleeve against possible tragedy, but its members exercised reason and judgment in drawing back from the edge of violent confrontation.

Some Quieter Moments

Not all of Mark Chamberlain's first four years at Glassboro were filled with spine-tingling crises; other less nerve-racking events quietly took place. Household-name celebrities, for example, continued to come to Glassboro, none with the stature of Robert Frost, Carl Sandburg, Lyndon B. Johnson, or Aleksei Kosygin, but, nevertheless, widely-known and appreciated for the zest they injected into Glassboro's routine way of life. Social activists Dick Gregory and Jane Fonda appeared, as did Woody Herman and his orchestra. Pierre Salinger, Press Secretary to the martyred John F. Kennedy, arrived and, with his witty yet perceptive speaking style, supplied a small measure of revivifying oxygen to the drab Nixon-McGovern election campaign. Heavyweight boxing champion Joe Frazier appeared on campus to speak in behalf of the fight against sickle cell anemia, an event that induced 150 Glassboro students to contribute funds and walk in the Philadelphia March on behalf of a worthy cause.

Glassboro's involvement in the sickle cell anemia campaign was an indication of a shift in student out-of-class concerns following the near explosion of the Cambodian Incident. As was true on campuses nation-wide, the withdrawal of American troops from Vietnam and dwindling draft calls brought a calmer atmosphere to Glassboro. Antiwar activities slowed down both in frequency and intensity, finally becoming only a page to be recorded in Glassboro's memory book. Replacing the divisiveness and bitterness of the Vietnam tragedy was student behavior of a less traumatic but more constructive nature.

Recalled, for example, was the trek that 20 Glassboro students made to Wilkes Barre, Pennsylvania, a city ravaged in the summer of 1972 by the turbulent floodwaters of the Susquehanna River. Shoveling mud, scrubbing walls and hauling debris, Glassboro's student volunteer rescue workers lent a helping hand in restoring both the homes and morale of the stricken residents. Declared a Wilkes Barre native, "They were only kids, but they were nice, really nice."[160]

At the same time the Glassboro good Samaritans were helping to shore up a disaster area, other students channeled their energies into efforts to remove Route 322 from the campus landscape. Long a potential death trap, this transportation artery was increasingly becoming an even greater traffic hazard to a growing College. Making its own traffic studies and employing its own legal counsel, the Student Government Association placed pressure on the State Transportation Department to reroute Route 322 away from the campus. But the state governmental agency claimed that any changes made would first require the approval of the Glassboro Borough, whose Council and Mayor were understandably in no mood to approve any highway relocations which might bring a heavy traffic flow through local residential areas. On a placatory note, state officials assured Glassboro students that the thorny problem would be solved by 1977, when a federally approved modern freeway would connect the Bridgeport-Chester Bridge with Monroe Township. Thus a new Route 322 would be constructed, one that bypassed Glassboro completely. While welcoming this announcement, Glassboro students felt that five years was a long time to wait for the solution of so dangerous a problem. At the present writing, they are still pressing for ameliorative decisions.

Project Route 322 was activism carried out calmly and purposively by students attuned to their obligations as citizens in a community. Another episode illustrative of mature student responsibility occurred in mid-December 1972, following a student stabbing incident. Ominously tinged with racial overtones, this unfortunate incident set campus nerves on edge, but greater tragedy was avoided by decisive, prompt action on the part of President Chamberlain, ably assisted by student volunteers, black and white alike. Student volunteer teams, racially mixed, roamed the College grounds determined to suppress any further outbreaks. Black and white students met frequently, devising plans for keeping the peace and the Student Government Association set up a 24-hour hotline in a successful effort to track down and destroy dangerous, unfounded rumors.[161]

In February 1973, Glassboro students again demonstrated that they were responsible, compassionate citizens ready to rally in support of a just cause. Sixteen-year-old Eddie Larson, a resident from nearby Washington Township, had been struck on the head by a pitched ball in a Little League game the summer before and his recovery, necessitating the payment of expensive medical bills, had been painfully slow. In an attempt to help both Eddie and his parents, the McDonald's Food Stores in Glassboro and Woodbury set aside February 14 as Eddie Larson Day. The business establishments decided to donate a sizable portion of the day's receipts to the Eddie Larson Fund. College response to the humanitarian project was expressed later by the Fund's Director, "The response from the College was more than could be expected. What beautiful young people!"[162] Chimed in the McDonald's Store Manager, "The big difference why the Glassboro store did much better than Woodbury had to be the College. It had to be that the College was really behind this."[163] Evidently, Glassboro State College in 1973 was, as it had been 50 years earlier, something more than cold stone.

