

ORAL HISTORY

DR. EDWIN MARTIN INTERVIEWED BY DR. CLAYTON BROWER

I'm Clayton Brower, President Emeritus of Trenton State College, recently retired in 1980. I have a special guest today, Dr. Edward Martin, President of Trenton State College from 1957-63. Ed and his wife, Dorothy, who live in Sun City, Arizona, are visiting the Hillwood Lakes campus for a couple of days and we thought it would be a wonderful opportunity to welcome him back and talk with him about a very important time in Trenton State College history; that of the mid-fifties and early sixties. Ed, could you first of all give us your background and then describe to us the situation and background of what Trenton State College was like when you came here.

Dr. Martin: Stop me if I talk too long. Trenton State College represents a very important part of my life. You mentioned that I was here during the early fifties. As you know, I was born and reared in Missouri. I did my graduate work at Yale so I came back to the East in the late thirties for a Master's Degree and then came back after World War II for my Doctorate. And when I came back for that, I never returned to the Midwest. I was a professor in New Haven at the Southern Connecticut State College and then moved from there to a professorship at Rutgers and then moved from there to the State Director of Teacher's Education and Certification at Trenton and there to the College. I came here in 1956 as Dean and President Elect. In those days the retirement age was very fixed, and the Dean retired one year before the President, so I replaced the Dean as President Elect and then replaced the President the following year.

Brower: So you actually came to Trenton State College in 1956, and the Dean was---

Martin: Bertha Lawrence, and she was quite an institution as was the President. I have the greatest respect for Rox West who was President of this College for 27 years.

Brower: 27 years!

Martin: Yes. And, you know, as I look at Colleges in general I see three periods of demands on leadership. First, the leader had to be a scholar, and you looked for a scholar to be the President. And then you had a period when the leadership was an institution builder, and then I think this period was where the President had to be almost a lawyer, a negotiator, with the public, with the students, with the faculty, and I came in probably in that myriad little period. I think that Rox West's claim to fame was that Rox had great respect for scholarship, and he wanted the institution kept small. He told me that as long as he had anything to do with it the school would never be over a thousand people because you could keep an intimate contact with students and faculty at that level and he pushed scholarship, but the times demanded the change. And if there's anything striking about the period of my administration I think we were trying to get the college ready for change. There was a period when we had to start moving ahead and ready because of the demands and to think in terms of expanding the campus. We had very fixed programs. Students and faculty could not even fit into a program. They had very little choice.

Brower: How big was Trenton State, Hillwood Lakes when you became President?

Martin: We had approximately 900 students, I think, and I think approximately half of them were resident students. It could have been as much as 60%.

Brower: We talked about growing. I remember coming to Trenton State College campus as a faculty member and suddenly as a department chairman in 1962, and I remember that you had a faculty meeting in Allen Drawing Room, and if I remember correctly, you said very proudly and excitedly that we had just enrolled over the 2,200th student, so in the period between 1900 to 1962 you had more than doubled your enrollment.

Martin: It was an incredible change, but I was all for it. I think too fast growth can leave some very big scars that would take years to overcome. In the first you are liable to drop down in the quality of students. That doesn't have to be but you're liable to, but when you get more faculty not

on tenure which means their first 3 years of teaching here than you have permanent faculty, then you begin to lose context with the roots of the school. Now there are other colleges in New Jersey that grew faster than this, and I saw a very serious thing happen in one college where they had more than 3/4 of a faculty not on tenure and to me when that happens you can go on and have an institution, but the fact that the institution had been in existence 100 yearsbecause there is no carryover and we never got near the 50 per cent of our faculty in the non-tenure status which I pushed for because I thought that was important. One of the things that we tried was to build up the faculty, and I have respect for the authority of the when they came here, but it was somewhat of a narrow faculty; for instance 66% of the faculty were graduates of this institution. The best graduates were highly picked, they had a lot of ability, but you still have an ingrowth when you have two thirds of your faculty whose experience is this college, so one of the things we tried to do was to move out and bring people in. They weren't any better people, but they were people with different experiences, and that's also why we tried to develop the international programs because we tried to go beyond not just different experiences within the United States but different experiences around the world.

