



Master Plan rendering (1962) by private architectural firm (Morgridge, Powell and Smith) that planned most of the buildings built in the 1960s and 1970s. One remarkable oversight was the paucity of parking later.

CHAPTER II

LAYING THE FOUNDATIONS OF A COLLEGE:

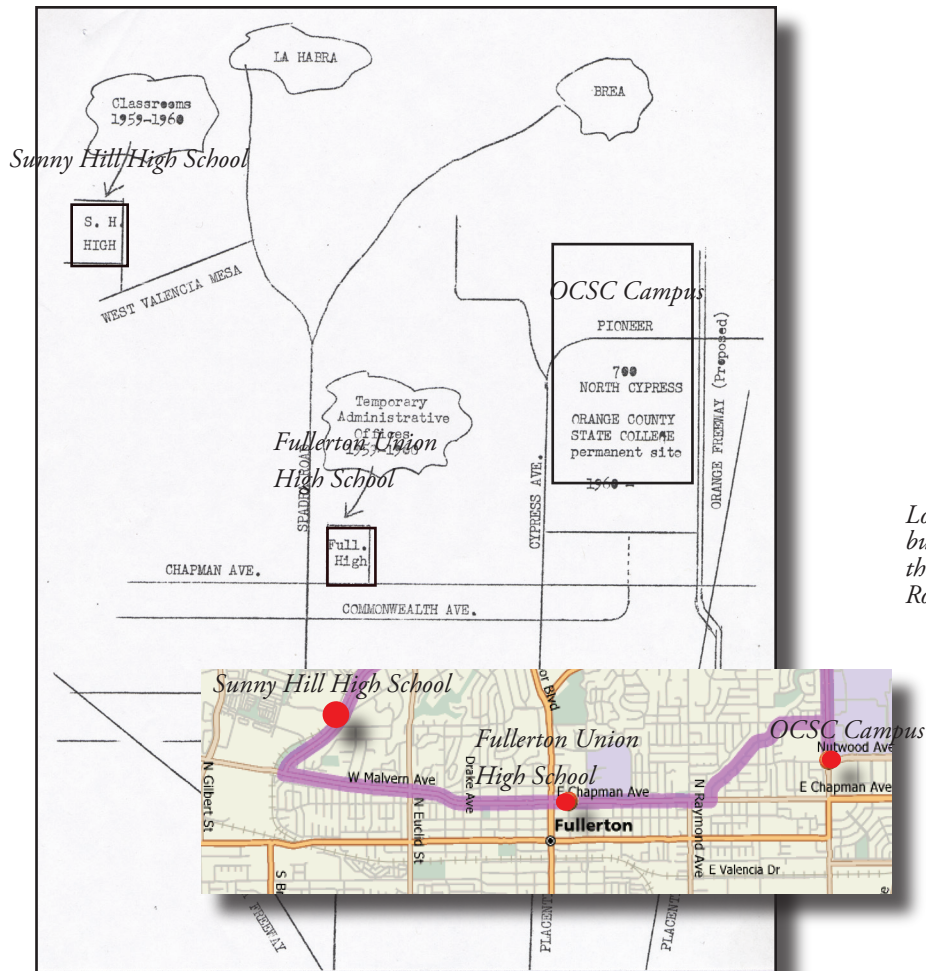
THE EARLY LANGSDORF ERA, 1959-1965



Moving into Sunny Hills High School classroom building. This housed all the classes offered in 1959-60 on campus as well as the library, bookstore, and in fall 1959, student services.

On the morning of September 21, 1959, Orange County State College opened its first classes at Sunny Hills High School in west Fullerton. One nearly completed six room building surrounded by unimproved dirt hardly seemed like a college campus. The rooms were devoid of any type of window covering or any instructional equipment. As facilities such as eating and physical recreation were shared, interference with high school students was minimized by offering most of the college classes at night. The unimproved landscape became a problem when the rainy season arrived and planks served as a crude walkway from the unimproved parking lot to the classrooms. Indeed, the whole area remained in the early phases of suburban development, still open enough that one student commuted to class by horse.

Faculty for the first semester prepared their courses in the condemned building at Fullerton High School and then drove to meet their classes several miles to the west. The facilities at the faculty building were sparse; teaching faculty shared a large common office with little more than a desk and chair each. The condition of the building was such that faculty who came after dark often saw mice or rats scampering across the floor near their desks. The distance between the teaching and office buildings created irritating logistical problems. Faculty members met students in class at Sunny Hills, but students needing an extended individual conference needed to drive to Fullerton High.



The college began as a precursor to the now familiar satellite campus. The map above was included in the first hand-typed catalog showing students how to maneuver between offices at Fullerton Union High School to the classrooms at Sunny Hills High School and then to Orange County State College once offices were moved to the Mahr house and eventually classes at the temporaries. The color inset shows the five mile plus distance traveled between the three locations. Faculty needed to rush back to the remote site to hold office hours between classes.



Looking north on Cypress Ave (State College Blvd prior to the Temporaries being built). The house on the right is part of the first tract built along Cypress. CSF built the Temporaries just beyond the group of trees on the right. (Courtesy of the Launer Room, Fullerton Library.)



Looking north on Cypress Avenue (State College Blvd.) from Chapman Avenue. The home on the left housed headquarters for the Placentia Fruit Company. (Courtesy of the Launer Room, Fullerton Library.)



Weed-choked and termite-ridden, the new campus spruced up Mahr House in 1960 as a temporary home for OCSC officials and teachers. Termite damage was so severe that the Finance Director, Jack Lyons, had one leg of his office chair go through the second floor.

This problem became more complex after December, 1959, when the college ended its lease of the Fullerton High building and moved faculty and administration offices to the Mahr House on the permanent site, a location twice as far from Sunny Hills. The structure had become so riddled with termites that one administrator remarked that if the insects stopped holding hands the building might fall down. It also offered little relief from cramped quarters. Administrators worked in three bedrooms on the second floor, with all their supplies stored in a purple bathroom and file boxes surrounding the toilet. On the first floor, student services were done in the dining room and full-time faculty squeezed their desks into the picture-windowed living room.



Above and below: The OCSC administration moves into restored quarters at the Mahr House, March 28, 1960. Below: Moving out of Fullerton High to Mahr House was facilitated by more advanced equipment than used to move in.



In August, [1960] the Library was the first academic unit to move into one of the new temporary units or barracks near the Mahr House (present day George G. Golleher Alumni House). By 1961 there were 10,000 volumes, 300 periodicals, and the beginning of the textbook collection (California K-12). Originally in Building 1100, it soon expanded into Building 1600.

--From "Brief History of Pollak Library"

During the first year, full-time faculty and administrators put together the skeleton of a college with often primitive conditions and meager resources. From its beginning, the campus used the semester system, so each instructor taught four courses each semester. This was four-fifths of the load they were contracted to carry. The last fifth, known as "institutional work," conventionally included service on campus committees, advising students, research, and community service. For the original faculty, however, "institutional work" expanded to include the tasks of helping to design classrooms and buildings, brainstorming the curriculum of future departments and schools, and meeting regularly to help the administrators formulate many of the basic policies needed to run the college. The library initially consisted of 125 books donated by people in the community. A transfer of books from the Santa Ana satellite of Long Beach augmented this meager beginning, though this included many obsolete works. Librarian Ernie Toy hauled books from Long Beach to Sunny Hills in a pick-up truck, also used to transfer the library to the permanent campus. Furnishings already included tables and chairs, but the library room did not receive shelving for its books until four months after the campus opened.

The division of the campus ended in June, 1960, when the college's lease on the Sunny Hills building expired. President Langsdorf had explored leasing other buildings, including a shopping center. Instead he decided to use an area of the campus site which the state had acquired along Cypress Avenue and build bungalow-like structures modeled after buildings at San Fernando Valley State College. This plan represented a clever use of state building and budget formulas. The state awarded a contract for "The Temporaries" in February, 1960, and the ten buildings were finished by September at a cost of \$535,323.



Orange trees were plowed down in the spring of 1960 to make way for new temporary buildings which served as campus classrooms until the Science Building opened in 1963.



Most of the campus remained orange groves for several years, and the campus leased them for fruit. They also provided a source of entertainment and a rustic retreat from the pressures of college.



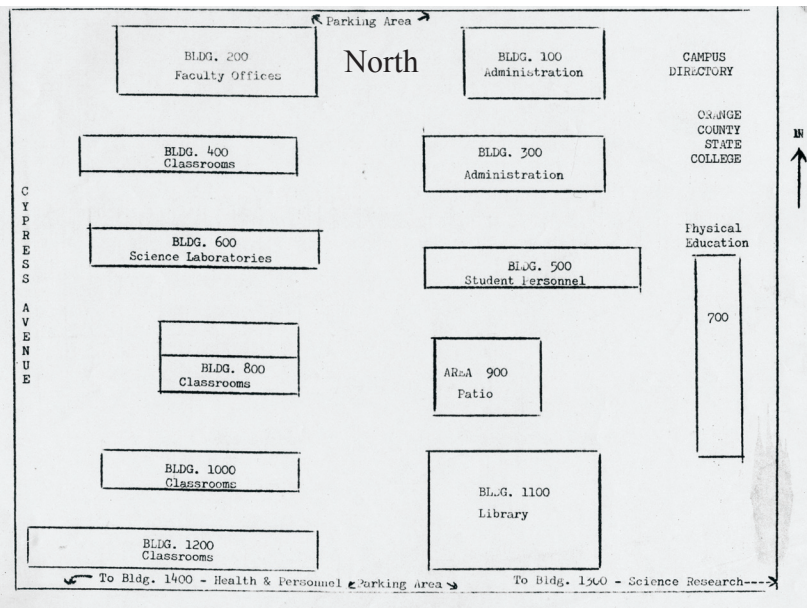
A sign designated the area along Cypress Avenue (now State College Blvd.) where construction was underway for the Temporaries by the State of California, Department of Public Works, Division of Architecture, March 1960. These served well until enough enrollment credits were accumulated to build a large multi-story building. Ironically, these “temporary” buildings are still in use. Below: First buildings on campus, looking south. The patio space is at left, center. The dirt parking area became “Dumbo Downs” in 1962.



The campus from fall 1960 through spring 1963 was laid out in two rows. On the west side of the asphalt pathway, five buildings held classes and one contained faculty offices. The east side included three buildings for administration and one for the library, between which was a covered patio, whose vending machines functioned as the campus eating facilities until fall 1963. East of these, a two-room building served as a gym and classroom-auditorium. The Hetebrink House further east had been converted into a science research facility. The Mahr House to the south became the business office, health center, and bookstore.

By spring, 1961, enrollment exceeded the planned 500 Full Time Equivalency (FTE) occupancy of the Temporaries and McComb purchased four wooden barracks from March Air Force Base for the bargain price of \$9,370, delivered. One, placed east of the library served as a bookstore and classrooms. The other three, between the Mahr House and west temporaries, became overflow library, office, and classroom space. The temporary campus was completed in 1962 when the Beazley family moved out of the last original dwelling, which the administration considered leasing but used it for the Speech and Hearing Clinic, a few faculty offices, and a classroom. A snack shop structure was set up adjacent to the patio for the bookstore and food services to relieve the congestion of food machines.

From such modest quarters, the future of Orange County State College was laid out. One early task, planning the curriculum, set the course for the educational direction of the college. The composition of the student body—nearly all aspiring teachers—made this easy for the first year. The only major offered was a Bachelor of Arts in Education and of eighty classes offered, fifty-five were in Education. The rest included subjects intended to prepare teachers, especially for elementary schools. This reflected an agreement made in spring 1959 between the State Office of Education and Governor Brown which stipulated that in return for opening in 1959, Orange County State College would offer only courses for teacher preparation the first year. While the five full-time teaching faculty were diverse, with two in Education and one each in social sciences, natural sciences, and speech, nearly all of the twenty four part-time faculty taught in education, many



The Campus Directory (fall 1960) provided the drawing above to provide students a map of the first layout of the temporary campus.

The following "Description of Temporary Campus," was presented in a report to the WASC Committee:

"Temporary buildings were constructed for occupancy at the beginning of the 1960-61 academic year. There are twelve one-story bungalow-type structures containing seventeen classrooms, library, administration offices, faculty offices, shower and locker facilities, covered lunch patio, a corporation yard building, and three and one-half acres of turf area for physical education. A residence on the site houses the business office, the college bookstore and the health center [Mahr House]. Another residence [Hetebrink House] is being used as a science research facility. Scheduled for completion in April 1961 are four concrete tennis courts, four outdoor basketball courts, and four combination badminton-volleyball courts." [Report to WASC Accreditation Committee, 12]



Tilt slab construction was used to build the temporaries, a cost-effective and quick method of assembly developed during WWII by the Germans. (April 1960)



The building to the left was the auditorium where the drama department put on plays.



William B. Langsdorf

William B. Langsdorf (1909-2002) served as the first president of Cal State Fullerton, overseeing its development from orange groves to a booming campus, from 452 students to 15,000. His legacy established lasting traditions of academic direction and collegiality. Born in Denver, he spent his childhood in Pasadena. He completed his B.A. and M.A. in History at Occidental College and received his PhD from UC Berkeley. After teaching at Occidental for several years, he moved to Pasadena's City College, serving as president from 1950 to 1959.

