



## CHAPTER VI

### Creating a University in the 1960s

**B**etween 1959 and 1962, Albany changed its name three times. In the Fall of 1959 it became the New York State University College of Education at Albany. Two years later the “of Education” was dropped, and in the Fall of 1962 the institution became the State University of New York at Albany. The final name symbolized a major change in mission: an institution which for more than a century had trained teachers was now commissioned to become a university.

Why this new direction? The answer is summed up in two words: “demographics” and “Rockefeller.” Educational planners realized in the mid 1950s that the “baby boomers” would generate very strong demands for higher education in the 1960s. A SUNY Trustees’ study released in 1956 showed that even assuming a 40 percent increase in the capacity of private institutions, SUNY would have to expand by 186 percent to meet the demand for higher education. Subsequent events showed that the study underestimated the total demand and overestimated private expansion.

(Opposite) Gov. Nelson A. Rockefeller throws a shovelful of dirt on the Albany Country Club’s 16th fairway to mark the ground-breaking for the University at Albany’s new campus in 1962. Left to right: Lt. Gov. Malcolm Wilson; Governor Rockefeller; SUNY President Thomas Hamilton and President Collins. (Photo by *Times Union* staff photographer Wilder.)



One of the earliest student protests at the State Capitol occurred over the imposition of tuition in 1962 when the college became a university.

It was Gov. Nelson A. Rockefeller who provided the drive and political skills to transform SUNY and with it the Albany College. The State University of New York had been established in 1948 in response to the post-World War II surge of college enrollments created by returning veterans. Governed by its own board of trustees, SUNY was initially composed of the state's teachers' colleges (including Albany) and grew modestly in the 1950s, its budget and enrollment rising about 50 percent. SUNY took over two medical schools, offered liberal arts programs at Harpur College in Binghamton, and encouraged the development of eleven community colleges during the decade.

Why was SUNY's development so slow during the 1950s? Part of the problem was politics. Governors Dewey and Harriman showed little interest in the system. The private institutions continued to protect their educational turf, and relations between Regents and Trustees were at best wary. Chancellor Samuel Gould in the early 1960s realized the extent to which SUNY had been a creature of New York State politics; the effect, he said, was "a little like looking into the eyes of a snake."

By the late 1950s, SUNY seemed without energy and direction. In 1957 a construction bond issue for SUNY was approved by the voters, but trustees and administrators seemed uncertain just what to do with the money. In the same year SUNY President William Carlson persuaded Theodore Blegen, a distinguished historian and dean of the graduate school at the University of Minnesota, to survey the system's research efforts. Blegen opened his report by asserting that the "State University is an academic animal without a head." He argued that SUNY needed a central campus devoted to a full range of academic instruction and research through the doctorate. The Trustees, who had known little about the study, quickly rebuffed the report and reiterated their established policy of decentralization. The political fiasco cost Carlson his job.

It took the political drive and skills of Governor Rockefeller to work the revolution within SUNY that occurred in the early 1960s. Rockefeller

first appointed a three-man commission headed by Henry Heald, president of the Ford Foundation. The Commission confirmed the alarming numbers of students who would be seeking higher education and proposed to meet the need with a politically astute program of expanding public higher education while offering state aid to private institutions.

SUNY's 1960 Master Plan proposed expanding the community colleges, gradually converting the teacher-training institutions into liberal arts colleges, and creating graduate centers at four locations (in accord with the principle of decentralization). Such expansion required major construction. To avoid politically complex and uncertain bond issues, Rockefeller turned to the notion of a public benefit corporation to finance construction. The State University Construction Fund, authorized in 1962, borrowed money to be repaid through tuition income. The Construction Fund concentrated on academic buildings; the State Dormitory Authority took care of campus residential facilities. It was a brilliant stroke even if it did raise the politically prickly issue of tuition. Rockefeller placated the private institutions with a Scholar Incentive Program, regulated in such a way that initially all of the money went to students paying substantial tuition at private institutions.

Albany was more acted upon than actor in this unfolding political and educational drama. At the dedication of the campus in 1909, Commissioner of Education Draper noted that Albany "is to be a pedagogical college. It is to give liberal training to men and women who will be teachers. It is not intended that it shall grow into a state university." Whatever the thoughts of individual faculty members or students, the College never wavered from that central charge.

"Rivalry" in 1962. Both Rivalry and Moving-Up Day, traditions of long-standing, disappeared between 1963 and 1966. (Alumni Memorabilia Collection.)



Alumni Day, 1962, included a donation from the Quarter Century Club of a silver service by Henrietta Brett, '15, Jacob Epstein, '15, and Florence Linindoll Hilton, '31; and the presentation of the Agnes Futterer Award to Robert Steinhauer, '62, by Dr. Arthur Collins, '48.

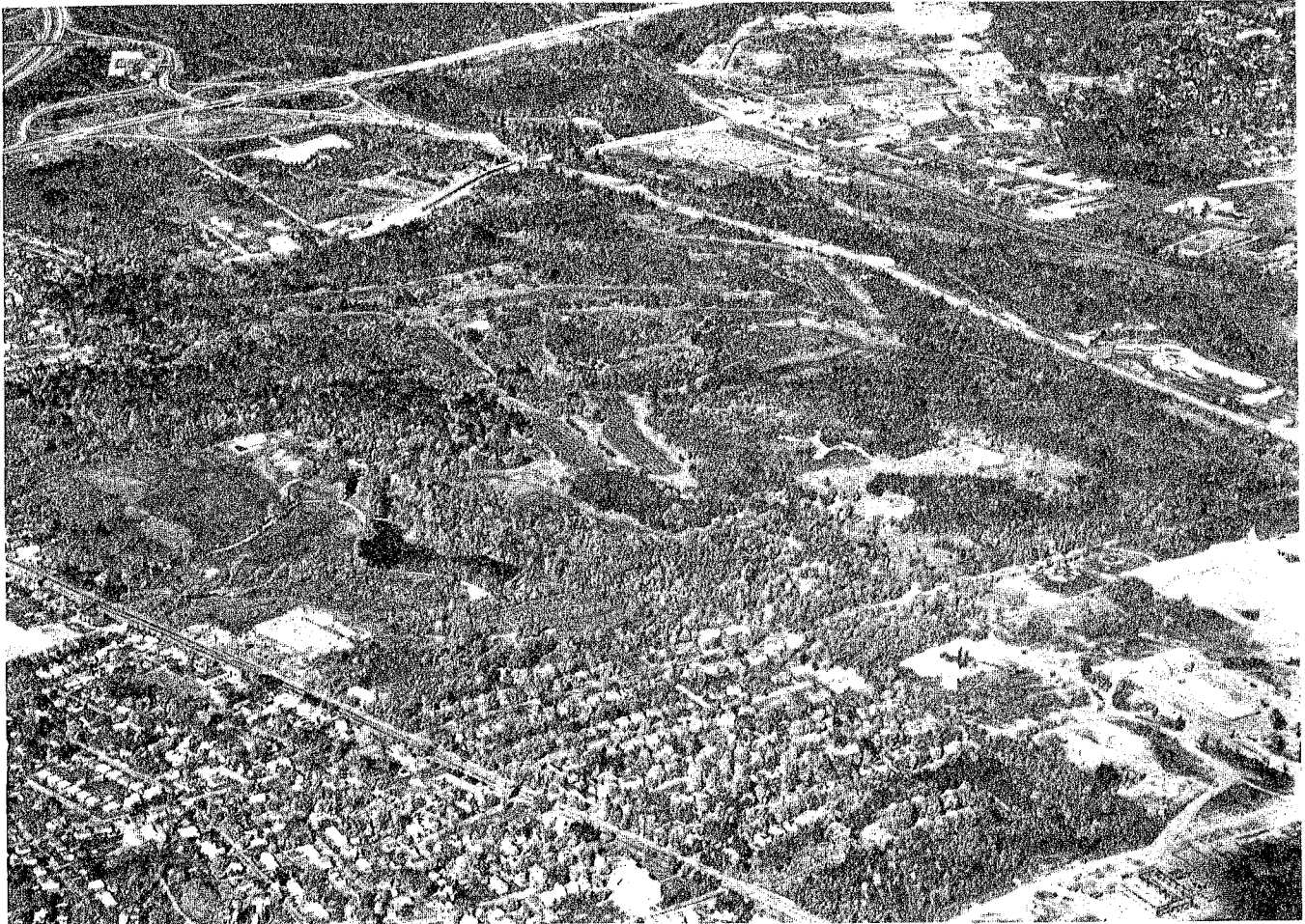


Yet in many ways in the 1950s the College longed to grow out of its existing niche. Collins regularly pushed for the idea of the College preparing *college* teachers (which would have required doctoral work) as well as *high school* teachers, and the College worked on a proposal for the Ed.D. throughout the decade. Nor was the College unaware of the approaching demographic crisis. A 1956 meeting of Capital District institutions revealed that area private colleges planned to increase enrollments between 1955 and 1970 by about 40 percent; yet statewide enrollments between those years were expected to increase 142 percent. The implications for Albany were clear: it would surely grow. Yet

projected enrollments were far below what they were to become in the 1960s, in part because the College never envisioned itself as a multi-purpose university center, and in part because even the modest expansion envisioned in the late 1950s was blocked by long-standing space problems.

The change in Albany's mission took place between 1960 and 1963. The first Ed.D. program was approved in 1960. Two years later the name change to State University of New York at Albany was accompanied by non-teaching baccalaureate programs, reorganization of the school, and plans for Ph.D. programs. Rockefeller put the final imprimatur on the change in his budget message of 1963 when he noted that "the long established academic tradition of the college [at Albany], its fine faculty, the breadth of its curriculum, its experience in graduate programs, and its strategic location in the capital district will make it possible for the college to become a source of strength in graduate education and research."

Albany was expected to become a "university center." But what kind? In October of 1965 sociologist David Riesman visited the campus to give a lecture. "What is your model?" he asked of everyone he met. "What kind of a university will you become?" He received no clear responses. In a very real sense, Albany in the



1960s was a university in search of an identity, and an important part of that identity was to be a new campus, already under construction as Riesman asked his question.

Construction at the College between 1945 and 1962 made only a dent in long-standing space problems, and the space available on the existing campus permitted no further expansion. Several nearby possibilities were explored in the mid 1950s: the St. Mary's Park area near the residence halls, land between the academic buildings and residence halls, the old Albany High School west of Milne and the Annex east of Hawley, and finally about ten acres south of Western Avenue in the Thurlow Terrace area. The first three sites were rejected on grounds of cost. Site plans and tentative building designs were drawn up for the area across Western Avenue, but ultimately that plan too was abandoned; it would cost \$1.7 million, displace an estimated eighty-four families, and remove \$670,000 from the property tax rolls. Most important, it would provide space only for a campus serving 3,200 students, and by

An aerial view of the Albany Country Club circa 1960. When the move to acquire the land for the University was stalled, Governor Rockefeller threatened to move the entire institution out of the city. (Photo courtesy of the Albany Country Club.)

