

DR. HAMILTON STILLWELL WITH DR. WILLIAM HAUSDOERFFER, 1991 ORAL HISTORY

HAUSDOERFFER: Welcome to the Oral History program at Trenton State College. We are about to record another one of the series of about thirty or forty tapes depicting life at Trenton State College as seen and remembered by some of its graduates. Today we have with us Dr. Hamilton Stillwell who is dean emeritus at Rutgers University and a graduate of Trenton State College in the class of '37. I am Dr. William H. Hausdoerffer, professor emeritus of mathematical sciences at Trenton State College, I was a member of the class of '36 and actually Dr. Stillwell and I were both members of the class starting in 1932 and for reason of changing curricula, Dr. Stillwell has graduated in '37, one year after me. It was not for any lack of ability.

STILLWELL: Well, thank you William.

HAUSDOERFFER: Will you tell us something about yourself Dr. Stillwell?

STILLWELL: Well Bill, I'm a farm boy as you know from Monmouth County and I came to Trenton State, it was then Trenton Normal School they were changing from a normal school to a state college. Probably a significant motivating force in my going there, or coming here, was that my mother was a graduate of the Normal School in the class of 1907 and the most successful member of my immediate family was my uncle, Roy P. Stillwell who was a graduate of Trenton Normal in the class of 1905. Roy Stillwell was the superintendent of schools in Morris Township when I was in high school and this was a very prestigious position and the family thought he was really, as I said, the success story of our family. So if he could be such a success, graduating from Trenton Normal, I didn't see why I couldn't take a chance at it and come here and in fact my cousin Donald Stillwell, Roy Stillwell's son enrolled, as you know Bill with you and with me in the fall of 1932.

HAUSDOERFFER: Well let me tell you a little something about myself too. I feel very fortunate to be a graduate of Trenton State College and I can bless Montclair State and Trenton State for the fact that I was enrolled at Trenton State College. When I was in high school, I decided that I did not want to go to college because I knew my parents could not afford to send me, and therefore I pretended I didn't want to go. But one day, unknown to me, my father went to the high school and had an hour's chat with the principal and said certainly there should be some place in the state of New Jersey for a reasonably good

student to get a college education without spending a lot of money. So the principal suggested that I write to Montclair State if I'm interested. So my father came home that night and mentioned that to me and I thought for a moment and said "yes, I think teaching would be a very good profession." Up to that point, I had really been interested in engineering and in architecture, but I thought teaching could be a great life and I pictured one of my high school football coaches having the pleasure of coaching in the afternoon, late afternoon and then during the day he had the pleasure of teaching. He really enjoyed it and he was kind of an inspiration for me. So I wrote to Montclair as I said and they sent a telegram back and said it was just one day beyond their deadline so they couldn't accept my application. So I was disappointed. But they also said why not try Trenton State, because their deadline is different from theirs. So I wrote to Trenton State and I got a telegram back the next day, saying that they were having their entrance examination the following day and if I was interested I should report to Trenton State College, take the examination and then we'll see what happens. So I hopped on the train, in those days we had direct train service from Plainfield to Trenton and I get off at the Reading Station on Warren Street downtown. I didn't know where the college was so I stopped a policeman and said "could you direct to Trenton State College and Normal School?" and he said "Never heard of it." So I had to stop a couple more people and finally I got directions on what trolley cars to take, correction I think they were trolley buses. I got to the college, took the examination and found out later that I had passed and was admitted. So I feel extremely fortunate that I was admitted to Trenton State with a little help from Montclair State.

STILLWELL: Well Bill, just to hitchhike on your idea or your... I for some reason when I was in high school and I guess in elementary school really was always infatuated with athletics and although I wasn't a very good athlete I decided I wanted to be a coach. At that time, the only school in New Jersey that had a program where you could prepare to be a physical education teacher was Trenton State as you know. So I applied with that in mind. Now you mentioned earlier or someone did that I graduated a year after you, that was occasioned by the fact that in the beginning of my junior year, I discovered that I was not that great athlete that I thought I was and I wondered if I really would be a success as a coach if I were not proficient in any special sport. So I went to see the president, who then was Roscoe L. West and told him that I did not want to continue as a physical education major. Well in this day and age, can you imagine the first question he asked me? He said "Have you talked this over with your parents? Does your mother know that you are going to this?" Well I guess I thought

that was a proper question because I said yes, I have talked it over with my mother and with my father, then he said "Did you know that you will lose a year? You will graduate with the present junior class." And I said yes and with that the great Roscoe West, you admire him and I do too he said "Well, alright Hamilton"—the way he called me—"Alright Hamilton," he said "we'll now call in Mrs. Haskill and we'll see what we can do about changing you back to a junior." Well Lulu Haskill, the registrar. came in with all my records and we sat there and in seventeen minutes and I had dropped from a junior to a sophomore, while you were moving ahead I was moving back.

