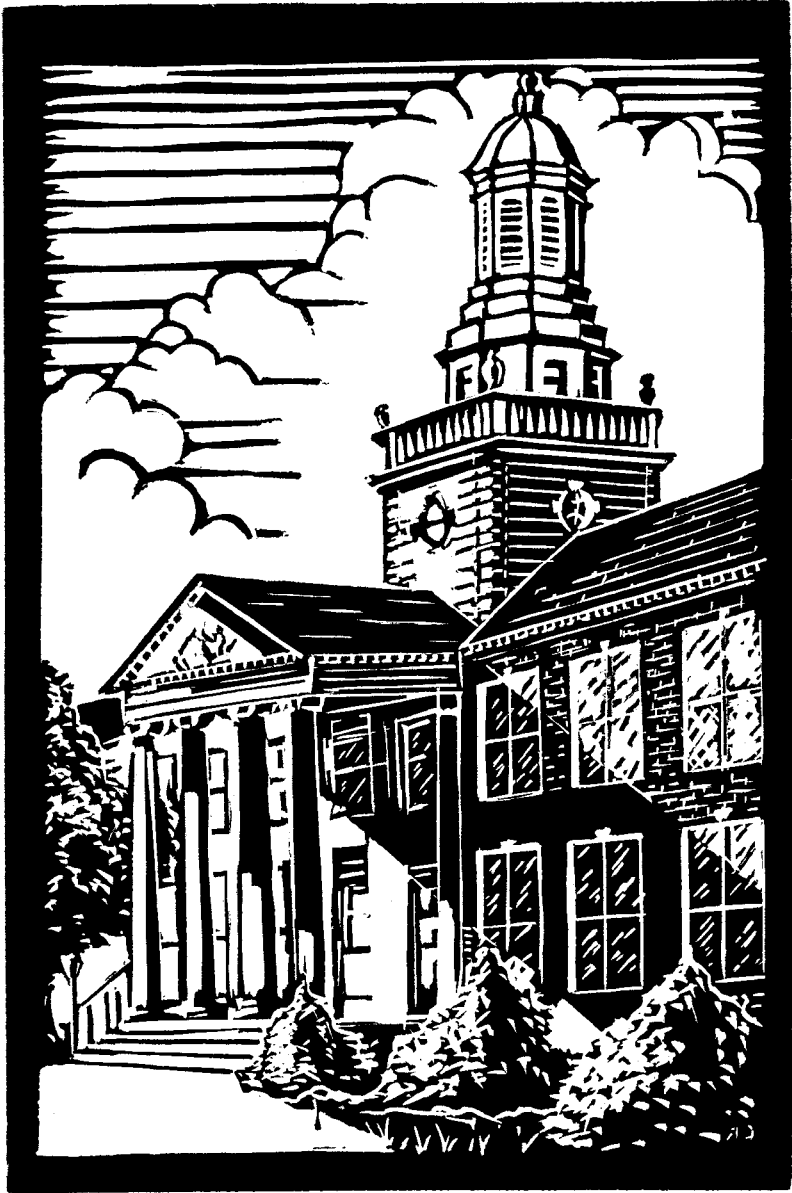
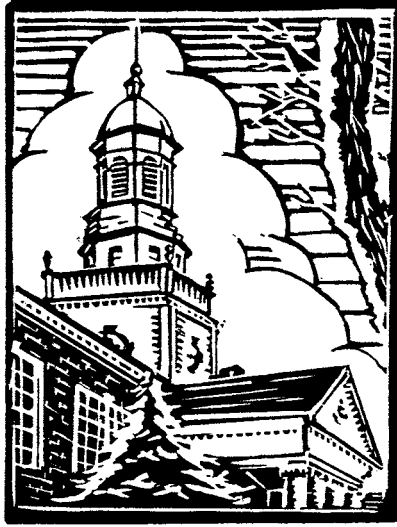




A HISTORY OF THE  
GLASSBORO STATE TEACHERS COLLEGE



A HISTORY OF THE  
GLASSBORO STATE TEACHERS COLLEGE  
FROM 1923-1940



*“The lintel low enough to keep out pomp and pride:  
The threshold high enough to turn deceit aside.”*

—Van Dyke

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Prepared by Journalism Classes of 1939–1940 and 1940–1941

*Advisor*—DR. EDGAR F. BUNCE

*Instructors*—MARION L. LITTLE and PARTHENIA VANDERMARK

## **Block Prints**

MARY FINCK '42

Publications  
Lane of Oaks

HARRIET GOESS '43

Side Entrance  
Oak Leaves  
Holly Leaves  
Christmas Tree  
Camp Oak  
Squirrel  
Gourd

JOSEPH LALLI '43

Train  
Automobile

BLANCHE LAYTON '42

Laurel Hall  
Oak Hall  
Library

CLARA PAGLIONE '42

Sports

CHARLES ROBINSON '41

College Building  
The Tower

CATHERINE SPRATT '43

Walk to the Woods

## THE FOUNDING—1917



**I**N 1915 there were three state normal schools in New Jersey, all situated in the northern part of the state, making it difficult for students in the southern section to secure a normal school education. The citizens of North Jersey thought there were not enough students in the southern part of the state to warrant the starting of a school. However, through the efforts of the members of the State Board of Education, who believed that a South Jersey

school was needed, the State Legislature in 1917 appropriated \$300,000 for a normal school in the southern part of the state.

“The World War kept the plans of the State Board of Education in abeyance for a while. When they finally became more or less concrete, it was evident that the appropriations made would not be sufficient. Contributions were made by interested citizens and additional appropriations granted by the State amounting to about \$500,000.”<sup>1</sup> A list of the contributors follows this chapter.

Due to the postponement, Commissioner Kendall received a letter from a man in Woodstown. He made the following statement at a regular meeting of the State Board of Education on January 19, 1918:

“Gentlemen, I have here a letter from a man in Woodstown. He is very anxious to send his daughter to normal school and is greatly distressed at the proposed postponement.”

An excerpt from a report of the committee on location shows why Glassboro was finally chosen as the school site.

“The town contains three thousand inhabitants of whom 80 percent own their homes. A new Glass Plant is being erected just outside the town at a cost of more than a million dollars, in which only the most skilled labor will be employed. The town has a National Bank, the surplus of which amounts to three times its capital. There is also a first class Building and Loan Association. A highly-capitalized syndicate, owning practically all the electric plants in South Jersey, furnishes current in Glassboro for industrial use and for house and street lighting. Glassboro has a large gas works which furnishes light and fuel for 49 surrounding towns. It is well supplied with artesian water, the present supply amounting to 150,000 gallons per day. Glassboro has one Catholic and eight Protestant Churches. It also has a first class High School, accommodating three hundred pupils in thirteen rooms. The building is almost new and up-to-date in every respect. It is proposed

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<sup>1</sup>“The Oak” of 1933, published by the graduating class of Glassboro Normal School; p. 4.

to build a new Grammar School with eighteen rooms. These two school buildings will afford excellent opportunity for practice teaching for Normal School pupils.

“Possibly the most important question to determine in the selection of a site for a Normal School is that of its healthfulness: By consulting the records in Trenton it is found that, during the years 1914, 1915, and 1916, there were in Bridgeton 76 cases of Typhoid Fever; in Pleasantville, 55 cases; in Hammonton, 43 cases; in Millville, 29 cases; and in Glassboro, 7 cases. These figures are worthy of every consideration, since they speak for themselves.