Brower: That's interesting because the international program is still an important feature at Trenton State College, but I think it reflects your career not only as it was at Trenton State College, but your career, we'll get into that, but I seem to recall being aghast in the spring of 1962 to find out that we would not admit people from out of the state, but even the football coach couldn't even import a football quarterback from Washington Crossing, Pennsylvania. But there were some significant steps taken under your leadership in international education with grants and things that were started. Could you review some of this?

Martin: There had already been started a faculty with Dundee, Scotland, so then the first thing we did, I knew the woman who was president of the American-Canadian Women's Association, and through her I got in contact with the Commissioner of Education in Canada, and we started an exchange with the University of Saskatchewan, Western Canada. (Brower: I think that's

still going.) Well, the reason we picked that was because it would be as big a contrast as we could get to Metropolitan Trenton, in rural Western Canada, and it was an exciting exchange because the students who participated really came back with a whole different point of view. Then through American Colleges for Teacher Education we established an exchange in West Germany and this became quite an exciting exchange because we had not only students, but we had faculty involved. I was invited to the university to give a lecture, and I think my successor went over to give a lecture, and we had the top people of the University over here for lectures as well as the annual exchanges.

Brower: Can you remember what year that started, the Frankfurt Exchange?

Martin: I think it was about 1960. It could have been as late as '61, but I think it was 1960. Now the first exchange faculty member was George Krablin, was he not? Connie Johnson preceded him. No, I think Franz Geierhaas preceded him.

Brower: And Franz, of course, is still in the Psychology Dept.

Martin: While I was instrumental in working out the relationship with the Association of Colleges for Teacher Education, they gave us a lot of financial help and made all of the international contacts, the one person who should be credited most on this campus for making this exchange go is Prof. Franz Geierhaas. Being a native born German he had a real interest in it, but he worked very hard to make this thing go with seminars, then we had seminars, then we had summer programs where through the, what was the association of exchange students?

Brower: The International--I'll think of it. We worked out exchanges where we had summer groups from various European countries and we hosted them and set up programs and involved our students with them while they were here. Here you are in the 50's a nation pretty complacent after World War II that pulled itself in. We had a campus of, in the over 900 students someplace, 1,500 students or so when this program started, 2,000 students, all of whom were in New Jersey, and suddenly they had an opportunity to participate in student exchanges and faculty. As I recall when I came in in 1962 very probably our students pointed out our student government and

people like Jim Florio who is now running for Governor, in 1962 they supported this program from their own student fund.

Martin: Entirely. After the initial start where I got money from the association to start and slightly supported from various undergraduate organizations that we had here and there, the main support of this was the students who elected the support themselves, which I think spoke for the popularity of this window onto the world, that the students themselves felt the importance of it. At one time before I came there was a student fee, but it was entire administered by the administration. The students had nothing to say about it. But again, that was one of the things we introduced. The students had to administer that. If it's legal that, it should be their responsibility, and so the groups interested in international education had to make a presentation to the student government for what support they needed, and they had to justify it against the various social groups, the various athletic groups and on and on in the various publications, all of which depended on student money for support, so there was great competition. It wasn't just fee money floating around, so the groups interested in international relations had to make a real good pitch, and they got, as far as I remember, almost everything they ever asked for.

Brower: You know, let me interrupt here, and I'm suddenly realizing that alot of the things that were started in your administration are still very strong today. Of course, the international education programs. When Dotty and I first came in 1972, visiting Worcester, England, where we have a student/faculty exchange, we visited the cultural minister of the State of Hessa, and he told us, that the exchange of faculty/students with Frankfurt and Trenton State College was the oldest exchange in numbers of years of any college and university in the United States or his country.

Martin: Is that right?

Brower: So you see how this thing is continued. As far as the students are concerned, I know when I first came to the college I became a member of, I know Dean Pruitt at that time, had formed a student cooperative association where the proceeds from the vending machines where a certain percentage of them... were given to the students, und again today the Student Finance Board which administers the entire student fee structure of Trenton State College with students, and student supervised, and the same competition

for funds and ,justifications continuing and many people come to this college and are with other state colleges are filled today where the other or the present cabinet will run these funds to their own satisfaction, but Trenton State College from the time of your presidency through now is a very important part of their education.