HAUSDOERFFER: Well your experience is somewhat similar to mine. When I came here, my intention was to coach football and teach mathematics but I discovered the program did not have enough flexibility to permit that. So I decided well, I'll become a mathematics major and I can always coach on the side without having all the formal training in physical education. Of course, that's not a very politic thing to say to a formal physical education man but at least that was my belief. My good fortune continued after my freshman year, I got a job with what's it called the NEA work scholarship program.

STILLWELL: Maybe NYA?

HAUSDOERFFER: NYA, National Youth Administration. Right.

STILLWELL: Right, NYA, yeah.

HAUSDOERFFER: We got a job at that time for thirty-five cents an hour.

STILLWELL: I remember.

HAUSDOERFFER: Before anyone feels that that's child abuse or anything like that, I must say that at that time our room and board was only seven dollars and ten cents a week. So, if you worked for thirty-five cents an hour for twenty hours, you make your room and board. About six years ago, I made a similar check at Trenton State College and I discovered that the ratio wasn't too different from what it was then. The room and board had gone way up to something like I think it was a hundred and twenty-five dollars a week for the year I made the study, and right now it's more than that, but so had the wages. So by working twenty hours in 1984, which I think was the year of my little informal study, by working twenty hours you could earn your room and board just as we did way back in the thirties by getting thirty-five cents an hour. So I was very fortunate in getting such work and as you know, you got similar work which I'm sure helped you equally. Would you wish to comment on your work?

STILLWELL: Well Bill, you and I have been friends all these years and we have often commented that when we entered Trenton State, there was no tuition, at all, and that's probably a very strong motivation for a lot of the young men and women who came here at that time. I think it was in the middle of our freshman year that they sent us a notice saying it would be fifty dollars. Is that right?

HAUSDOERFFER: Right.

STILLWELL: And then two years later or a year later it became one hundred dollars and it stayed that for many, many years.

HAUSDOERFFER: Until about 1955 I think.

STILLWELL: It was. So this was a, I don't want to say a farm boy's school, but it was a poor boy or poor girl's school. My father who was an impoverished farmer really, had great ambitions that I should go to Lafayette or Lehigh and he couldn't at all, although he never looked at my high school marks I couldn't have gotten into those schools I'm sure, but he certainly didn't have funds to send me to of course the place he always wanted me to go to was Princeton, which every loyal person in New Jersey thinks of as the cream of the higher education institutions. In fact it's funny, Rutgers, although many of my cousins went to Rutgers, Rutgers didn't, you know Rutgers was a private college there and it was a very small private college, it wasn't the huge state university that it is today. Bill, one thing that maybe we can talk about for a moment is the fact that when you and I came here, the college was in a period of transition. It was moving from a downtown location out here to where we sit today at Hillwood Lakes. You and I attended classes down there, we commuted by bus out here certain days I think of the week. You might want to put that on this tape, your recollections of that because it was a very odd arrangement. We had some classes I think only were held out here and others were only held down on Clinton Avenue. Is my memory right about that?

HAUSDOERFFER: Yes, the science classes in particular were held here because we had new laboratories and when we traveled by bus, it's really not as bad as that might sound because we had, we hired buses from Trenton Transit and we had one or two of our own buses called Miss Hillwood and they would leave at a time compatible with our classes so that it was not that much of an ordeal. But at the time we started in 1932, they had eight buildings on this campus: Green Hall, Kendall Hall, the library, the inn, and three women's dormitories and Packer Hall which opened up I think in 1932.

STILLWELL: And Bliss Hall hadn't opened had it?

HAUSDOERFFER: Bliss Hall did not open until 1935. One interesting thing I read about the library, the original library cost three hundred and fifteen thousand dollars.

STILLWELL: That's the one where...

HAUSDOERFFER: The Roscoe L. West Library.

STILLWELL: Three hundred and fifteen.

HAUSDOERFFER: Three hundred and fifteen thousand dollars and to put that in perspective, let me point out that our mutual friend Cas Ruman sold his house a number of years ago for more than three hundred and fifteen thousand for just a private home with maybe two thousand, twenty-three hundred square feet. And here we built a whole library for three hundred and fifteen thousand dollars and as I recall, it was built to accommodate one hundred thousand volumes. I think actually now with the addition we have there and I stand to be corrected on this, but I think we have approximately six hundred thousand volumes. Maybe Dick Matthews is turning over in his grave when he hears that number.

STILLWELL: In his grave? He's still here.

HAUSDOERFFER: Yeah I know he's still here, but he's getting nervous over that remark. But at any rate, we're close to a million books now and the library initially was built for only a hundred thousand.

STILLWELL: Just a digression, but there was a governor of New Jersey appointed by the king, now this is the governor of the province of New Jersey named Belcher, B-E-L-C-H-E-R, and he was the founder of the Princeton University library. He had a private library of eight hundred books and when The College of New Jersey, which was Princeton before it changed to Princeton, was starting, he gave his private library to Princeton and that was the beginning of their university library.

HAUSDOERFFER: What year was that?

STILLWELL: I don't know.

HAUSDOERFFER: Seventeen hundred something?