“Geographically speaking, Glassboro is located in a rich agricultural community, nineteen miles south of Philadelphia and forty-six from Atlantic City, on two lines of railroad. If the Normal School were located anywhere else in Gloucester County, it would make it necessary for many commuting pupils to use two lines of railroad, and in many instances, travel miles in detour, with added cost of transportation. By consulting a railroad map, these facts are easily obtainable.

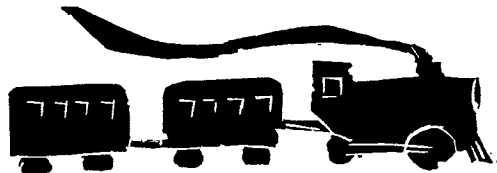
“A vital question to determine in the location of a Normal School, it would seem, is that of the center of population. ‘Holly Bush’ is absolutely the nearest to the center of population of any site thus far proposed. To locate the Normal School at any point very far from Glassboro would work hardship on the people who patronize the school. Any location far removed from the center of population reduces the available train service and increases the cost of transportation of the large majority of students.”

In a meeting of the Board on March 2, 1918, Mr. Melvin A. Rice, the President, reported that State Architect Bent was ready to proceed with preliminary sketches of the South Jersey Normal School.

Finally, on October 14, 1919, Dr. John C. Van Dyke submitted the plans as prepared by State Architect Bent. They were endorsed by the State Board of Education.

The construction started soon after the plans were endorsed. Guilbert and Betelle were the architects engaged and a contract was given to the DuPont Company. The contract called for completion on February 3, 1923. Due to unavoidable and unforeseen circumstances, the contract could not be met. An extension was granted until April 1 of that year.

February 3 was important because of another circumstance that occurred on that date. It was then that the State Board of Education announced the transfer of Dr. J. J. Savitz from Trenton to Glassboro.



The opening day in September 1923, was marked by the entering of thirty-three seniors who lived in South Jersey but had previously attended the northern schools. No better account of their reactions is available than the following one from "The Oak" of 1924.

"On September 4, trains from all directions deposited the thirty-three seniors at a railroad station just fifty-six miles south of the State Capitol. The sign swinging from the roof of the station proclaimed the metropolis to be Glassboro.

"All eyes were turned expectantly toward a point not far away. There, across a broad field, backed by a glorious wood and approached by a walk shaded by huge oaks stretched our dream-come-true—the Glassboro Normal School. From that moment we have loved it."

There the feelings of the first senior class at Glassboro Normal School are represented.

It was a little later in the year that Dr. Van Dyke made a speech at the State Board Meeting. To quote again from the State Board of Education records:

"Gentlemen, I have visited the Glassboro Normal School and I am very much pleased with the handsome building which is a credit to the State of New Jersey and to the State Board of Education."

The dedication of the school took place on November 16, 1923. The scene is best described in Dr. Savitz's annual report in the 1925-1926 catalogue.

"An audience of more than fourteen hundred people, consisting of members of the State Board of Education, members of the State Legislature, city and county superintendents of schools, the donors of the twenty-five acres of land and interested citizens from all parts of the state, especially from South Jersey, assembled on November 16, 1923, to assist in the dedicatory exercises of the school."

—John McCuckin '43





**Contributors to Fund for Purchase of  
Additional Land for Campus**

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HARVEY ABBOTT  
JEPHTHA T. ABBOTT  
JOHN ACKLEY  
T. C. ALLEN  
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NOTE—Taken from original list of “Donors.”

## ADMINISTRATION



THE CHARACTER and success of any institution depends to a great extent on the administrative policies which have directed its establishment and growth over a period of years.

The Glassboro Normal School was established for the definite purpose of training teachers for the elementary schools of the southern part of New Jersey. The first principal of the school, Dr. J. J. Savitz, was a leader with wonderful preparation and experience for this type of administrative work. He realized that teachers of elementary grades need character, culture, understanding of children and practical training in teaching in order to be successful.

Under his careful direction the school was built, organized and conducted to carry out the training program which seemed at that time necessary in order that the Glassboro graduate might do well as a public school teacher. He emphasized the necessity for good teaching procedures by all faculty members so that their students could profit from the examples set. He insisted on a high standard of achievement by each student in every subject and school activity. He realized that successful public school teachers must be people of high moral character and he endeavored to develop such character in the students. He knew that hard work and determined effort are fundamental to teaching success and he insisted, therefore, that each student should form correct habits of work. He believed that teachers of children must see children often and must work and play with them in order to understand them.

As a definite part of the program of preparing teachers Dr. Savitz believed in a school plant which was at all times sanitary, beautiful and efficiently organized. He encouraged faculty members and students to beautify the campus and to keep everything in excellent working condition. As a result the Glassboro campus and buildings are favorably known throughout the State for their beauty and orderly appearance.

For fifteen years from 1922 to 1937, the Glassboro State Normal School, now the New Jersey State Teachers College at Glassboro, developed under the administrative leadership of Dr. Savitz into an excellent institution with a remarkable record of placement and success of its graduates. Changes were made from time to time. The school population varied from year to year and the curriculum was gradually lengthened to four years, thus allowing the school to be classified as a college, but the personality and philosophy of one man—its builder—continued to be evident in all activities and achievements.

In 1937 a change in administration was made. Dr. Savitz retired and Dr. Edgar F. Bunce succeeded him as President. Dr. Bunce knew the

College, having supervised its work for six years while State Director of Teacher Education. His early training in Normal School and College and his experience as teacher, principal, superintendent, college instructor, Vice President of a Teachers College and State Director of Teacher Education admirably fitted him to carry on the work which Dr. Savitz had so well started.

In harmony with his own democratic philosophy of education, Dr. Bunce has inaugurated a number of administrative policies. Several of these might well be mentioned here.

Each faculty member now has considerable individual freedom to use his time and talent to the best advantage of the College and himself. As far as possible and in harmony with the activities of the rest of the staff, each instructor is encouraged to initiate new projects and to experiment in his work. This encourages faculty growth and contributes toward individual happiness.

A plan of student-faculty committees has been started which allows students to discuss and to recommend desirable changes in college procedure. The College thus becomes their college.

Emphasis on the value of creative work has been made possible through the photography club, the college newspaper, the art classes and the dancing club. The college yearbook is now planned, executed and sold without any help from the faculty. This is only one illustration of many things which are now being done under student leadership rather than faculty domination.

Adequate facilities for field trips by bus and by auto to public schools and to centers of cultural interest make the college campus almost unlimited in its extent and educational value. Such procedures broaden a prospective teacher's horizon and put reality in what she teaches.

Now that the College has a larger proportion of men, college athletics are allowed to assume a more important place than formerly. Restricted schedules with other colleges are followed and changes in equipment and building facilities have been made to make athletics possible.

Dr. Bunce as President of the College endeavors to maintain the open door policy so that any student and any college employee may walk into his office at any time he is free and discuss any pertinent personal problems with him. Such an arrangement seems to be appreciated by students and employees.

In line with his philosophy that a State Teachers College should be helpful to all groups interested in education, Dr. Bunce has encouraged groups of teachers and many others to use the College Building for their meetings. Almost every week one or more such groups meet at the College, thus making it an educational center for South Jersey in many respects.