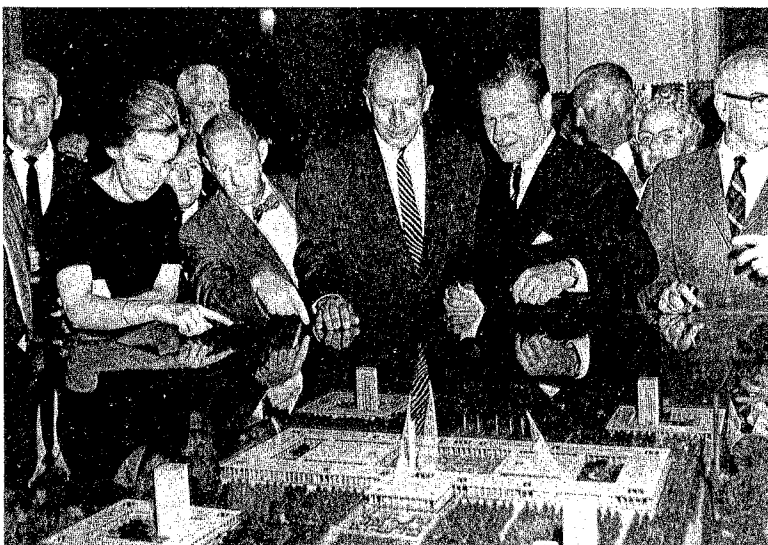
then expected enrollments at the College were moving above that figure.

The alternative was to search for a site a reasonable distance from the \$7 million Alumni Quadrangle. Under the Harriman regime it appeared that 150 acres would be available on the state office campus, but the Rockefeller administration decided after a space study that it would need all that land for state offices. Hence the state turned to the adjacent Albany Country Club.

The proposal to appropriate the Albany Country Club for a new campus for the College generated a heated public controversy. Members treasured their old and handsome club and strongly resisted the move. Mayor Erastus Corning, concerned about the state abandonment of downtown Albany, was clearly opposed, although his concern was eased two years later with the proposal for a major state office plaza south of the Capitol. The state argued that if the College was to expand beyond 3,200 students, it needed much more space within distance of the existing residence halls. Which, it asked, should the state take, a country club or a large number of existing homes?

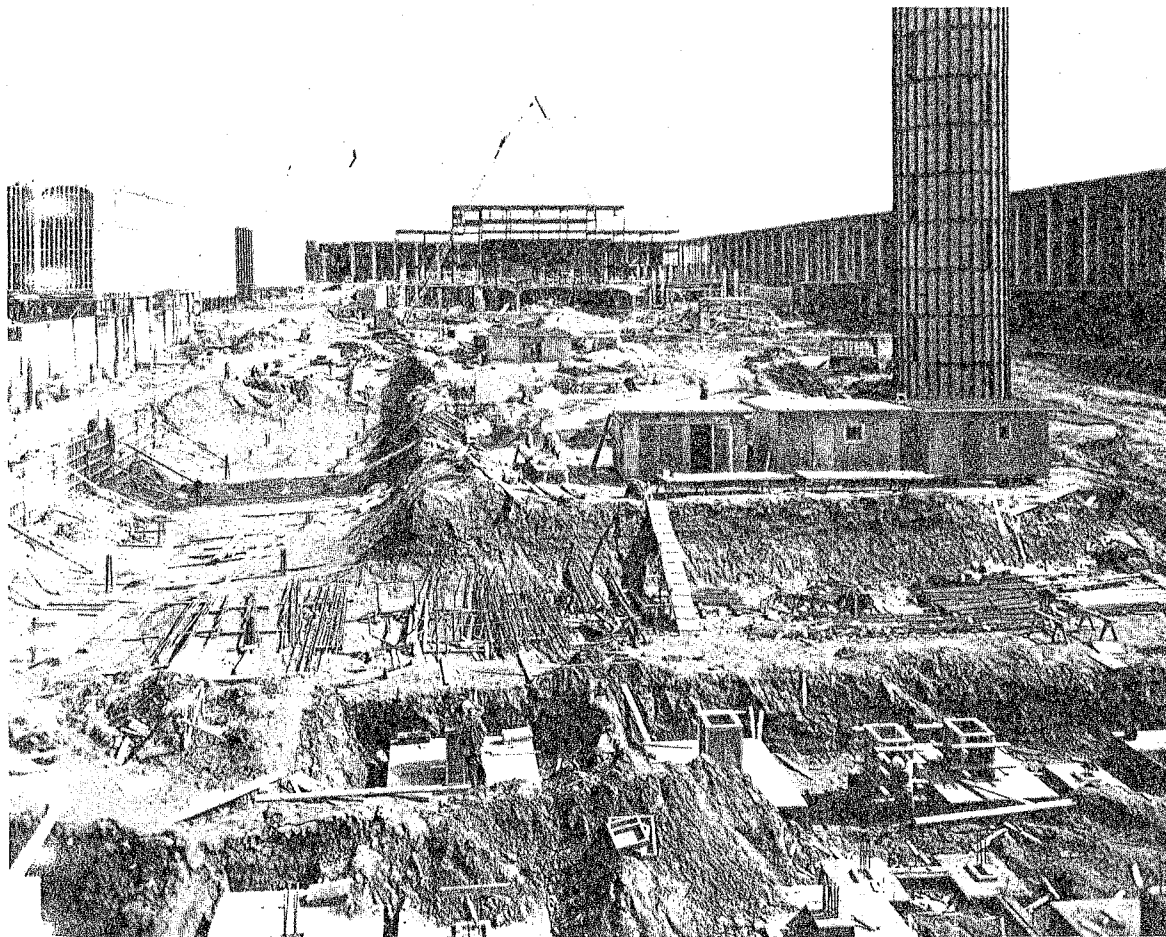
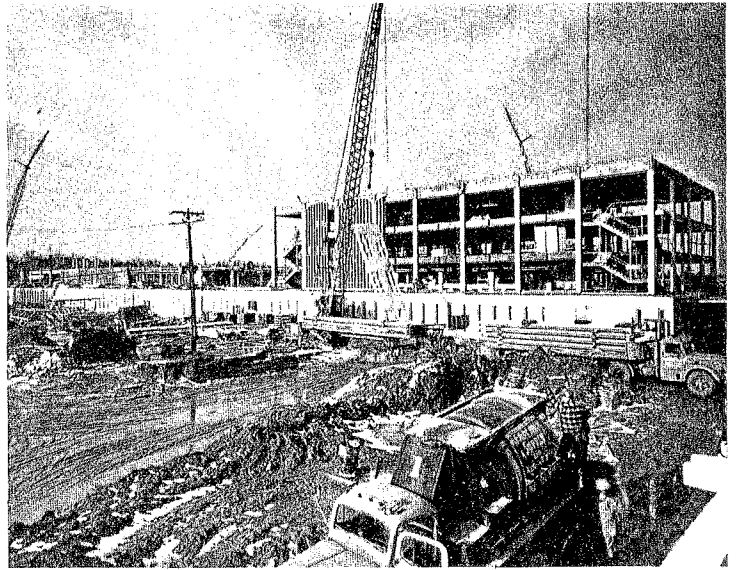
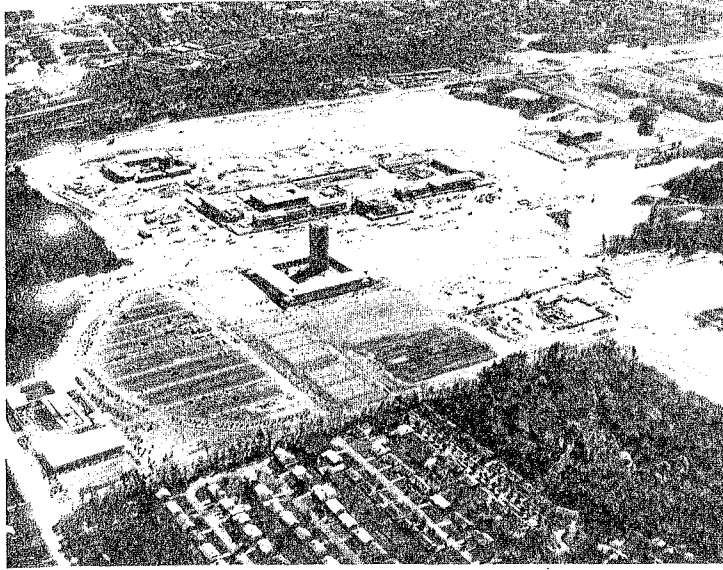
The country club stalled until September of 1960, when Rockefeller issued an ultimatum: either the club would be sold to the state or the College would be moved lock, stock, and barrel out of the city. A local newspaper headed its editorial, "L'Etat—C'Est Nelson." But there was simply no other acceptable location within the city. In January of 1961 the state filed appropriation papers. The issue remained in the courts for a couple of years before the final price was settled on; subsequent

Albany Mayor Erastus Corning and Governor Rockefeller look over the model of the planned campus.



purchases enlarged the site from the 292 acres acquired from the country club to about 360 acres.

Building plans moved ahead quickly. Harrison and Abramovitz, a prominent New York architectural firm which had designed Rockefeller Center, by June of 1961 completed a comprehensive site plan for the country club property. Then a sudden change occurred: Wallace Harrison withdrew from the SUNY Albany project after taking on another state responsibility. The new architect was Edward Durrell Stone. At the time of his selection, Stone was at the peak of his power and influence and had just completed a church



Scenes from the construction: (above, left) aerial view shows completed Dutch Quad circa 1965; (left) the Main Fountain area and lecture centers under construction, 1966; (above) a section of precast concrete is hoisted onto the Education Building, 1965. (Photos of fountain and Education Building by E. M. Weil.)

in Schenectady in his mature architectural style. Stone worked quickly, and by June of 1962 Rockefeller was able to unveil in the rotunda of Albany's Capitol a model of the design for the new campus.