STILLWELL: Well, let's see, we were independent in 1776, so it must have been around 1750, 1760 somewhere in that period I think. Let's see, Rutgers was started in 1766, wasn't it? So it probably was between '66 and '76.

HAUSDOERFFER: Let me react to something you said before.

STILLWELL: Okay.

HAUSDOERFFER: You're too modest Hamilton. When Hamilton said that he decided to change from Phys. Ed. to English history was it?

STILLWELL: Yes.

HAUSDOERFFER: Because he wasn't good enough in athletics, I would say he was too modest. He played end on the football team and I had many opportunities to play with him and watch him and he really had a great pair of soft hands, he was very good at catching passes. You had a good physique on you as you still do and you made a good end, Hamilton. In those days, incidentally, we didn't have any such things as offensive ends and defensive ends, we played the whole game.

STILLWELL: Yes, and you might not remember this Bill, but I played right end offensively—I'm sure everybody's very interested in this—and left end defensively.

HAUSDOERFFER: I had forgotten that.

STILLWELL: Because they ran most plays to the right and Earl Dean thought I was a good tackler so he had me shift from right to left on the defense. Well they were good days. One point that I thought about was that when we came here compared to as we sit here in 1991, when we came here you only came here to be a teacher. Now you were a member of the faculty during that transition and you may want to talk a little bit about that but when we entered, not all entrants were degree students. Some came and graduated with I guess you called it a certificate to teach in elementary or kindergarten. Why don't you comment a little bit about how that move from a true teacher's college I would say to a broader based educational curriculum?

HAUSDOERFFER: Well, briefly, the progression was something like the following. In about 1936, plus or minus two years, we eliminated the three year program and everything became a four year program but it was still designed to do nothing but train teachers. The program was very much oriented in that direction. Then, in about 1956 or '57, we introduced what we called a general education program where every person in the College would have to take, for example, two courses in mathematics, regardless of what his major was, two courses in science and the whole thing was mapped out for about forty-eight semester hours. Now they wouldn't have to take exactly the same courses in science, they would have some choice and they would have some choice in mathematics and in music and in art and so on, but they had to be

courses selected from certain specified areas which were considered good general education courses. Then, in 1967, we actually became a multi-purple college where we admitted students who were not especially interested in teaching math, they could later elect—not mathematics, I meant to say education and teaching—they could later on elect a teaching program if they wished but when they were admitted, they were admitted as liberal arts students and we had a program set up for them. And then later on it expanded quite a bit, we had minors in mathematics, minors in science, minors in statistics, in the eighties we got minors in computer science and eventually a major in computer science which is right now one of our most popular areas. So the program changed quite a bit especially between the years of 1956 and the present time.

STILLWELL: Bill, this led, as you know, to quite a change and the mixture of faculty here also. Now when you and I came, this is my opinion now fifty years after I graduated, in my opinion the faculty members, almost all of them, came here because they had been outstanding teachers in high schools or in elementary schools. We didn't have college professors, people didn't come from one college, if they came from one college they came from another teacher's college or Normal School. So it gave you sort of a central pattern for faculty, they were all former teachers. We used to say at times, I don't know about in your curriculum because you were in a different one than I, but we used to say at times that some of our high school teachers back in Freehold were really better than some of the teachers here at Trenton State. Somebody made a poor decision with some of the teachers we had, they weren't all outstanding but it did give you a different flavor, it must have, than what you have here today with liberal arts professors, geography, I think you have a degree here in police now don't they? What's it called?

HAUSDOERFFER: Criminal justice.

STILLWELL: Criminal justice. I mean, that's a far cry. Nursing, they're far cries from when you and I entered to be a faculty member here. Very few had doctorates as you know; most of them had Master's degrees. It seemed as if eighty percent of them got their degrees at Columbia University that seemed to be the spawning ground for teacher's college faculty because they could commute in and out. Maybe you want to comment about that, I think there was an overwhelming number of faculty who did have advanced degrees from Columbia.

HAUSDOERFFER: Well I don't recall the statistics on that but you're correct that most of the faculty we had in the thirties were faculty

that had emphasized teaching all of their lives without much regard to research. I guess that's quite natural because all through the nineteen tens, twenties and thirties, the faculty members that we had were teaching people in a three year program how to teach. Most of them, or a good many of them, were still here in the thirties when we came but there was a gradual transition, in fact the transition is still going on. I don't recall what proportion of PhDs or EdDs we had in the college in the thirties, but it wasn't too many. Actually, I don't know what the proportion is right now, but I would guess and this is strictly a guess, about seventy percent of the faculty has a doctorate one way or another.

STILLWELL: Well you know this also brings to mind the fact that the teaching profession at the time that you and I entered it was predominantly women and the enrollment in this college think was five or six to one, women to men, isn't that about right?

HAUSDOERFFER: When we were students I think it was three to one.

STILLWELL: Three to one? Oh my goodness.

HAUSDOERFFER: We like to think it was five to one but it was three to one.