Martin: Now I think this is one of the things that I was most concerned about was to get broader participation. Now, my predecessor was basically a one-man rule institution, but he had no help, so this is not a criticism of him. He had to deal with the college and himself. So I felt that there was absolutely a need for a broad participation. So we introduced--now it's so common you can't think about it--we introduced a curriculum committee because up to now the students didn't register, the programs were registered for them. The student was handed a program. But this was also administered locally, he had no choice, he just took it and there it was, so we introduced student registration. We introduced a faculty curriculum committee, we introduced the graduate council, we introduced a committee on committees, that helped pick up your membership so it wasn't just again one person stalking committees so that they acted for him. He would have done it anyway, on his own. I didn't think that would be honest, if a rule is to be written for broad participation, you had to have it so it was representative of the ---as it was. Of course, you know, there have been times when it would have been a lot more comfortable just to do it myself, but that wasn't the principle on which I was trying to work.

Brower: Student involvement was one of the keynotes of your administration.

Martin: I remember one time we had a read students protest and....

Brower: Protest! Did you have them then?

Martin: I nearly lost my job because the Commissioner of Education was so upset over a petition that was sent to his office with hundreds of signatures and my protest on campus, that he just went all to pieces, and I said to him you can't have rank participation and real democracy without protest and this has just been part of it. That's part of democracy and you have a right to protest and so sometimes we protest the things that should be changed and sometimes you shouldn't. We protest the things that sometimes it's best not to. There's a place for people to protest. But as I said it went so far that I was threatened that if I couldn't get the---better control

over the students and faculty, then they'd have to get somebody in who could. But, this in a sense was what we were fighting for. I didn't want the protest, don't misunderstand me. But I wanted a freedom that sometimes results in a protest. I wanted to broaden that participation so that even those that oppose what was going on had a voice.

Brower: That's interesting, and I think that you were far ahead of many colleges and indeed many universities because it was this same feeling that---and this same program of yours which many students in the early 70's were protesting against. There was a big amount of vital energy on our campus. We were confronted with a national and international problem that they felt that had very little to do with, and if the age of protest in the 70's which really heralded my beginning as president were a result of the bridled conditions that campuses found themselves in in the 70's. Interestingly enough, Trenton State College, through all of this time after you left, and we're going to cover this period in a few minutes, that there was a great deal of voice given by faculty members and students in relation to what was happening here. Trenton State College continues to be, but it's interesting. Dr. West was, as you said, a President who insisted on academic excellence and his mandate for that has continued through the years. During the end, during the six-seven years that you were here as President and Dean and then continuing as a distinguished service professor, opened the doors to faculty involvement of faculty and students, and actually as I reflect on it, when many campuses were in trouble, Trenton State College was in a state of ferment, but we fared very well as a result of it.

Martin: I think you're right. I think we got into this a little earlier and then got out of it a little earlier, because as I said, protests aren't good, but they tell you what you have to do in order to get protest. You have to get while you're involving. You have to find out what the real needs and the real interests of the people involved are and not just what we think the interests are, you see. Now, another thing I remember when I came here. We had, this goes so far back, that we had required study hours in the dormitories. He had a weekly assembly that was required of all students and you had an assigned place in the auditorium and attendance was taken. The students had no participation whatsoever in what was in the assemblies. They were everything from a minister giving quite an evangelical sermon,

to some outside entertainment. And then when we went away from required assembly, the attendance was very low. Exactly what I expected. But it also brought a number of criticisms because people would say "we had a thousand people attending and now we have 200 and are costing more money and better programs." And I said that's fine. As soon as they find out that they're better programs, we'll have all the attendance that we care to. It's a matter of letting them decide and then letting students pick the assembly programs so that they would pick the things that would appeal to students.

Brower: Then I know before I came to Trenton State College in 1962 when I was in Plainfield, the reputation of TSC grew in relation to some of these outstanding individuals on campus and this was a volunteer student supported situation, and Dr. Felix Hirsch came into the scene there. Do you want to talk about some of the people who spoke on our campus after the compulsory assemblies?