In January 1959, Langsdorf was hired to establish Orange County State College. He directed the planning of the Fullerton campus and buildings, the formulating of its educational mission and emphases, the formation of many of its schools and departments, and the drafting of the various policies needed to run such an institution. In all of these activities, he involved the whole college community. At a time when many state college presidents resisted faculty involvement, one of Langsdorf's first acts included the initiation of a Faculty Council which advised him on many policy matters. He engaged community leaders in shaping the college to meet the needs of its service area. Langsdorf also faced challenges to academic freedom and the student unrest that beset many campuses in the late 1960s and guided Fullerton through those turbulent years.

The stress of protests in spring 1970 led Langsdorf to take leave and then retire in fall 1970. Soon after, he was asked to become Vice Chancellor for Academic Affairs of the CSU, a position he continued in until 1973. By then, the "quality of excellence" he sought was reflected in the professional and academic recognition attained by Cal State Fullerton. In appreciation of these contributions, the university gave his name to its Administration Building in 1974.



OCSC's first Presidents' Council (l-r): Dr. William Langsdorf, Lois Herron, Jack Lyons, Ernie Becker, Seth Fessenden, Stuart McComb and Gerhard Ehmann.



Langsdorf also sought counsel of students, as in this informal lunch and chat on the Patio at the Temporaries.

of them from local K-12 schools. The major curricular challenges in the first year included establishing a procedure for adopting more courses and a model and mission for the college by which to draft them.

A procedure for adopting courses—and many other college policies—was set up with surprising speed. One month after opening the college's doors, President William Langsdorf called the full-time faculty, university librarian, and administrators together and suggested they constitute themselves as a Faculty Council. This group planned to meet regularly to formulate policies ranging from grading standards to criteria for tenure and included laying out courses, programs, and majors. The Council decided most courses would reflect traditional liberal arts disciplines. Langsdorf expressed this focus shortly after the college opened when he issued this statement on the philosophy of OCSC:

All students, in addition to any occupational or professional program, are expected to complete a liberal arts major. Through this requirement the College hopes to assure for its graduates depth in at least one field of knowledge, depth which alone can provide perspective and appreciation of our magnificent cultural heritage, the vast scope of knowledge, and the narrow limits which ignorance and superficiality impose.

The Faculty Council affirmed this as a set of principles that would define their expectations of the college's aims and impacts on students, faculty, and the community in a College Philosophy in the spring of 1960. These principles shaped the direction of most curriculum through the college's initial decade. In 1961-62, the Faculty Council incorporated the ideas of this philosophy into a Procedure for the Development of New Majors and New Courses of Study. It stipulated that course and major proposals must originate with faculty and be approved by either a Faculty Council Curriculum Committee or Graduate Studies, and lastly, the president. Initially, chairmen of each division composed the Curriculum Committee, but by the mid-1960s, the Faculty Council selected full-time faculty members.

Neither of these decisions was routine. State College administrators still widely resisted the notion of faculty sharing in the governance of a college and some campuses were essentially run by the president. In others, administrators and faculty had bitter battles over their respective powers. Orange County State College initially avoided such conflicts by setting up a body that included both, though in subsequent years most of its members included teaching faculty. The decision to make liberal arts education a fundamental part of their mission also proved significant. Older State Colleges still clung to their original role as teachers' colleges. In considering this their primary mission, they consequently gave less recognition to academic disciplines and scholarly research. It is a credit to William Langsdorf and the group of faculty and staff he selected that Orange County State College set its foundations on visionary principles, soon recognized as those of the whole California State College system. [see vignette]

The Council organized the curriculum which emerged from this initial process into broad academic units called divisions. Initially these included seven: Business Administration and Economics, Education and Psychology; Humanities, Social Sciences, Science and Mathematics, and Communication. Complaints that some departments were "ill-housed" soon led to changes in both Humanities and Communications. The latter was renamed the Division of Speech and Fine Arts. A year later the Division of Fine and Applied Arts included Music, and Communication, which moved into Humanities. Health, Physical Education, and Recreation comprised a division at first, but soon became a department within the Division of Education. Langsdorf hoped that such broad units would encourage intellectual interaction among faculty from various disciplines and contribute to the feeling of the college as a community. The 1960 accreditation report of the Western Association of Schools and Colleges (WASC) noted a "willingness to adapt" and cooperation among a wide variety of disciplines and traditions as one of the colleges strongest points.

Separating the instructional faculty into six divisions reflected a growing faculty and the persons hired for 1960-61 increased the full-time faculty several fold. OCSC selected many who came as chairs of a division or of prospective departments. Among the original faculty, Miles McCarthy



The Faculty Council was created in 1961. Seth Fessenden (l) served as the first Faculty Chair from 1959-61. Raymond V. Adams (r) chaired 1961-62.

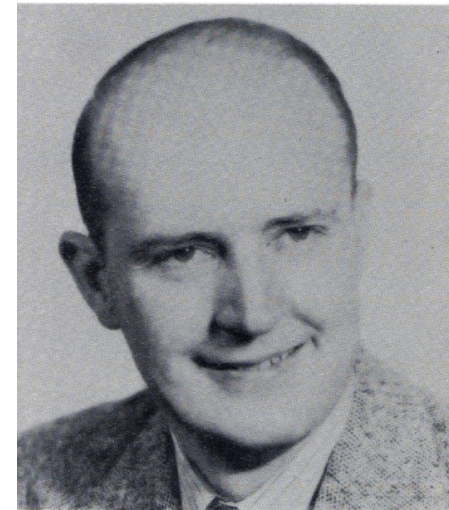
became Chairman of the Division of Science and Seth Fessenden served as Chairman of the Division of Communication. New faculty hired as chairs included Kenneth Doane (Education and Psychology), Giles Brown (Social Sciences), Gerhard Friedrich (Humanities), and Theodore Smith (Business Administration & Economics). These and other faculty employed in the earliest years possessed varied backgrounds. Some previously taught at junior colleges, a few had experience in K-12 school districts, several were hired away from local private colleges or universities, and some came from campuses in other states.

Most of the first administrators also served for many years and shaped the non-curricular foundations of the college. Notable additions in the earliest years included Bernard Hyink, a political scientist from USC who became Dean of Extended Services and Summer Session in February, 1960. Shortly after, he and Dean Ehmann switched jobs and Hyink became Dean of Instruction. One of Stuart McComb's many functions included



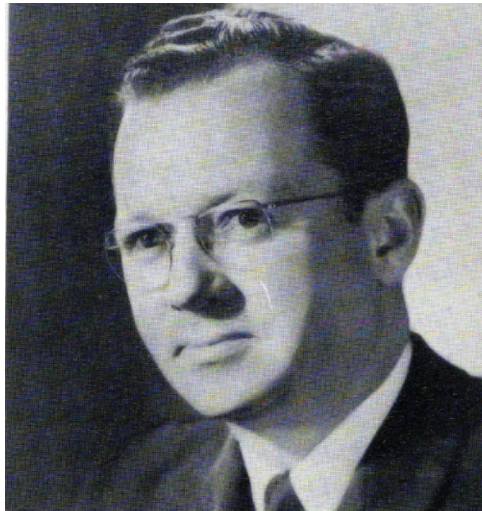
*Theodore Smith
Business Administration
& Economics*

Early Deans of OCSC



*Giles T. Brown
Social Science*

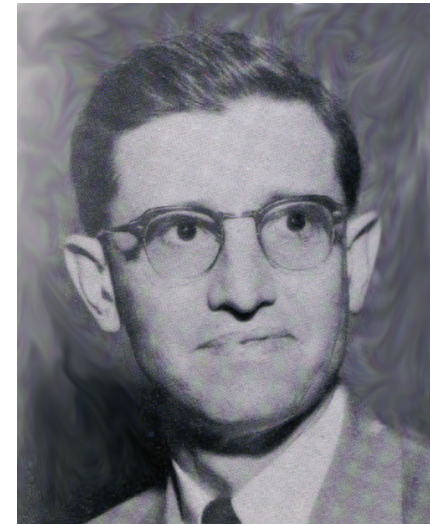
These were among the faculty who shaped the institutional divisions of OCSC in its early years. Though never formally a dean, Landon was never formally a dean but did much to shape the relationships of campus musical institutions with community events. Friedrich moved to the chancellor's office by 1965, and Fessenden's division was short-lived. Brown, Doane, and Smith guided their division into schools Illustrated elsewhere are two founding faculty deans--Seth Fessenden (Communications) and Miles McCarthy, who served as dean of Sciences and Mathematics.



*Joseph W. Landon
Department of Music and Humanities*



*Gerhard G. Friedrich
Humanities*



*Kenneth R. Doane
Education and Psychology*



Among his many duties Stuart McComb provided enrollment projections to plan for future buildings.

mentoring enrollment projections and maintaining contact with state officers to facilitate the acquisition of buildings for OCSC. After the first year, a building coordinator handled the oversight of actual construction, a position filled for many years by Milton Blanchard.

The staff of Student Services also increased considerably after 1960. Two Associate Deans were appointed to oversee Counseling and Advisement. The introduction of lower division students necessitated augmenting the admissions and records staff. One sign of the growth of administration came in 1964, when the Dean of Instruction was changed to the Vice-President, Academic Affairs. This marked the first in a series of vice-presidents the college would establish as its student population increased. President Langsdorf also built a staff for his office, headed by Lois Herron who served as his Administrative Assistant. Raynolds Johnson performed several functions before being designated Public Information Officer, while E. W. Smith, as Director of Development, did a variety of jobs ranging from securing private funding to liaison with college advisory councils and hosting visitors. In later years, each of these offices became substantial



Bernard Hyink (r), after serving as a dean, became the first Vice President for Academic Affairs in 1965.



Raynolds Johnson (l) served as Administrative Assistant to the president and Director of Publications through much of the 1960s.

administrative units. The president also formed a President's Cabinet, made up of his five main administrators, the chair of the Faculty Council, and Lois Herron. It met weekly and functioned as the college's main coordinating agency. Additionally, Langsdorf initiated an Advisory Board of prominent community members recommended by the Board of Trustees and specific lay advisory committees to help develop college programs.

Arranging curriculum by divisions soon showed several weaknesses. The college needed to pursue two missions in its early years: education of teachers and a broad liberal arts education for others. Most divisions created two and sometimes more components, ranging from a teacher education unit to a pre-graduate training and professional education unit, which led to a proliferation of courses. Broad classes designed to prepare teachers seemed to water down some areas of study within them. By 1962, the president asked the faculty to consider reorganizing a clearly emerging group of departments to assure that the college attained the strongest points of both liberal arts and professional preparation.



The Advisory Board, initiated in 1960 by President Langsdorf, is seen here meeting with college administrators, community and business leaders. These administrators usually met separately as the President's Cabinet. The woman is Mrs. Sam (Edna) Kraemer, of the wealthy Placentia pioneer family. It included some of the original members of the President's Cabinet.

Faculty and administrations made all of these decisions while Orange County State College remained an independent institution, only technically under the jurisdiction of the State Board of Education. That changed in 1961, when the state adopted the Master Plan for Higher Education in California. [see vignette] Briefly under Chancellor Buell Gallagher, next under the long tenure of Chancellor Glenn Dumke (a protégé of Langsdorf at Occidental College) and the Board of Trustees, the new California State College system set forth a Master Curricular Plan. This Plan reiterated the principles already established at Orange County State College; that all State Colleges must offer a “complement of liberal arts and science course offerings plus business administration and teacher education.” The curriculum intended “to furnish students with a broad liberal education which will prepare graduates for effective and intelligent citizenship.”

In the earliest years, the college often included this “liberal education” in broad divisional majors which included courses from several

disciplines. By 1964, single-subject majors covered enough fields that President Langsdorf asked the Chancellor's Office to authorize discontinuance of the broad undergraduate degrees in social sciences and language arts, a move also recommended by the Faculty Council. By the late 1960s, both majors disappeared and Cal State Fullerton had established the core of its future curriculum.

While developing liberal arts departments and majors, Orange County State College continued to pursue its initial mission of preparing teachers. Dr. Barbara Hartsig established the Teacher Credential Program and the Elementary Education Credential in 1959-60. Fourteen students applied for the program, of whom five were admitted and eight postponed. These numbers rapidly grew until by 1961-62, the program accepted forty-nine of 512 applicants. Other credential programs quickly followed and by fall 1965, California State College at Fullerton offered six additional credentials: Secondary School Teacher Education, Mentally Retarded Children Teacher

Education, Speech and Hearing Handicapped Teacher Education, Pupil Services, School Supervision Education, and a Junior College Teacher Education credential. While in the earliest years most education students sought the elementary credential, enrollment in the secondary credential swelled by 1965. [see vignette]

The proliferation of credentials suggests that a substantial percent of the students in the early years came to the campus in anticipation of training for teaching positions. Disciplines which did not have special degree programs for these students set up separate units within their divisions and eventually, departments for them. Representative of this trend, Math and Science Education and Business Education soon developed into two distinct tracks within academic units. One set of faculty and courses focused on the needs of prospective teachers, the other aimed at producing professionals within that discipline who aspired to higher education, professional-level jobs, or simply a liberal arts education. Students in the education track often took a major with only the minimum number of required upper division units and obtained the broader education suitable for K-12 teachers by taking a minor in another department. The Department of Science and

Mathematics Education became one of the largest such programs west of the Mississippi. Students in the second track took more advanced upper division work, often involving research. In some departments, faculty who taught mostly in the first track became separated from colleagues and sometimes looked down upon. In departments whose disciplines did not as sharply separate teaching and research, the needs of prospective teachers were met by special advisement tracks, but students worked from a common body of courses regardless of career goals.