Other reassuring items were written into the history of the Chamberlain first four years. In a major speech to the faculty, the President proclaimed that he had

not brought a new broom from Ohio to sweep away the Glassboro past. On a gracious note he paid tribute to the accomplishments of his predecessor. Declared Dr. Chamberlain, "I am still in awe of the tremendous growth accomplished under the leadership of President Thomas Robinson. By any standard of comparison, they were proud years for the College."[164]

At the outset of his presidency, Dr. Chamberlain gave evidence that the College, while moving in new directions, would make the Glassboro past a part of its present. Thus it was that traditions of yesteryear survived the change in administrations: Project Santa, Homecoming Festivities, All-College Week, Indoor Games, Foreign Exchange Programs, Spring Music Concert, Music Camp, Summer Theatre Program, Christmas Tree Lighting Ceremony, Administrative Christmas Party, Long-time Service Recognition Program and High School Band Day. Continued and expanded was the Martin Luther King Program, along with the practice of admitting junior college transfer students —500 in September 1971.

But, as is usually true with any changing of the educational guard, there were a few casualties. Bowing out of the Glassboro scene, for example, was the South Jersey Schoolmen's Institute, together with the fall convocation and spring baccalaureate programs.

While the past was woven into the Glassboro present, there were sharp, innovating thrusts. The length of the college year was one of them. Beginning in 1971–1972, students began the year early in September, took mid-year examinations before the Christmas holidays, started the second semester in mid-January and ended it in early May. In 1973–1974, a fillip will be added to the new calendar, when students will have the opportunity, during the interim period between the end of the first and beginning of the second semester, to take three-week courses. Another change came in 1971–1972 with the advent of the professional semester. Gone was the quarter-length Practicum course in the junior year followed by a quarter of student teaching in the students' senior year. Replacing this sequence was a one-semester exposure to a combined practicum-student teaching experience undertaken in either the first or second semester of the senior year. Also feeling the impact of change was Glassboro's long-standing policy of maintaining separate programs for full-time and part-time students, for the year 1972–1973 found Glassboro initiating the unified college approach. All students were eligible, during the hours of 8 a.m. to 10 p.m., to select courses that met their program needs.

Included in the list of innovations of the Chamberlain years were changes made affecting the Campus School. Opened back in 1954, this structure housed about 180 pupils in grades one through eight whose curricular programs and instructional methods were not too different from those found in the public schools. In 1972–1973 the school changed both its name and functions. Now called the Bozorth Early Childhood Center, it seeks to meet the needs of handicapped and non-handicapped children ranging in age from eight months to five years.

Inaugurated in 1972–1973, also, was the Glassboro Day Care Training Center housed in Glassboro's Veterans of Foreign Wars building in South Glassboro. The only school of its kind in South Jersey and one of the two operative in all of New Jersey, this unusual educational enterprise provides adult students with a training

background capable of meeting the needs of children five years and under attending 100 day care centers in South Jersey. Innovative also in the fall of 1972 was the emergence of the elementary education's Camden Teaching Corps project. Community-oriented, this program attempts to relate Glassboro student educational experiences to ongoing community developments. Its password is "Community Action."

Inserting an entry into Glassboro's innovation catalogue was Dr. William Pitt, whose Drug Information Education Workshop was a carefully organized effort to ease the pain of one of society's current social problems. Begun in the spring of 1970 and continuing to the present writing, this three-credit, eight-week course drew upon the services of specialists in psychology, medicine, health, sociology, law, guidance and religion to instruct key personnel—teachers, parole officers, policemen, detention officials and citizens—in methods for combating drug abuse. Accounting for its success, in addition to the expertise of the instructional staff, were the imaginative teaching methods used and the meticulous attention expended on planning the study sessions.