Martin: Well, I'll tell you something that happened about the same time. We got a \$10,000 grant from the Danforth Foundation, and the grant was written, we helped write it--that was written so that we could bring the resources of the campus. So we set up a committee and any department, any group, could make an appeal for funds to bring up the resources of the campus. So we said to every department, here's your challenge, we're fed up with things as they are. So we set up a committee, and any department, any group, it could be a could make an appeal for funds to bring someone here for one program, for a week, for two weeks, for a semester, and the first proposal was from a group, we didn't have a geography department as such.

Brower: Dr. Botts.

Martin: Dr. Botts, and they picked an international geographer who was a third generation Asian Indian who had lived in South Africa. So we had the Indian background, he was very active in South Africa in politics, and we brought him here for a semester. And he was so popular and he brought such new ideas to this campus that the students and faculty demanded that he come back, and so we asked him if he would like to go back and bring his wife, and his small son over here, for a year and we would give them an apartment by the lake on campus, and he did, and he was here for a whole year, and he was back another time after I left.

Brower: Yes, I remember seeing him.

Martin: Very well respected--one of the topmost geographers in the world. His name was Nahdu, and I was with him in his home in South Africa, but he probably did more to really take the thinking of this group out beyond the borders of Trenton, New Jersey, than any single person, and this grant lasted for two or three years and I can't remember all the people, but we brought some very outstanding people here. Just unbelievably strong people, and then we to add some state funds to it. And some student funds so that this pool of money lasted much, much longer, which was the whole focus of the Danforth Fund in the first place. In fact, it lasted as long as I was here.

Brower: So this is operational and opened up again from a small restricted college and an attempt, in spite of the restrictions to open it up. Let's get into, well first, before we get into state control, and if you don't mind I'd like to ask you some very frank questions about state control at that time, but let's talk about administration. You mention the fact that Dr. Roscoe West had half-time days. There are some faculty members who might be viewing this with dismay. With all the administration we have on campus today, let's go back to the good old days, but can you talk about your administration, some of the personalities and some of the administrative posts that were introduced to the campus when you came.

Martin: Well, what I, the things that we tried to build up the fastest were personnel services. You see, you have to list.... Home ruling didn't exist. If a student needed any help, you would pick a favorite faculty member who really had a heavy load to begin with, and if the faculty member were interested enough he would help him. If not, the student just got no help.

Brower: I know Dr. Hausdoerffer has told me that he was the Dean of Men at one time.

Martin: Yes, but in this--it was more of a title than anything else--he had a full teaching load besides that. Dr. Travers was Dean of Men at one time. Now we did have a full time Dean of Women, Vernetta Decker. Vernetta Decker again was fine for her period. Her idea of a Dean's job was to teach women how to be gracious. You know, wearing white gloves, how to behave at tea parties. That's just great. There was nothing wrong with it but it was a very narrow concept of what we think of as student personnel services. As far as it went there was nothing wrong with taking girls from any ---

from less than strong backgrounds. You know, not that they were underprivileged, but not strong backgrounds. And teach them how to be comfortable in a social situation.

Brower: Very important for teacher education.

Martin: Right. Then of course the demand for admissions began to build up so fast so that it was necessary to have some additions to the staff and there really was virtually no selection. Students who wanted to come came. Now there were some exceptions to that, but there really wasn't any selection process, but we had to have--introduce a selection process, because we had numbers enough so that there was no reason not to put those that had the greatest potential. State funds were involved and so we had to build up real fast. Then immediately after the way--anybody that, you know, was alive, you could get them employed, but then employment began to be a little more selective, and you had ..., and we decided that we owed it to our students to get somebody who was making contacts with the outside field, so that we had better opportunity to place our students. Particularly the ones who were well trained and well qualified and if you remember we hired Dr. Kline and he stayed during all of my administration, in this capacity, and he did an excellent job because he had great contacts with superintendents all over the state. Every superintendent knew him and I never knew one who didn't like him.

Brower: You know, I hate to interrupt, but my first contact I would assume as I recollect with Trenton State Co was with Dr. Kline. I was assistant superintendent of schools in Plainfield, NJ. My particular assignment in that school system--I was assistant superintendent in charge of personnel, and I had an opportunity to visit campuses in New England, the Carolinas. the South, and extensively in the Mid-west, Pennsylvania and the East. Mike Kline was by far the best on-the-ball person that I have met in the teacher replacement area, and I know hundreds. Mike Kline was a very sharp and straight guy and I think sometimes he was more popular off campus than he was on.