Just what the future of the College will be, no one knows. As a public institution it must continually change as the social and economic conditions of our State and nation change. It will, however, continue to be the policy of the administration just as it was the original policy of its builders to have the College serve the southern part of New Jersey on the level of higher education with special emphasis upon preparing teachers for public school service.

## OLD HOLLY BUSH ESTATE



THE HERITAGE the Whitneys gave the College is one of dignity and culture. From the early days of Glassboro this family was famous throughout the section for wealth, education and power.

At home in the spacious "Jersey" stone mansion, named "Holly Bush," because of a small specimen of this evergreen planted before the house, they were without doubt the social and financial leaders of the vicinity. According to half-forgotten legends that are clothed in mystery and doubt, they were feared as well as revered by the town folk. Their place was thought worthy of inclusion on an old map preserved in the Hancock House Museum at Quinton. The following story, vouched by Dr. W. W. Pedrick, gives an example of the magnificent gestures they could and did make.

Ice for the Holly Bush Mansion was taken each winter from a small pond north of Mullica Hill Road in the boggy section beyond the College. At one place this pond was at least five feet deep. Two small children, one summer day, played on a floating log at this point of the pond. Both were drowned.

The Whitneys had the dam of the pond torn away immediately. The pond drained away and was never refilled.

The original extent of the estate was considerably larger than the present campus according to reports from the townspeople. Several of the family owned other property in and around Glassboro, including fruit farms and a model dairy farm. The Holly Bush Tract apparently extended across Whitney Avenue, which was said to have been cut through the Whitney rose garden, to the neighborhood of the Junior High School.

The corner stone of the Whitney House gives 1849 as the date of erection.

It was built by Thomas Heston Whitney who was also responsible for the construction of a large greenhouse where Belgian grapes hung in purple clusters, an ice house of "Jersey" stone and several other buildings on the estate.

The ivy that wreathes the verandas and clammers over the rough stone of the house was brought from Westminster Abbey by one of the "traveling Whitneys," who also supplied the slip that now veils St. Thomas' Church.

Behind Holly Bush was a park timbered with oak and pine through which deer roamed. Through the park ran a road with gates which had a unique automatic operation. Before reaching the gate the horse and wagon passed over an iron cross rod, which in turn was attached by an iron rod to the gate. When one passed over the cross rod, the gate opened. Another

rod provided for the closing of the gate once the driver and vehicle had passed through. One of these gates was situated at the place where High and Ellis Streets meet. Another gate was located near the present railroad station.

The Whitney family was large. The members traveled extensively, and according to a popular statement, one of the family was always on a boat going to or coming from Europe. A well-executed statue of white marble, said to represent Miss Josephine Whitney, stands in the entrance of the house, now the President's home. It is of Italian workmanship and is one of the few personal mementos of the Whitney family in the possession of the College.

According to one report, one of the sons found European life so appealing that he established his residence in Paris, where he served as dentist to Parisians high in the social scale. His French wife and child died in a shipwreck on their way to America to visit the Glassboro family. The husband was so overwhelmed with grief that he left Paris for the North Woods, where he remained for years as a Canadian lumberman.

John Whitney owned the present Chestnut Ridge tract, formerly designated as Chestnut Ridge Farms. In addition, he maintained interests in Mexican gold mines. Josephine, his daughter, the subject of the statue, is the last of the clan.

The Whitney name is associated closely with the glass industry of South Jersey. Sand for bottles was secured within a mile of the present campus. Long before the establishment of Holly Bush, the Whitney family ran a bottle works. Son followed father as head of the factory. The employees numbered a thousand for some three quarters of a century.

In the early days, glassblowers earned high wages, ranging sometimes as high as \$20.00 a day. During the summer months, however, when the factories were closed, many of the blowers were dependent upon loans from the ruling family. "Easy come, easy go," was the term applied to the blowers.

A company store was established for the use of employees. A form of artificial money was used—perhaps a forerunner of the recently used "scrip." At the store, groceries, dry goods and other supplies were kept. Employees used the "scrip" to pay for their purchases. In fact, many of them saw very little actual cash from one year to another. The Whitney store was located in the building now occupied by the Lutz Drug Store.

With the installation of automatic glass-blowing machines in the early 1900s, many changes crept into the life of the Whitneys and through the life of the town. The era of high wages was over for the men and high profits for the employer were at an end. The day of glory waned, son after son died to be buried in the Episcopal Churchyard, and the old mansion

grew quieter and quieter until it was closed in 1913.

Naturally the House served as a center of entertaining. Many famous men found refreshment within its walls. In 1912 William Howard Taft spent the night there as he toured South Jersey during the presidential campaign.

President and Mrs. Bunce are carrying on the Whitney tradition of wide hospitality. During the short period of their residence in the house, visitors of distinction have enjoyed their entertainment. The poet Robert Tristram Coffin; Dr. Charles H. Elliott, New Jersey State Commissioner of Education; Dr. Lester K. Ade, State Superintendent of Public Instruction of Pennsylvania; Dr. Harry Holloway, State Superintendent of Public Instruction for Delaware; Mrs. Wm. F. Little, member of the State Board of Education; Dr. Zenos Scott, Superintendent of Schools, Louisville, Ky.; Dr. Harold Thomas, Dean of the School of Education, Lehigh University; Dr. Clarence Partch, Dean of the School of Education, Rutgers University; D. Stewart Craven, President of the State Board of Education; Charles J. Strahan, Ernest Harding, Howard Dare White, Charles Anderson, Assistant Commissioners of Education; and many other educational leaders and local residents are on their list.

It is appropriate that the fine old house and the character of the educated gentlemen who owned the place should furnish the background for the leading institution of higher learning in South Jersey. The traditions of the family should be as carefully preserved in the life of the school as are the marble statue, the curve in the walk under the spreading trees, the towering oaks and the linden path, which all remind of the Whitney regime.

—*Compiled from information furnished by  
Dr. W.W. Pedrick and others*



## LAUREL AND OAK HALLS



THE HISTORY of the Glassboro Teachers College would not be complete without some mention of the dormitories since they play such an essential part in the life of the average Glassboro student.

Back in 1924, the Warrick House at High and Academy Streets was used as a temporary dormitory. It was an old, rambling, frame house, worn from years of use and disuse. The heater was so outworn that small round iron stoves were installed in each sleeping room. These were tended by the students themselves.

Other houses located in various parts of the town were used as dormitories at various times for a number of years. Students from distant points in the state registered in numbers large enough to require the establishment of good dormitory facilities. This was responsible for a change in the original policy of the administration which provided primarily for a school of day students.

Laurel Hall, a four-unit dormitory, was built in 1928. In 1930, Oak Hall, designed exactly as Laurel Hall had been, was also completed.

Life in the dormitories is under the supervision of a dean and assistants.

For the past few years, the girls in the dormitories have found life much more interesting by having a recreational director as an assistant dean.

The dormitory personnel has always aimed to foster as homelike and congenial an atmosphere in the "dorms" as possible. Each unit contains a reception room with a fireplace and a small library and each dormitory also has a recreation room which is available for all units.

A laundry equipped with wash tubs, ironing boards, irons, clotheslines, and a gas stove may be used by the students at all times except during study hour and on Sundays. There is also a room provided for trunks, boxes and the like so that the bedrooms need not be crowded.