Professional program options outside of Education were limited in the early years. The first one was in Business Administration. Theodore Smith, who had already secured accreditation for two business programs outside California, was hired to do the same for Orange County State College. He quickly established contacts with major local businesses, many with administrators eager to obtain master's degrees in business. In 1965, the new School of Business Administration and Economics selected faculty for five departments: Accounting and Finance, Management, Marketing, Economics, Quantitative Methods, and Business Education. That year it became the youngest school of business accredited by the American



Dean Becker and a group of student officers planning ahead. (l-r): President Joe Stephens, Secretary Betty Bruck, Vice-President Joe Moody. Such faculty-student meetings in the first years of OCSC laid the foundation of student government and its place in the college.

Master Plan for Higher Education in California

In the decade following the end of World War II institutions of higher education experienced rapid enrollment growth, particularly in State Colleges and junior colleges.. Most of these institutions had developed as independent institutions, with no coordination of activities. To make this growth more efficient, Assemblywoman Dorothy Donahue and State Senator Walter Stiern initiated a review of the Junior College, State College, University of California and private university programs in 1959.

The Joint Advisory Committee (JAC), a nine-member committee that included representatives from all four sectors of higher education, produced a comprehensive report entitled, A Master Plan for Higher Education in California 1960-1975. Members of the JAC struggled to achieve the most favorable results for their sector. Clark Kerr, represented the University of California and sought to protect its preeminent status by limiting the academic potential of the state colleges. Glenn Dumke represented the state colleges and tried to secure greater academic status and a broader mission for them. The resulting compromise created a concrete and cohesive framework that allowed each tier of higher education in California to understand its role in the overall educational community.

The University of California system continued as the premier institution of higher education in California, remained dedicated to research with the exclusive ability, among public institutions, to grant doctoral degrees. The UC system accepted the top twelve and a half percent of graduating high school seniors. The individual California State Colleges became a system (CSC) which gave all campuses a common funding base and set of functions. They prepared educators by awarding credentials, offered baccalaureate and select master's degree programs and could establish doctorate programs in partnership with UC campuses. Individual colleges also retained the ability to determine their particular emphases and rate of development.



The Master Plan Survey Team, 1959. Front row, (l-r): Keith Sexton (aide to Assemblywoman Donahoe), Howard Campion, Arthur Coons (chair), Glenn S. Dumke, and Thomas C. Holy. Back row, (l-r): Dean McHenry, Arthur Browne, Henry Tyler, and Robert Wert.

The Master Plan has undergone a few modifications. In 1972, the California Postsecondary Education Commission (CPEC), comprised primarily of publicly appointed members, replaced the CCHE and surpassed its authority to plan for the future. The reviewers initiated measures to increase gender, ethnic, and economic diversity throughout the entire system. In 1987 and 1989, the CPEC sought to increase the quality of academic performance through counseling and assessments at community colleges and to ensure the CSU and UC systems reserved space for qualified transfer students. The basic structure of three systems of public post-secondary education, each fulfilling a distinct educational purpose for different groups of students, has endured for forty-seven years. It serves as a model for similar systems in other states and nations.

Association of Collegiate Schools of Business and one of only six State Colleges so accredited.

Beyond business administration and education, however, the Master Curricular Plan required colleges to submit requests to offer programs in order to weigh state and regional needs in allocating such programs. "All colleges cannot be all things to all people" became the familiar maxim for this policy. Engineering was slow to start as the Division of Engineering was not formed until 1966. Consequently, the Trustees only allowed Cal State Fullerton to offer a professional degree in Creative Arts in 1963.

Here, too, the college established an early reputation for excellence. Though hired initially as a professor of speech, James Young offered an Experimental Theatre class to present plays in the auditorium of the temporary buildings in fall 1960. The Music Department offered a mix of cultural education, performance, and professional education. Under Joseph Landon it set up a Symphonic Choir and a Chamber Symphonic in 1961-62. In 1966 it became the youngest California State College music department accredited by the National Association of Schools of Music.

The curriculum blended liberal arts into professional programs. In 1960-61, the Faculty Council with the agreement of incoming dean of Education, Kenneth Doane, adopted a policy to end the B.A. in Education and require all credential-seekers to hold a subject major baccalaureate degree. Concurrently the State Board of Education ended the Education B. A. and the following year, the state legislature passed the Fisher Act, mandating subject majors for all education credentials. In 1963, the CSC Board of Trustees echoed Langsdorf's view that all professional degrees should rest on a liberal arts core. Ted Smith, Dean of Business Administration, brought the Economics Department into the division, (soon renamed "school" to facilitate accreditation) and required all Business degree candidates to take economics courses. Ken Doane agreed to a policy whereby teaching methods courses in secondary credential subject areas (e.g., English, Science, and Math) would be taught by those divisions or departments. This integration of Education and subject areas was marred somewhat when a majority of faculty in Social Sciences voted not to offer such courses. Subsequent efforts to hire faculty with joint appointments in social sciences and education were short-lived, but



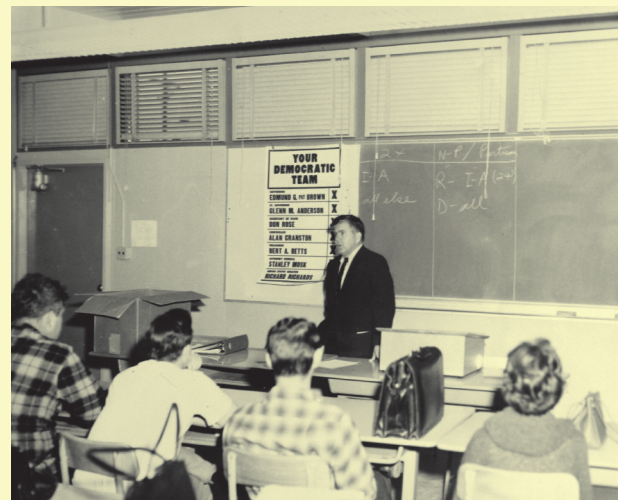
Many students in the early 1960s enrolled in the education program, where they worked with elementary school students. Although the college had no program that focused on schools with high Hispanic enrollment, the composition of some local schools was such that CSF student teachers often worked with them. Below: Students line up outside the Temporaries to register for classes for the fall 1961 semester.



Teaching Credentials



In the earliest years of the college, preparation of teachers was the largest academic activity of the college both in terms of number of faculty and students. While the credential required a year beyond the bachelor's degree, students completed many of the education classes, including observation of classrooms and working as a teacher's aide, in conjunction with a subject-area major. The student teaching experience exposed students to many aspects of the teaching profession, including youth organization work, parent meetings, and professional conferences. The faculty involved included some from liberal arts disciplines and other professional programs. Applicants were screened by a Teacher Education Committee, a majority of whose faculty represented subject fields. Some programs, especially the Speech and Hearing Handicapped credential, were entirely staffed by professors from outside of Education. Outside of social sciences and business, where special faculty were hired with joint-appointments in subject fields and education, faculty from subject fields taught all the secondary methods courses. Most divisions established separate departments for offering courses for credential-track students, and some, like the Science and Math



Education Department set up by G. Cleve Turner which grew to over a dozen faculty.

These credentials also represented a strong connection between the college and surrounding communities. All programs required students to do six units of practice teaching in appropriate levels of public school. By 1961-62, the elementary credential alone had seventy-one student teachers in 192 classes at schools primarily in Orange County but also in Los Angeles and San Bernardino Counties. Hollis Allen was hired in 1960 to set up the supervisory credential in response to a survey that estimated that in five years the county would need 534 new administrators and had only 228 on hand. The Pupil Personnel Services credential aimed at producing school counselors, child welfare and attendance officers, and school psychologists, all employed in increasing numbers. In particular the last goal intended to improve teacher's understanding of students' conceptions of themselves. The college worked out both this program and the supervisory credential in conjunction with Orange County and local school authorities and required students to put in many hours per week for a semester at various sites in the community.



Speech and Drama. With limited resources, students in the Speech and Drama Department presented colorful plays in experimental theater classes.

all other fields sustained the policy.

Initially, department majors and degree program were established at the baccalaureate level. But the college quickly heard a growing demand for the opportunity to go on to graduate degrees at Fullerton—from about one-third of its students by 1962. The Chancellor's Office and Board of Trustees shared this view. Their Master Plan for Higher Education not only reaffirmed the State College's mission to grant master's degrees but urged colleges to pursue arrangements to grant joint doctorates with other university campuses. Two big impediments included the small size of the campus library and the limited physical facilities. Consequently, in 1962 the Graduate Studies Committee recommended only four master's degree programs: English, History, Social Sciences, and Business Administration, along with an already extant Master of Science in Education, discontinued after 1964.

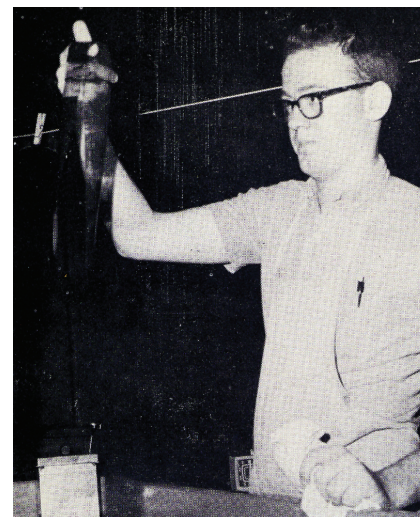
The ultimate quality test of these programs remained whether they and the college as a whole could be accredited by associations established to evaluate higher education institutions. Surprisingly, traditional policy long barred State Colleges from applying for such accreditation, as part of



Music students led by Justin Gray. Gray also had to cope with limited facilities but soon made Orange County State College a center of local cultural events.

the goal of limiting professional courses other than Education. By 1959 this prohibition ended, and consequently, OCSC sought accreditation from its earliest beginnings. In fall, 1960, a team from the Western Association of Schools and Colleges (WASC) visited the campus. On the basis of reports submitted by each academic unit, WASC accredited OCSC in 1961, a designation continually renewed thereafter. This step paralleled similar early and continuous accreditation of most campus professional programs, making this college one of few, or in some cases the only, institution of higher education to hold such accreditations in the 1960s

Such rapid development of degree programs required a growing student enrollment to generate them. Fortunately, this did not pose a problem for Orange County State College during the 1960s. The college enjoyed increasing enrollment every year, growing 450 per cent by 1962-63, an expansion dominated by upper division and graduate students. The State College system shared this growth, with an enrollment which expanded modestly but steadily through the 1960s and into the early 1970s. Starting in summer of 1959, Dean of Students Ernest Becker and Associate Dean



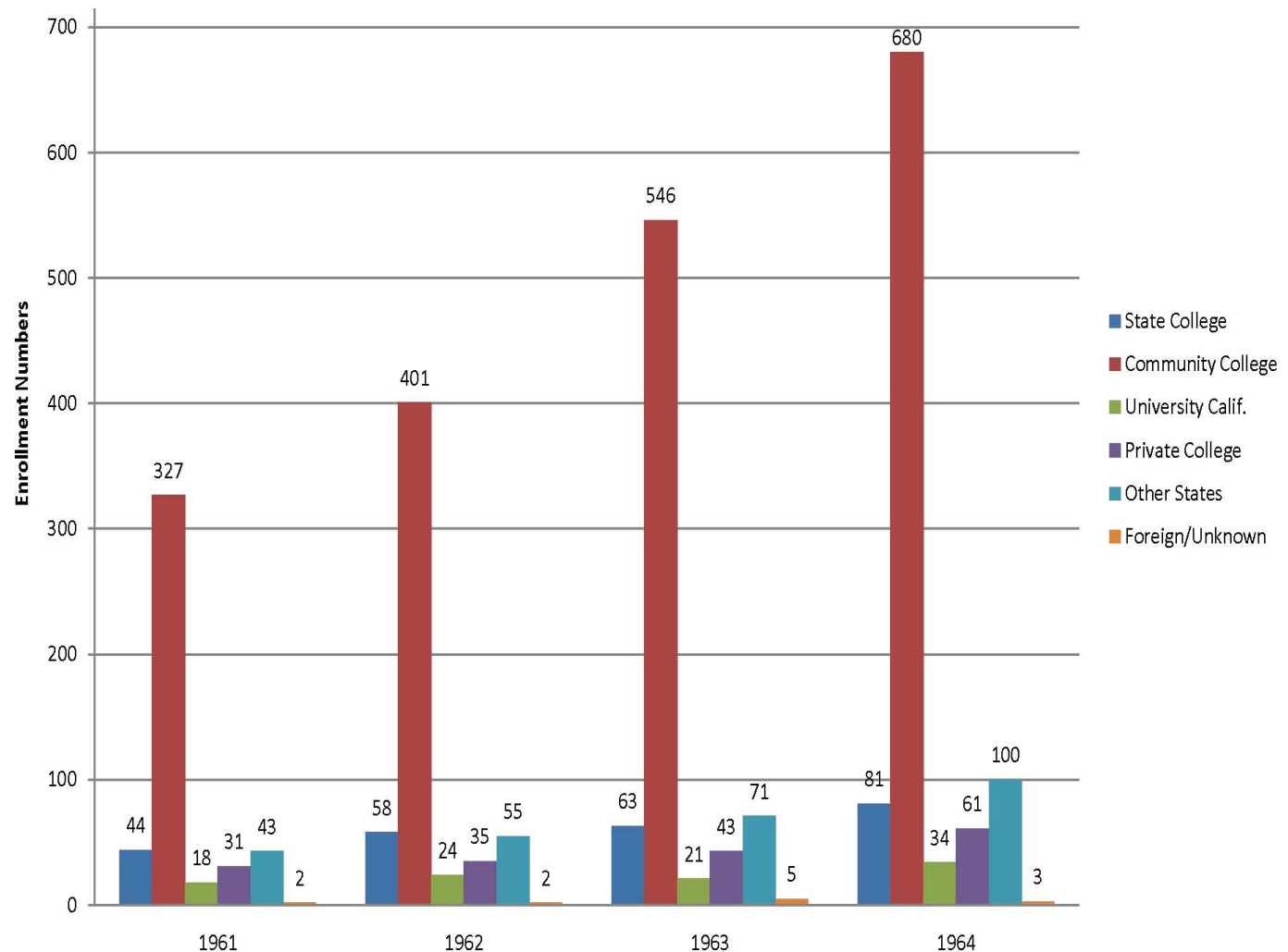
The Hetebrink House gained the name "Mouse House" because it housed OCSC's first labs. The former kitchen area served as a makeshift lab area where students worked on everything from science projects to developing film.