STILLWELL: Well that meant also that when you graduated, if you were an elementary teacher and were a man, it was rare that you went to an elementary school. Now when I graduated, I went back to where I had done my practice teaching in Cranbury, New Jersey and I was of course the only man in that school and when I looked around the neighboring schools in Middlesex County, there were very few men as you probably realized in elementary education. It was a women's world at that time. When they hired me, when the board of education hired me out in Cranbury, they were just anxious to get a man in the school because they said and we read about this even today, that the young boys in that school never saw a man as a teacher and they needed a role image if that's what you call it, to have a man in the system, well that man of course I taught physical ed, the program that I had abandoned back here in the college. I ended up teaching boys and girls physical education. You know I hadn't thought about that Bill until right now and guess what? That meant I think that I was the highest—you know this is a great think that I took that minor in physical ed—I think I was the highest paid graduate in my class in June of 1937 and the reason was they paid me a hundred dollars to teach physical education. So here I am, I shouldn't condemn most physical ed teachers that I had back in those days because they got me an extra one hundred dollars when I graduated.



HAUSDOERFFER: Well you know I had a very similar experience, when I graduated I went to Plainfield and taught in their school system and I taught eighth grade mathematics and I coached all their intramural sports, they didn't have any varsity sports except the semi-varsity basketball team which I also coached but of course they had no football. But it was interesting, part of the reason they hired me was that I was a man and was the only man in the building.

STILLWELL: You were, same as I was. Well the vagaries of teaching in those days and organizing little baseball teams to play other little schools, that was unheard of in that day, they never had a little seventh and eighth grade ball team that went over and played Dutch Neck or went over and played Princeton Township but that was... I would pile these kids all in my car. Oh, you violated every safety rule in the book, I didn't have any insurance to cover these kids if they fell out of my car or broke an arm when they're pushing me out of a sand bank or something. They were, as we always say looking back, they were great days but we, I guess we triumphed over that. I just feel, you asked me once before how do I feel about my education at Trenton State, well I went on as you did and got a Master's at Rutgers and I got a doctorate at New York University and I suppose though that the roots of my moving on or moving forward started here. And it started here under some very fine teachers, there were good teachers here and there were inspiring leaders. Many people didn't quote cotton to Forest Irwin (?) who was very academic, I liked him very much I thought he was more of a researcher than most of our faculty. West was a very inspiring leader as you and I both know. And then the reason why I really I think moved to history and English was because of the faculty members. C.R. Rounds whom you and I knew, Rachel Gerald, Betsy Clark, what was the name of the other English teacher who went to Princeton University? He wasn't very inspiring but he was a wonderful fellow. Hewitt?

HAUSDOERFFER: Hewitt. Charlie Hewitt.

STILLWELL: Charlie Hewitt, yeah. Princeton graduate. He taught English I guess his whole career here.

HAUSDOERFFER: Well those were interesting days, I might add and you neglected to mention this because of your modesty again, that Hamilton Stillwell was also the recipient of the alumni citation award in 1955 or '56?

STILLWELL: It was '57 I think.

HAUSDOERFFER: '57?

STILLWELL: Yeah I think '57.

HAUSDOERFFER: That's an award given annually by the alumni association to an outstanding alumnus; the most outstanding of the year. So I feel that should be included in this oral tape.

STILLWELL: Well no, you keep talking about my modesty, Bill, but the reason why I really got that was that I was an expert very far from home. I was way out in Michigan and people really couldn't check up on me very closely and they heard I was doing great things in Michigan and no one wrote from Michigan to refute that, so I got the citation, I've been honored by having my name somewhere out here on the wall as having attained that. And another thing, I was president of the alumni association as you know, so I feel I gave back a little bit to the college if you might say for all the great things they did for me. I saw the alumni when I was there, the alumni association was rather small and now it's grown to be I guess the strongest of any of the state colleges, I think it must be certainly the wealthiest. I think we have over thirty thousand graduates rolling around New Jersey somewhere and they're loyal to this college, very loyal to it.

HAUSDOERFFER: Very loyal. As I am and I know as you are. I forgot to mention before and I got a little side-tracked which is why I didn't mention it, but while we were students we had many job opportunities. You worked for your thirty-five cents an hour in the college kitchen, which was in those days, Hillwood Inn. It was an old ramshackle building but we certainly had a lot of fun there. I worked there too for a while and Hamilton and I were among about six or seven men that lived on the second floor of the old ramshackle inn and we were in charge of everything that had to be done to the inn of a physical nature. You had to move all the chairs and tables away for a dance, you had to move them all back after a dance, we had to take care of the food, clean up the dishes, run the dishwasher and we had a great time earning our thirty-five cents an hour. However, in my senior year, I got another job. I became assistant proctor in the men's dormitory which was perhaps a little cleaner job but not quite as much fun to tell you the truth. But all of those things leave a very warm spot for Trenton State in my heart.

STILLWELL: Bill do you remember those of us that worked in the inn, I think this is when you were there, we had a softball team. Remember they organized intramural softball teams?

HAUSDOERFFER: Yeah.

STILLWELL: Do you remember what the name of our team was?