Martin: Yes.

Brower: Not that he was unpopular. It focused the attention of the public school. If you wanted a good teacher, nine times out of ten you found that good teacher.... you went to Trenton State. I know that Dr. Podesta and

I at one time we didn't as many student teachers as we wanted in elementary education, and we made a special trip here to find out why we didn't get more student teachers. I think the success of an administration is many times the team that surrounds you, and we were well prepared...

Martin: If I am to be judged ever as Administrator of this College, I want first to be judged on the people I brought in, now if we make some mistakes, it's not 100 per cent right. I'm looking at the ones I'm very proud of. I have to tell something very personal here.

Brower: Fine, go right ahead.

Martin: You were Assistant Superintendent of Plainfield, and Professor Ely and Dr. Peterson came to me and said, "There's a man up there that I want you to meet because I think he's outstanding and I think he'd be a great addition to this faculty." And they arranged some way for me to meet you and you were here for some superintendent's meeting, I don't know what it was.

Brower: I think that was, occasionally they would have the seminars when the students would come back and they'd bring in the superintendents, and I would ---

Martin: But this was a particular effort for me to meet you, and so I met you and of course you did well so there was no reason to go further. And then we were having some changes in administration, and we needed--you would only have been interesting in coming here as a professor because of your background you were qualified for a full professorship, so I called you in and I offered you the position of full professor of education, and I don't think you real quickly said yes, but you did say yes after I think you brought your wife down and looked at the area. And then after you had accepted and the appointment had gone through, we had the Dean left, and we wanted to make Jim Forcina Dean. An outstanding person.

Brower: Oh, yes.

Martin: And so we wanted to make Jim Forcina Dean which left the Education Department without a chairman and at that time we had some good people, but no one that was really quite ready to be the chairman, so I again met with Prof. Ely and Dorothy Peterson and we decided that you would make a good chairman so I asked if you would come down and have a talk with us ... And so I made this proposal and your face got long, and you said that

if this college was in such bad shape that if we were ready to make a fellow who had never taught a day in college chairman of the largest department, I'm not sure I want to come here. (laughter) But I put the pressure on. This was what we wanted, so I put the pressure on and finally you very reluctantly agreed, but I don't think that you had been on the job very long so you were sorry that you ever saw it, but the faculty accepted you. In many instances I think your reservations were well founded, because in many instances the faculty will run somebody out of town who came in as chairman of the faculty, who had never been on such a faculty, but this faculty was a good faculty, and they were a group that wanted strong leadership and they knew of your work in the public schools and they were willing to accept you.

Brower: Let me just interject here and say here when that happened it was an easier job than anyone could have imagine. Trenton State College had another feature that I think still exists today, but I think teacher education, ... it was unique. Many times you see the arts and sciences or subject matter departments are on one side and you would find the education department on the other side of the bridge.

Martin: Miles apart.

Brower: Miles apart. Here we had a program of which we were so very proud of in teacher education called Junior Professional Experience in which the Education Department would go hand in hand with people from subject matter departments out to supervise their teachers. So many times in Plainfield I would not only see someone like Prof. Gordon from the Education Department come to Plainfield High School to supervise the student teacher, but I would see Dr. Hausdoerffer also. Or Jane come or so on down the line. We would find, in elementary education you would find a very great intermix with Psychology, the Psychology Department, a very strong Psychology Department, and Dr. Michael Smith, or Mike Smith, and it was a lot easier because this college was together with teacher education. It knew where it was going. I'll never forget one other, pardon me for reminiscing a bit, when Leon Walker, Prof. Walker from Sociology always had decided that the elementary majors had to do a profile, and after several years I began to keep track of the Trenton State College students as they came in. I remember one time the Human Rights Division of Plainfield had a series of lectures in which the

outstanding speaker was Professor Wilkins who, by the way, predicted what was going to happen in relation to race relations in Plainfield, the tragic things, he predicted it right on the dime so there were many, many contacts that I as a public school administrator had with your faculty and we respected them. Let me make one other observation. The tradition that Rox West started was strong subject matter departments. Coupled with the and the open expression were the clarified by your administration developed teacher education and I wouldn't have wanted to go to any other college that had this other than Trenton State. I know it was a darn good college when I came because the faculty was strong subject-matter wise and otherwise.