Emmett Long compiled a program on Orange County State College and carried it to junior colleges to recruit students. This growth also reflected the initial policy of admitting most of the students who applied. OCSC rejected less than ten percent of applicants in the earliest years and admitted few on probation. But by 1964, growing enrollment began to stress resources and the college adopted a quota for new students admitted.

Once accepted, students faced the task of selecting and registering for classes. Initially, this was all completed on printed forms produced by the Dean of Students office, often with personal editing from Becker, a former journalist. Since course advisement essentially dealt with meeting major requirements, faculty took on most advisement in the first four years. The arrival of lower division students necessitated additional advising functions, particularly for general education, in which faculty held less interest. In 1965, an Office of Academic Advisement was set up to serve lower division and undeclared major students. Registration involved a tedious process on paper forms, often taking a whole day to conclude advisement, fee paying, and

actual registration. In 1963, the increasing numbers of students required that administrators add the option of registering by mail, since it cut registration time to less than half an hour. As both the number of students and classes swelled, record-keeping became a major task, addressed by setting up the college's first computer, a Colley keypunch and sorting machine. A sign of the technological savvy of the day, a "Titan Times" article marveled that this "mechanical monster" could punch, print, duplicate, and sort, all in a matter of eight seconds. When the college began assigning student ID numbers in 1966, awe turned to resentment and cartoons of students labeled "Do Not Spindle, Fold, or Mutilate."

Increasingly, the students fell into two different demographic groups: late afternoon-night students and daytime students. So different were their needs, class schedules, and majors, that the college separated them under two jurisdictions in the first two years. Evening students, generally older and often employed during the day, were heavily concentrated in the professional degrees of Business Administration and Education. Daytime students, less

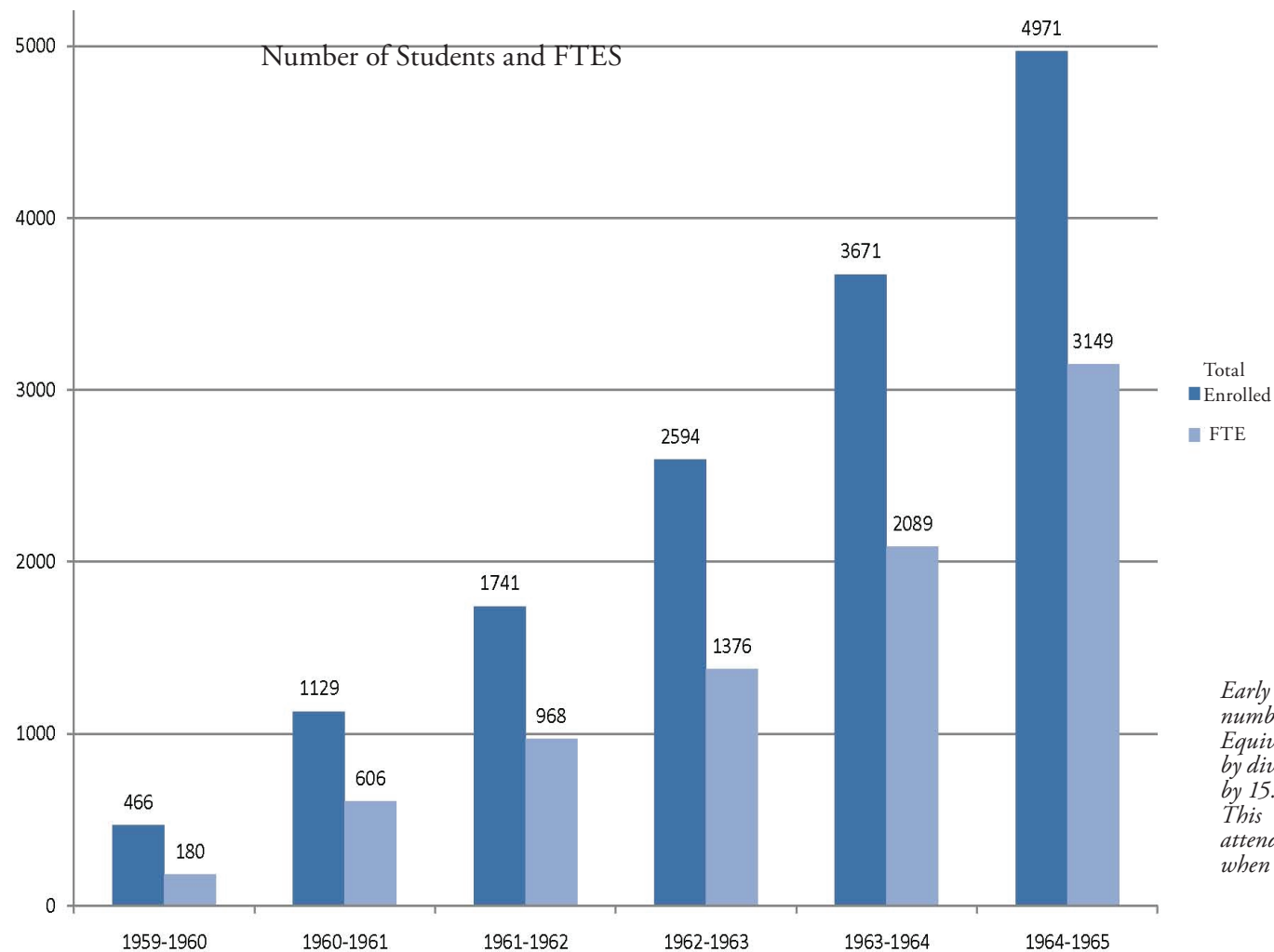


Enrollment at CSF in the early 1960s was largely students from junior colleges in its service area, while JCs saw CSF as their main outlet for advanced education. This dependence on and service to the region defined state colleges as “regional colleges.” Four-year students (not on graph) came in 1963, but in smaller numbers and mostly from local high schools.

likely to be employed and mostly working towards undergraduate degrees were largely responsible for the growth of social sciences and humanities majors.

Night students comprised the majority on campus in the earliest years and the bulk of courses in 1959-60 began after 4:00 p.m. Most of these went part-time. In the first semester, only five out of seventy-eight night

students took more than six units. Therefore, the actual enrollment of the first year was only 180 full-time equivalent students (FTES), the standard used in allocating funds. By the third year, day students comprised a majority, and in fall 1963, Orange State College (a short-lived new name) admitted its first freshmen, numbering 266 students. Both freshmen and sophomore populations grew the next year, resulting in nearly equal enrollments of part-



time and full-time students. Graduates continued to be a significant number of bodies, over thirty-four percent in 1965, the vast majority part-time students.

The student body underwent significant changes in its age and gender makeup. In 1959-60, when most students were seeking to complete earlier college education or obtain teaching credentials, the median age was

thirty-five and women outnumbered men two-to-one. These demographics changed quickly. By the second year, more students entered Orange County State College directly from junior colleges. Night students increasingly included business men aspiring to advanced degrees, which contributed to a shrinking gender gap. As of spring 1962, males comprised the majority of the student body. Veterans composed a significant number of students in the

early 1960s. Ones from the Korean War using the Korean War Veterans' "GI Bill," numbered 96 in 1960 and 120 three years later. Others arrended under the California State Veterans Benefits (Cal Vet) program. Foreign students, on the other hand, were few. By 1964-65, CSF had only 23 visa students from 13 countries.

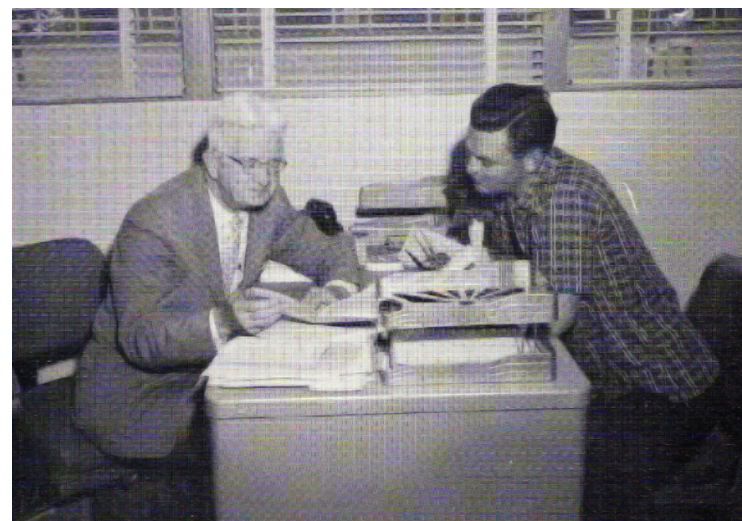
From its first year, Orange County State College enrolled students outside the two regular semesters. In summer 1960, 270 students paid tuition for fourteen courses at the Sunny Hills campus. By 1965, summer session expanded to one session of six weeks and one of four, with over 2300 students enrolled. Initially, Education majors encompassed the bulk of summer students but by the mid-1960s, liberal arts majors emerged as the majority. As many classes duplicated those offered in regular sessions, summer school could accelerate completion of degrees. In 1960 the college also established a program of extension classes during the regular semesters. Also tuition-based, it offered classes similar to those given in regular session to the public without requiring them to apply for admission into the college. Initially, the Fullerton High School adult education pamphlet advertised the few offerings. Fees remained modest in the early years, \$13-\$26 per unit. Although President Langsdorf wanted to keep this program modest in size to prevent detracton from the regular course offerings, enrollment grew to over 1,000 by 1964-65. All extension classes were held off-campus until 1963-64, a practice which continued on a more limited basis for years after.

All these programs and procedures culminated in one final product: students graduating with their college degrees. These numbered a grand total of five in a modest ceremony held at the Fullerton Junior College Student Union in 1960. Commencements were held in the Temporaries from 1962-64 and then at the Science Building. The status of speakers also grew, from County Supervisor William Phillips at the first ceremony, to president of the American Red Cross and former supreme Allied Commander in Europe, General Alfred M. Gruenther, in 1964.

The faculty at Cal State Fullerton grew almost as fast as the students. In the second year, the college added 110 full-time and sixteen part-time faculty. The ratio of students to faculty grew only a small amount in these



Ron Bristow, Registrar in the first decade of CSF organizing the registration process, and helping advertize the campus to potential students inside the newly constructed Temporaries. Below a student receives advisement from Dean Theodore Smith.





Five members of the first graduating class received their diplomas June 10, 1960. (l-r): Ryland G. Gibbs, Margaret Opsahl, Faye Corwin, Shirley Lee Saydman, and Joseph Stephens.



From 1962-64 CSF held graduations at the Temporaries. This particular building is one of the barracks purchased from March airforce base in Riverside.

years at CSF, reaching 15.17 in 1964/65, while growing to 16.29 system-wide. Though during the first year, the campus hired most faculty on a part-time basis, in later years a majority were hired full-time with the goal that they remain at the college. And most of them did. Hires in the first five years would produce two future presidents, several future deans, and department and committee chairs for years to come. The number of new faculty rose each year, until by 1965, the college retained 167 full-time and seventy-eight part-time faculty, who continued to meet the criteria of distinctiveness set in the first years. Over eighty percent held doctorates, the highest percent in any State College at the time; a quality personified in 1965 when the CSC system bestowed its Outstanding Professor Award on Miles McCarthy.