The plans were both striking and highly formal. Stone proposed to





Walter Tisdale, a retired U.S. Army Engineer, served as the University's liaison with the architect and successfully influenced the final design of the campus in several important ways, including location of buildings.

level the country club property. He clustered the academic buildings together, integrated by a platform (the famous academic "podium"). It was, he told reporters, foolish to scatter buildings around a site and thereby increase the need for roads and utilities on the campus. At each corner of the academic complex, Stone designed a three-story dormitory quadrangle with a high-rise building in the center. In order to create a calm, cloistered atmosphere for the University, the 10,000-student campus was to be free from automobiles, which were confined to parking areas on the perimeter of the campus. Construction used technologically advanced pre-cast concrete segments whose repetitive patterns produced some striking formal effects.

The College had almost nothing to say about the choice of architect or the basic site and architectural plans. Still, within limits, Collins and his assistant, Col. Walter Tisdale, a retired Army engineer, were regularly consulted and tried to influence things. There were some victories, some defeats. A plea to preserve the old clubhouse and swimming pool for University use fell on deaf ears. But the architect accepted some suggestions for changing the locations of certain buildings on the academic podium.

The most important campus input to the design was the allocation of academic space. Stone had provided an "envelope" containing enough space for a 10,000-student university, but it was largely up to the people at the College to allocate that space. It was not an easy job. As Collins later observed, the planning process "involved, literally scheduling an imaginary student body for an imaginary program for a plant that hadn't been developed." For example, the College had to plan space for an anthropology department when there was not yet a single anthropologist on the faculty.

Rockefeller broke ground for the new campus on August 24, 1962. Site preparation took place in the Summer of 1963. By October of that year the service buildings were half up and construction on Dutch Quad residence halls was beginning. Work on the academic complex began the following summer. Some of the statistics are mind-numbing. The contract for the first half of the academic complex was purportedly the largest single academic construction contract ever let. It was estimated that the construction used over 270,000 cubic yards of concrete and

fifty miles of copper tubing. Someone reported that if the 500 architectural drawings were put side to side they would reach for a half mile.

Speed was important. Enrollments were rising fast, and the new university desperately needed additional academic space and student housing. Construction delays were inevitable, however. Earth-moving activities in the Summer of 1963 generated irritating sandstorms that seemed appropriate accompaniments to the screening of *Lawrence of Arabia* at the nearby Hellman Theater; the project manager observed that "It is the only place where I ever saw a snowstorm and a dust storm at the same time." Fires, explosions, and the collapse of cranes set back schedules. Both work stoppages and shortages of key crafts slowed the pace of construction.

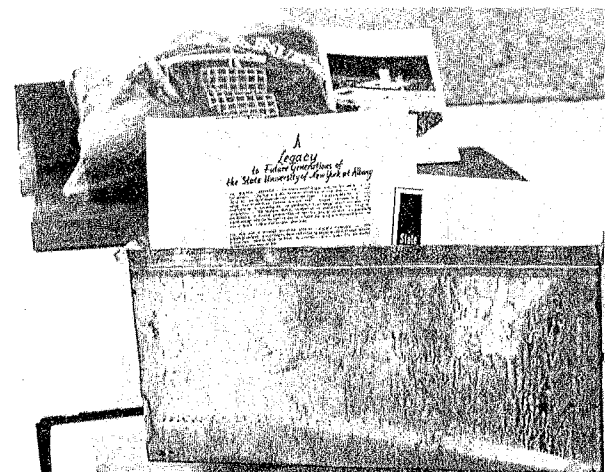
Meanwhile the University "made do" with a variety of rented space near the Downtown Campus: former churches, warehouses, synagogues, stores, and the U.S. Navy Reserve Training Center were all temporarily converted to academic facilities. One new sociologist was startled to find that his office was located above a shop selling baby clothes; another faculty member, housed in a former auto supply store, reported that people periodically wandered in off the street in search of car mufflers. Students found living quarters in dorms, private housing, and even hotels and motels; often the only thing they had in common was crowding.

The great move began in October of 1964, when students, temporarily located in motels, moved into the first units of Dutch Quad. By February of 1965, 1,100 students were housed on the new campus and were shuttled by bus back to the Downtown Campus for classes. In the Fall of 1966 the first part of the academic podium was occupied; most classes were now held there, and the buses began carrying students and faculty housed near the Downtown Campus to the new facilities. Buildings were occupied as they were completed. The administration moved up in the Fall of 1967, and by early 1969 only the Mohawk Tower and a few halls in the Lecture Center area were uncompleted.

In a 1972 interview, Stone expressed great satisfaction with the results. He defended the original design and took pride in the facts that there had been no major plan changes and that the campus had been built within the budget and standards established by the state.

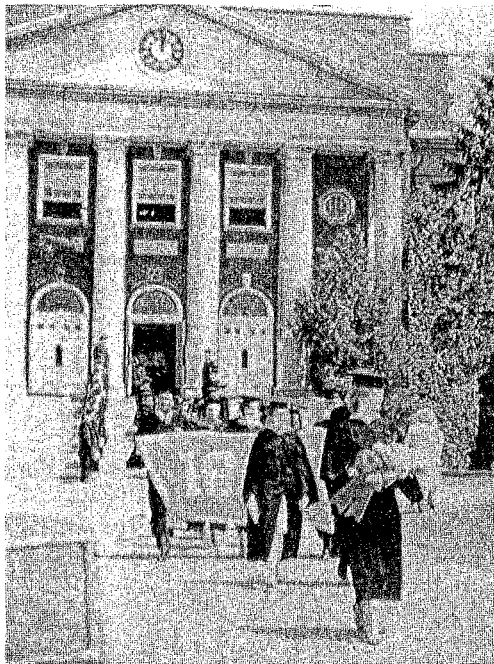
Not all were so satisfied. Stone's attempt to keep the automobile off

The laying of the cornerstone on Dutch Quad in 1964 included the burial of a time capsule by students.



(Top) The final graduation at the Downtown Campus in 1965.

(Bottom) The 1965 Homecoming Queen Harriet Tucker.



the campus failed because Americans seemed unwilling to walk more than fifty feet if they could drive; campus parking bedeviled Albany as it has every other American university campus. The integrated academic complex purported to shelter its users from upstate New York weather, but faculty and students, shivering as they traversed the wind-swept podium, often retreated to the service tunnel that connected the academic buildings. Classroom acoustics were poor. It was probably a mistake to put the Performing Arts Center and the library in the center of the complex; access for outsiders attending performances at the PAC was not easy, and the location of the library meant that there was no simple way to expand it when it reached its capacity in the mid 1980s.

Some of the errors could not have been foreseen. It was impossible for the faculty in 1961-62 to forecast accurately the space needs of departments and programs not yet in existence. Fortunately the original designs involved few interior load-bearing walls, facilitating rearrangements of interior space. Nor could anyone foresee the skyrocketing energy costs of the 1970s that showed how energy-inefficient the construction was.

Perhaps, most crucially, while Stone believed that his integrated design would facilitate the development of a sense of community, the opposite seems to have been true. The massiveness of the buildings, the formal design with its lack of warm colors and textures, and the absence of natural small-group informal gathering places on campus all contributed to a sense of individual isolation.

Yet the new campus remained an immense achievement. The job was completed quickly, the quality of workmanship was high, and costs were reasonable. The formal design and the massive buildings made the campus above all impressive. The contrast between red carpets and white walls, the play of the fountains, and the spectacular exterior lighting, all produced eye-catching effects. The new campus helped provide the University with an identity. It gave both faculty and students a sense of what the old New York State College for Teachers was becoming and helped define the institution that rose on the former country club golf links.

The academic complex designed for 10,000 students was stuffed a mere five years after the University began occupying it. Between the Fall of 1962 and the Fall of 1970, enrollments rose from about 4,000 to

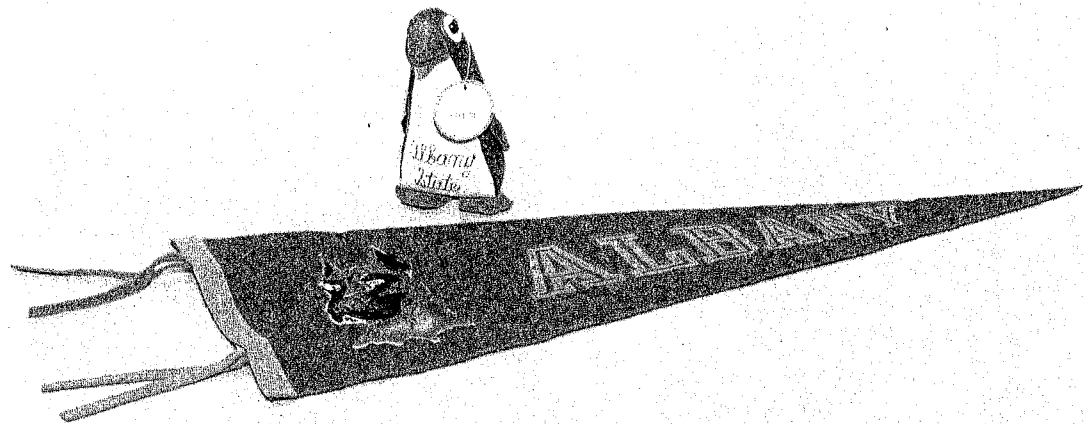
over 13,200. Undergraduates made up between 65 percent and 70 percent of the student body. Financial resources to support this astounding rate of growth were there too. The \$3.5 million operating budget of 1962-63 multiplied ten times by 1970-71. Budget

increases were not automatic; even in the flush years of the 1960s there were periodic threats to reduce the following year's budget. Proposals for reductions in University funding or tuition increases generated student (and sometimes faculty) protests in the 1960s.

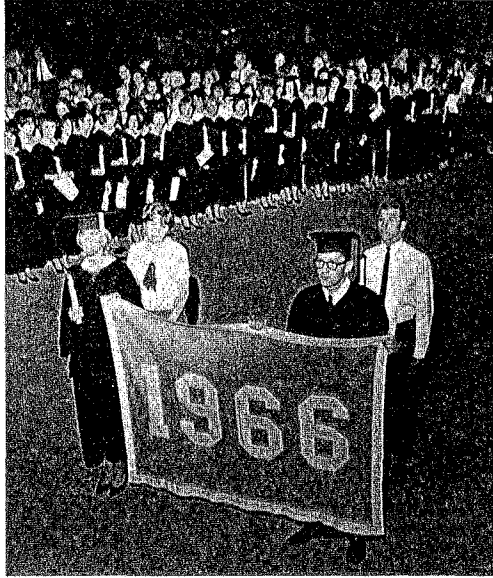
Such extraordinarily rapid growth posed major leadership problems for the University. In the 1950s, Collins had practiced centralized decision-making and had depended on a strongly personalized leadership style. He tried to maintain those practices into the 1960s. The annual presidential reception for the entire freshman class continued, and he retained his weekly open meetings with students and faculty in the Campus Center. One of the public relations staff observed that "You can tell when there's trouble brewing by the number of coats piled up outside the door. The more coats, the bigger the problem."