During their leisure time the students may engage in such activities as shuffleboard, badminton, ping pong and darts.

To maintain democratic control of government by the students, the Student Council of the Dormitories was organized. The purpose of such an organization is to make and enforce such rules as will improve the welfare of the dormitory students, keep the standards of living on a high level and provide the greatest opportunities for growth and self-control through self-government.

Any "dorm" student can truthfully say that life in the dormitories is really worthwhile.

—*Rosalie Govan '40*



## THE LIBRARY



**F**ROM THE beginning with 232 books on the shelves when the college opened, the library has grown to 23,000 volumes. By the end of the first year, in June 1924, the number had reached 1,865. Practically all the first books were textbooks, many copies of each being on the overnight shelves. The work of the library in those days consisted mainly of handling textbooks. Today reference books and general reading material play

an important part in the library circulation. Seldom can be found more than five copies of any one book in the library. The surplus copies are kept in the stock room on the main floor of the building.

The library has necessarily expanded in shelf space in order to accommodate the incoming books, but unfortunately, the walls are the limit and every foot of available space is now utilized. The books are crowded on the shelves and piled to the top of the stacks. When all the books are in for inventory, one finds it difficult to walk between the stacks because the floors are covered with piles of books. About 5,000 volumes are continually in circulation and these literally fill the shelves to overflowing during inventory periods. At the beginning, there were books along but one wall of the reading room. At the present time, all the walls and even two windows are covered with book cases. As many extra shelves as possible have been added to the stack room and the next room, formerly the workroom, is filled to capacity with juvenile books and periodicals. The office formerly used by the English Department has become the library workroom and here, also, are shelves for magazines and pamphlets.

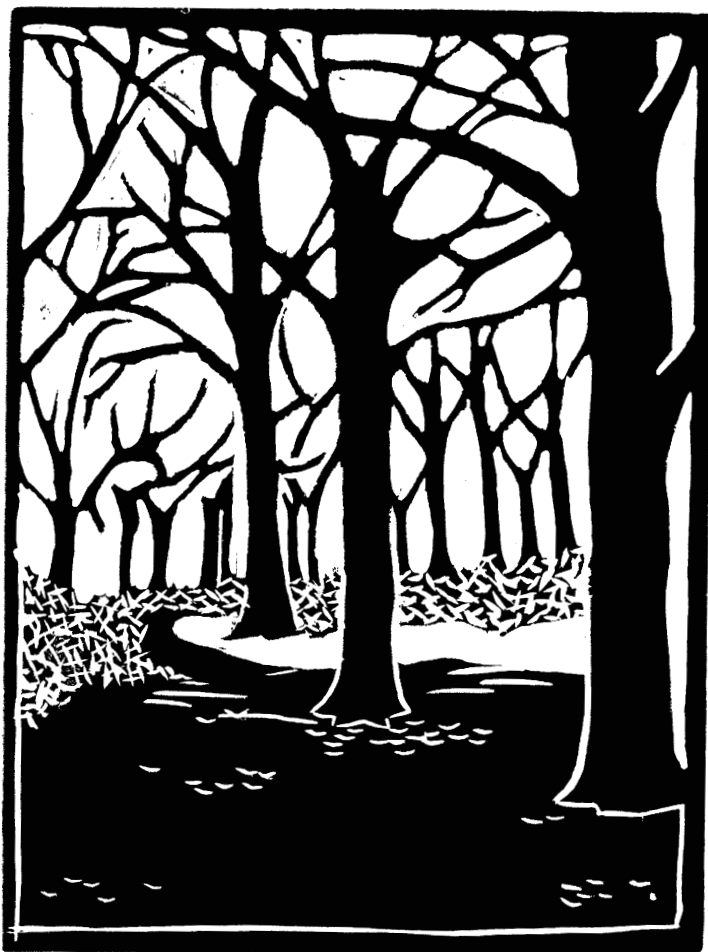
The first librarian was Mrs. Louise R. Amsden Horine, who in 1927 was succeeded by Miss Esther H. Eby. Six months later Miss Dorothy Hammond assumed the duties of librarian. Her assistants, from the first to the present, have been Mrs. Jessie Talmage Miller, Mrs. Dorothy Park Woollcott, and Miss Catherine McCallie. Miss Margaret Borton has charge of the desk circulation now. The staff of student assistants at present numbers eight. The first librarians had to spend most of their time stacking books and keeping the shelves in order. Miss Eby started the work of cataloging the books and had completed about 1,000 when Miss Hammond came in

1927. The new librarian completed the cataloging and organized the card catalog into efficient working order. All new books are cataloged before they are put into circulation; consequently, the card catalog is always up to date. There is also a children's poetry file listed by subjects in the card cabinet, which is kept up to date as children's poetry books are acquired.

Miss Grace Bagg, who carried every book up to the library the first year it opened, remembers carrying the first book—Funk and Wagnall's "New Standard Dictionary"—into the Library the fall of 1923. What a roomy and empty-looking place the library was at that time! The first encyclopedia, "The New International," did not arrive until the second semester. Likewise, the first "Cumulative Book Index" and the "Readers' Guide to Periodical Literature" were acquired at that time. It is interesting to note some of the first inhabitants of the library shelves and observe which ones are still holding their own. Some of the familiar names are: Luella Cole Pressey, Lewis Madison Terman, Fowler D. Brooks, George Drayton Strayer, Edward Lee Thorndike, Austin Norman Palmer, Hollis Dam, William Chandler Bagley, Paul Klapper, and John Dewey. No children's books were purchased the first year. Today fifteen percent of the library's circulation is in juvenile books.

Interest in collecting a working library of pamphlets, posters, films and exhibit material was stimulated by the Curriculum Committee. Through the efforts of the members of this Committee and their diligent work in sending for free material, the library now possesses material which is available to teachers and students in the field. The pamphlets are arranged by the Newark Color Band System according to the Dewey Decimal Classification of a color for each number. The pamphlets number over 10,000 and contain excellent material on informational topics. There is also a picture file arranged by subjects. Because of the labor of past years and the work which is continually going on, students are now able to come to the library for information or entertainment with a reasonable amount of certainty that they will find what they want.

—*Mae Grubgeld '41*



### SPRING AND CHRISTMAS ARBOR DAYS

**B**EGINNING one year after the establishment of the State Teachers College at Glassboro, a custom grew to add trees and shrubbery to the campus each Arbor Day. Before any planting took place, a definite plan was carefully laid out showing the exact locations where certain types of plants could best be placed.

The outstanding event of the first Arbor Day at Glassboro was the planting of the now famous rose hedge. Two hundred American Beauty Rambler rose bushes were purchased at \$1.00 each. Each member of the faculty and student bodies planted a rose. For some years afterward alumnae visited

the hedge during rose season to pluck roses from "their" bushes. The fondness in the college for the choral number, "In the Time of Roses," as a commencement song grew out of pride in the college rose hedge.

Each bit of shrubbery and each tree planted was dedicated either to a faculty member, a specific class, or to someone closely connected with the school. The dedications frequently suggested amusing relationships. One very tall faculty member received the dedication of the lombardy poplars, as especially appropriate. Another asked the Arbor Day committee for an explanation of the dedication of a "flowering crab" to her.