Several actions of the Faculty Council defined the role of instructional faculty in shaping the college. In 1960-61, the constitution transformed the body from all full-time faculty and administration to a representative organization of twenty-four persons elected at large. Professors served as council chairs, so the council quickly became in practice a Faculty Council. Two years later, faculty voted overwhelmingly to establish a statewide Academic Senate. The Council soon tackled basic questions which troubled relations between faculty and administration on other campuses. The establishment of departments was followed by a policy that faculty would elect chairs, rather than heads appointed by administration. The Council established procedures for faculty hiring, retention, tenure, and promotion, to give faculty initial power to recommend such decisions, while deans and the president held final authority to agree with or reject them. Finally, they set forth criteria which sought to balance teaching, scholarly research, and service to the campus and community as criteria for personnel advancement. This document would be periodically revised, with one of the earliest problems involving its mandate that no more than sixty percent of the faculty could hold advanced rank of associate and full professor; forty percent must be assistant professors or instructors (commonly called the 60/40 rule).

Full-time faculty taught twelve units per semester. Since new departments were eager to offer as wide a range of subjects as their counterparts at more established colleges, faculty often taught as many as eight different

courses in an academic year. Beyond regular classes, they offered independent studies and supervised graduate theses for individual students. They also advised students with majors or minors in their departments, as well as lower division students on general education, a job shared beginning in 1965 with the Office of Academic Advisement. Reduction of classes ("release time") for any of these duties or for service on Faculty Council and department committees was rare. Even the council chair, who sat on most council committees as well, received only three units of release time. Yet, for most faculty these additional tasks were more than offset by the feelings of satisfaction gained from being part of the formation and development of new programs, departments, and a whole new college.

A few sore points did emerge. One was the issue of individual office space. In the first years, faculty understood the space limitations imposed by the Temporaries. In some cases a whole division shared one large room. Multi-person offices continued to be the norm in the first permanent buildings. By 1965, this became a major complaint which the CSF administration tried to alleviate by convincing state officials to design single-person office space in later buildings. Another disgruntlement concerned pay. The typical steps to promotion included five levels of rank, but after the fifth level, faculty members could remain at the same pay rate for several years until they advanced in rank. Annual cost-of-living increases were more the exception than the rule, and in 1964, the Trustees and the legislature proposed a 1.8 percent reduction in salaries of associate, full professors and administrators, to offset the unequal salary hike from the previous year. This "Squiggle" depressed faculty pay for years before it was worked out. The state Academic Senate denounced it as a breach of contract with new and returning professors and asked the Trustees to call a statewide conference to develop better sources of revenue for faculty pay. Such suspicions that higher officials did not have the best interests of faculty in mind led to the formation of the Association of California State College Instructors (after 1959, Professors) (ACSCI/P) and chapters of the American Federation of Teachers (AFT) on some campuses. A poll in 1965 found a majority of State College faculty favored some form of collective bargaining to improve salaries and working conditions.

Fall 1963 saw the completion of the first permanent classroom



Dr. Seth Fessenden demonstrates audio aids in the Speech Communications facility.

building, initially known as the Science Building (soon after, the Letters & Science Building), which gave the campus significant space for an expanded enrollment. The prospect of lower division students in 1963 raised several questions about the general education program. Initially, the college adopted the state Education Code, Title V, which required forty-five units of classes in six fields, prescribing the number of units in each field but leaving specific classes to the student. Junior colleges provided most GE classes, though several departments developed lower division GE classes as early as 1960. In anticipation of a full GE program for freshmen, a committee of division chairs set up a second GE track which specified a few classes in each field for lower division students. In 1965, the Faculty Council reverted to mandating only broad areas and leaving students the "freedom and flexibility in selecting general education courses that will serve especially each student's need for breadth and enrichment." This would be only the first of several subsequent changes, as general education became an arena of debate over philosophy and departmental interests.

The admission of freshmen raised the question of admission standards. Prior to fall 1963, the college admitted students who had completed



Faculty worked together to deliver supplies to offices at the Temporaries.



Professor Hazel Jones (English) shows another vehicle for moving books and office supplies. She later became the first woman dean at CSF (Letters, Art, and Sciences, Humanities and Social Sciences).

two years of lower division education. Only four to six percent of applicants were rejected in the early years. Obviously such high admission rates could not be used for high school graduates. The Master Plan for Higher Education recommended that State Colleges admit the top one-third of high school graduates, but some colleges admitted a higher percent. Since Orange State College remained one of two colleges with a “clean slate” as far as admissions standards were concerned, the Chancellor’s Office and the Coordinating Council of Higher Education saw it as setting standards for the whole system. President Langsdorf and his staff and faculty agreed to use the Master Plan standard which raised the rejection rate by 1965 to ten percent. Within a few years, this criterion produced a student body that impressed many faculty as improved in its ability to meet the standards of discipline majors, exemplified by the launching of honors programs in several departments by 1965.

In the first six years of the college, its state budget allocation grew faster than its enrollment. In 1959-60, the college received \$267,729 from the State General Fund. Annual allocations rose steadily until by 1964-65 they reached \$4,128,581, an increase of 1470 percent, compared to a 967 percent growth in students. Such increases reflect a period in which higher education remained a relatively high priority in state spending. The Cold War and the Space Race focused public attention on the need for teachers and well-trained students and federal programs like the National Defense Education Act began to supplement state financing of higher education. During this period the budget for all State Colleges more than doubled.

Throughout the early 1960s, the state of California was generous in funding buildings on State College campuses. Capital Outlay funds were derived largely from the sale of state bonds. In 1962, two higher education bond measures appeared, Proposition 3 on the June ballot and Proposition 1-A in November. After defeat of the first, CSC leaders departed from their usual political neutrality. President Langsdorf distributed memorandums urging faculty and staff to promote the measure. Its successful passage facilitated the planning and construction of a series of buildings. The federal government helped this boom by passing legislation in 1963 that provided federal funds to public colleges for construction and student assistance, partially funding several of the campus buildings. The college as a whole had no office expressly

charged with raising funds from non-government sources. On the contrary, at the time the state framed the Master Plan for Higher Education, private and public higher education struck an agreement that the latter would do no fund raising except with alumni. Orange County State College in its early years remained a true “state-supported” institution.

These appropriations covered most costs of operating the colleges. Consequently, through the 1960s, State Colleges boasted that they offered “tuition-free” education, not a fully true assertion. Each college charged a material and services fee of \$33.00 per semester for full-time students and non-residents were charged \$90.00. Students and faculty paid parking fees and there were small fees for admission and registration. All these modest fees amounted to about ten percent of the allocation the college received from the State General Fund in the early 1960s.

Over eighty percent of General Fund expenditures in the earliest years went to personnel. Operating expenses, of which library books usually encompassed the largest share, took most of the remaining budget. Equipment consisted mostly of office machines, a tiny portion of campus expenditures. In the first year, allocations for administration and clerical staff salaries exceeded those for instructional faculty. The president earned a grand \$17,400 in his first year. By the fourth year of operation, instructional faculty represented well over half of all college expenditures.

For three years following their construction, the Temporaries housed nearly all college activities. This physical arrangement was at once cozy and constrained, offering an atmosphere of sociability amidst conditions of hardship. Faculty of various disciplines occupied a few large offices just across the pathway from administration. These conditions created a collegiality and mutual association that faded as the college grew. But such limited facilities also caused inconveniences. Social science instructors had to lecture over the sound of instrumental music classes next door. Some evening education classes met amidst the materials of organic chemistry. Additionally, the fellowship of as many as ten faculty in one office could be trying. Therefore, while early faculty would look back nostalgically at the atmosphere of the Temporaries, most campus personnel shed few tears when they moved into the comparative luxury of the Letters & Science Building.

The grandiose plans for a permanent campus received a boost in October, 1961, when the Trustees approved a policy of assigning a master planning architect to each college and gave them the choice of the State Division of Architecture or a private architect. Orange County State College chose the latter and named Los Angeles firm Smith, Powell, and Morgridge to draw up a new campus master plan in conjunction with a Campus Planning Committee. In 1962 this firm produced a Campus Master Plan. It projected 20,000 FTE but followed the main components of earlier plans: multi-story buildings, a central quad, and parking around three sides connected to two loop roads. It also reaffirmed that the first three buildings would be a science building, a music-speech-drama building, and a gym. Subsequent completion of these structures marked a triumph for Orange County State College in the bureaucratic game of maximizing building space from its enrollment. [see vignette]

The first permanent building completed, the Science Building, opened in fall, 1963. Planned since 1959, its construction in just four years became a process which garnered as much excitement as the completed building itself. The completed building encompassed six stories plus a full basement, each floor nearly an acre and the whole building about 300,000 square feet. This made it the largest classroom building in the State College system, purportedly one of the largest in the nation and the biggest structure



Students take a break to grab a quick snack from vending machines in the patio area, the first and only food service on campus until the 1963 fall semester.



Above is the Science building construction site prior to the decision to add a basement. Below: President Langsdorf with R. Jones, Construction Superintendent, looking at the basement area of Science Building.



in the Fullerton area. Its concrete wall construction and design, featuring continuous six-story windows on two sides and hexagon-shaped concrete grillwork on the other two, represented a departure from the State Division of Architecture's reputation for using "prison architecture" at State Colleges. It became the motif for future buildings into the 1970s and made this building an icon for the campus for many years. Though expensive for its time, its cost of \$5,761,586 seems modest several decades later.

Initially home to most activities on campus, the Science Building housed the college library, administrative offices, student affairs center, student government quarters, theater, art gallery, and offices and classrooms for most academic units. To fulfill such a variety of functions, a building primarily designed for natural science research and instruction underwent many rearrangements. Some rooms were cut up by partial-walls into cubicles that served as faculty offices. Even these were often allocated to two faculty, each of whom arranged their teaching and office hours to minimize joint occupancy. While faculty accepted such inconveniences as a necessary part of a developing campus, many found it harder to tolerate the frequent failures of building equipment. Escalators (which ran out of funding after the fourth



The new Music-Speech-Drama Building (r) was connected to the Science Building (l) by a bridge, the only one completed between buildings before budget restraints axed this feature of the Physical Master Plan.



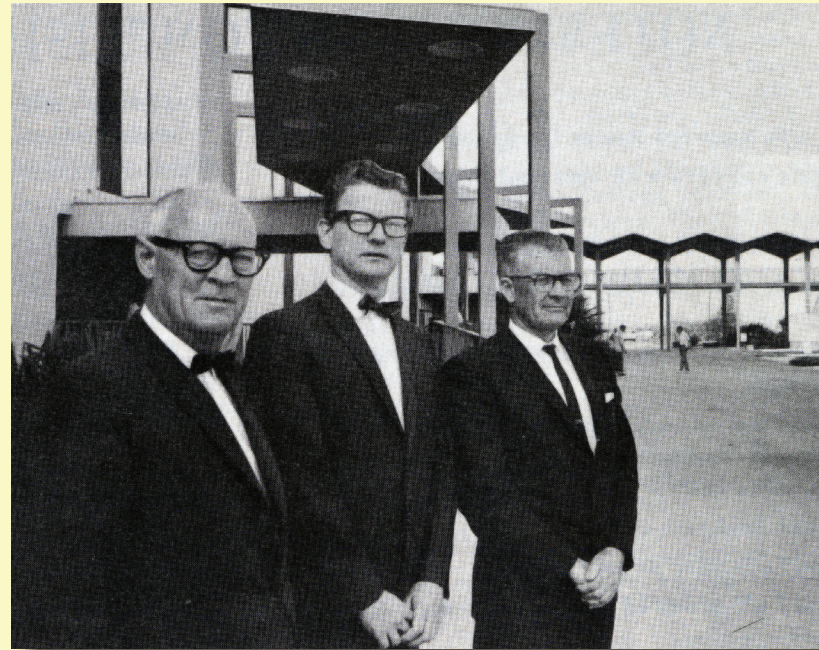
Science Building and campus, 1963. A partly-developed Nutwood Avenue runs along the south edge of the cleared area. The street off it to the south leads to dormitories under construction. An unpaved West Campus Drive winds north past nearly-completed parking lots and the beginnings of the Music-Speech-Drama Building. To the north is the dirt pile from excavating the Science Building basement. Temporaries are west of the baseball field and continued to house the main eating facility until 1966.

BUILDING THE MAXIMUM CAMPUS

Cal State Fullerton obtained unusually spacious buildings during its first decade due to the adroit planning of three people: President Langsdorf, Executive Dean McComb, and Business Manager Jack Lyons. Their strategy included the successful manipulation of state building formulas which allocated building size by projecting enrollment at the time the structure would be completed.

Postponing completion of any permanent classroom building for four years after opening the campus enabled them to accumulate sufficient actual and projected growth to justify the multi-story science building. But calculating enrollment into simple lecture rooms would not produce space as much as would planning for more specialized uses, such as science laboratories or performing arts auditoriums and rehearsal rooms. So the first two buildings were constructed, with the understanding that initially they would be used by all departments then gradually be converted to their specialized use. Langsdorf recalled a further way administrators augmented the space of the Science Building: "The soil of the site was so porous that they had to support the massive science building with 300 concrete piles, 35 feet down." Dean McComb convinced the construction company to convert the space created under the building into a basement, and then persuaded the state not to count that "excess capacity" as classroom space (initially it was largely used for the library).