Yet Collins was hardly so naive as to believe that the organizational methods he had used in the 1950s would serve for the University of the late 1960s. Beginning in 1962 the administrative structure of a conventional public university began to appear. At its heart was a College of Arts and Sciences (1962) surrounded by a cluster of professional schools: Education (1962), Library Science (1962), Business (1962), Social Welfare (1963), Criminal Justice (1963), the Graduate School of Public Affairs (1966), and Nursing (1968). University College (1964) dealt with undergraduates in their first two years. Four vice-presidencies were established: Academic Affairs and Student Affairs in 1965, Business and Research the following year.

Not all of this was accomplished without contention. Within Arts and Sciences there was a long debate about splitting the College. The



A new mascot for Albany athletics: from "Pierre the Ped-guin" to a "Great Dane," suggested by Kathy Earle, '67. She won the Mascot Nickname contest in 1965 with her suggestion of the Dane, which she argued had "size, strength, character, courage, speed and stamina." The Dane is also "amiable and dependable." (Pierre donated by Mary Young Osielski, '64; Dane banner gift of University Bookstore.)



An old tradition on a new campus: Torch Night in 1966. (Opposite) Governor Rockefeller addresses the first graduation on the new campus in 1966.

reason was simple: department chairs were eager to gain direct access to all-important new resources, usually controlled by the Vice President for Academic Affairs; they viewed the College structure as a wasteful barrier between them and the Vice President and felt disadvantaged relative to the professional school deans in the competition for funding.

Albany's absorption of the Graduate School of Public Affairs generated some problems as well. The GSPA had originally been developed by Syracuse and New York Universities to offer work in public administration to state employees in the Capital District. While it became part of the State University in 1962 and was attached to Albany in 1966, it cherished both its autonomy and its clusters of faculty in public administration, political science, and economics. Ultimately, its economists moved to the economics department in Arts and Sciences, but political scientists remained with the GSPA.

New academic structures had to be created as well. A graduate faculty and an elected Graduate Council appeared in 1961. By 1965 it became apparent that the faculty had grown too large to fulfill its responsibilities through general faculty meetings. Hence a committee was formed, by-laws were written, elections were held, and in the Fall of 1966 a newly created Faculty Senate with an elaborate array of councils overseeing almost every aspect of University life took over.

Long-time members of the University staff exercised leadership roles during these critical years. Only seven out of thirty-seven administrative officers in 1965-66 had arrived on campus after 1962. But by February of 1970 only twenty-one of the fifty-eight people occupying administrative positions had come to Albany when it was a college.

The very rapid growth and rising pressures of the 1960s made administrators feel like bronco-busters: they used all of their time and energy staying on top of things and had remarkably little control over what happened! There were endless battles over resource allocation, it was often difficult to get decisions made, and routine paper flows were often dammed. Every University leader of those years can recount horror stories of administrative confusion. There is a story that at least one faculty member received tenure because the appropriate authorities simply overlooked the need for a tenure decision. Yet no major scandals emerged, and the job of building a university got done.

In the Spring of 1969, as Collins approached his retirement, he appointed an internal Committee on the Organization of the University. The Committee laid out some principles to guide Albany into the 1970s. It was a useful moment of stock-taking, and the Committee's principles were sound, even if their assumptions of future growth were prove false. Effective reorganization of the institution was left to another generation.

A faculty of around 115 in the early 1950s doubled to 244 by 1962-63 and then trebled to 746 by 1970. Recruiting a faculty of such a size would have been a huge task at any time, but recruitment in the 1960s was complicated by some special circumstances. Competition for qualified faculty was fierce. Every college and university in the nation was seeking faculty to meet the flood of students, and Albany was not the only former teacher-training institution trying to become a university. The academic marketplace was ill-organized in the early 1960s, and success or failure often depended on personal contacts. Albany sensibly required that every candidate be interviewed before being offered an appointment, but the University had no funds to bring people in for such interviews. Some candidates paid their own way to Albany, while others were interviewed by department chairs in airports or at professional meetings. In the early 1960s, Collins let it be known that he thought some chairs were afraid to recruit faculty more able than they were. One chairman responded flippantly that he just hadn't been able to find anyone smarter than himself!

Recruitment was helped by rising faculty salaries. In the early 1960s, Albany did not fare well compared with other public doctoral-granting universities. In 1963-64 Albany got mediocre "C" ratings in the annual AAUP faculty compensation studies. But that changed. The old system of ranks and salary grades which governed promotions and salary increases slowly broke down, and by 1969-70 Albany achieved an "A" or "AA" rating for its faculty compensation.



Albany clearly had become competitive, and it showed in the credentials of the faculty. The proportion holding the doctorate rose from roughly half in the early 1960s to more than two-thirds in 1970. The University recruited both young people and senior professors, although the most effective strategy was fiercely debated. Turnover was relatively low. In 1968-69 only 11 percent of the full-time faculty had to be replaced for all reasons: death, retirement, movement elsewhere, and failure to reappoint. But the faculty had grown so rapidly that by 1970-71, 61 percent of the full-time faculty had been on campus less than five years, and 38 percent had arrived since 1968. From 1966 to 1970, between 75 and 104 new faculty arrived on campus each fall.

Faculty recruited before 1962 were in an uncomfortable position. As Collins observed in a 1984 oral history interview, "the senior members of the faculty who had been selected and who developed according to one pattern, now were no longer the wise old heads." They lost their leadership positions and watched new faculty with research reputations get the promotions. "At the same time," Collins noted, "we were asking these old timers to hold things together and to do this planning for the future." "It was," he added, "an agonizing time for a lot of people . . . change was being forced on them faster than they could accommodate to it, or should be asked to."

He cited Ralph Beaver as an example of this process. Beaver had been a long-time chair of the mathematics department and leader of the College for Teachers faculty. Like most of those faculty, he was a superior teacher who had done no publishable research. Collins was

deeply grateful when Beaver offered to step aside as chair, permitting the President to recruit seventeen people in two years and create a new mathematics department oriented toward graduate instruction and research.

Almost two-thirds of the faculty in place in 1961 were still there a decade later. Their fortunes varied: some retired, some made the transition and played productive roles in the new university, and others lingered on, feeling under-appreciated.

Students moved into the new campus beginning in 1964 with Dutch Quad, the first residence hall completed. Most classes were held uptown by 1966. (Opposite) Fraternities and sororities continued to be an active part of campus life throughout the '60s as this Sigma Tau Beta rush in 1968 illustrates. (Photo by Steve Lobel, '70.)



The hallmark of a university is graduate study through the doctorate, and the College had begun developing plans for an Ed.D. in Educational Administration in the early 1950s. By 1958, Collins was seeking an Ed.D. in student personnel services and was proposing development of a Ph.D. in humanities or social studies to prepare college teachers. But authorization was slow to come. The Ed.D. in Educational Administration was approved only in 1959-60 and began accepting students in the Fall of 1960.

The new mission given the University in 1962 meant very rapid expansion of graduate work. To oversee this development, Collins formed in the Spring of 1961 a Graduate Faculty which in turn elected a Graduate Council. The



Graduate Council (which became the Graduate Academic Council with the organization of the Faculty Senate in 1966) and the Office of Graduate Studies under the watchful eye of Dean Edgar Flinton took the responsibility for reviewing and tracking the new programs. The growth was explosive. The 1962-63 *Bulletin* showed one Ed.D. program in Educational Administration, one University Certificate program, and nineteen master's degree programs, six of them in education. The 1970-71 *Graduate Bulletin* revealed twenty-six doctoral programs, seven university certificate programs, and fifty-two master's degree programs. Roughly 200 new graduate courses were added during the 1967-68 academic year alone. Three to four new doctoral programs were introduced annually between 1962 and 1969.

The process varied greatly from field to field. Many arts and sciences departments modified a few requirements and generated new master's programs from existing teacher-education-oriented programs. Graduate degrees in the School of Education multiplied logically from the original Ed.D. and used long-established faculty. English and history Ph.D.s were based on presumed faculty strengths in the College of the 1950s, although the faculty there had to develop doctoral programs while teaching rapidly increasing numbers of undergraduates. The School of Business had to





The two campuses were, and still are, connected by University-operated buses.

build a completely new staff oriented toward business rather than business education. Other schools, such as social welfare, started from scratch, building a faculty and program concurrently, while criminal justice had the luxury of being able to assemble a high-quality faculty and plan its program carefully before teaching a single student.

Inevitably, the results were mixed. The number of master's degrees awarded rose rapidly from 293 in 1962-63 to 1,108 in 1970-71. The number of doctorates awarded grew much more slowly; the first two were awarded in 1962-63, there were twenty for 1968-69 and fifty-two in 1970-71. The School of Education flourished. It offered a broad range of programs to a large constituency of public school teachers and administrators, eager to enhance their skills and credentials. Education enrolled about 40 percent of the graduate students in the University and conferred the majority of the doctorates. Other schools had greater difficulty in attracting qualified students and helping them complete their degrees in a reasonable time. A few such as criminal justice achieved almost immediate distinction.

By the end of the decade a few warning signs began to appear. A 1967-68 *ad hoc* committee, charged with examining many facets of doctoral study at Albany, concluded "that a good case can be made for the thesis that this institution has proceeded too rapidly on too many fronts in developing graduate work." Three years later the visiting team from the Middle States Association expressed similar reservations. In the exuberant atmosphere of growth at the time, few took note of such cavils.