HAUSDOERFFER: I don't remember. Do you?

STILLWELL: Yes. The Inn Sweepers AC. We told how we swept the inn and I think I coined that as the name of our club. We weren't very good, we were better sweepers than we were ball players but that was our name anyway.

HAUSDOERFFER: Well, another fringe benefit and you might recall this is that we had permission to go to the ice box every night and eat any extra desserts that were left over. So my roommate who was Phil Walker, whom we both know, he and I gained twenty-eight pounds between us in two weeks.

STILLWELL: You did?

HAUSDOERFFER: Yeah. We had just too many desserts.

STILLWELL: And then they locked the ice box.

HAUSDOERFFER: No, they never did. But eventually we decided that we better cut back and we quickly got back to our normal weight. I was going to say one other thing, an explanation of the reasons why I had such strong a feeling for Trenton State College. When I graduated, I was fortunate enough to get a couple of scholarships. Now, money-wise it would not compare to what people are getting nowadays for scholarships, but they were sufficient for me to get my Master's degree, including all of the tuition, all of my books and all of my commutation up to Columbia University.

STILLWELL: Oh, you went to Columbia.

HAUSDOERFFER: I went to Columbia, yes. I noted your remarks before.

STILLWELL: Alright, Bill. I didn't think about that.

HAUSDOERFFER: But if it hadn't been for those two scholarships, I would not have had my Master's degree when Dr. West called me one summer and said "We have an emergency vacancy in our demonstration school, would you be interested in filling it?"

STILLWELL: That's the Lanning School right? Over here.

HAUSDOERFFER: Yeah, Lanning School. So I hemmed and hawed and thought about it and finally said "How much?" and he finally said "Do you have your Master's degree because if you don't we can't appoint you." I had just gotten my Master's degree and the salary there was about a thousand dollars more than I was getting in Plainfield where

incidentally I was getting, let's see I think I was getting twelve hundred for teaching and two hundred for intramurals.

STILLWELL: You made more than I did. I made thirteen hundred.

HAUSDOERFFER: So fourteen hundred. So for all of those reasons I feel that I owe Trenton State an awful lot.

STILLWELL: Well I think so many of our classmates do and just recently you and I got together with six of them. Here we are in our mid-seventies and able to get together and swap stories about Trenton State and the faculty, it was a very refreshing day. That's just two days ago that we got together. I think also I ought to explain—although I'm sure there aren't that many people who are interested—why I left the elementary school field. I was in Cranbury and then spent three and a half years in the service as you did and when I came back, I went back to Cranbury but there was a very powerful education officer in our state at that time, there may still be, yes there are they're called county superintendents and they always had their fingers on where there were new jobs, where there were vacancies, where there were retirements, where somebody was going somewhere else. The county superintendent in Middlesex County called me and said there's going to be an opening for the supervising principalship in Milltown and that's how I moved to Milltown. Well then, and I'll finish this in one sentence, Rutgers University was starting a new program on understanding labor management relations. This was right after World War Two; there were labor unions during the war—didn't strike, they took a pledge non-strike, but when the war was over they let loose and they wanted to get their pay up and there were many strikes. Well, several people in the United States in higher education thought that education could do a lot to settle this unrest in the labor union. So Cornell, Illinois, the University of California and Rutgers all at about the same time started educational programs for management, for labor unions and for the public. I was selected by Rutgers to start the public program at Rutgers in this institute. From there on, I stayed in university work because I got started there at Rutgers then went out to the University of Michigan then to Wayne State and then back to Rutgers, so that's how I again leaving the field like I left health and physical education, then left elementary education to go into higher ed.

HAUSDOERFFER: Well you've had a very interesting career and a very successful one too.

STILLWELL: Well, one of the most successful things I did Bill was moving next to you about twenty years ago. Bill and I are—for the very

interested audience here that's watching this—Bill and I are next door neighbors, so we have no secrets from one another. Wow the college did a lot for me Bill, we came back for an alumni reunion and Bill invited my wife and myself, by the way my wife is a graduate of Trenton State, and Bill and Rosemary, his wife, invited my wife and me to a party, a punch party I'll say. Sometimes they call it a cocktail party I'll say this was a punch party. And we came on a rainy afternoon wasn't it Bill I think it was.

HAUSDOERFFER: It was after the alumni affair in the afternoon, right.

STILLWELL: And the house next door was for sale, and so Bill called the owner and I went over and we never asked Bill and Rosemary whether we should buy the house or whether they would accept us as neighbors, and on Sunday, the alumni day was on Saturday, Sunday I made an offer to the owner and I think Bill was really shocked and didn't know I was going to move in and be his neighbor.

HAUSDOERFFER: I was very pleased.

STILLWELL: I'm going to give you a chance Bill, to answer that okay.

HAUSDOERFFER: Well I think before we go on, we ought to say something about the student life at the college when we were here. Things were quite different. For example, in the dormitory we had one double bed to accommodate two young men and I don't think we could get away with that nowadays but that was the system in those days.