McComb and Langsdorf met other needs by finding different definitions or rationales for an item. The state initially rejected offices for department chairs in the Music-Speech-Drama Building on the grounds that departments had not yet been recognized as primary units of organization. CSF officials changed the name of desired rooms to "conference rooms for student interns" and obtained office space. The original plan for the Science Building called for it to be air-conditioned with fixed windows. But state officials argued



(l-r) Executive Dean Stuart F. McComb, Business Manager Jack E. Lyons, and President William B. Langsdorf

that it was not located in a sufficiently "arid" climate to qualify for air conditioning. Dean McComb produced a regulation stating that any building with interior corridors and rooms was eligible. Consequently, the Science Building and several subsequent buildings were constructed with out hallway or classroom windows in order to obtain the necessary funding for air conditioning. Such a massive heating, cooling, and ventilating system required a basic plant, built west of the Science Building, and a network of tunnels, some large enough to walk through, distributing services to various buildings.



At the time, the Science building was the tallest structure in the area if not all of Orange County. Heating, cooling, and ventilating the multi-story building required the campus to build its own power plant. To the left is the Biology Greenhouse.

floor) failed to work as often as they functioned, as did the two elevators, in one case nearly costing the life of a student who needed to get to the fifth floor health center. Cost also proved detrimental to the hope of connecting all buildings around the quad with second-story bridges. Only one was built, between the Science and Music-Speech-Drama Buildings.

The opening of the Science Building did not mean abandoning older facilities. The Mahr House was used for Communications classes early in the 1960s, and its poor heating compelled some to wear long coats and bring hot coffee to class. The Temporaries housed Art classes, a few others, the Bookstore, and the campus snack bar. The Beazeley House was torn down by mid-decade. The Two other buildings on the original campus master plan included a music-speech-drama building and a physical education structure. The first, like the science building, was chosen because its ultimate use would bring greater space than a classroom building. The Music-Speech-Drama Building, also designed by the State Office of Architecture and Construction, owed its initial name to the campus policy of naming buildings for their



OCSC's first Baseball team with Coach Warren Beck (center) in 1962.

function, in this case one split among several disciplines. It contained three theaters, the largest of which was called the Little Theatre, an anomalous title for what would long serve as the campus's most spacious seated room. Music chair Joseph Landon and his faculty sought a 750-seat room, but state officials rejected the proposal on the grounds that no other state college maintained one so large. Completed in December, 1964, it was hailed as "a magnificent new complex . . . containing the best in stage, musical and cinematic facilities." The Little Theatre served as the main stage for campus dramatic and musical productions for the next forty years. Sought for large lecture classes and various campus events with such frequency, the President's Cabinet issued guidelines specifying degrees of use by various departments in 1966. Later the building was renamed the Performing Arts Building.

Constructing a Physical Education Building complimented the growth of athletic activities. In spring 1960, CSF hired Alex Omalev from Fullerton Junior College to begin a basketball team, and Paul Pastor to form a program of physical education. Most sports in these years involved intramural

contests. Initially informal games between clubs, they were soon organized into teams in basketball, touchball, softball, and tennis. A staff member of the Health, Physical Education, and Recreation Department, formalized in 1963, supervised these sports. The Associated Students' Athletic Commissioner arranged for officiating, arranging tournaments, and providing publicity.

In 1960-61, the college entered intercollegiate sports with a basketball team in the National Association of Intercollegiate Athletics (NAIA), which included several black athletes recruited by Coach Omalev from his home area of Detroit. The first four years remained an awkward arrangement as practice and home games took place in the Fullerton J. C. gym. But students formed a pep squad, and the team produced a record in its second year that it would never again match, winning twenty-four games. It went to the NAIA quarter-finals before losing to the top-ranked team in the league. This winning team featured such players as "All-American" Edgar Clark, Leonard Guinn, and Neale Stoner, who became CSF Athletic Director from 1972-1979. Even though the team often included only eight players, it compiled fifty-nine victories in its first three seasons.

Baseball also began early, though less dramatically. In 1961, students interested in forming a baseball team organized a club. The following spring, Professor Warren Beck of History volunteered to coach it. Under his leadership, the team played a limited schedule of games with small colleges in the area from 1962 through 1964. Games were played on a temporary diamond built in the same area in the area which became "Dumbo Downs." In 1964, the completion of a quarter-mile track allowed CSF to compete in intercollegiate track and cross-country meets. The men's tennis team played on courts built in the early 1960s. The Physical Education Department waited to enter an intercollegiate athletic conference or set up football until later in the decade in order to first establish more academic credibility and build the physical facilities to house multiple indoor sports and spectators.

The package of facilities for physical education phased in over several years. The first and largest part, the Physical Education Building, opened in September, 1965. Its main gymnasium included a standard intercollegiate basketball court and bleacher seating for up to 5,300. This feature ended the college's dependence on local junior college facilities for its basketball games

and served as the site of commencements and large audience campus events. The building contained rooms for other sports such as an Olympic-size pool and diving pool, which opened in 1966. One controversial feature involved the sculpture of Long Beach artist Claire Falkenstein that spanned much of the front of the gym, which some students derided as "the athletic plumber."

A library remained crucial to most educational programs, but giving it a substantial building was delayed until 1966 in order to build up the FTE to justify one the librarian and administration wanted. CSF hired a basic staff of five librarians in 1960-61. By 1962-63, its growing holdings and services filled two Temporary buildings, and its book budget grew from the meager \$20,900 in 1959-60 to \$400,000 by 1964-65. In 1963, the college became a partial repository for U. S. government documents which augmented state-funded holdings. The lack of older books and back issues of journals was especially frustrating to disciplines like History and the natural sciences. By 1965, the library held 75,000 volumes, almost forty-two volumes per FTE, but less than half the holdings suggested by the American Library Association for a student body that size. IBM cards acted as the beginnings of computerized



A sculpture by Venice artist Claire Falkenstein which some students derided as "the athletic plumber," followed the futuristic style of the Physical Education Building. This photo was taken after the Gym was renovated.



In the early 1960s the library set up the first computerized cataloging system using IBM cards.

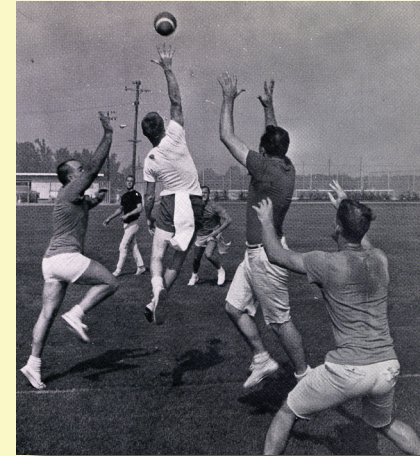
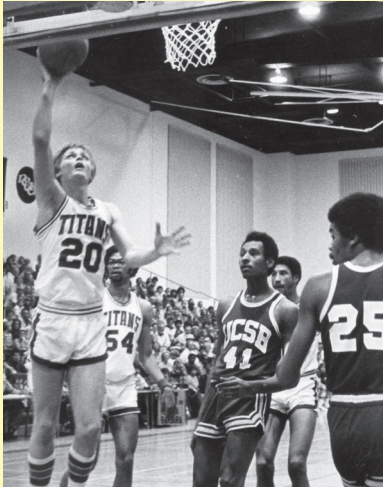
cataloging. By mid-decade the library eagerly awaited an augmentation of the 30,000 square feet in the basement of the Science Building into which this growing collection of books and services was squeezed.

The Master Building Plan located the Science and Music-Speech-Drama Buildings around a quadrangle with a central north-south walkway along its eastern edge. Much of this was in concrete with the assurance that repairs or changes in the utilities serving those buildings would not disrupt it, for the state agreed to build tunnels large enough for people to walk through housing all utility lines between permanent buildings. In 1964, the Board of Trustees appointed the Los Angeles firm of Cornell, Bridges, and Troller as

The photo below-left shows the east end of the Physical Education Building shortly after it was completed. The Hetebrink house is visible in the group of trees to the far right. Note the citrus field still visible in the background. Beyond is the first neighborhood to be built along Pioneer Avenue (now Yorba Linda Blvd.). Below is the south side of Physical Education Building under construction.



Early Intercollegiate Sports



Fight on, Titans

*Fight on Titans, All in the Game!
 Fight on Titans Glory and Fame!
 Fight team fight and play with all your might!
 'Tis for the mighty Titans, fight, fight!
 Now we're out to conquer or die!
 Win you Titans, hear our battle cry!
 Never give in, fight them and win for dear old Fullerton!*



Until 1965, CSF competed only in men's sports, and mostly low-cost ones like track and tennis. Intramural sports (upper-right) engaged most students.





Lucky students parked in a paved lot, unlucky ones had to maneuver potholes in the dirt field. The 57 freeway is under construction in the background.

master landscape architects for Cal State Fullerton. They began the process of installing permanent trees and developing a low rolling terrain to parts of previously flat groves. At President Langsdorf's suggestion, many of these trees included flowering or unusual species, providing a variety of lasting foliage.

The rest of the campus remained either undeveloped or was gradually converted into one of the college's most chronic needs: parking space. Dirt fields next to the temporaries served as the earliest parking lot. The first permanent paved lot was not set up until 1963, and some parking spaces remained unimproved until late in the 1960s. All students and staff shared these lots and paid a common fee. Those arriving too late to get paved spaces found themselves on terrain that one student complained resembled the aftermath of a B-52 raid, with holes big enough to swallow a motorcycle. Resident complaints led the City of Fullerton to ban parking on some adjacent streets which limited further options. One student, Harold Fields, challenged this ban by unsuccessfully appealing his one dollar parking ticket to the State Supreme Court. Faculty, however, succeeded in their efforts to obtain a separate lot.



Students and faculty shared the first parking lot on campus. The cost to get out of the lot was twenty-five cents, a fee some students thought unfair. As a result, the gate arm had to be replaced several times a day because of students crashing through it.

Faculty and staff demanded a separate parking lot, and in 1964 they gained one. Policing these lots and the campus were a few unarmed State College Police officers who functioned mostly as watchmen. From its beginning, campus officials predicted the site could not easily accommodate its projected growth and sought to augment its acreage. The most sustained effort involved the southwest corner of the campus, where the Fullerton Elementary School District owned seventeen acres it offered to sell for seven to nine thousand dollars an acre. President Langsdorf secured approval to acquire the land from the Chancellor and Board of Trustees, but the Department of Finance contended the college didn't need the land yet. By 1964, it decided the college could use it, but by then the price had climbed to \$44,000 per acre, which Finance declared excessive. By the mid-1960s, the golden opportunity to expand the campus by state purchase passed.

From the first semester of classes, students established a government, a newspaper, and organizations which gave the college lasting symbols of identity. Students began to formulate a student government only a month after the college began. In November, nearly seventy-five percent of the students voted to organize a government structure, the Associated Students, and elect officers. Students agreed to levy a student fee of \$9 per semester which would

Keeping the Campus Informed

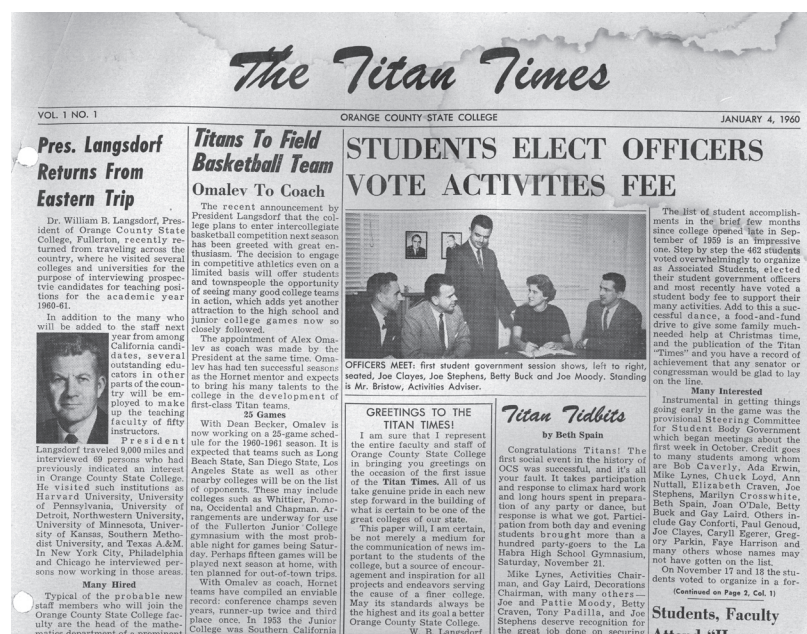
Less than two months after opening its doors, Orange County State College put out its first “house organ,” a weekly summary of campus activities, coming events, and announcements from the President and the Deans. In an effort to cover all segments of the small college, faculty and staff were invited to send items about their work or group activities to the Executive Dean, whose office published the newsletter. The college library distributed the newsletter during the first year. Once a mail system was established at the temporaries, a copy was put into each faculty and staff member’s box.

Like the college itself, the newsletter went through several name changes in both its title and the unit publishing it. Initially called the Orange County State College Staff Bulletin, its publisher changed to the Editorial Office in fall 1960. It became Faculty and Staff Bulletin put out by the Publications Manager in 1961, and a year later was named the Orange State College O-Rangements, published by the Office of Public Relations which began each issue with a calendar of upcoming meetings. In 1964, it changed to the California State College at Fullerton The Record, a title which it kept until 1977. Cal State Fullerton also put out a series of quarterly magazines carrying short articles about faculty, programs and community-related activities. The longest-running of these was “Continuum,” which went from 1969 to 1983 and was published by the President’s Office.