Another innovation committed to aiding those burdened by the social ills spawned by the 1970s was the inauguration in the fall of 1970 of the problem referral center called Together. Financed by the Student Faculty Cooperative Association, a director and 40 students manned hot-line telephones 24 hours daily to listen sympathetically to callers perplexed with problems on drugs, birth control, abortions, venereal disease, the draft and welfare. Within a two-month period, the center handled 700 calls and referred the callers to agencies capable of bringing a measure of succor.

One of the most interesting developments to appear on campus might be labeled Project Midnight. The brainchild of President Chamberlain, this was a tentative first step to keep the College open and functioning on an around-the-clock basis. Veteran faculty member Carl Nienstedt, an enthusiastic innovator himself, was given the responsibility of clothing the idea with reality. During the first semester of 1972–1973, 16 venturesome students signed up for his course, Human Behavior and Development. These nocturnally-inclined scholars made their way to Gateway Hall to attend class throughout the eerie hours from midnight to 2:30 a.m. While initial returns on this experimental venture were promising, its future depends upon the outcome of in-depth evaluation assessments now being made.

In the early 1970s, innovations were good for the College's mental health but so, too, was a vigorous varsity sports program. It was at this time that women's intercollegiate athletics slid into high gear with Glassboro amazons pitting their skills against collegiate opponents in field hockey, basketball, gymnastics, swimming, archery, lacrosse and tennis. In 1971–1972, track was added as a varsity sport for Glassboro males. Coach John Fox's tennis team maintained its mastery over the opposition, as was evident in 1970 with a log showing nine wins and one loss—the best record in Glassboro's tennis history. Baseball coach Michael Briglia continued to work his wizardry, earning him a place in the mythical *Who's Who* volume of diamond instructors. His nine-year record spoke eloquently for itself: 156 victories, 56 defeats and three tie games. Add to this accomplishment five New Jersey State

College Conference championships, four National Association of Intercollegiate Athletics (NAIA) area championships and four trips to St. Joseph, Missouri, where, in the Small College World Series, the Glassboro baseballers acquitted themselves with distinction.

And, in 1969–1970, a fresh new face appeared in the Glassboro coaching ranks—the ebullient Jack Collins, one of Glassboro's own. After his rookie season it was evident that Glassboro was on its way out of a five-year basketball slump. When, in 1970–1971, the Collins-coached five posted a 21-6 victory record, the word spread that Glassboro was once again a basketball power. Satisfying to the youth court mentor was the realization that this was the greatest number of victories for a season that any Glassboro team had ever achieved. Gratifying also was the ease with which the 1970–1971 squad had won the state college and district NAIA championships, followed by a sterling performance at the NAIA finals played at Kansas City, Missouri.

While not as spectacular as attention-focusing innovations or spirited sports contests, there was a miscellany of events which, considered together, merit a prominent niche in the history of the Chamberlain first four years. Early in the Chamberlain Administration, for example, students and faculty were impressed to learn that celebrities served on their Board of Trustees in the persons of Chairman Clyde O. Davis, who had received the American Chemical Society's Distinguished Service Award and George J. W. Goodman, who, writing under the pseudonym Adam Smith, produced *The Money Game*, a national bestseller. Noteworthy also was the appointment, in 1971, of Edward J. Suski to the Board of Trustees. A successful attorney, Mr. Suski gained the distinction of becoming the first Glassboro graduate to serve on the College governing body. In February 1972, Dr. Chamberlain made news by announcing that he and his family were moving out of Holly Bush, home of Glassboro Presidents since the Savitz regime. Three months later faculty members Samuel Witchell and Evelyn Reade retired, ending 35 and 26 years of faithful service to the College. Balancing the sadness of their departure somewhat was President Chamberlain's announcement the following year that Edith Huston, long-time secretary to Presidents Edgar F. Bunce and Thomas E. Robinson, was being honored for service beyond the call of duty with the prestigious title and position of Secretary of the College. On February 4, 1973, Glassboro held a simple yet moving memorial service for the 36th President of the United States, who had passed away two weeks before. Speakers, including former Governor Richard J. Hughes, eulogized Lyndon B. Johnson, but in a larger sense they were holding fast to the ties that bound the College to a President, who, six years previously, had met with the Premier of the Soviet Union at a place called Holly Bush. This was the building which, in December 1972, the United States Government had made a national shrine, worthy of being preserved for generations to come.