Usually the planting was preceded by a talk in the auditorium by some noted tree or nature specialist. Among these speakers were Professor Dallas Lore Sharp, of Boston University, essayist and nature writer, who spent his boyhood in Cumberland County; Dr. Raymond Ditmars, the famous authority on reptiles at the Central Park, New York City, Zoological Gardens; and Professor J. W. Harshberger, of the University of Pennsylvania.

This is probably one of the few colleges, if not the only one in the world, that has celebrated a Christmas Arbor Day. The idea was instituted by Dr. Savitz to stimulate interest in tree conservation and to furnish evergreens for the grounds.

While the plan functioned each home room bought and decorated a living Christmas tree which was later planted on the campus.

Most of the money used for these Arbor Day celebrations was donated by the students. Other contributions came from State funds.

Mr. John B. Sangree, Instructor in Science, supervised the Arbor Day programs. He was aided by Mr. Dilts Boughner, Superintendent of the Buildings and Grounds, and by members of the faculty and student bodies.

The number of trees and shrubbery planted each year was usually between 25 and 40. However, at various times many more than this number were planted. One year over 3,000 bushes of laurel and other shrubbery were set out. During the year devoted to a special George Washington Celebration, over 300 shrubs, evergreens, and dogwood trees were planted. The third big year saw "dogwood" as the theme for Arbor Day. Over 300 dogwood trees were established that year.

After about twelve years of Arbor Day ceremonies, the planting of the grounds was so nearly complete that the necessity for the large scale celebrations was removed. They were therefore discontinued.

—*Herman Wesley* '42





### CAMP SAVITZ AT ELMER

**I**NSPIRED by the natural beauty of South Jersey and the need of his students for the opportunity to play together as well as work, Dr. J. J. Savitz, then Principal of the New Jersey State Normal School at Glassboro, introduced the idea of a school camp to the faculty and student body in 1927. Mr. John B. Sangree, teacher of Biology at the school, was thoroughly in accord with the Principal because he felt that the students lacked the environment needed for extensive nature study.

The question of financing such a venture was soon launched by the Senior Class of 1927, whose enthusiastic spirit joined forces with that of their nature-loving Principal and their class advisor, Mr. Sangree. Their decision was to produce a less showy yearbook, and with the rest of their book treasury make the first substantial payment on the camp site. This was done under the guidance of their yearbook advisors, Miss Kjersten

Nielsen and Miss Alice Knox. The actual sum of money recorded by the Oak Staff was in the neighborhood of \$3,000, whereas only \$1,000 of that money was spent on the original project, and the balance was given to the camp fund. But even with this generous donation, and with those of the clubs, fraternities, societies and classes that followed during the course of the same year, the materialization of the camp dream seemed a long way off, and so the student body devised a plan wherein each incoming freshman was obliged to buy a \$1 share in the student project. The Outdoor Naturalist Club, in an attempt to make the camp more of a certainty, opened a candy store at the school, the proceeds of which were significant in making the final purchase.

After four or five years of constant searching throughout the school vicinity, Dr. Savitz and Mr. Sangree finally bought in 1927 the 52-acre Greenwood farm, including a mill pond and an old roomy farmhouse. Greenwood Lake completes the picture of this lovely student playground a mile south of Elmer.

Then began the hurry and flurry to get the house in order for its first visitors. Every school organization gave silverware, china or canoes. Parties, sales of cake, sandwiches and chicken soup, and other ingenious schemes supplemented these gifts with enough funds to equip the camp for afternoon and weekend parties. It was not until 1940 that the camp mortgage was finally paid in full.

The faculty celebrated the opening of Camp Savitz with steak broiled in the fireplace. Their festivities were lighted by candles held in bottle candlesticks. After that, bus trips were frequent, and together Mr. and Mrs. Sangree trained groups of students in the art of outdoor camping, in order that they might truly appreciate the pond life, wild flowers and of birds put at their disposal.

And although the camp's originator has since retired from his position of what is now Glassboro State Teachers College, to his successor, Dr. Edgar F. Bunce, and to the present student body, the camp still stands as a memoir of a truly beloved leader, as a symbol of the marvelous cooperative spirit of the Glassboro students and as a means to many fine times. The formal naming of the camp as a Christmas gift is expressed in the dedication placed in the living room.

“The Student Alumni Camping Association of the Glassboro Normal School on this, the 23rd day of December 1926, do lovingly and joyously dedicate the camp at Greenwood Lake to Dr. Jerohn J. Savitz, and out of the affection of their hearts in token of their gratitude to him for originating and executing its purchase do bestow upon this site of land the name Camp Savitz.”



Many pleasure and educational trips are still taken by both students and alumni.

Thumbing through the pages of the visitors' book, one is always impressed by the happy, contented attitude of those writing. There are names on these pages representing all graduated classes and all those to be graduated. It is the obvious opinion of all that it was a great project, well worth the years of effort.

—*Margaret MacKenna '38-'40*

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NOTE—Since this material was prepared a severe storm in South Jersey has damaged Camp Savitz severely. The dam at the lake was washed away. Repairs will probably be made next summer so that the lake with its great beauty will be restored.

## ATHLETICS IN THE NORMAL SCHOOL AND TEACHERS COLLEGE

**O**RGANIZED athletics at the Glassboro State Teachers College began in 1923 with the forming of a girls' hockey team. This was under the direction of Mr. Frederick Prosch, now in charge of Health and Physical Education at Temple University. The members of the squad consisted of veterans from South Jersey High Schools. The success of the team was not great. However, what was lost in points was always made up in spirit.

For example, a player came quietly to the office during a game one afternoon and asked to use the telephone. The conversation revealed that the hockey player had just had a tooth broken and was calling a dentist for advice.

The lack of success in this and other sports was probably due to a half year of student teaching taken from a two year course. With this regulation in effect, part of the team was always out of school for student teaching. This meant disastrous results as far as high athletic scores were concerned. In 1923, the first girls' basketball team was also organized. They played three Normal Schools, including Philadelphia Normal, the George School and Trenton Normal. Included on their schedule were a number of the best High School teams in South Jersey.

This same year saw a great interest in interclass basketball. The Junior I section won the school championship, winning 5 out of 6 games.

The year 1925 proved very successful for the girls' hockey team. They defeated three high schools, and lost one game to a strong Temple squad. Their success may have been due to a new athletic field behind the school. During the previous year they had been forced to play on the lawn of the front circle. The old playing field was known as "The Alps and Rocky Mountains." The basketball team won 5 games and lost 1.



Two new sports were introduced into the school during this year. They were tennis and bat ball. These sports were carried on only as class activity. At the present time nearly all sports are carried on by the different classes, volleyball and soccer having been introduced in 1926.

There was no further change in athletics until 1930. It was in this year that Mr. Roland Esbjornson joined the faculty as Director of Physical Education. In this same year Mr. Prosch joined the faculty of Temple University.

In 1932 a men's basketball team was organized. This team played several High Schools but no colleges. The first all-college schedule was played in 1938 and met with a fair amount of success.

1939 saw the first men's baseball team. This team was an experiment and met with such great success that it was decided to keep baseball as a regular activity at the college.

With the increased enrolment of men, athletics at Glassboro bid fair to grow in strength and popularity.

—*David Hand* '42

## COLLEGE PUBLICATIONS

### Yearbooks



WITH THE founding of the State Normal School at Glassboro, a long list of annual publications was instituted.