STILLWELL: And didn't we all, all the men students ate together in those days.

HAUSDOERFFER: Yeah, all in one dining room.

STILLWELL: All in one dining room and the women...

HAUSDOERFFER: And all the women in a different dining room.

STILLWELL: The girls in a different in a different dining room, yes can you imagine that today?

HAUSDOERFFER: And our life was actually fairly tightly controlled. For example, at night, at I think it was eleven o'clock I'm not sure, either ten or eleven o'clock, the electricity to all the rooms was turned off. So if you were in the middle of a term paper or some kind of assignment, you would have to go either to the lavatory or out in the hall or to the one telephone booth we had for the whole dormitory and continue work there.

STILLWELL: Bill, I can't deny it, you're right, that's the way it was and you had to sign in and sign out and class I think was mandatory, wasn't it? If you had so many cuts you were dropped or something.

HAUSDOERFFER: If you had more than two unexcused absences, you would fail the course automatically.

STILLWELL: Can you imagine that today?

HAUSDOERFFER: Incidentally, any absence directly preceding or following a vacation was considered a double absence; they called it a double cut. So if you had one of those and one other absence, you failed the course.

STILLWELL: Was there an appeal process? There must have been some sort of...

HAUSDOERFFER: Yes, there was.

STILLWELL: An appeal process.

HAUSDOERFFER: And incidentally, this is very curious, if you wanted to miss a class for what you thought was a good reason, you would have to go to the president and he would have to sign your excuse. The president of the college would have to fiddle around with things of that nature. Oh, one other thing along that line, if you had more than six hours of D. No, not more, if you had six hours of D in your freshman year, you cannot major in secondary education. You would have to become either an elementary teacher in the four year program or an elementary teacher in the three year program.

STILLWELL: Bill I thought also when we were here that, I've already used the term isolated, I think you were somewhat isolated by the curriculum you were enrolled, in which you were enrolled. For example, music students pretty much stayed with the music people.

HAUSDOERFFER: Oh absolutely yeah.

STILLWELL: The physical education people were together. I'm sure that, I don't know do the criminal justice people I wonder today hang out with the criminal justice people, and the nurses, maybe they still do.

HAUSDOERFFER: Well it's a little different nowadays because they have the same major courses but all of their general education courses are mixed in with students from various majors. It's not the same lock-step system that we used to have.

STILLWELL: One thing that we haven't talked about Bill and that is something that I think was very valuable when we were here and that was practice teaching. Student teaching. We would do this twice during our four year period. Have I got it right? We went out in our junior year for a quarter, or for ten weeks whatever.

HAUSDOERFFER: Ten weeks, yeah.

STILLWELL: And then we would go out in our senior year and you would not go to the same school system you would go to a different school and this hands-on experience I felt was very valuable, you got a feeling of what teaching was all about because if you didn't do that you could go to college here for four years and never really have a classroom experience. I thought this was very valuable. I went to two different schools, I went to Red Bank and as I mentioned earlier I went to Cranbury. Where did you do your student teaching?

HAUSDOERFFER: In Plainfield in my junior year and that's where I got my first job and in North Plainfield for my senior year.

STILLWELL: You lived home I guess.

HAUSDOERFFER: I lived at home both times, yes.

STILLWELL: Well I guess I did too because that was a big...

HAUSDOERFFER: They tried to accommodate us because it meant an awful lot of expense to have to live away.

STILLWELL: Do you remember when the...what do they call them? The teacher who came from the college to observe you, what was she called? Critic?

HAUSDOERFFER: Critic teacher.

STILLWELL: Critic teacher. Wasn't that a tense day and you knew she was coming, right? I don't think they dropped in.

HAUSDOERFFER: No, I didn't always know.

STILLWELL: Oh you didn't know? I don't remember whether you knew or not but I remember that was the day you really perspired because she would sit and observe you and then write a report and grade you, right? You were graded.

HAUSDOERFFER: Oh yes, sometimes those reports were two pages long.

STILLWELL: And sometimes I think people may not have gotten recommendations for jobs, do you think that's correct as a result of their student teaching capabilities.

HAUSDOERFFER: Right, yeah. Well that was a very good experience. Now, would you care to comment on any other aspect of student life? I know you were very popular with the ladies and I wouldn't expect you to go into any great detail on those experiences but...

STILLWELL: Well you see me smiling.

HAUSDOERFFER: ...but a few general remarks might be appropriate.

STILLWELL: Well I think Bill there were many marriages that occurred with students who went here, you and I can think of many of our friends who married Trenton graduates. I also think that the student life, although it was not as buoyant as it is today, it was really very enjoyable. We had as I recall twice a week these dances for an hour after the dinner hour. Now what kind of music did we have then? Were they records?

HAUSDOERFFER: No, we had a band, Frank Milner was one band.

STILLWELL: Yes, a student. That's right.

HAUSDOERFFER: And his theme song was "Moon Glow".