These and many other historical campus publications can be found at Special Collections in the Pollak Library.



Chuck Lloyd, one of the first editors who launched Titan Times, January, 1960.



The first issue of the student newspaper, The Titan Times. Volume I, No. 1, was published January 4, 1960.



An early Communications class that put out Titan Times. Professor William Maxwell is standing in the back.

accumulate to a major source of funds for activities. Also in fall 1959, the new government decided the campus should put out its own newspaper. January 1960, Chuck Lloyd and four other editors launched Titan Times. Tabloid sized, it came out on a weekly basis for the first five years. Dean Becker served as its faculty advisor until the hiring of a Communications professor in fall, 1960, who published the paper as the product of a journalism class. Local commercial newspapers completed the actual printing, first the Brea Progress, later the Anaheim Gazette. The paper emerged as a newsletter of events past and upcoming "Titan Topics" and a mouthpiece for student opinion on events local and worldwide. One year the paper ran a series on exporting the "freedom concept" around the world; the next year it attacked "free love." In 1968-69 it changed its name to The Titan, then the following years to Daily Titan.

In the first two years, student government established nine commissions, an AS Senate, and adopted a constitution. The commissions dealt with activities such as forums, publications, athletics, and organizations, each with a faculty advisor. One of their functions included the recommendation of student fund allocation, a mainstay of the embryonic intercollegiate athletics program, as well as many campus events. Major AS-sponsored activities included the first college dance in 1960, homecoming in 1962, and



Students gather at the first student dance to listen to the band.



Early in the Spring Semester of 1961 students elected the college's first royalty. Miss Caryll Egerer was crowned Basketball Queen at halftime of the O.C.S. vs. Chapman College game. Joe Moody, president of the Associated Students crowned the winner. Egerer was a senior and a member of the A.W.S. and a song leader. The dance was held after the game at Anaheim High School. The Queen's court included, Pat Kreske, Nancy Speakman, Sherri Hughes, and Carolyn Bridge.

the Day of the Titan in 1961. This last event, repeated each spring until the end of the decade, epitomized the simple and carefree atmosphere of the college's early years. An all-college event in which faculty, administration, and students attended in informal, sometimes ridiculous attire, it featured sack races, games and a pot-luck dinner.

The move to the permanent site in fall, 1960, triggered the beginning of student clubs. The administration encouraged them by adopting procedures for officially recognizing student organizations. By late fall, Senior and Junior Classes formed clubs, joined by two local Greek-named organizations, Phi Sigma Omega fraternity and Zeta Phi Lamda sorority. Another local frat, Delta Tau Upsilon and sorority, Delta Chi Delta, formed in 1962. Together these four spearheaded some of the most noticed activities of young students, with annual Rush events beginning in 1964. Two service clubs were also organized, the men's Oracles and the Associated Women Students, later named Oreads. Wearing common dress, these students served as official escorts to groups visiting the campus and were held up as models of the high ideals that Fullerton students strove for. Also in the service vein included a Human Relations Council, which sent delegates to local human relations conferences and the International Relations Club, which in 1961 sent delegates to the Model United Nations. By 1962, the campus boasted a variety of activities and interests organized into clubs, along with chapters of national honor



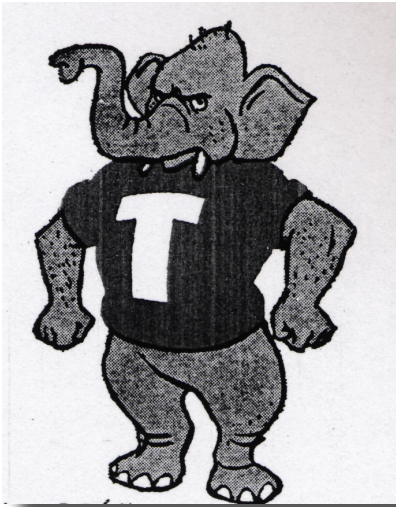
Members of the Sigma Phi Omega fraternity meet to conduct business. A sign of the times is represented in the suits and ties dress code.



The OREADS: Front row (l-r), Barbara Fischer, Chris Babcock, Gloria Doolen (corresponding secretary), Marilyn Morrison (president), May Wortham (vice president), Jackie Kinsley, Jeanne Jenkins and Sue Stuart. Back row (l-r), Dr. Joan Greenwood (advisor), Elke Mittman, Susan Yates, Kris Gough (recording secretary), Janet Malone Susie Van Sambeck and Marlyn Ballas. 1965.



Members of the Delta Tau Epsilon gather at their fraternity house.



In 1960, students chose the nickname "Titans" for Orange County State College at the urging of Dean of Students Ernest Becker, who was interested in Greek mythology. But no clear visual representation was created, though varied associations were considered such as the mythological giant and the Titan missile. After the 1962 elephant race, a cartoon elephant symbol was created by a Disneyland artist and was soon joined with "Tuffy," the name given to OCSC's entry in the race. Students adopted the symbol and name in 1966 as the school's official mascot and image.

societies such as Phi Alpha Theta in History and professional associations such as the Society for the Advancement of Management (SAM) in Business. Additional organizations included political affiliates of the major parties and several religious clubs such as the Newman Club and Titan Christian Fellowship.

In addition to forming a government and clubs, students in the early years selected the symbols which would convey to the general public the identity of the college. In fall, 1959, a student vote selected the school nickname: the Titans. They considered several alternatives, including the Rebels and the Aardvarks. But Dean Becker quietly lobbied for "Titans," the powerful Greek deities, one of several myth-inspired names given to various groups and buildings at CSF, mostly at his suggestion. Yet the first visual Titan selected by students was not a heroic human figure but the school mascot. Several animals were considered for this role, initially the Bassett Hound of basketball coach Alex Omalev, which wore a TITANS monogrammed coat to games. Following the elephant races in spring 1962, that beast seemed more appropriate as a mascot and the AS Senate voted as such the next year. The logo created by a Disneyland artist sealed its role and in 1966, Tuffy the Titan became officially accepted as the school mascot. By then it adorned campus



OCSC's first basketball coach, Alex Omalev. In only his second season, Coach Alex Omalev advanced the Titans five rounds into the NAIA playoffs in 1961-62. Omalev coached CSF basketball until 1972. Right: Students compete in a sack race during an annual "Day of the Titan" event. Below: E.N.D.E.B.P.A. (East Nutwood Dead End Blimp Pilots Association)



letterheads, matchbooks, notebooks, and car windows, and live elephants were periodically trotted out at campus events or games. In spring, 1960, the student council selected royal blue and white as the emblematic school colors, adding orange in 1962. In fall, 1964, a campus committee selected the first college seal, which students preferred over more modernistic alternatives.

One student activity of the early years overshadowed all these actions and other events in the mark it left on the campus: the nation's first intercollegiate elephant race. The evolution of this event was as bizarre as the race itself. Associate Dean of Students Ludwig Spolyar drafted a model constitution for campus organizations and for some reason used the hypothetical title of "Elephant Racing Club" for illustrative purposes within the document. This caught the eye of several students from the Phi Sigma Omega fraternity. Ernie Becker who had completed post-graduate work in India, suggested in jest to Jack Hale and other students, the idea of an elephant race to commemorate the Day of the Titans. Soon, a fanciful notion became an actual organization with a purpose of staging an elephant race during the inaugural Day of the Titans on May 11, 1962. At first, most students and college officials regarded this proposal as a joke, "a little whimsical tomfoolery," the Titan Times reported. Although the club sent entry invitations to fifty colleges, including Harvard and Oxford, few thought the event would actually take place. But some ERC members enthusiastically pushed the event and the college Director of Public Relations, Raynolds Johnson, issued a steady stream of press releases on the proposed race. In late April, a young officer at the Coast Guard Academy in Connecticut offered to enter its pet elephant, Whitey. By the time this offer was admitted to be just that, a white elephant joke, the Associated Press had made the race one of its ten top budget stories of the year, and over a dozen colleges joined Harvard in actually taking part in the race.

Upon realizing that OCSC was hosting fifteen campuses rather than chuckling over a prank, the dean of students and his staff spent a little more than a week frantically helping the ERC members to prepare the campus for the deluge of visitors and beasts. ERC members rented elephants from an animal farm in Thousand Oaks and a farmer cleared his large



Everett Moore, founder of the Orange State Elephant Racing Club (r) talks over the race with "mahout" Jack Hale and OCSC's entry, Sheba. Below: Dumbo Downs and some of the 10,000 spectators at the 1962 race.





A rider in Indian garb and his trainer charge toward the finish line as the crowd looks on.

leased field south of the Temporaries, rechristened “Dumbo Downs.” The east end still consisted of orange groves and delivery trucks closed the west end. Presumably, a wall of humans would keep the animals from straying to the north or south, though the college purchased \$1.1 million worth of insurance from Lloyds of London. The club drew up rules governing the contest and excluded the elephant tortoise entered by one college and two people dressed as an elephant submitted by another. Judges and elephant feeders (the latter from the Biology Department) were procured. On Friday May 11, twelve elephants with mahouts (riders) and trainers, most of them in Indian garb, lined up as if they were the culmination of months of careful planning. OCSC was about to witness the most celebrated event in its short history. [see vignette]

The most unfortunate legacy of the 1962 elephant race was the belief that an event with such spontaneous and fortuitous origins could be successfully repeated in future years. From 1963 through 1966, the Elephant Racing Club sponsored an annual intercollegiate elephant race, always in conjunction with Day of the Titan. Campus officials remained leery of potential liability for such races held at the college, so the 1963 race was held

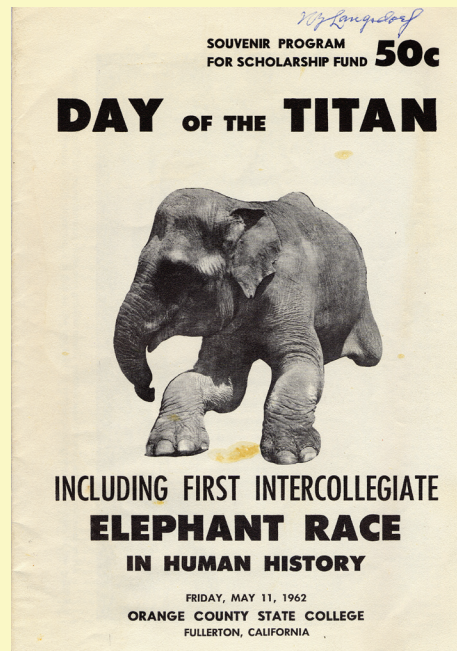


The second annual Elephant Race was held at the Los Alamitos Race Course before a crowd of almost fifteen thousand people. The proceeds of the ticket sales were billed as “Dollars for Scholars,” but audiences eventually lost interest and costs grew leaving the Elephant Racing Club in the red.

at Los Alamitos Race Track. An omen that this race would not generate the enthusiasm of its predecessor was the paltry response to extensive publicity. Although the audience was larger, between twelve and fifteen thousand, only eleven colleges entered and almost no invited dignitaries attended. The 1963 event lacked the original spirit of the race, and Titan Times criticized it as a “public relations man’s dream” which students “couldn’t have cared less about.”

Undaunted, the Elephant Racing Club tried three more events. The 1964 race returned to a vacant lot near the campus but with liability insurance that put the club deeply in debt. Less than twenty-five students showed up to clear the field and fewer volunteered to help in the race. The 1965 event, held in Placentia, drew a still smaller crowd and only two colleges besides CSF. The “race” in 1966 consisted of a single elephant walking down a few blocks of that town. Soon after, the Elephant Racing Club passed out of the scene as a viable campus club. Efforts were made to revive the race in 1975 and 1991, but neither event drew much publicity nor was either one immediately repeated.

Despite the frivolity of fun events such as the Elephant Races,



President Langsdorf's signed Program from the May 11, 1962 Elephant Race. Below: Orange State College rider, Jack Hale (l) presents the winning trophy to the winner from Harvard. The golden shovel reads "Super Duper Pooper Scooper."



The First Intercollegiate Elephant Race

From the start of the day, May 11, 1962 foretold a historic event. Cars lined up for miles along the few narrow roads serving the campus. By the time the race started, ten thousand spectators stood along Dumbo Downs and eighty-nine reporters assured nationwide coverage. The actual race was more a spectacle than an organized contest. Elephants, a motley group ranging in weight from seventy-seven pounds to three tons, were raced in three categories. Moreover, they inclined towards following their own instincts rather than the guidance of humans trying to get them to run down regular lines. Most of them never completed the course, some refusing to run at all. Eight races were staged; some essentially parades in which the animals carried water buckets and flags in their trunks. One moment of excitement came when the full-sized elephant from Long Beach State College broke into a gallop and veered ninety degrees into the spectators. Fortunately, everyone got out of its way in time and the driver eventually guided it back to the field. In the end, each of the animals received an award, with Harvard declared the sweepstakes winner (university officials later said because it was the oldest university present).