Finally, in May 1972, another newsworthy happening took place when 6,000 people filled the John Page Memorial Stadium to watch 2,021 students receive the bachelor's and master's degrees. This occasion was historic, representing as it did the largest graduation class in Glassboro's history. Too, it was a sign that the College was growing at an accelerated pace.

A Larger College

Mark Chamberlain accepted a position in a growing College and, as its President, presided over more of the same. Over the Chamberlain four years—1969–1973—Glassboro's expansion chart resembled the inflation graphs contained in the newspaper financial pages of the time. Interpreted, this meant that College growth indices ascended sharply. In four years, for example, undergraduate, full-time enrollment climbed from 3,939 to 6,198 and the number of faculty members increased from 324 to 414. Expanded, also, was the administrative staff, which leaped from a membership of 49 to 93. Following the upward trend, undergraduate curriculums increased from 21 to 36. Rounding out the expansion surge, Glassboro in 1972-1973 had the use of seven more buildings than it had four years previously. Measured by any comparative yardstick, these were impressive growth indicators. Coping with them and his other responsibilities were guarantees that President Chamberlain needed the brief vacations he may have taken.

Obviously, a college of this size and an even greater one in the offing called for some deep thinking on needed administrative changes. Thus it was in May 1971, President Chamberlain unveiled a new administrative organization plan, a setup usually associated with large educational institutions. Beginning in 1971–1972, Glassboro began to be governed administratively from three major offices: the President's, Provost's and the Office of Administration, Business and Finance. While the President, of course, continued to be the chief executive officer to whom all administrative problems were sent for final decisions, a number of administrators reported directly to him, principally those charged with responsibility for admissions, student affairs and institutional planning. Immediately responsible for instructional matters was the Provost, assisted by three deans for Arts and Sciences, Fine and Performing Arts and Professional Studies. Completing the revamped administrative structure was a Vice President for Administration, Business and Finance, whose title indicated his responsibilities.

On hand to help bear the administrative burden were department chairmen, who, during the Chamberlain Administration, were granted an ever-increasing share of administering the College. Theirs, for example, was the responsibility for guiding students in the major departments, including the task of aiding them in course selections. To the chairmen also went the chores of determining faculty loads, arranging faculty schedules and submitting departmental course offerings included in both the regular college and the extension division programs of study. Noticeable, too, was the increased departmental participation in preparing the College budget.

Yet another manifestation of a growing College was the proliferation in the number of departments. Prior to Dr. Chamberlain's advent on the Glassboro scene, 13 departments were listed in the College catalogue. Four years later the number had increased to 25. In most instances, the newcomers arrived by way of a spinning-off movement from larger parent groups. Thus, the Education Department produced the following new departments: Elementary Education, Psychology, Secondary Education, Educational Administration, Special Education and Reading. From the parent Social Studies department came departments with the names of History, Geography-Anthropology, Sociology and Political Science-Economics. The

Foundations of Education gave birth to the Philosophy-Religion Department, while the Communications Department produced the independent Speech and Drama Department. A departmental mitosis of this magnitude was a clear sign that Glassboro was girding itself for the problems that a larger College must face.

Reflecting Glassboro's new look appearance of the early 1970s was an expanded curricular program. Leading the parade of new curriculums adopted were those in the Arts and Science category, including programs in Communications, Chemistry, Sociology, Psychology, Political Science, French, Spanish and Speech and Theatre Arts. With these additions Glassboro's liberal arts curriculums increased from six in 1969–1970 to 14 in 1972–1973.[165] Still very much alive in a College moving in new directions was Glassboro's ancient professional education program. Curriculums in this category increased from 15 in 1969–1970 to 20 by 1972–1973, with additions represented by Early Childhood Education and programs in the teaching of Spanish, French, Communications and Physical Science.[166] Finally, Glassboro broke new curriculum ground in 1971 when it adopted a Law and Justice program designed to prepare undergraduates for careers in law enforcement, correction, rehabilitation and police science. One year later the Administrative Studies curriculum, aimed at getting students ready to fill positions in business and public management fields, became a part of the Glassboro curricular program,

As described above, College growth can be measured by gains in students, faculty, administrators and curriculums. It is doubtful, however, that they competed with the appearance of new buildings as signs of rapid expansion. Buildings have a higher degree of visibility, of permanence. They were there for all to see every day of the week, mute yet powerful testimonials of a College in the throes of rapid growth. So it was at Glassboro as it approached its 50th birthday.