In 1924, the first senior class put out a yearbook that would be a credit to any class. It was even more commendable when one considers the problems they contended with in an entirely new school. Their book was called "The Oak," sym-

bolic of strength, and the majesty of its namesake—a tribute to the kind of learning at Glassboro.

"The Oak" of 1925 is an index to the growth of the school in itself—more students, activities and clubs. Outstanding is a picture of Dr. Savitz with the dedication, "In appreciation for all he has done for the class of 1925."

For the first time in its history, "The Oak" was printed in a color other than black and white in 1926. Orange running as a color theme throughout the book lent sparkle and gaiety to this book. Especially interesting are pictures of the girls of the three dormitory houses: the Ackley House, Neiling House and the Whitney House.

The camp was much in evidence in "The Oak" of 1927. Having been established just one year, the photographs show in part the results of the work done under the leadership and guidance of Dr. Savitz and Mr. Sangree.

"Fair Normal, we greet thee, all praise to thy name"—these words of our song open the book of the Class of 1928. A photograph of one of the mighty oaks says more than a thousand-word preface.

Miss Ethel G. Merriman acted as faculty advisor of "The Oak" of 1929. Again a color was used effectively. Extremely noteworthy is a theme of education and knowledge carried through the book by splendid drawings.

Nineteen thirty took the special theme, Indian life in New Jersey, which was used to advantage. It was accented by fine art work. Highlighted are some very fine Duotone photographs of the Campus. These are done on an attractive pebble paper.

"The Oak" of 1931 was a splendid record of class history; dignified and

representative, with a pleasing touch of the candid.

Colonial New Jersey was used as a theme in 1932. Cleverly used to accentuate this were plates of an old colonial homestead, stagecoach and a cocked hat. The end sheets, showing a pictograph of spots of interest in New Jersey, are interesting and informative.

The class of 1933 broke somewhat from the traditional plan. A modern note was injected with some impressionistic art work.

Nineteen thirty-four found another theme. This time dedicated to the child, the book throughout reflects the work and play of the children of today. The yearbook staff clearly express their ideas in the following words: "In each generation, we find some children who grow into manhood and womanhood with broad vision, great understanding, and unusual ability to grasp vital things from the wisdom and experience of the past."

For the first time, full color plates of the school were featured in 1935. Printed on an attractive pebble paper, quite an attractive effect was attained.

"The Oak" of 1936, again under the direction of Miss Merriman, was a tribute to Dr. Savitz, who retired that year. A splendid collection of pictures showed the development of the school under his guidance as principal.

Nineteen thirty-seven was a pictorial year for "The Oak." Many fine pictures were published, with a refreshing informal touch maintained.

In 1938, the informal idea was carried out to a greater degree. The class chose, under the faculty leadership of Miss Hammond, to have an informal set-up. The result was pleasing; as one gains a feeling of intimacy from its candid nature. This year brought the end of the three-year Normal School. No book was published the following year.

"The Oak" of 1940 moved far from the beaten path generally chosen by editors of college annuals. Informal and graphic, it gave the seniors a record of their four years at Glassboro in an entirely different way.

Instead of the traditional "candid" section, "The Oak" of 1940 presented the informal pictures in an exact replica of Life Magazine. Carrying out the Life format, letters on the subject of modern education were written to the editors by A. Harry Moore, Cordell Hull, J. Edgar Hoover, Spencer Tracy, and others. This book was published without a faculty advisor. It received first place rating from the Columbia Press Conference.

### **The College Newspaper**

The year 1936 marked the advent of the first newspaper depicting the daily life of the student body. Under the guidance of Mr. Winans and the cooperation of the faculty, "The Collegian" became an important phase in

supplying the administration and student body alike with the thoughts and opinions of the day.

"The Collegian" was no prize-winner but it served its purpose and laid a foundation for later newspaper publications.

In 1937 the Publicity Committee was instrumental in establishing the first college newspaper, "The Whit," which arrived on the campus on March 1.

The name was chosen by popular vote in the assembly after an interesting discussion of the names suggested by the student body. "The Whit" was finally adopted by an overwhelming vote. The name refers to the Whitney Mansion on the campus.

The publication has steadily made gains in quality of content and format since its first issue. In 1939 it competed with other college papers at the Press Conference held at Columbia University, taking second honors. Not to be outdone, the 1940 staff has strengthened its journalistic bulwarks to produce not only a first prize-winner at the same conference, but to develop a vital element in the life of the Glassboro student.

### **Publicity**

A discussion of Glassboro publications would scarcely be complete without mention of the College Publicity Committee.

The Committee was formed three years ago with the idea of bringing the work and accomplishments of the Glassboro Teachers College before those who were primarily interested—the citizens of the State of New Jersey.

This enormous task has been efficiently accomplished through direct contact with state newspapers to which about 3,000 items are mailed each year.

A recent undertaking has been the compilation of the Glassboro Teachers College history. This done, the Committee will have taken a major step in making known the past and present program of the institution.

—*John Mullin '40*

## CLUBS AND SOCIETIES



NEED AROSE in 1923 for clubs and societies to provide enjoyment for students and give them opportunities for gaining further knowledge in their extra time. Accordingly, many organizations sprang into being. The pupils wanted to bring out their abilities and use excess energy.

Because of the varied interests of the students enrolled, many different types of organizations were originated. Each person joined the club which was best suited to his purpose, and in which he would excel.

In 1924, several literary societies were also organized.

The Phi Alpha Pai, which means "Pin and Feather Society," was organized by the Senior I class, but it was not continued the following year.

Woloka means "Lightning." The purpose of the Woloka Literary Society was to increase knowledge of platform art and individual talent. A monthly publication, "The Streak," was issued regularly. The advisors were Miss Nellie Turner and Miss Marion Emory in succession. Their slogan was "Careful, Foresighted Organization."

The Omega Delta, or "Society of the Open Door," was started in 1924, with 30 members. They chose gold and black as their colors and the purple violet as their society flower. This society functioned under the supervision of Miss Ethel G. Merriman. The motto was "He who findeth knowledge findeth life." They aimed to train leaders and to promote friendship, cooperation and the desire for culture.

Sigma Phi Kappa means "Seeking for knowledge." The purpose of this society was to encourage initiative and develop poise before an audience. The members aimed to study modern drama, its technique, growth and development. They were advised successively by Miss Emory, Mr. Roland Esbjornson and Miss Dorothy Hammond.

The motto of Tau Phi Literary Society was "Service and Cooperation." Debating was a feature of this society. The main object was to build true friendship and character. The faculty advisors were Mr. Frederick Prosch, Mrs. Louise Horine and Miss Katherine Hinchey.

Sei Yu Kai, "The Friendly Gathering Literary Society," had the key of Friendship as its symbol. They published a monthly newspaper entitled, "The Chatterbox—Sei Yu Kai." Their aims were to promote development of ease and grace in the individual as he comes in social contact with his fellows, to enable the members to conduct a public meeting according to parliamentary procedure, to encourage good fellowship and school



spirit and to foster musical talent, public speaking and athletics. Mr. Seymour Winans was the faculty advisor.

Senior Forum was organized in 1924 by Mr. Winans. The aim was learning to know modern poets, authors and playwrights. It did not continue as long as the other societies.