Martin: You know, this was the first institution in New Jersey Higher Education to be state supported. We were a state supported higher education institution before Rutgers had any state support and as a result and because of that background we really had a palce in Higher Education in New Jersey, and I think we kind of got lost for awhile on this score. There was a popularity in Montclair that sort of overshadowed us for awhile, and then there was a period of working too closely with the other state colleges which I think had a result of bringing us all down to a level of mediocrity, because you have to have a little freedom to move off where you've got strength to move out.

Brower: Of course, there was a very strong feature in teacher education which was prevalent at Trenton State College which we should talk about.

Martin: That's something I'm very proud of. There was a movement to have campus training schools, and I have a great deal of for them, but they were normal public schools. They're a hot house variety, and I couldn't see that as being part of the program we were developing here, so we had in the budget at one time \$600,000 for a little suturing school down where the farmhouse was ...down at the front entrance. And I said, I don't want that, I want something that is more like a normal, good public school, for our students to have good experience in so I talked to Dr. Gilmore Fischer who was the superintendent of the local school system, he understood what we were talking about. We had a demonstration school with him that was a somewhat strange arrangement. We hired the faculty and it was in his school building. He administered it, but it was far from what I considered satisfactory, so I talked with Dr. Fischer about having a cooperative program and we worked

out the deal where we hired faculty jointly, we paid them the public school salary plus \$1,000. Up to now we had to pay the college salary and for people who had just a master's degree the college salary was considerably less than the public school system. So we hired demonstration teachers at a thousand dollars less than the same teachers who get and so we decided to pay, I remember the contract very well, they would build a new building and we would help design the building to meet our needs as well as their needs. And we would pay the school system \$100,000 because they were going to hire all master teachers which was a higher salary schedule for a building than they had in the other buildings and we were going to pay the teachers an additional \$1,000 to make it somewhat financially an advantage to be a demonstration teacher and we opened the new Antheil School that we designed together, we even walked out through that woods together and picked out the spot. I remember walking out through that muddy field one time and we decided to put it right down near the or to put it up where the back end of the school yard was nearer and closer to our campus than it would have been down to the river. And so we worked together on a design for the building and we set this up and as long as I was here I thought it was unique. Dr. Fischer had a perfect relationship with the college, we had no problems whatsoever, had the same objectives in mind, so that the only thing that we discussed was means because we both were working towards the same end, and I think that we had a model school, a demonstration school, that was absolutely unique in this area and any place in the country. There was never anything quite like it, and

Brower: You and Rox West had been here for 27 years and you had been here and remember some struggles that were going on, as a faculty member I wasn't conscious of all of them and then you announced that you were going to step down and become a distinguished service professor. Can you tell me any of that?

Martin: Yes, the state colleges were under that State Department of Education, which was responsible for public education, kindergarten through high school. Now this had value because there was a period during the early thirties when the state teacher colleges might have been closed. We didn't need teachers, and we didn't need them in any numbers. And they were looking for every kind of a neat way of saving money, tax money, and if it hadn't

been for being under the control of the State Department of Education at least some of the colleges today would have gone, would have closed. So in that respect, historically, being under the Board of Education was a great thing for the colleges. But that relationship stayed too long. We were under the very direct control of the Commissioner and the Assistant Commissioner for Higher Education, and as a result the Commissioner was a very fine public school man. He was well experienced and well trained but frankly he knew very little about college and college administration. Brower: He was supervisor of Ridgewood before you came.

Martin: Right. And he came from my home town of Springfield, Missouri, in the area, he went to the college there, and I always had respect for the man as opposed to the man in the early thirties when there was great change going on in public schools and he was a leader in this area. But he was not qualified as administrator of colleges. And his Assistant Commissioner, Dr. Earl Mosher, was really oriented to teacher education and state colleges not higher education, per se. So he spent most of his time with the state colleges and not the total number of colleges in New Jersey that I think is total implied. So these people exercise far too much administrative control of the colleges. And because of that this is why they coordinate this so closely because they were trying to administer it.