Old-timers on the Glassboro faculty can understand the effectiveness a building boom has as a growth barometer. Back in 1953—20 years ago—veteran Glassboroites, driving eastward on Carpenter Street, could glance ahead to their right, searching for evidence that a College lay ahead. Illumination from a searchlight focused on Bunce Hall's tower was the sole assurance that they were driving in the right direction. Following the same route, in 1973, motorists had clearer landmarks. A dazzling flood of lights emanating from dozens of buildings and powerful lamps atop tall towers gave the drivers the feeling that they were approaching a small-size city, which, indeed, Glassboro State College had become. While not a metropolis, the College had reached a point at which, for any given week, over 12,000 students were on campus, where they had the use of 32 buildings valued at $30 million.

Seven of these structures were built during Mark Chamberlain's first four years at Glassboro. Four of the seven posed no threat architecturally to Newport, Rhode Island's stately mansions, but they had the virtue of utilitarianism, designed to fulfill specific functions. Erected first, in the spring of 1970, was the Administration Annex, placed adjacent to the larger Administration Building. Occupying the Annex, in 1973, were over 50 displaced persons from six administrative divisions, literally evicted from the bulging Administration Building. In the fall of 1971 the Brown and Gold Team House was ready for occupancy. Facing Carpenter Street adjacent to the new football field, this structure contains locker room facilities, shower rooms,

training rooms and offices. Next came the Cassady Maintenance Building, constructed in the vicinity of Hering Heating Plant. This edifice, opened in September 1972, houses carpentry, plumbing and electrical shops along with offices. And, in 1972, the Carriage House appeared. This was a reconversion project, which found the Whitney Mansion barn converted to a building for the storage and sale of college textbooks.

If these four structures were not in a major league building category, three others costing $16.6 million were. During the summer of 1970, workmen manipulating giant, excavating machinery lifted the State Department of Higher Education's blockade on Glassboro's building program. It was then that operations began on a music building for which plans had been completed and approved as far back as the mid-1960s. With the passage of the 1966 Higher Education Law, the plans were shelved for three years pending the outcome of building program reassessments by the new decision makers, who, in 1970, finally gave the green light to begin construction. Built in back of Westby Hall at a cost of $5,828,000, the Wilson Music Building, in May 1972, began functioning much to the delight of the Music Department, which for over 10 years, had patiently labored in the nether regions of Bunce Hall. An imposing structure outside and inside, this new building contains within its confines a 1,000 seat auditorium, 17 classrooms, 90 music practice rooms, 16 faculty offices, 32 studio offices and student lounges.

Scheduled to open in November 1973 is another Robinson Administration holdover, a large College Center with a $6,295,115 price label. Located on the new campus between the Savitz Learning Center and Winans Dining Hall, this air-conditioned edifice will contain a bookstore, publication offices, student government offices, game rooms, lounges, dining room and meeting rooms. Another major construction project of the early 1970s is the Robinson Classroom Building, whose three floors will house 11 faculty departments. Expected to become operative by March 1974, this building is being erected between the Wilson Music Building and the Esbjornson Gymnasium. A $4.5 million structure, the Classroom Building will contain 17 general classrooms, seven seminar rooms, eight laboratories, 177 faculty offices, 12 department chairmen offices, 12 conference rooms, 22 testing rooms and two lecture halls, each capable of holding 150 people.

As it had in the 1950s and 1960s, Glassboro of the early 1970s discovered that dormitory construction was high on its list of vexatious problems. A breakthrough had come early in 1969, when the trustees gave the go-ahead signal to begin movement on the construction of two dormitories, each constructed to house 500 students.[167] But, before the point of no return had been reached in planning these structures, Dr. Chamberlain became Glassboro's President and, with his entrance, a new approach to planning dormitories came to Glassboro. Based upon his experience with dormitory living at Case-Western Reserve University, the new President was convinced that students of the 1970s were turned off with the traditional types of dormitories with their long halls and two students in each room. Moreover, he questioned whether students would be able to pay dormitory rents, swollen to high levels by inflated building prices. Compounding the problem was the fact that the dormitory costs, under a new state financial policy, were required to be self-

liquidating, another way of saying that they were expected to be paid by the students themselves. Convinced that the traditional dormitory approach was not the answer to Glassboro's housing needs, the President vetoed the traditional dormitory plans and, along with Kenneth Clay and Philip Tumminia, began searching for alternatives. Much of their time and efforts were devoted to persuading private enterprise to build and operate dormitories for the College.