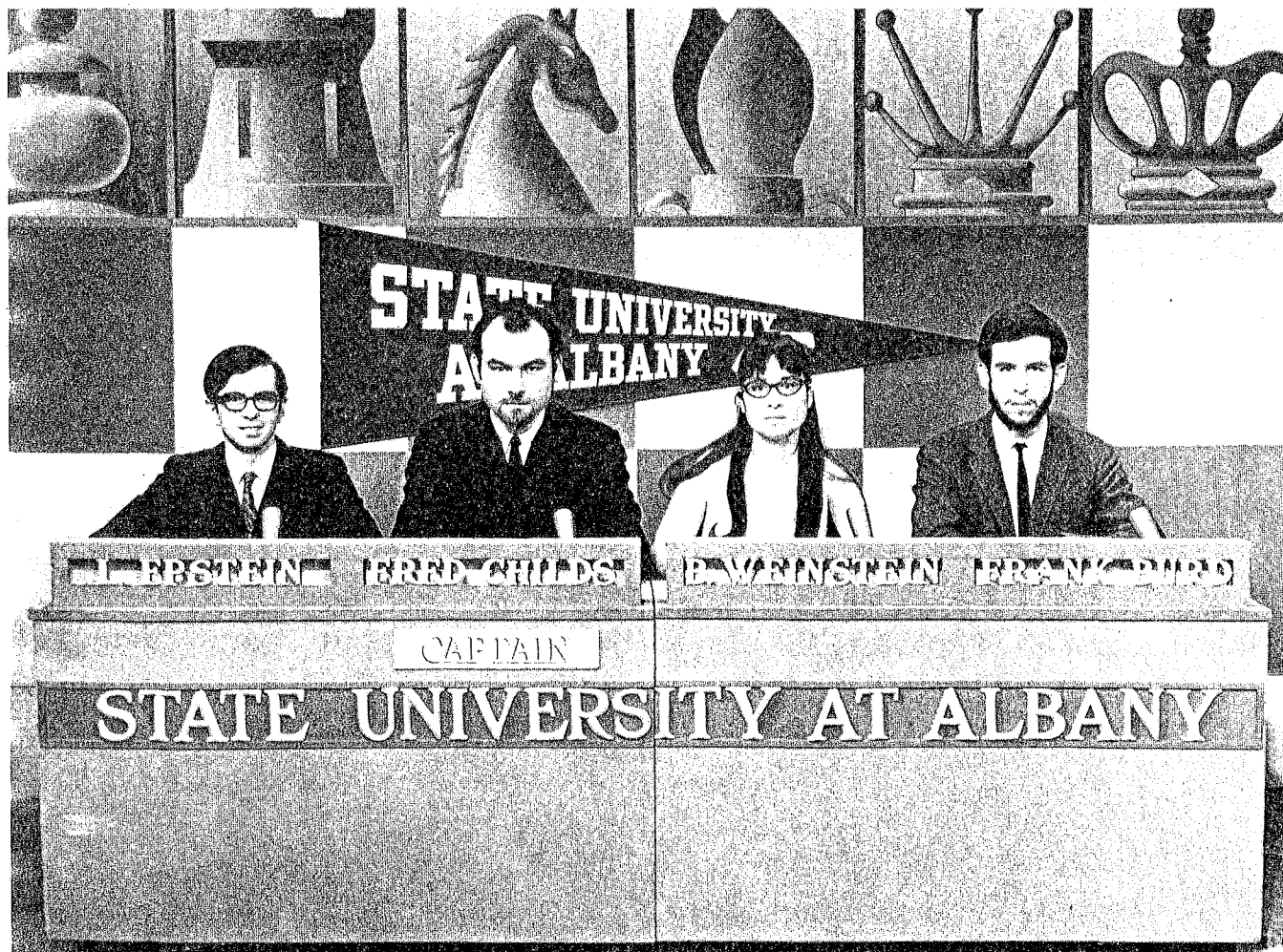
At the heart of advanced graduate study is research—faculty and graduate students working at the forefront of their disciplines to advance human knowledge. If the research achievements of the 1960s seem sparse, the institutional arrangements for future success were being put in place.

Universities encourage faculty research by providing incentives. Characteristically, Albany used both the carrot and the stick. Research

slowly but surely became a central consideration in appointments, tenure decisions, promotions and salary increases, fueling endless debates about the relative importance of teaching and research.

Faculty members needed time for their scholarly pursuits. One way of getting it was to reduce teaching loads. But someone had to teach the burgeoning numbers of undergraduates. The practice of varying teaching loads was inevitable, but it also raised some serious problems of equity. At the end of the decade the student/faculty ratio in social and behavioral sciences stood at 19:1 as compared with 12.5:1 in sciences and mathematics and 13:1 in the professional schools. The first group's faculty felt discriminated against. Similarly differential teaching loads within departments produced complaints of inequity. Faculty support services often seemed inadequate. The sciences complained of shortages of laboratory equipment and supplies, and there was never enough travel money to support trips to professional meetings, much less research-related travel.

A team from Albany competed on the nationally televised G.E. College Bowl in January 1966, the first time a State University of New York institution was represented. The team lost by the narrowest margin, "by the split second of a reflex action at the final whistle," according to a reporter.



A research library did not exist in 1962. The library had been inadequate even for the College of the 1950s, and a new building always ranked high on the list of institutional priorities. The new campus for the first time provided adequate space, and the size of the collections began to grow at an astounding rate. The Middle States visitors in 1971 noted that research libraries in the 20th Century generally doubled in size every sixteen to twenty years; Albany's had increased seven times in the previous five years! By the Fall of 1970 the Library had grown to over 650,000 volumes, subscribed to about 7,600 periodicals, and had an annual acquisitions budget of over \$850,000.

The University also began to encourage organized research activities. Late in 1960, Dean Oscar Lanford took advantage of some local opportunities to organize the Atmospheric Sciences Research Center. Approved by the Board of Trustees in February of 1961 as a unit of the State University, it was attached to and its benefits redounded chiefly to the Albany campus. In 1963 a newly organized Department of Atmospheric Science, separate from but related to the ASRC, began offering undergraduate programs in the field, and by 1970 it awarded its first Ph.D. Vincent Schaefer, the first director of research for the ASRC and later its overall director, and weather forecaster Ray Falconer became well known in the Capital District and had a knack for generating popular interest in science. During the 1960s the ASRC both produced serious scientific research and persuaded the general public that organized scientific research in a university was an important enterprise, well-deserving of public support.

The University also began the search for external research funding. The program of individual faculty research awards begun by the SUNY Research Foundation in the 1950s continued to provide significant financial encouragement to faculty. By 1971 the University was also able to report several substantial development grants from the National Science Foundation, the Ford Foundation, and the Carnegie Corporation.

Undergraduate education remained the bedrock of the growing University. Albany's long reputation for providing a quality education, the new image provided by the new campus, and the Albany location proved attractive to large numbers of students.

The evidence of test scores and rank in class suggested that incoming

Administrators for the new University: (below) Webb Fiser, Vice President for Academic Affairs; (Opposite page, top) Clifton C. Thorne, Vice President for Student Affairs; (Opposite page, bottom) and Milton Olson, a faculty member since 1948, Dean of Business 1962 to 1966, Vice President for Business 1966 to 1973. (Olson photo by Liz Hannock.)



Albany students were of very high academic quality. In the Fall of 1964, for example, Albany chose 1,800 from among 5,000 applicants to create an entering freshman class of 1,100. The liberal arts options made Albany more attractive to males; by the Fall of 1971 there were almost equal numbers of men and women in the undergraduate student body. The University admitted several hundred transfer students annually, partly to better populate upper division courses, partly to provide opportunities for baccalaureate study for the growing number of students in New York's community colleges.

The conversion of a teacher-education institution to a liberal arts school went smoothly, although more slowly than some had predicted. Departments quickly adjusted their teacher-education majors to create conventional liberal arts majors. Departments newly established in the 1960s gave undergraduates access to areas of knowledge not available to earlier generations. By the Fall of 1971, undergraduates could choose from fifty-eight majors, some of them interdisciplinary. They could spend a semester abroad at one of five foreign study centers operated by Albany. In 1973 the first-ever undergraduate exchange program with the Soviet Union brought eight to ten language students to the campus while a similar number of Albany undergraduates studied in Moscow. An increasing number of foreign students arrived in Albany, mostly for graduate study in the sciences and mathematics.

Albany's reputation for teacher education combined with a strong job market for teachers meant that teacher-education programs remained well-populated. In the Fall of 1964 about two-thirds of entering freshmen expressed a desire to become teachers, and four out of every ten members of the graduating class of 1969 had prepared for the field.

The undergraduate academic experience changed in many ways during the 1960s. Certainly the old College tradition of small classes, close faculty attention, and some degree of individualized attention slowly disappeared. The average undergraduate class size rose, and some very large classes appeared. By early 1970 Acting President Kuusisto told the faculty that in his weekly conferences with students, two concerns continually surfaced: academic advisement (faculty seemed both uninterested and ignorant) and too large undergraduate classes. For their part, faculty interested in undergraduate teaching expressed comparable





Faculty in the 1960s: (Top, left) Merlin Hathaway joined the staff in 1944 and oversaw the rapid expansion of physical education and intercollegiate athletics in the 1960s. (Top, right) Helen Horowitz came to Albany in 1960 in economics and became one of the most respected undergraduate teachers in the University. (Bottom, left) Mathematics professor Violet Larney began teaching at Albany in 1952 and saw the transition of mathematics from an undergraduate teaching department to a graduate and research-oriented unit. (Bottom, right) Catherine Wolkonsky, a Russian émigré scholar, had retired from Vassar College when she came to Albany and established a tradition of interest in Russian language and literature.

frustrations: crowded classrooms, poor acoustics, equipment shortages, and heavy faculty workloads.

The University had made efforts to forestall such developments. In the early 1960s the traditional freshman week orientation was abandoned in favor of summer planning conferences for incoming students. The University College, organized in 1964, sought to provide guidance for students in their first two years before they chose their majors and came under the academic supervision of the departments. Ultimately such efforts were not fully successful. Undergraduates had to take a larger share of the responsibility for their own education. They seized that opportunity in the late 1960s and wrought a major educational revolution (to be discussed in the next chapter).

Between 1844 and 1962 the Normal School and the College for Teachers, with a clear mission—to train public school teachers—had developed a tightly knit college community. For the first four years of University life, that sense of community

seemed to hold. Faculty, students, and administration intently debated the future of the University in the coffee house, “The Golden Eye.” Successive all-University symposia in 1964 and 1965 brought in distinguished speakers and generated large audiences from both the University and the surrounding community. Students busied themselves modifying traditions, making them more appropriate to Albany’s new university status. The “Great Dane” became the new mascot. The old *State College News*, after a brief period as the *State University News*, was transformed into the *Albany Student Press*. The *Pedagogue* became the *Torch*. The Latin motto of the institution was suitably modified (with the aid of classicist Edith Wallace). The Alumni Association

acquired its first full-time director and a new charter in 1964.

All of that seemed to change with the move to the new campus in the Fall of 1966. The sense of a small, closely-knit community with loyal faculty, students, and alumni began to decline as centripetal forces took hold. Some with strong ties to the University were disturbed, but in retrospect it is clear that the shift was inevitable.