Brower: We had the admissions process.

Martin: We had very little control over many things on the campus. Admissions, for instance. We had to submit--the State Department had worked out formulas for admission which applied very well to one school but didn't apply to another, and they would, uh, we would submit names of students and be approved by name. I remember one time when the son of one of our faculty members who had not planned to come here but had applied to a number of other colleges, and he was a boy I could see was of great potential, and I just said bring him, and I received a letter from the Commissioner saying you had no right to--and I want you to know that is my prerogative. The Commissioner of the state was responsible for all public education--to be concerned about the name of a student that's admitted, that's hard to understand. And much of our finances were controlled because we were---salaries, for instance, we could not talk about salaries without equating it to a county teacher, or a county superintendent, or an Assistant

Commissioner, and many times there were ceilings. On campuses the going rate nationally would be higher than we were paying, and if we were to confront the Commissioner with this he would say you're not going to pay that group more than you would pay the county helping teachers, or the county superintendents.

Brower: My goodness.

Martin: And so we were equated to people that didn't relate to higher education. It wasn't that they weren't good people. They were fine people. But you don't equate unrelated things, in either admission, salary or position, and this was very restrictive. And of course what the colleges needed during my time, and they had none, was to have a board specifically concerned about that college and its problems and its future rather than a board that spent most of its time with public education and that had something that they voted on at the close of a meeting that had to do with a real life blood of colleges, so, but again I have respect for the State Board control of these colleges, during the period when they came alive, but many times changes don't come quite fast enough.

Brower: Right.

Martin: And the change didn't come quite fast enough, so we really had a period of real tension, and as a result we would have problems on campus that we would have no means of solving. Now let me give you an illustration. As the college expanded, parking, PARKING, becomes a major problem, I don't care where it is. Parking. And when the college was small every college faculty member had a parking place with his name on it and there were certain parking procedures, because very few students had cars, but the demand for parking spaces grew much faster than any parking spaces. So I called in a faculty/student group, and I said here is a problem. It's almost an unsolvable problem, but it is a problem. Now you take it and do what you can do. I never saw a group work better. They even physically went out and scraped out new parking places on this campus. And they worked out systems on how to use parking spaces to an advantage. And we had it all set up and the other colleges were screaming about parking spaces and the next thing I knew here was a directive from the State Department saying here is the parking policy on campuses. So I called up and said we've already got a policy. And it's worked out. It doesn't solve the problem, but at least

the people involved know that we did everything that we knew how to do. It doesn't matter, this is the policy. And we got one year extension, on using our policy and it worked very well, under a real tight circumstance. And the next year I got a letter saying "You WILL adopt the State policy or we'll take the money that's been allotted for new spaces away from you," and you know what I said--this is kind of nervy, "Our program at Trenton State College is not for sale for \$40,000," and they took the \$40,000 away. Brower: So you bit the bullet and the parking program.

Martin: Well, of course we needed that \$40,000 desperately, but there is a principle involved. You know, I would have had to say to people, you know the exercise you went through was just for fun, it was just a sham, and I couldn't do that, not for \$40,000, and not for any amount of parking space, and I think they appreciated this, although it was really rough. But when I said we won't do it, we paid the price, but I think we convinced---I was talking to one of the professors the other day, and he said, you know everybody didn't like you---this was understandable, but everybody on this campus felt that you fought for us. And I said, "I'll buy that, I'll accept that," because I don't think any administrator can be 100% popular at least I can't, but if anyone felt like I fought for them, if anyone felt that I fought for him, then I'm satisfied. And I tried to do that, so I think that--and the parking was an example. You know, we paid a price, but I wouldn't sellout the efforts of this student/faculty group for a price of another parking lot.

Brower: That is a very good summary of some of the pressures you found yourself under. I think in conclusion I would like to say, I think I'm looking forward to another session, we view the period after you left. I would like to conclude this by you relating what happened to you after you concluded your term as President in 1963. What <did you do, where----bring us up to the present.