Meanwhile, Glassboro still had a housing problem sitting on its doorstep. To ease the immediate dormitory bind, the College, late in 1970, purchased the off-campus Mansions Apartments for $1,135,000, a transaction that met the housing needs of 300 students. One year later, private enterprise helped ease the dormitory problem by beginning the construction of a pre-engineered classroom-apartment complex at the corner of Route 322 and Joseph Bowe Boulevard. Opened in September 1972, this four-floor structure housed 282 student apartment residents, besides providing classrooms and offices for 61 faculty members belonging to four departments. Christened the Triad because of its physical configurations, this structure was Glassboro's first venture into the private enterprise building field.

Subsequently, the College completed another privately owned and managed arrangement but ran into zoning problems with Glassboro Borough, obstacles that have slowed dormitory construction activities.[168] In March 1973, the Board of Trustees reluctantly placed Glassboro's private enterprise efforts into cold storage. It made this decision by approving the construction of a dormitory-apartment complex financed by the New Jersey Educational Facility Authority. Unlike the Triad arrangement, the College will own and manage the new dormitory. Located in back of the Esbjornson Gymnasium, the latest edition to the Glassboro dormitory family will cost about $2 million and will meet the housing needs of 384 student apartment dwellers.[169]

A Brief Parting Word

With this glimpse into a larger Glassboro, we bring down the curtain on its past. As educational institutions go, it is at best a short history, one that began when radio was in its infancy and now, 50 years later, is a part of a world that finds men riding vehicles on the moon.

It is a tale of a College which laughed in the teeth of a Great Depression by establishing a great tradition called Lantern Night, symbol of hope and continuance; survived the vicissitudes of a World War; hosted on brief notice a Summit Conference of the world's superpowers; and kept its head while others were losing theirs in the Gethsemane called the Vietnam War. Too, it is a story of those who cheerfully, unselfishly and devotedly loved an institution—of Calvin Kendall, who fathered the school through a long, tortuous birth period; of Grace Bagg, who for 48 years submerged her life, personal and professional, in the interests of Glassboro; of the late Walter Campbell, who looked upon vacations as free time taken by others but not by himself; of Chief Groundsman Carlton Chew, who walked five miles to work through a 14-inch snowfall because he felt the College needed him; and of Roland Esbjornson, who gave his time and money to a cause both he and Glassboro believed in.

Glassboro State's services in Camden started in a city storefront with three employees devoted to providing opportunities for children and youth.

Part and parcel of the Glassboro heritage are students who rallied to good causes, whether it was establishing a camp, purchasing a swimming pool, traveling hundreds of miles to sporting contests to cheer their teams on to victory, or simply, as they walked the campus, saluting friends and strangers alike with a friendly "Hi."

Students in the thousands, a total staff numbering close to 1,000, a score of new buildings and a far-flung campus of 180 acres are also items in the Glassboro chronicle. But, from the vantage point of one who has vicariously lived with the College's first half-century, these are but the physical trappings of a developing institution. Far more significant has been the realization that Glassboro has lived the principle that it is a College that cares. In short, Glassboro is about to celebrate its Golden Anniversary secure in the knowledge that its past has been made by people who genuinely believed that their *Alma Mater* is something "more than cold stone."

APPENDIX A

Illustrations

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*New photo for 2023 reissue.