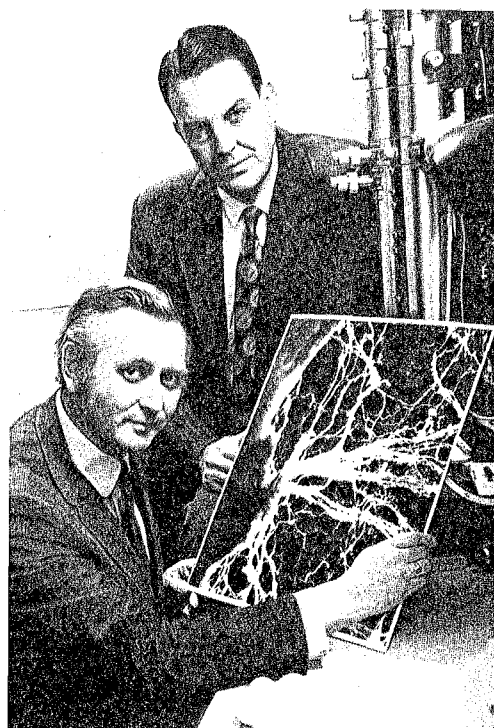
It was difficult to develop traditional faculty institutional loyalties when seventy-five to one hundred new faculty appeared on campus each fall. Research-oriented faculty developed stronger ties to their disciplines than to the University. Within the University, loyalty to the department or professional school supplanted loyalty to the institution as a whole.

Faculty resided all over the Capital Region; many rarely came to the campus other than to meet their academic obligations.

Graduate students, concerned with discipline-oriented or professional rather than general education, were separated from their undergraduate counterparts. Those who looked for graduate student organizations or a "graduate student ambience" on campus mostly searched in vain.

Unifying undergraduate student traditions also declined. Moving-Up Day and the traditional freshman-sophomore rivalry disappeared between 1963 and 1966. For many students tradition-

(Below) Randolph Gardner (left) came to Albany in 1947 and led the College of Education as its dean during the critical transition of the 1960s. Richard Teevan (right) arrived as chair of the psychology department in 1969. (Bottom left) The *Collegium Arcanum*, from left, M. J. Berger, '50, '52, education; Richard Kendall, '58, history; Harry Staley, English; Walter Knotts, English; Morris Eson, psychology; Kendall Birr, history; and Arthur Collins, '48, English. Paul Wheeler, sociology, was also a member of *Collegium Arcanum*, which met eight to ten times a year between 1958 and 1971 to discuss a book they had read in common. (Bottom) Samuel McGee-Russell (left) and Robert Allen (right), chair of the biology department, were characteristic of the research-oriented faculty who were recruited in the late 1960s and early 1970s.





In the 1960s the University organized the Atmospheric Sciences Research Center, one of the earliest ventures into research, which has distinguished itself since as one of the world's leading centers for the study of the atmosphere. Pictured (above) on field research at Yellowstone are researchers

(standing) Vincent Schaefer, Larry Proctor, Dale Hartlief, August Aver, Griffith Morgen, John Stockner, Austin Hogan; (seated) Richard Layton, Charles Robertson, Thomas Henderson, John Hirsch, Robert Smith Johnson. Schaefer and Ray Falconer (right), became well-known figures who generated a great deal of popular interest in scientific research.



building seemed irrelevant. "Traditions are important to some of the older people," a young history student said, "but we just do things we want to do, and stuff like no freshman can look Minerva in the face, or patting her nose or something, is gone."

Albany's students were socially less homogeneous than they had been in the 1950s. Although most were white and middle class, more came from the metropolitan New York area than heretofore. Student educational and vocational goals were clearly more diverse than they had been a decade earlier. Undergraduates were separated by residency: some commuted, others filled the residence halls, and still others occupied private facilities, mostly around the Downtown Campus. While the University in 1963-64 forced the Greek societies to give up their houses and move into the residence halls, they continued to flourish throughout the decade; there were nine each of fraternities and sororities in 1969, some newly organized.

After 1966 the University operated two campuses tied together by a bus service consisting of the University's

"green monsters." The downtown seemed remote from the centers of University activity while the Uptown Campus remained curiously isolated. Standard urban services (shopping, entertainment and general service facilities) never developed within easy walking distance of these towners. A "set of wheels" became essential for those eager to live the good life during their four years at Albany.

Student government tried to oversee student activities in a growing and increasingly diverse community. An elected student Senate had already replaced the Student Assembly in 1956-57, but in preparation for the move to the new campus, the students wrote a completely new constitution in 1965. The heart of the new system was the broadly representative Central Council; while it provided for diverse inputs, it lacked strong executive leadership until early 1970s' changes provided for a directly elected student Association president and vice-president. Myskania retained some judicial functions but became more and more of an honorary group. SA budgets rose from \$52,800 in 1960-61 to more than \$330,000 in 1969-70, exclusive of intercollegiate athletics.

Much of the money went for the *Albany Student Press*, *Torch*, and the new student radio station, WSUA. Student publications multiplied during the 1960s. Some, like the *Primer*, the principal literary magazine, were supported by Student Association. Others remained independent. The most interesting was *Suppression*, a weekly mimeographed journal begun in 1962 in reaction to David Boroff's assertion that Albany students were "dull." As if to demonstrate the falsity of Boroff's charge, *Suppression's* pages were filled with provocative material, especially opinion pieces dealing both with University affairs and issues in the larger world. It showed considerable ability to irritate. In late 1962, for example, the Roman Catholic chaplain blasted the journal for alleged pornography. In the late 1960s it became increasingly

## Vincent Schaefer

Vincent J. Schaefer, a self-taught chemist who invented cloud "seeding" and created the first artificially induced snow and rainfall, was perhaps the first person in history who actually did something about the weather. Grand hopes for his discovery—moderating droughts, reducing hail, quenching forest fires—were never realized, but lesser uses have proved valuable. And possibly of even more value was his founding in 1961 and later directorship of the University's Atmospheric Sciences Research Center. His deserving fame proved a magnet for attracting talent to what has become one of the leading research centers on the weather in the world. Beginning in 1962, Schaefer began broadcasting four to five-minute weather forecasts twice a day over local radio, a duty that was in later years assumed by his ASRC colleague, Ray Falconer. So popular were his readings of the latest and future conditions, delivered in layman's terms, that he would have to phone in reports even while on vacation from as far away as Canada, New Orleans, and Yellowstone National Park. His forecasts in 1964 won the Seal of Approval from the American Meteorological Society.

A self-made genius, Schaefer's only formal education was as a teen at the Davey Institute of Tree Surgery. Later, without a high school diploma, he went to work at General Electric Company in Schenectady and pestered his way into lab research. His ingenuity there caught the eye of Dr. Irving Langmuir, the Nobel laureate. In 1931 he became Schaefer's mentor, supplying the young (age twenty-two) man with science books that resulted in a home-made education. Together during World War II they developed gas mask filters, submarine detectors, and a machine to conceal military maneuvers by generating smoke.

Schaefer's invention of cloud seeding began with successful attempts to form crystals in his home ice box. Soon he was able to duplicate the feat in the atmosphere from an airplane, injecting dry ice into natural clouds.

The inventor died in Schenectady at age eighty-seven, in 1993. (Vincent Schaefer is pictured in photo on opposite page.)



radicalized. Whatever its ideology, it played a lively role in campus life until its demise in 1969.

SA expenditures for arts and entertainment burgeoned during the 1960s. The Council for Contemporary Music, Dramatics Council, Music Council, and Homecoming each received 1969-70 appropriations in the \$10,000 to \$25,000 range. Student support shifted from traditional high culture (classical music) to popular music and rock groups. The 1968-69 year included visits from folk singers like Judy Collins, Theodore Bickel, and Tom Paxton, pop groups like Union Gap, and above all others, the icon of late 1960s rock, Janis Joplin.

Student interest groups multiplied. SA appropriations for 1969-70 supported among others the Albany Film Making Society, Black Students' Alliance, Chess Club, Fencing Society, International Film Group, Judo Club, Outing Club, and a long array of academically oriented student groups.

Students in the 1960s paid increased attention to community affairs and social change. Student groups raised money and offered their services to a variety of charitable causes. An annual "Telethon" in 1967 raised funds for mental health; two years later it provided twenty-four hours of entertainment and had become the culminating event in a week long "Campus Chest." Interact, a student organization supported by SA funds, worked with local orphans, while Greek societies collected clothes for Albany's poor or became involved in "big brother" operations.

"The Cave" in Husted Cafeteria in 1965-66.



One of the most interesting student ventures into social change was the Ebenezer Howard project of 1971, a kind of experiment in community building. It proposed building student housing as part of a major neighborhood development project in Albany and sought to construct a completely new community in Greene County, south of Albany. The projects never came to fruition, but drawings of some of the proposed buildings serve as a reminder of the ambitious

idealism that informed at least part of the student body in the late 1960s.

Rising revenues from the athletics tax combined with the facilities on the new campus brought a considerable expansion of intercollegiate athletics. Lacrosse, track, and swimming moved from club to varsity status in the late 1960s. Women's tennis, softball, field hockey, basketball, and swimming appeared as major sports. Intercollegiate football was approved in 1968, and in the Spring of 1970 Bob Ford was hired to teach physical education and to coach the team. With the opening season in 1970, Albany had belatedly gained a central element in traditional American collegiate culture.



U.N. Secretary General U Thant visited the campus in 1966 as part of a University Seminar Series on Peaceful Change.

As SA income rose, so did the claims on it, and by 1969 a crisis was at hand. The problem was two-fold: student apathy and a legal challenge to the student tax. In 1965 a faculty member of Central Council questioned an appropriation for the Religious Affairs Commission on the grounds that it violated the separation of church and state. SUNY lawyers approved the appropriations, arguing that payment of the student tax was not required for registration at the University. By 1969 about 30 percent of the undergraduates were refusing to pay the tax. The authorities finally ruled that students could make the tax compulsory if they so approved in a referendum. One was held in the Spring of 1969. Less than 22 percent voted (a valid referendum required a 20 percent turnout), but the compulsory tax was approved.

Perhaps the most important change in student life in the late 1960s was the abandonment of the principle of *in loco parentis*. The practice had long been justified at Albany by the need to inculcate students with the values and behavior acceptable in the communities in which they would teach. But most students in the 1960s were not headed for teaching careers. Many came under the influence of the "counter-culture," with its emphasis on individual freedom and self-expression, and pressed for less University supervision. Faculty had neither the will nor the energy to resist. Some had joined the counter-culture themselves, all applauded the principles of individual freedom and responsibility,

Intended for sale at 1¢  
but Dean Thorne required  
that it be a five-way  
sheet.

State College —

Friday, Feb. 9, 1962

# SUPPRESSION

No. 1

Why "suppression"?