Nu Lambda Sigma was first known as the Harding Society because President Harding died at the time of its organization in 1923. They chose blue and gold for their colors, and they received third prize offered to the Normal School Literary Societies. One of their activities was the establishment of a small rural school library. Their purpose was to acquaint themselves with the best literature of poets and prose writers of many lands and ages. For their advisor Miss Dora McElwain was selected.

Special interest clubs were also organized to meet the varied interests of the student body, at the suggestion of groups of students. Every student had the privilege, early in October 1923, of selecting the Club which she felt best met her interests.

Camera Club, or Sunny Day Club "Sigma Delta Cappa," was started for the purpose of establishing a broader and better knowledge of the camera and how to use it; to further the interests of the school by taking pictures of all important events and leaving them on record; and to learn how to participate actively in all meetings. Miss Charlotte Herckner was advisor to this group.

The objectives of the present club, sponsored by Miss Anna Kate Garretson, are as follows:

To experience developing and printing pictures in a dark room.

To acquaint the club with the attractive spots in the vicinity of the school.

To leave a record of historical features as a nucleus for a filing cabinet.

To cooperate with other groups for the best interests of the College.

As a special project, the Club is sponsoring a store where photographic supplies are sold. It has functioned consistently as one of the Club activities under the able supervision of Miss Garretson.

Miss Garretson's work has developed into elective courses in the art of photography for teachers. A dark room has been provided and is equipped for work of this type.

Dramatic Club, under the direction of Miss Nellie Turner, planned the work for the first year as follows:

(a) trips (b) lectures (c) study and reading (d) club performance (e) competitive work (f) public performances and (g) entertainments by professional talent. The motto was "Art for Art's Sake."



The Stentorian Society, organized by Mr. Samuel Witchell in 1939, has joined the Debating League of the Eastern States Teachers Colleges. They plan to engage in ten intercollegiate debates this school year. One of the objectives of the society is to gain entrance to some national debating fraternity.

Everyone in the society is encouraged to take part in debating and public speaking. Stress is placed on informal conversational presentations rather than formal, old school oratory.

The aims of the Psychology Club are to 'study psychology from viewpoints not usually found in the classroom, to become familiar with psychology in reference to everyday life, and to inspire interest in psychological work. Their motto is "Know Thyself." The year 1939-40 proved to be an active one for the Psychology Club. The topic for study during the first semester was "Psychology of the Criminal." In connection with the study of crime and penal reform, a trip was made to New York City, where the group heard outstanding speakers, visited institutions and listened to stories from criminals themselves. An interesting day was also spent at the Leesburg Prison Farm, a state institution where prisoners are given many opportunities for rehabilitation. One of the high spots of the semester was the visit to Woodbury Court House, where the lie-detector was demonstrated.

The first faculty advisor was Miss Blanche Weekes. Dr. Nellie Campbell is at present in charge.

The purpose of the Outdoor Club, organized and directed by Mr. John B. Sangree, is to promote the study of nature and of the natural sciences and to improve by mutual contact the social relations, cultural education and moral welfare of its members.

Nineteen hundred forty has brought forth concentrated efforts in the study of the common plants on the campus for the purpose of labeling them. The club has also taken weekend trips to camp. Part of its duties has been tending the school candy store for the purpose of making enough money to pay the taxes and repairs on camp.



The Travel Club, under the guidance of Miss Ethel G. Merriman, travels and encourages traveling. This has been accomplished by trips to New York, Philadelphia and Florida.

The Fine Arts Club or Sigma Delta Rho was organized to meet the desires of a group of students. They were first interested in drawing, costume design, and interior decoration. They are interested in all forms of artistic expression. The advisors were Miss Dorothy Arnold and Jane Baker.

The History Club was outstanding in its functions. Thanksgiving Day programs were planned by the group. Grammar school children were taken to Philadelphia to visit historical places of interest. The main pur-

pose of the group was to stimulate and perpetuate interest in historical events and places, especially those in the locality. Miss Marion G. Clark and Miss Eda Willard served as guides to the group.

The aim of the Music Club, or Sigma Mu, was to benefit its members and also the whole student body by supplying musical talent and information about musical events. Study of the lives and works of eminent composers was also in the plan of the club.

Glee Club was originated to enrich the musical appreciation of its members, to widen the horizon of their enjoyment and to give opportunity for practical experience in public performance. At present the club is composed of approximately 70 members under the direction of Mrs. Florence Boyd. They try to show that "Life has Loveliness to Sell."

Social Studies Club is under the leadership of Dr. Harold Wilson. The aim of the club is to discuss current affairs and to discuss the history of some of our national holidays. The members visit the Hancock House and other places of local historical interest.

1939-40 marks the second year of the Mathematics Club. The motto is "Alpha and Omega." The persistent use of mathematics in everyday life is emphasized. The members have enjoyed lectures by professional persons, as well as discussions developed by their own members. Miss Kjersten Nielsen is the advisor.

The Dancing Club is a comparatively recent club. Its purpose is to supplement in a pleasurable way the activities of the school with demonstrations of the art of dancing. Activities are the annual club dance and assembly program. It is under the direction of Mrs. Katherine Frey.

In 1928 the Home Economics Club came into being. Its purpose was to develop an appreciation for the various phases of homelife and to consider those problems in which girls are particularly interested. It was very successful until 1939, when it was discontinued. Miss Carlson was the faculty advisor in charge of it.

Archer Club was organized in 1937 for those who enjoy this sport, and it seems to be a welcome addition to the clubs already formed. In favorable weather the members go out for practice. If the weather is inclement, they avail themselves of the opportunity to discuss points of interest concerning this sport. The final event of the year is a club party.

The Astronomy Club, with Dr. Haupt as advisor, meets to gain information concerning the stars and other heavenly bodies. The members study the stars at night and visit such places as the Fels Planetarium in order to increase their knowledge of this interesting and seemingly inexhaustible study. Its alluring fascination has endeared it to many.

The Craft Club, which is guided by Miss Parthenia VanderMark, sponsors a sport dance each season to earn money for trips. In 1938 the members enjoyed a museum trip to Philadelphia. They visited the Park-

way Museum, Graphic-Sketch Club and University of Pennsylvania museum. The murals in the cafeteria and the large block printed textile in the Men's Faculty Room were made by this club.

In 1939, which was an outstanding year in this club's history, the club attended the New York World's Fair.

Activities of the group include: weaving on a small loom, etching bracelets and creating and painting programs for the Mother's Day tea.

Their object is experimentation with art activities. Fellowship and a free and easy manner during meetings are encouraged.

The school affords excellent opportunities for everyone to develop his individual interests.

As clubs embodied the essential elements in individual development, it was found that literary societies were no longer of prime importance. They were therefore discontinued. From all indications the clubs are satisfactory substitutes for the societies.

—*Miriam Harper '42*



## PUBLIC PERFORMANCES



AMONG the important items recorded in the history of the New Jersey State Teachers College should be an account of some of the outstanding public performances which have been enjoyed by students, faculty, and patrons of the college. The widely varied performances—musical, educational, dramatic—have maintained a high standard which develops an appreciation for finer things and stimulates cultural growth.

Those first students will long remember the impressive dedication ceremony in 1923 when such well-known persons as Honorable Robert Lynn Cox; Dr. Edwin C. Broome, Superintendent of Philadelphia Schools; and Honorable John Enright, State Commissioner of Education, were guest speakers.