STILLWELL: Right the Moon Glowers that was the name of the band. I thought we had live music and then of course I saw something here recently about- I didn't realize this, I was chairman of the junior prom for my class and that was a big deal in those days, wasn't it? The junior prom, the senior ball I guess it was called, they were big social events the girls had to get formal dresses as I recall. We rented tuxedos, didn't we? We didn't own tuxedos.

HAUSDOERFFER: No we didn't own them, we rented them.

STILLWELL: Yeah rented them.

HAUSDOERFFER: Or borrowed.

STILLWELL: Or borrowed, yeah. The first tuxedo, oh Bill this is something. The first tuxedo I had was given to me by my uncle J. Randolph Applebee who was a prominent lawyer in South River, New Jersey and he had to buy it to graduate from Columbia University Law School. I think that's the only time he wore it in his life and when his wife, my aunt, heard I was going to a freshman dance or a sophomore hop or something and I came home and said I needed a tuxedo



she said, "Well Ran has one up in the closet." And that was the one that I wore and he wore probably twenty or thirty years ago.

HAUSDOERFFER: I have to tell you one short, funny story. When I came to college I did not know how to dance.

STILLWELL: I'll raise my hand, I didn't either. I didn't either.

HAUSDOERFFER: So, once when I must have been a freshman or sophomore, it was a junior prom and the date that was supposed to take this young lady out, I can't think of her name now, for the dance became ill and couldn't take her. So one of her classmates said to me "would you mind taking so-and-so to this dance?" and I said "yes, I would be happy to take her except that I don't know how to dance." He said "I'll show you how." I remember we were standing right at the pool table and he got me on one side and he said "and you go left right left close and then you repeat it, left right left close." And I was very naïve and I said "oh is that all there is to it?" and he said "yeah once in a while you can go back and forth in a herring-bone pattern." So I said okay thanks and he said "don't you want to practice it?" and I said "no I remember it, left right left close." So I got to the dance. Oh, I remember the girl's name now, it was Marjorie. We went down the floor until we got to the far corner and I suddenly realized I did not know how to turn her so I picked her up at right angles and put her down and continued on to the next corner and did it for three or four more corners until I eventually learned how to do it the proper way. But since then, that negative experience has inspired me to dance, and as you know I take dancing lessons twice a week and go to quite a few dances.

STILLWELL: And now you know how to turn.

HAUSDOERFFER: So that I know how to turn now. And that's one of the fringe benefits, another fringe benefit of my coming to Trenton State.

STILLWELL: Bill, one thing we haven't touched on and I'm sure we're running close to the end of this was the difference between the commuting students and the resident students. Now I don't know if that is known by a lot of people but even in those depression days in '32 to '37 there were many people who could not afford to live on campus. Now most of them were from Hamilton Township or Trenton. I always felt that there was a certain—maybe I shouldn't say this but I'll say it—a certain favoritism shown to the resident students and it's probably quite natural because they were here, they didn't have to take a bus back home, they didn't have home responsibilities they certainly could use the library more frequently than the commuters and I remember a classmate of ours named George Bulging who was a very prominent, fine

student who was a commuter. He sort of led the onslaught I guess to get better, what's the word, help, I can't think of the right, better help for the commuters.

HAUSDOERFFER: Yeah.

STILLWELL: And remember they got a room for them to meet when they were-- they had no place to eat lunch at that time, they came in by bus, brought their lunches a lot of them. I think it was a very different strata, the commuting students and the residential student.

HAUSDOERFFER: Now one thing we neglected and maybe I can squeeze this in if we still have time, was the sports, the athletic program, the varsity program. We had in those days varsity football, basketball, baseball and track.

STILLWELL: Track and then golf and tennis came along.

HAUSDOERFFER: Golf and tennis a year or two later and incidentally, Hamilton was one of the organizers of the golf team and also the golf team manager, right?

STILLWELL: Right.

HAUSDOERFFER: But in football, in some ways the depression helped us because not so many outstanding high school students were able to get scholarships to go to the big name universities and we would consequently get some of them to come here like Tom Fipps. He was good enough to play in any college. So we got some very good players here but what we lacked was depth. We would have a squad in football of oh, twenty-two to twenty-five men and frequently we didn't have enough men for scrimmages. So that was difficult. Basketball, we certainly benefitted from the depression. We had in 1932, as I recall, two or three members of the Trenton High School varsity basketball team, the team that won the state championship the year before and we got three of them or two to come to Trenton State. That never would have happened had we not had a depression. The schedules were of course much shorter. In football in our freshman year we had six games, I think by our senior year we might have had seven or eight. Basketball was seventeen games in my freshman year and baseball was only eight or nine games.

STILLWELL: And the girls softball team this spring played forty-seven games I think.

HAUSDOERFFER: Something like that.

STILLWELL: It certainly was in the forties.

HAUSDOERFFER: Yes it was in the forties.

STILLWELL: Well I don't know how they study when they play forty games but that's not my problem. But maybe that's why we were such good students we had so few games.

HAUSDOERFFER: Oh, I don't know. You can't explain those things. Of course we had an intramural program and that was the complete athletic program for the ladies, the girls.