David Boroff, in an article for the Saturday Review, classified the State College student mentality as "Tame and unimaginative...hardly intellectual...peevish about school regulations rather than critical." "suppression" is our rebuttal to Mr. Boroff. We welcome any intellectual endeavor, all intelligent criticism. All subjects will be considered: political, sociological, mathematical, etc. We are out to prove a point.

Controversy gives rise to the intellectual. Rational criticism is a means of expression. Those who would condemn "suppression" are as myopic as Mr. Boroff, are as quick to generalize. We do not seek to create controversy, but investigate situations which give rise to it and create from it. Every member of our student body and faculty may write for "suppression". The freedom we enjoy gives us a greater sensitivity. We all are capable of reacting to our environment on an intellectual plane.

"suppression" is an optimistic endeavor. It denies "Intellectual life on campus is low-voltage". It welcomes dissent not for the sake of sensationalism but as evidence that Mr. Boroff leaned too long and hard on Minerva and consequently was stoned by obvious and superficial. "suppression" needs you and your ideas and we believe you and your ideas need "suppression". Place your contributions in the student mail under S; address all correspondence to "suppression". We are self-supporting and would appreciate any size monetary contributions.

## Yesterday Dark

Whisking about sharp pointed stars, these clouds  
Blow from the sea dust, dusting the ironwoods  
With cloudy feathers. They are movement and shadow,  
Blown to this shallow rock from the windy trades  
Dusting our calm night with outwaters,  
With worlds of oceans and long, thready skies.

Sea wind whistles in the meshed fronds of dates  
And coconut palms; it garnishes the coral coast  
With swirly spume that luminescently lifts  
Beneath the starlight; the libidinous breeze  
Rustles stealthily the grasses, and makes  
The long roll of the sea to roar.

Distance is desolate with the ocean....  
The nights not close but world about,  
And desire shifts nervously as the stars,  
Stars puncturing electric sky, stars tumbling  
In the ocean, distant, tumultuous.

The night is sad and loud in cloud dust;  
Pale ginger and the red hibiscus rise  
Breezes lifted to scent the hollow ocean;  
The dark leaves us behind. And it stirs  
Flesh, the breeze, shocks the skin roots.

And then, in yesterday dark, the night  
Blew out of the ocean distance you,  
Blew promise and you to chasten dark sense  
Of the stealthy tropical clouds, and it was like  
To the helmsman a Salem wind in a Clipper's rig  
Beating down the gusty northeast trades.

Thomson Littlefield - Angaur, 1945

J.D.Salinger: Public Enemy No.1

JD Salinger has been probed and prodded from more angles, from more points of view, than a microbe being studied under a Ford Foundation grant. Another consideration, therefore, of the creator of Holden Caulfield (The Catcher in the Rye), Franny and Zooey (from the novel of the same name), can do little harm, and perhaps some good.

Salinger is a paradoxical figure. At one and the same time, he is an anonym, and the most widely acclaimed author of our time. That he should be both is a tribute to his talent for, and devotion to, writing, and that the public world should insist upon trying to peep into the anonymity he has chosen to embrace is a crime against his integrity and his privacy. Furthermore, such public prying is an invasion of the tabernacle of artistic endeavor, and threatens the solitary freedom of all artists everywhere.

(over)

When I was a freshman

I used to get blind on four beers  
and write profound poetry  
on the backs of beer coasters in myriad bars  
and incredible dreams of hot-sweated coeds  
with buttered breasts and chocolate nipples  
nights I used to lie there in bed the room  
rolling around me delirious  
and talk in great drunken voices of truth  
never to be again or since - - Ken Taylor

## Conservation

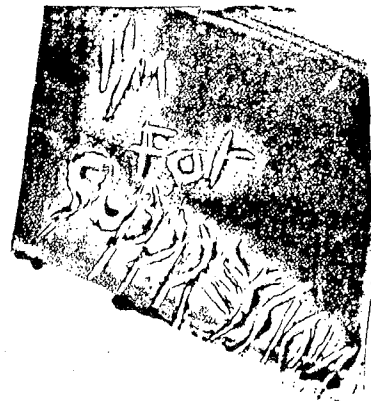
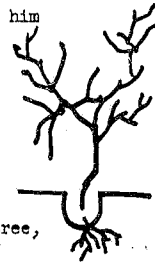
Who's this creature chopping at the tree  
That's lived a century?

A thousand eyes of nature curse him  
And when the tree falls  
An entire forest groans.  
What's that, Mother?  
What's that noise?

Sleep little one--  
On the window taps the rain,  
A candle shivers and goes out,  
In the darkness below  
Is the scrapping of a dragged tree,  
Mother, I shout

Tell him to put it back. - - Andrew Neiderman

Do you dare paint murals on the side of a house  
when you're paid for production, not creativity,  
with one color paint--white, and not care. But  
why dare, in that you become an artist. The al-  
ternative, I don't know...I don't expect to meet  
him.



and most were otherwise occupied with pressing academic obligations.

Signs of change occurred everywhere. Dress codes faded. In 1960, faculty frowned on female students wearing shorts to class, even in the summer session. *Viewpoint '73-'74*, a volume of information and advice for students, asked the question: "What to wear?" The answer was "ANYTHING GOES! The 'basic' blue jeans or dungarees (depending on what part of the state you're from) form the foundation of the well dressed college student's wardrobe. The grubbier they are the better (wash at least six times before wearing). A patch sloppily sewn on here and there, also enhances the appearance . . . So, dress away. Be yourself—sweaters, T-shirts, slacks, shorts, sweatshirts, jeans, mini, maxi—it's up to you. Remember, ANYTHING GOES!"

Alcohol, drugs, and sex became important symbols of student liberation. In January of 1968, alcohol became legally available in the Campus Center, the Mohawk Campus and Dippikill, and fourteen months later the University Council approved a new policy that permitted alcohol in the residence halls. Albany students experimented with the drugs of the day. Drug arrests of Albany students were often reported in the local press, particularly from 1969 to 1971. Some students apparently claimed for themselves a traditional right of sanctuary on the University campus. The Student Health Service director argued that heroin use was an infectious health problem that should be dealt with in a non-punitive fashion, but the University also undertook vigorous anti-drug educational efforts.

Faculty chaperones were no longer required for student social affairs. Faculty applauded the move for they no longer felt comfortable performing an

(Opposite) *Suppression*, an alternative newspaper, arose following David Boroff's *Saturday Review* article which charged that "intellectual life on SUNYA's campus is low voltage." *Suppression's* editorial policy was that "all subjects would be considered." That stand was condemned by at least one local clergyman, but President Collins stood up for the students' right to free expression.

Rock icon Janis Joplin appeared on campus in 1968. (Photo by Ed Potskowsky, *Torch*, 1969.)



## Evan Revere Collins

Evan Collins, whose tenure as Albany President stands second in length only to Abram Brubacher, was a complex man who oversaw an equally complex era in the University's history.

Charming, patrician, and by his own admission an autocrat, he nonetheless granted students much more responsibility for the conduct of their lives, agreeing to the elimination of chaperones and the installation of student representatives on the University Senate, and officially approving alcoholic beverages in the dormitories.

He also shepherded the changing focus of the institution from teaching to research as it moved from College to University. He watched old friends on the faculty become out-of-date with the new roles expected of University professors. Some of the intimate, personal style he had enjoyed in the old College had to be set aside as the faculty expanded from 125 to nearly 700, and the student body from 1,500 to more than 10,000 during his tenure.

How did he manage? Considering everything, brilliantly. Equal to his charm was his acceptance of new ideas, and of listening to administrators, faculty, students and outside evaluators in order to make the policy changes necessary for a burgeoning institution. At heart was his belief that the University was a positive agent of change, a "rich resource" for understanding and solving social problems. His belief in students' integral place within that change and his willingness to discuss situations with them was no doubt a factor in the respectful treatment he received in return—at a time when hundreds of University presidents throughout America were enduring far less deference.

Still, he must at times have longed for those days in the 1950s when he and wife Ginny made informal, often unannounced welcoming visits to new faculty members (Ginny Collins becoming one of the organizing forces behind the Faculty Wives group), and the evenings when he casually joined with three faculty members to form a string quartet. When he left the University in 1969 and began another distinguished career on the faculty of education at Boston College, he must have felt he had already lived two professional lifetimes.



increasingly ambiguous function at such affairs. Regulation of students in the residence halls rapidly came apart. Women's "hours" were first expanded and then eliminated altogether; student "sign-outs" ended in the Fall of 1968. Visitation hours in the residence halls were eased, and in 1969 the University Council approved a policy that allowed each residence hall to establish its own visitation policy by a two-thirds vote of the residents. Traditional concern for student discipline was replaced by concern for protecting students who might be arrested; alcoholism became a matter for counseling rather than disciplinary action. Faculty and administrator-enforced University regulations were replaced by a mostly student-operated judicial system. The demise of *in loco parentis* was complete.

In May of 1969 the University dedicated the new campus, noted the retirement of President Collins, and observed the 125th anniversary of the founding of the Normal School. U.S. Commissioner of Education James E. Allen, the principal speaker, described the process of moving "Toward Tomorrow's University." There were special symposia on topics of the day such as pollution and pornography. A committee identified and honored