During former Commencement and Baccalaureate Services prominent men such as Dr. J. J. Tigert, United States Commissioner of Education; Honorable Harold B. Wells, Bordentown attorney; Dr. John H. Logan, Commissioner of Education; Dr. E. C. Lindeman, New York School of Social Research; Dr. Charles H. Elliott, present Commissioner of Education for the State of New Jersey; and Dr. Harry N. Holmes, Associate Secretary, World War Alliance for International Friendship, have delivered addresses to the graduates.

The various clubs also have been responsible for many interesting programs. Dr. E. L. Johnstone, Director of the Vineland Training School, and Dr. Edgar A. Doll, a noted psychologist in charge of the famous Vineland Research Laboratory, have visited the college several times under the sponsorship of the Psychology Club.

Each year brings a unique concert arranged through the Glee Club and Chorus. In recent years noted artists have appeared on the programs. In 1930 Harold Woomey, violinist, and The Dorothy Johnstone Baseler Harp Ensemble were guest performers. Maryjane Mayhew Barton, harpist, accompanied the chorus during the Irish Concert in 1938.

In order to present worthwhile programs to the public, a Public Pay Performance Committee took charge of special performances from 1937 to 1940. Among the noteworthy presentations sponsored by this group were Robert P. Tristram Coffin, poet; Maurice Hindus, lecturer; The Hedge-row Players in "Beyond the Horizon" and "Candida"; the Ballet Caravan, and The Ted Shawn Male Ballet.

—*Ruth Brown '41*

## THE PLACEMENT RECORD



LET us consider the Glassboro records before 1930. In Dr. J. J. Savitz's report for 1926-27, there is the following statement.

"The placing of one hundred seventy-eight graduates proved an easy and delightful task. More than 60% were placed at a salary of \$1,200; a goodly number receive \$1,100; a few . . . were appointed at less than \$1,100."

In the year 1927-28 records show that of the 398 alumni, only nineteen were not teaching. The remaining graduates were distributed through fifteen New Jersey counties.

The student body of Glassboro State Teachers College has been steadily increasing since 1930. There have been 913 graduates of the former Glassboro State Normal School and the present Glassboro State Teachers College. Of the 913, the College has a record of only 14 unemployed. Ten of these are students from the class of 1939.

Probably Glassboro's high placement record is due in part to the systematic approach to a position. Because of this early approach, 133 of the 144 graduates of the class of June, 1939 were in regular teaching positions by October 1, 1939.

Because Glassboro State Teachers College has such a definite procedure for obtaining positions, 95% of all graduates have obtained positions. Only 1.5% of all Glassboro graduates are recorded as being unemployed and available for positions. This procedure was in practice while the institution was a Normal School. Among other things, seniors become acquainted with a number of school officials and thus are familiar with their future colleagues.

Through the efforts and recommendations of the President and other members of the placement department, much valuable work is accomplished. As the head of the placement department, Mr. Seymour G. Winans has some general suggestions for acquiring positions. These suggestions are: (1) letters of application, (2) interviews with school officials and (3) contacts with the Bureau of Placement and Substitution.

Much consideration is given to the letter of application which must be carefully and concisely written. Such a detail as the kind of stationery necessary for a letter of this kind merits considerable attention.

Another feature of placement common to Glassboro is the fact that a number of superintendents and supervisors visit the College. On these visits many interviews are granted to prospective teachers. Along this same line are the personal interviews granted at the offices of school officials.

The bureau of placement and substitution is another valuable aid in acquiring jobs. Each graduate has a card stating his qualifications. This

record aids in obtaining the kind of work most suited to certain individuals.

The State Teachers College at Glassboro has alumni teaching in practically every county in New Jersey. As in former years, the minimum salary is \$1,000 a year. Some begin at \$1,400 a year. To date, no other Teachers College in New Jersey has been able to publish such a record.

—*Frances Wilson*



### TOWARDS HIGHER STANDARDS

**T**HE STATE TEACHERS COLLEGE at Glassboro, New Jersey, was inaugurated as a Normal School in 1923. Under the guidance of Dr. J. J. Savitz, this institution offered two years of academic and laboratory training to prospective teachers. To comply with the state requirements, the two year course has evolved into a more extensive and intensive four-year course, and the status of the institution has been changed from a State Normal School to a State Teachers College.

The first change occurred in 1929. At this time the two-year course was extended to three. The present four-year course was instituted in 1935. When the school became a Teachers College offering a Bachelor of Science degree in Elementary Education to its graduates, Dr. Edgar F. Bunce,

President of the Glassboro State Teachers College since Dr. Savitz's retirement in 1936, was the State Supervisor of Teacher Training. In the latter capacity, he was instrumental in changing the state requirements from three years of training to four.

The economic condition of the country was one factor responsible for the changes. About 1929, there was an oversupply of teachers. Those who married continued to teach. Economical school boards combined classes, thereby lowering the number of teachers required. Another reason for the change was the inadequate knowledge of the graduates. The State Legislature and State Board of Education felt that the Elementary teacher should be as well trained as the High School teacher and that he should hold a Bachelor of Science degree.

Accompanying these changes, there has been an increasing trend for two-year graduates who are established in the teaching field, to obtain three-year certificates. Also, the graduates of the three year course are working for the Bachelor of Science degree. This trend has been encouraged by Saturday and Extension classes offered by the College. Local Boards of Education are offering increases in salary to the teachers who return for extension work.

The student personnel of Glassboro State Teachers College has increased in quality and quantity since these changes have been instituted. The number of men students has also been steadily increasing. The 440 full-time students, of which 95 are men, who have been enrolled during the present school year, have had to meet higher standards than in previous years.

Because of the four years of qualified training which the college has to offer, the Bachelor of Science degree in elementary education which it awards, and the fine quality of its student body, Glassboro State Teachers College is able to compete successfully with other colleges which have been established for a much greater length of time.

In 1938, the State Teachers College at Glassboro was accredited by the American Association of Teachers Colleges. The school received an even higher ranking for 1939 by that association. According to the evaluation of the American Association of Teachers Colleges, only 5% of the Teachers Colleges in the United States spent more per capita for library books and periodicals in 1939. Glassboro ranks with the upper 11% of Teachers Colleges in the country for loans and scholarships available. For its ratio between the number of students and faculty and also in the expenditures for maintenance and operation, Glassboro placed in the upper 25%.

The administration, faculty and students of Glassboro State Teachers College are proud of the school's high ranking in its service to students and teachers of New Jersey. They will not discontinue their efforts "towards higher standards."

—*Jack Morse* '41



### **Fair Normal**

*(Tune: Believe Me If All Those Endearing Young Charms)*

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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 art Spirit, and Beauty, and Light.  
And the standards we raise in the years 'neath thy dome,  
Are the standards for which we shall fight.

—*Ada P. Schaible '24*

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NOTE—The words, “Alma Mater,” were substituted for “Fair Normal” when the school was granted collegiate standing.

100  
YEARS

This volume is a re-issue of the history the institution published in 1940.

Produced as part of the Rowan University Centennial celebration, the text is largely consistent with the 1940 publication, except for corrections to typographical errors and as noted.

Because the new booklet contains no substantial changes to content or style, readers will find obsolete references, terms and turns of phrase that mark the original 1940 text as the product of its time and the perspectives of its authors.