APPENDIX B

Growth Patterns

	Savitz Administration		Bunce Administration		Robinson Administration		Chamberlain Administration	
GROWTH ITEM	1923–1924	1936–1937	1937–1938	1951–1952	1952–1953	1967–1968	1969–1970	1972–1973
Full-Time Enrollment	236	285	314	508	433	3,529	3,939	6,198
Number of Faculty	16	29	29	36	36	281	324	414
Number of Administrators	1	1	1	3	3	41	59	93
Curriculums (Undergraduate)	3	3	3	3	3	21	21	36
Curriculums (Graduate)	0	0	0	3	3	25	25	25
Number of Buildings	3	5	5	5	5	25	25	32
Acreage	55	55	55	55	55	181	181	181

APPENDIX C

Full-Time Enrollment, 1923–1973

	Men		Women				Men		Women		
YEAR	NO.	% OF TOTAL	NO.	% OF TOTAL	TOTAL	YEAR	NO.	% OF TOTAL	NO.	% OF TOTAL	TOTAL
1923–24	10	4	226	96	236	1948–49	168*	36	301	64	469
1924–25	8	2	347	98	355	1949–50	168	33	341	67	509
1925–26	7	2	379	98	386	1950–51	182	33	373	67	555
1926–27	11	2	437	98	448	1951–52	143	28	365	72	508
1927–28	13	3	485	97	498	1952–53	114	26	319	74	433
1928–29	13	3	486	97	499	1953–54	104	25	314	75	418
1929–30	16	4	421	96	437	1954–55	106	24	332	76	438
1930–31	13	4	320	96	333	1955–56	124	24	392	76	516
1931–32	16	4	375	96	391	1956–57	188	28	495	72	683
1932–33	32	7	400	93	432	1957–58	263	30	605	70	868
1933–34	28	8	337	92	365	1958–59	364	34	714	66	1078
1934–35	32	10	298	90	330	1959–60	404	34	778	66	1182
1935–36	38	13	249	87	287	1960–61	479	34	931	66	1410
1936–37	42	15	243	85	285	1961–62	589	33	1183	67	1772
1937–38	48	15	266	85	314	1962–63	676	32	1440	68	2116
1938–39	75	19	317	81	392	1963–64	754	30	1724	70	2478
1939–40	93	21	344	79	437	1964–65	935	30	2215	70	3150
1940–41	92	23	308	77	400	1965–66	910	28	2283	72	3193
1941–42	62	18	279	82	341	1966–67	964	30	2268	70	3232
1942–43	34	13	235	87	269	1967–68	1066	30	2463	70	3529
1943–44	2	1	168	99	170	1968–69	1258	34	2462	66	3720
1944–45	3	1.5	197	98.5	200	1969–70	1409	36	2530	64	3939
1945–46	8	4	199	96	207	1970–71	1602	37	2721	63	4323
1946–47	164*	42	222	58	386	1971–72	1850	38	3045	62	4895
1947–48	227*	48	245	52	472	1972–73	2418	39	3780	61	6198

*Includes enrollment in Veteran Program.

APPENDIX D

Highlight Events in the History of Glassboro State College

The Beginnings

Date	Event
1913	Legislature authorizes a normal school constructed in a county south of Trenton.
1917	Legislature appropriates $300,000 for the construction of a normal school in South Jersey.
1917	State Board of Education selects Glassboro as normal school site.
1920	Normal school given official name: "The New Jersey State Normal School at Glassboro."
1920	Legislature appropriates an additional $125,000 for the construction of the Glassboro Normal School.
1921	Another $125,000 awarded for Glassboro Normal School construction, increasing total Legislative appropriations to $550,000.
2/10/22	Ground broken for the construction of the Glassboro Normal School.
2/2/23	Dr. Jerohn J. Savitz appointed Principal of Glassboro Normal School.
7/2/23	Glassboro Normal School opens as a summer session center for in-service teachers.
9/4/23	Glassboro opens as a normal school for full-time students.

The Savitz Administration

Date	Event
1923	Ada P. Schaible writes Glassboro's Alma Mater song—"Fair Normal."
1923	First publication of the school yearbook—*The Oak.*
1923	Glassboro Alumni Association organized.
1923	Field service program begins.
1926	Purchase of Camp Savitz.
1928	Laurel Hall dormitory opens.
1929	Change from a two- to a three-year normal school program.
1930	Oak Hall, Glassboro's second dormitory, opens.
1930	Dr. Savitz retires.
1930	Seymour Winans appointed Acting Principal.
1931	Beginning of the Lantern Night tradition.
1931	Dr. Savitz returns as principal.
1932	Tuition charged for the first time.
1932	Students begin paying for their textbooks.
1932	Varsity basketball team for males organized.
1934	Glassboro becomes a four-year degree granting college.
1937	Glassboro's name changed to "The New Jersey State Teachers College at Glassboro."
1937	Title of administrative head changed from "Principal" to "President."
1937	Dr. Savitz retires.