Martin: Well, pressures began to build up so in 1963 that I was in a position where I had to either publicly oppose the Commissioner, the State Board or I had to be untrue for what I stood for and what I was working towards, and so I could not publicly oppose the Commissioner. He had hired me, he was a personal friend, I thought he was wrong at that point in the direction that he was trying to lead the colleges and so the best thing that I could do was for me to step down as administrator and we had just developed the

position of Distinguished Service Professor, which financially is the same salary, and with my family I couldn't take less, and I said that when I was under pressure, that I didn't want to leave Trenton State College, and I like teaching, but if you'll make me a Distinguished Service Professor. you can have the position. And of course they bought that so fast that I enjoyed staying on and of course they did bring in one of my old friends, Warren Hill, and so it was comfortable working with him, it might not have been working with a stranger. Then one day I got a letter from the State Department, U.S. State Department, a two page letter, and I was real busy at the time, and I only read the first page. It said would I be interested in a position on the State Department working in Afghanistan, so I went home that night and I said at the dinner table to the family: "Who'd like to go to Afghanistan?" And of course the question, why do you ask, and my older son who is quite a geographer could tell us right off where Afghanistan is. Our first question was where is it in Africa; of course, it is in Central Asia. I said I can't leave because my children are here in the demonstration school, which I thought was a good school, we had a nice home, we had friends in the area. It just wasn't a good time to leave. But I didn't write a letter at that time to Washington saying that I wouldn't take it because I was going down there on Naval training duty the next week. So when I went down, I called the office and I said I can't accept the job because----For a future date I'd like to come and talk with you, and they said oh sure. So I went and I never saw in my life such a powerful undersell. They had a committee of people who had some relationship to Afghanistan. They didn't even talk to me, they talked to each other about what we were trying to do over there, the problems and successes and the challenges , and I got so excited that I called my wife. And she said, well, what did you think? And I said if I were free to go, I'd go. And she said you're free if you want to go wherever you want, and so I went down and asked Dr. Raubinger if I could have a two year leave of absence. It was a two year assignment. And he said yes, and so went over and stayed five years and stayed in the foreign service, and so I was in the service for nine years. And I finally retired six years ago, but it was a marvelous experience.

Brower: It was a great capstone for your career.

Martin: I would not exchange my career in education for anything I have

seen, but I called this the on the cake to have had a career in education from elementary to senior to junior to college to university, State Department and then to go have this as the last experience. And of course I worked in education in Afghanistan. It was a marvelous experience.

Brower: Then to be involved of course in this stage before Afghanistan was suddenly known by people over the world and is now the focus of the world struggle between the free world and Russia.

Martin: We're into the East-West struggle now.

Brower: And of course you're retired and where do you live.

Martin: I live in Arizona, the center of Phoenix, Sun City, Arizona, and it turned out for us to be the absolute ideal place to retire. We even talked the Browers into buying a house there, and so we're looking forward to them joining us in our active retirement life.

Brower: That's right. When I challenged Dr. Martin as to what kind of a college this was. We carry it this far, but there will be three presidents, retired Presidents, former Presidents, of Trenton State College living within 60 miles of one another. Virgil Gillinwater, who has just retired from Northern Arizona, lives in Sedona, and the Martins and the Browers, and we are looking forward to many Trenton State College families coming to visit us in Arizona. Another time I hope to sit in a studio and visit with another member of the administration and will reflect on the Gillinwater years, the Heussler years and the Brower years before we get to the Eickhoff era, so thank you very much for spending this time with.

Martin: There have been some people that have contributed to this college, and have retired, and many of them have passed on and they all made a contribution, a great contribution. The most recent ones of course are Jim Forcina, Jim Moore, but there's Mahaden, there's Rox West, there's just a number. Mike Travers, Mike Smith, all of those, plus many who have retired and are still very active who have all made a contribution. It's not been in any sense a one man show. We've represented the College by at one time serving as administrator, but we're just the chairmen of the committee, it's the whole group that made the thing go.

Brower--They surely did, and as you look to the record of this student body

in fields They certainly have, and we're very proud to have been, shared, the mantle of blue and gold for Trenton State College, so thank you very much.

Martin: Thanks very much for inviting me. It's been very great to be back home again.