STILLWELL: They had no varsity sports.

HAUSDOERFFER: No varsity sports.

STILLWELL: At all at that time.

HAUSDOERFFER: But everyone was required to participate in at least one intramural sport, every one of the girls.

STILLWELL: You know one thing that happened in that period, Bill, when we were here we got some very fine soccer players because soccer was a big game in Trenton, Hamilton Township and so on. They had no place to play. We had very good intramural soccer if you remember because we had fine soccer players but we had no varsity team. I think if we had had a varsity soccer team at that time we might have been a stronger team than our football team.

HAUSDOERFFER: That same situation continued through about 1960. When varsity soccer came into the picture, and I'm guessing that must have been about 1950, we had awfully good teams because none of the big colleges had scholarships for soccer players. So we got them here. Golf, the sport that you coached, had some very successful teams. I remember you beat Fordham one year you beat Fordham, Rutgers, Seton Hall I think and the University of Penn.

STILLWELL: We had at that time, as you recall, we had four or six outstanding golfers and they had been caddies. In those days you got to be a golfer by being a caddy. Somehow I discovered that we had these fine golfers here and then I went to Mr. Travers who was the dean of men and also I guess in charge of the AA, which was the athletic association, and I asked him for some money and he said "how much will you need?" and I didn't know how much so I said fifty dollars, so he got us fifty dollars and that was the beginning of the golf team. We didn't have to buy golf clubs if you think about it, everyone had his own golf clubs. And we went out and we really whipped some very big schools because these four men were so great. And then, I didn't realize this, naïve as I was, I scheduled some matches with

prep schools around the area. We played Hun school and we played some other prep school, Lawrenceville I guess.

HAUSDOERFFER: Lawrenceville Prep.

STILLWELL: And then one of these collegiate teams, Lehigh or one of those teams, found out, they saw in the paper we were playing prep schools and then they wanted to cross us off their list. They said "you can't have a team that plays prep schools and plays us." So I abandoned that idea of playing prep schools although some of those prep schools, Bill, were better than the colleges.

HAUSDOERFFER: Well you know that you are more successful in your pursuit of golf than I was in my pursuit of hockey.

STILLWELL: Yes.

HAUSDOERFFER: You recall, one of my strong hobbies in those days and it still is a strong hobby of mine was ice dancing and figure skating. As you know I'm still ice dancing. In fact I'm dancing most of this summer. But I tried to form a hockey team and there was interest in it but the main question was "where will we play our games?"

STILLWELL: Where's the ice?

HAUSDOERFFER: The only rink available in those days was Baker rink in Princeton and we couldn't get permission to use that rink for a worthwhile schedule. So to this day as you know my nickname among my old college friends is still "Hockey".

STILLWELL: Yeah I don't call you Hockey Bill, I hear these fellows call you hockey and I know how hard you tried to get a hockey team organized but the canal would melt and we didn't have any place to play. Do they have a-- I think they have an ice hockey team here now, do they?

HAUSDOERFFER: Oh they do, not a varsity team but they do have an ice hockey team. I recall in those days when I lived in the inn, I would sweep the snow off the lake so we could play hockey the next day but invariable it would snow again that very night or the next day so we never really had much good ice.

STILLWELL: Well you were a fine skater everyone admired your skating ability. You really were, you were a good figure skater. Most of us just went up and down the ice and we didn't do all those intricate things that you could do. I haven't seen you skate since you're an adult; I'll have to come and observe you sometime.

HAUSDOERFFER: Well I'm a little more cautious than I used to be.

STILLWELL: Alright, fine.

HAUSDOERFFER: But I still have a skating partner. My wife, as you know, used to be my skating partner but she gave up ice dancing in favor of indoor tennis in the winter but I stayed with skating and eventually got a very good partner.

STILLWELL: Well I don't know if you can give Trenton State credit for that, despite your abortive attempt at hockey.

HAUSDOERFFER: No, Trenton State doesn't get credit for that.

STILLWELL: You did a good opportunity to skate out there on Hillwood Lakes, I remember that. So maybe, Bill as we wind this up, what do you think our final statement is? Is it here we sit and we did it and we're glad? I wrote a headline once for The Signal in a humorous article and I said "we did it and we're glad!"

HAUSDOERFFER: I would say that's a good statement. And the more I think of my experiences at Trenton State and yours too, the more I realize that the college did a great deal for us. Especially in your case, you deserve a lot of credit because you were a hard worker and a good student despite what you said before.

STILLWELL: Well Bill, I might still be out there somewhere on a farm probably if I hadn't come to Trenton and you might have been out there in that Mack plant international motors where you lived in Plainfield.

HAUSDOERFFER: Right near my neighborhood.

STILLWELL: You know that's where a lot of our colleagues migrated to that.

HAUSDOERFFER: Well, Hamilton I'd like to tell you that I certainly appreciate your coming here today and I know the two of us enjoyed the program and I hope the audience will enjoy it in future days.

STILLWELL: Well I hope so, Bill.

HAUSDOERFFER: Thank you very much.