The Bunce Administration

Date	Event
1937	Dr. Edgar F. Bunce appointed President of Glassboro State Teachers College.
1938	Glassboro becomes accredited by the American Association of Teachers Colleges.
1938	First publication of *The Whit.*
1939	Varsity baseball team organized.
1939	Varsity tennis team becomes operative.
1942	World War II acceleration program begins.
1943	World War II erodes enrollment to all-time low of 170 students—two males registered.
1944	Adoption of faculty rank system.
1945	Glassboro faculty gain protection of tenure law.
1945	Faculty salary schedule adopted.
1946	Junior college program for World War II veterans begins.
1947-1950	Varsity football begins and ends.
1947	Grades 5-9 curriculum program begins.
1949	Graduate program approved.
1952	Dr. Bunce retires.

The Robinson Administration

Date	Event
1952	Dr. Thomas E. Robinson appointed President of Glassboro State Teachers College.
1953	Beginning of the South Jersey Schoolmen's Institute.
5/13/53	Formal ceremony inducting Dr. Robinson as Glassboro's third President—a Glassboro innovation.
1953	Publication of the *Tower Chimes.*
1954	Hurricane Hazel strikes Glassboro.
1954	Glassboro participates regularly in TV-WFIL's University of the Air program.
1954-1956	Building Construction Program–Phase I.
1955	Varsity soccer team organized.
1956	New reconstructed curriculum begins.
1956	Start of secondary school teaching programs—English and Social Studies.
1957	Purchase of the Leonard peach orchard of 117 acres. Guarantees future expansion.
1958	Glassboro gains Middle States Association of Colleges and Secondary Schools' accreditation.
1958	Glassboro's name changed to "Glassboro State College."
1958	For the first time, full-time enrollment goes over the 1,000 mark.
1960	Glassboro placed on the American Association of University Women's approval list.
1960-1963	Building Construction Program–Phase 2
1961	World Affairs Symposium.
1962	Glassboro enrollment tops 2,000 mark.
1962	Uganda Day ceremonies.
1963	Varsity football returns.
1964	Enrollment exceeds 3,000.
1964	Breakthrough in the graduate program.
1966	Introduction of Liberal Arts program.
1966	Passage of the Higher Education Law.
1966-1968	Building Construction Program–Phase 3.
1967	Introduction of 12-hour faculty load.
1967	Glassboro baseball team finishes second in Little World Series at Kansas City.
1967	Holly Bush Summit Conference.
1967	Local Board of Trustees meet for first time.
1967	Formation of Faculty Governance Committee.
6/4/68	President Lyndon B. Johnson speaks at Glassboro Commencement.
6/18/68	Dr. Robinson resigns.

Bjork–Chamberlain Era

Date	Event
7/68	Richard Bjork appointed Acting President.
9/68	Inauguration of the Martin Luther King program.
1/69	Mark M. Chamberlain appointed President.
1/69	Faculty Senate holds first meeting.
10/69	Vietnam Moratorium observance.
1970	Student rights gains.
5/70	Cambodian Crisis Week.
5/2/70	Dr. Chamberlain Induction Ceremony.
7/70	Ground broken for the construction of Wilson Music Building signifying break in building logjam.
10/70	Faculty Association signs negotiation contract with Board of Trustees.
1971	Implementation of multi-purpose program.
1971	Growth of academic departments.
1971	Administrative organization.
10/71	Trustees end local negotiation contract.
1972	The Tenure Struggle.
1972	Graduating class exceeds 2,000.
1972	Enrollment exceeds 6,000.
1973	Building Expansion–Phase 4

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Professor Burton Wasserman designed the institution's 50th anniversary logo. Known for his abstracts and geometric color blocks, he applied his minimalist style to the anniversary icon. The school colors conveyed tradition, while the shapes and style symbolized the dynamic and contemporary college where the art professor would teach for more than four decades.

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Glassboro State College

1992
Rowan College
of New Jersey

1997
Rowan University