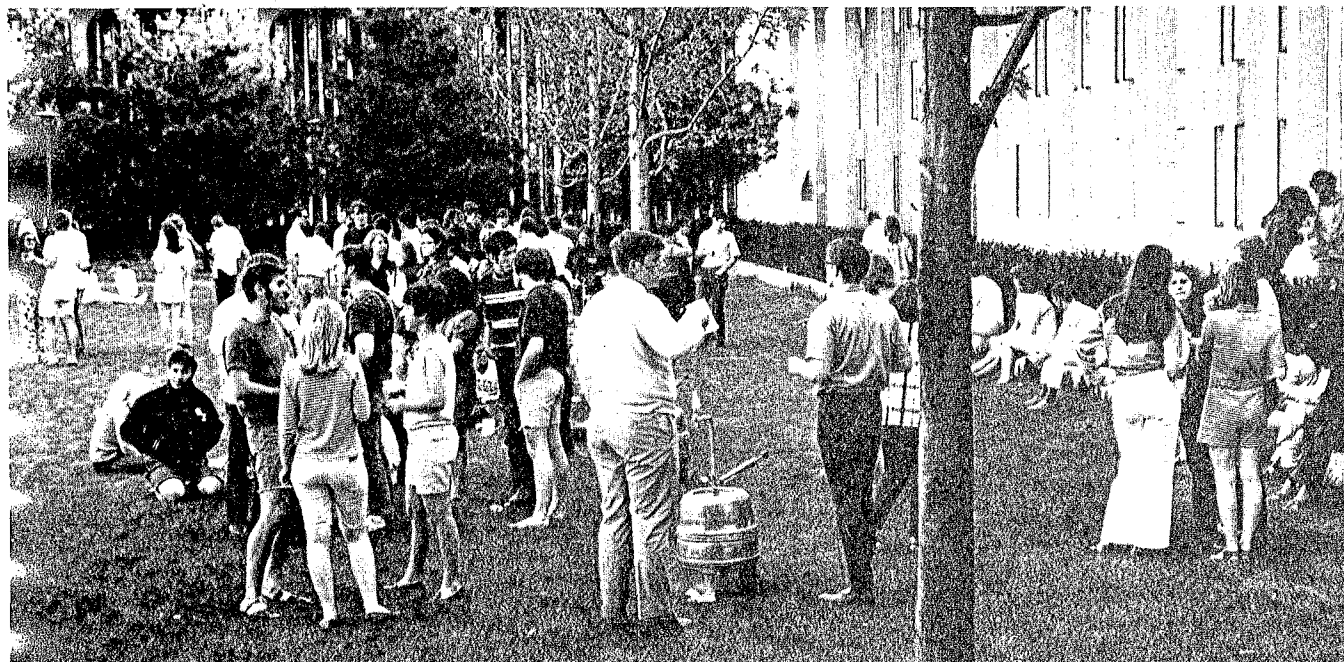
125 notable alumni(ae) of the College and University. But there were also athletic events and a chicken barbecue, and the alumni magazine reported that students spent a lot of time splashing in the fountains. The celebration reflected the many facets of the new University culture. But there hardly seemed time for calm reflection on past accomplishments, for the University was about to experience several years of turbulence.



Intercollegiate athletics during the late 1960s included such new sports as women's softball and men's soccer.



Students in the 1960s paid increasing attention to community affairs. The annual "Telethon" raised money for community organizations. (Pictured is a 1971 Telethon.)



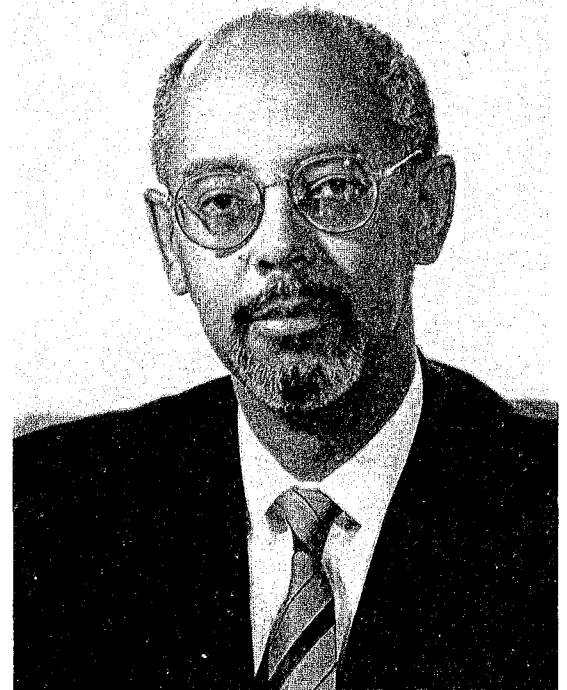
The most significant change of the late 1960s was the disappearance of the concept of colleges serving in *loco parentis* (in place of parent). The University Council approved a policy in 1969 allowing each residence hall to establish its own visitation policies. Alcohol was permitted in residence halls the same year. (Exterior photo by Tae Moon Lee, MLS, '66.)





Alumna Judith Mysliborski, '69, like many Albany students from this era, ultimately pursued a career other than teaching. Dr. Mysliborski is a dermatologist in Albany today.

Robert Peterkin, '66, MA '76, is director of the Urban Superintendents Program and Francis Keppel Senior Lecturer on Education at Harvard University's Graduate School of Education. Formerly he was superintendent of the Milwaukee schools.





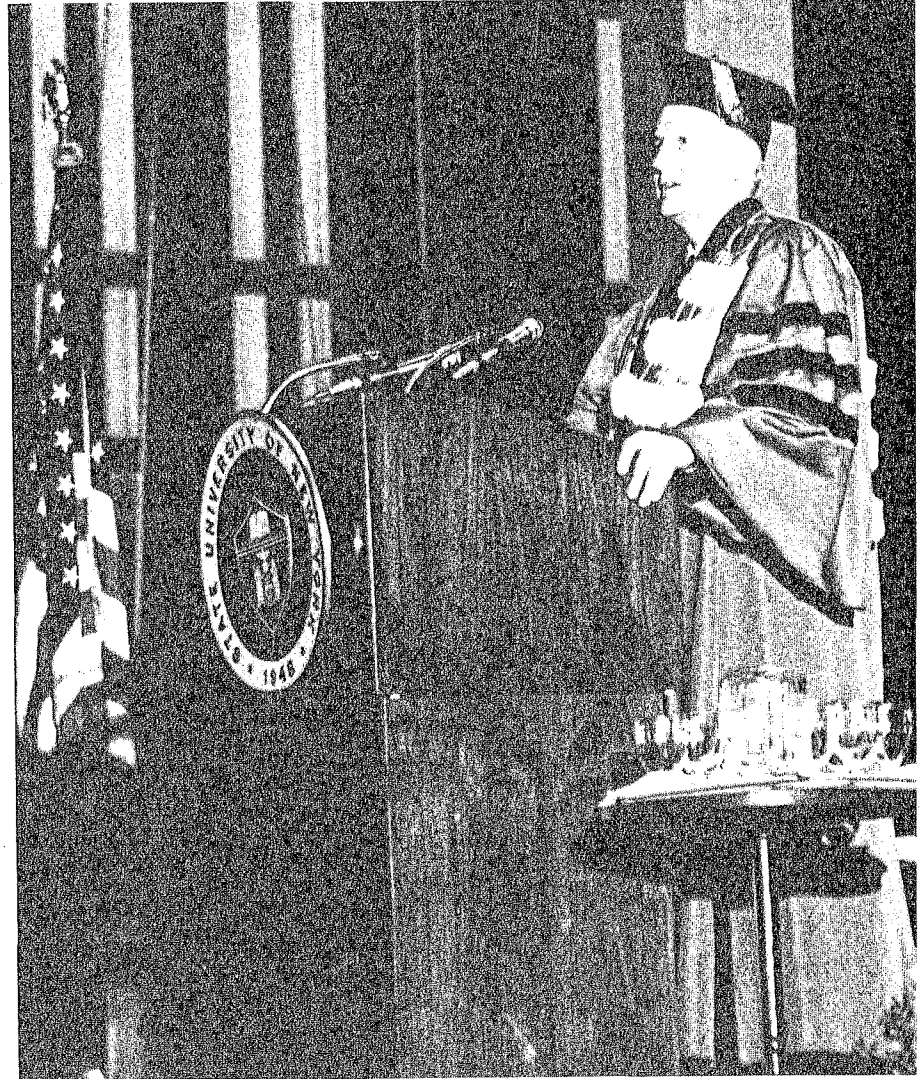
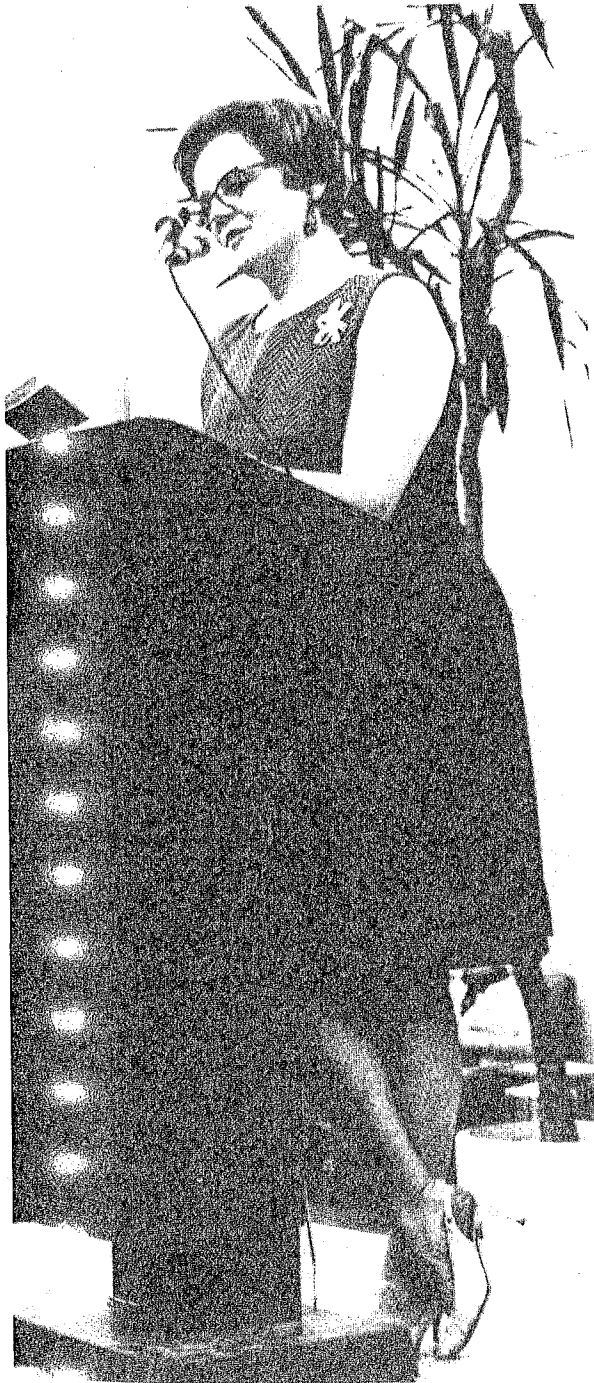
Drew Zambelli, '70, is Secretary to New York Gov. Mario M. Cuomo.

Harriet Dyer Adams, MLS '60, was former head of the University Libraries Special Collections in the 1970s. In 1993 she provided for the establishment of the Biodiversity Program at the University in memory of her father, conservationist Charles Adams.





Homecoming Parade. Sigma Tau Beta, winners of the prize for best float in the 1969 Parade. (Gift of Steve Lobel, '70.)



President Collins speaks at the formal dedication ceremonies of the new campus on May 17, 1969.

Alice Hastings Murphy, MLS '40, director of the University Libraries, addresses a gathering at the dedication of the libraries in 1968. She was the daughter of English Professor Harry Hastings and Louise Clement Hastings, a critic teacher in the Milne School.