As the dust settled, organizers of the event celebrated a momentous occasion. What began in the spirit of frivolity ended in an occasion that drew far more people to the campus than any previous event. Widespread pre-event publicity attracted offers to participate from such persons as former vice-president Richard Nixon (then campaigning for governor). Stories of the race appeared in *Newsweek*, *Time*, and *Sports Illustrated* and provided nationwide recognition to a campus hardly known outside its immediate locale. This publicity had its debit side. Association with such an eccentric event coupled with the college's proximity to Disneyland produced a stereotype of a college with frivolous foundations. Associations such as "Disneyland Tech" and "Dumbo College" were the antithesis of the serious, academically rigorous image the staff was trying to convey. This race also established the erroneous notion that the campus nickname was derived from this event. Though whimsical in origin, the race soon became the event most frequently noted in the college's history, the day that "put Cal State Fullerton on the map."



The Orange County State College Foundation operated the first bookstore on campus. Besides books, students could also purchase cards, snacks, and other goods. Later services included watch repair. Below: Bookstore Manager Bob Ryan at Bookstore counter.



the young college confronted a variety of serious needs, such as providing food services and student housing, and selling textbooks, for which it could not use state funds. Therefore, in its first semester, the administration established the Orange County State College Foundation. This legal non-profit charitable corporation, in campus parlance, an auxiliary organization, was empowered to provide services, acquire and own property, to receive gifts, and to administer research grants and loans. A board of seven faculty and eight community members set Foundation policies; an example of the cooperation of community leaders in shaping CSF. The most important early operation of the Foundation was the Bookstore. Set up in September 1959 at Sunny Hills High, it operated sporadically there through the spring of 1960. Initially a branch of the Los Angeles State College Bookstore, by May 1960 it was operated by the Foundation, which employed a Foundation and Bookstore Manager. Located in the same building as the Library at first, it moved to one of the barracks bought from March Air Force Base in 1961. By the next year, its functions expanded from buying and selling textbooks to watch repair and running a snack shop.

Although the founders knew Cal State Fullerton would always be predominantly a commuter campus (consistent with most other State Colleges), housing for some students on or adjacent to the campus became a necessity early in its history. One reason emerged after Coach Omalev recruited several African American players. During the 1960s, most Orange County communities essentially excluded blacks, save for a substantial community in Santa Ana and smaller ones in Fullerton and Tustin, near the El Toro Marine base. Consequently, these students found it impossible to rent accommodations. This exigency could not have come at a worse time, for between 1961 and 1966, the Board of Trustees imposed a moratorium on any funds for college dormitories. Seeing no way of financing college-owned dorms on campus, college officials entered into ad hoc arrangements. They leased the ranch house of C. W. McCulloch on Placentia Avenue and in 1962 shifted some of its residents to one of the Beazely houses on the north end of campus, dubbed Titan Hall. In 1963, the college entered into a more ambitious and fateful effort to supply student housing when it arranged



Top left is CSF campus as developers envisioned it. Smaller X-shaped buildings are Othrys Hall. Large X-shaped are commercial center with office buildings and apartments to the east and west.

with a local development company, Cypress Park Properties, to lease a newly constructed building along Chapman Avenue for 120 student residents for one year. It was named Olympus Hall, for the residence of the Greek god Zeus. Business Manager Jack Lyons also entered an agreement with the company to build two dormitory structures, leased at a set rent for thirty years, at which time they would become part of the campus. Fittingly, these would be named Othrys Hall, for the mountain in Greek mythology on which Titans lived.

The developers needed no invitation to consider these dormitories. In 1959, sensing that a college which could enroll 50,000 students would have a huge impact on local property, they submitted a master plan to the City of Fullerton to develop much of the area bounded by Nutwood in the north, Chapman on the south, and Cypress Avenue and the projected freeway on the west and east, respectively. College Park Fullerton would include up to eight dormitories, apartment buildings, shopping facilities, a hotel-recreation area,

a non-profit research center, and the possibility of one or more additionally leased high-level buildings as needs increased. Hailed as “The Westwood of Orange County,” the plan envisioned a “complete city within a city” to “provide those supporting facilities of a non-academic nature utilized both by the college and the surrounding community.” One of the objectives of these planners was “to weld College Park with the Cal State campus so smoothly that visitors will not realize a demarcation line exists.”

These ideals fit well with the thinking of Cal State’s leaders. President Langsdorf had worried that commercial development near the campus would be unplanned and in poor taste, as had occurred near some other State Colleges. Westwood Village and UCLA represented as much a model to him as to the developers. The question of how a state-funded public university could enter into such a profit-driven venture with private developers was neatly answered by the College Foundation, legally authorized to contract

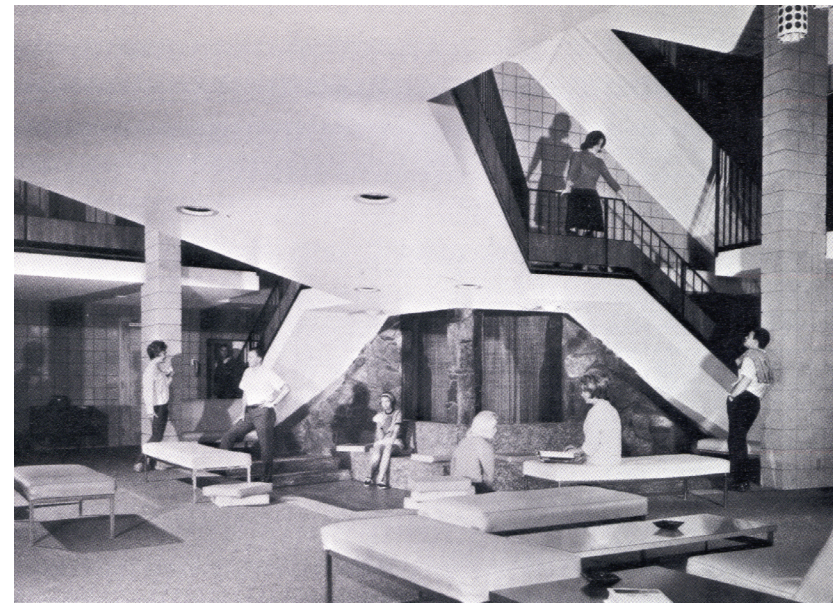


Located south of OCSC, the dorms at Othrys Hall were the first buildings of College Park. Below some female students pose to show what dorm life was expected to be like. A photo of one of the boys dorm rooms was probably closer to reality, however some of the "art work" hanging on the walls proved a little overexposed (if you know what we mean) and had to be cut from the book.



with private parties for such ventures. Jack Lyons, head of the Foundation in its first years as well as college business manager, conducted most of the negotiations. Construction proceeded quickly on the two residence halls, and the first opened in 1964, the second, a year later.

Aesthetically, they drew rave reviews. One art major declared then "beautiful from an artist's point of view." Television commentator Ralph Story saw the halls as "more a country club than a dormitory." The dorms were open to students of all backgrounds as well as those of Fullerton Junior College, as the administration intended them as a place where students could interact on both an academic and social level. Dean Becker hailed them as having a "sound educational value," providing typing sections, TV study areas, and eventually, a library, as well as a large open space for resident meetings. In the ensuing years when the project turned into a financial fiasco, it became difficult to recall the magnificence of the original vision.



The interior of the residence hall was large and unique looking for its time. The area provided students an area to meet, study, and socialize.



The 1960s Cold War Era is reflected in the Bomb Shelter sign above. OCSC housed the only Bomb Shelter in Orange County at the time.

Toward the end of the first year of college operations, President Langsdorf appointed an Orange County State College Advisory Board for consultation on “the improvement and development of OCSC.” Its eight (later twelve) members included several prominent local business executives, a union leader, and a newspaper publisher. The chairman was L. C. Marshburn, whose farms covered several thousand acres in Orange County. This group remained the chief community advisory body of the college, though several divisions, notably Science and Engineering, also established their own boards by the mid-1960s. One of the College Advisory Board’s first activities was to help plan open houses in 1960 and 1963. Staff and students in each division created displays of their activities for this event, which drew between 2000 and 3000 visitors. The Board was also instrumental in securing a joint community agreement in 1962 to re-name Cypress Boulevard as State College Boulevard. In 1965, the Board approved the formation of a Friends of the College organization to expand contracts between the college and the business community and regular people that “will result in beneficial integration of

community and school objectives.”

OCSC faced more serious challenges in its community than renaming streets in the early 1960s. The Cold War remained a major concern, epitomized by the declaration of the Science Building basement a nuclear fallout shelter as well as by the suspicion that Communists or their sympathizers lurked within America’s government and schools. One of the most vocal proponents of this idea was the John Birch Society, and one of its biggest areas of influence was Orange County. The early 1960s were a particularly tense period in which critics of government anti-Communist activities like hearings of the House Un-American Activities Committee (HUAC) in San Francisco became more outspoken, giving the issue greater visibility. The Board of Trustees unwittingly further heated this issue by selecting Buell Gallagher as the system’s first chancellor. His liberal past (Democratic candidate for Congress, officer of the NAACP) and his view that individual campuses could decide whether to allow Communist speakers made him a target of right-wing attacks. He resigned in 1962, but issues related to anti-Communism continued to surface at State Colleges, including Fullerton.

California institutions of higher education first confronted anti-Communism in the “loyalty oath” controversy of the 1950s over a state law requiring all professors at public colleges and universities to sign an oath that they were not members of the Communist Party or any subversive organization. The Board of Trustees reaffirmed state law and required all faculty to sign loyalty oaths as part of their contract of employment. Widely viewed by administrators and faculty as a formality, it never became a big issue at Cal State Fullerton. Whether alleged Communists could speak on campus remained a bigger issue. The CSC Board of Trustees debated such a ban but ended up leaving the question to each individual campus. President Langsdorf issued an order forbidding Communist speakers on campus. This act roused occasional debate and some editorials in the Daily Titan. The ban seems to have faded away, partly due to the creation in the mid-1960s of a Student-Faculty Public Events Board which had made most decisions on who could speak on the campus.

Orange County State College extended educational, civic, and



Experimental Theater were the earliest theatrical productions on campus. Plays were open to the public as well as faculty and students.

cultural programs to the community in its earliest years. History Department founder Professor Giles Brown gave weekly radio broadcasts as well as frequent lectures on world affairs. Political Science faculty conducted public meetings on the United Nations and served on local city commissions. In 1961, the Humanities Division sponsored a series of visiting lecturers, including Richard Armour and Elizabeth Drew. Speakers in years following included the popular semanticist S. I. Hayakawa and Senator Alan Cranston in 1964. CSCF became a charter member of the Orange County Human Relations Council and in 1964 co-sponsored the county's first human relations conference with Chapman College.

The Music and Drama Departments offered north Orange County a variety of cultural activities. In 1960-61, Humanities chairman Joe Landon established a Music Advisory Committee to help establish orchestral and choral



Students perform Early Dawn in the Little Theater.

performing groups. In fall 1961, David Thorsen directed the department's first major public presentation, a children's opera, "The Gift of Song," at Garden Grove High School. In the next three years, the department established in-service workshops for classroom music teachers, a summer workshop that drew over 100 teachers and a sixteen-week Saturday Conservancy of Music run by CSF faculty and members of the Los Angeles Philharmonic. In spring 1964, the Humanities Division sponsored an all-college Shakespeare Festival that featured lectures, exhibits, and presentations honoring the playwright, as well as two operas by the Music Department.

President Langsdorf did not initially plan to put on dramatic presentations due to the lack of facilities. But Professor James Young quickly adapted whatever he could find to create a "Living Theatre" in the Temporaries and offered plays to the public free. The casts included anyone

who came by. Props were gathered from front yards on trash collections days. A drama faculty was assembled by getting faculty positions or courses from other departments. While still in that makeshift theater, the Drama Department staged *The Crucible*. This depiction of the Salem Witch Trials came too close to contemporary anti-Communist activities for some local residents, sparking a spate of hate mail. But public performances continued, first in a "Theatre in the Sky" in the Science Building, and by 1965, in the new Music-Speech-Drama Building. The campus opened a Film Classics Series in 1964-65 with one film per month. These series were sponsored by the Library, Audio-Visual Department, and the Associated Students and though, short-lived, they represented another example of student-college cooperation to bring cultural experiences to Orange County.

By the end of its sixth year, faculty, administrators, staff, and students of California State College at Fullerton had built a growing and thriving college literally from scratch. They developed an instructional program that neatly merged the seemingly incompatible goals of providing professional/occupational training and a liberal arts education. They organized these programs into units that individually provided the specialized instruction needed for various careers and inter-related into a holistic educational experience. They admitted a rapidly increasing population of students and provided the services to make this education richer and more convenient. They constructed the core of a physical campus in which to carry out these missions and provide a base for serving many more students. Finally, they won the support of many significant residents of the Orange County area by shaping many of their programs and activities to the community's needs and interests.

All of these accomplishments reflected a remarkable degree of cooperation among faculty, administration, staff, and student leaders. This spirit captured the idea that all elements of OCSC comprised one community. From the first years, President Langsdorf tried to cultivate this congeniality among faculty and administration to facilitate cooperation. At the start of the second year, he procured funds from Hughes Corporation in Fullerton to put on a two-day conference of faculty and administration at Lake Arrowhead.

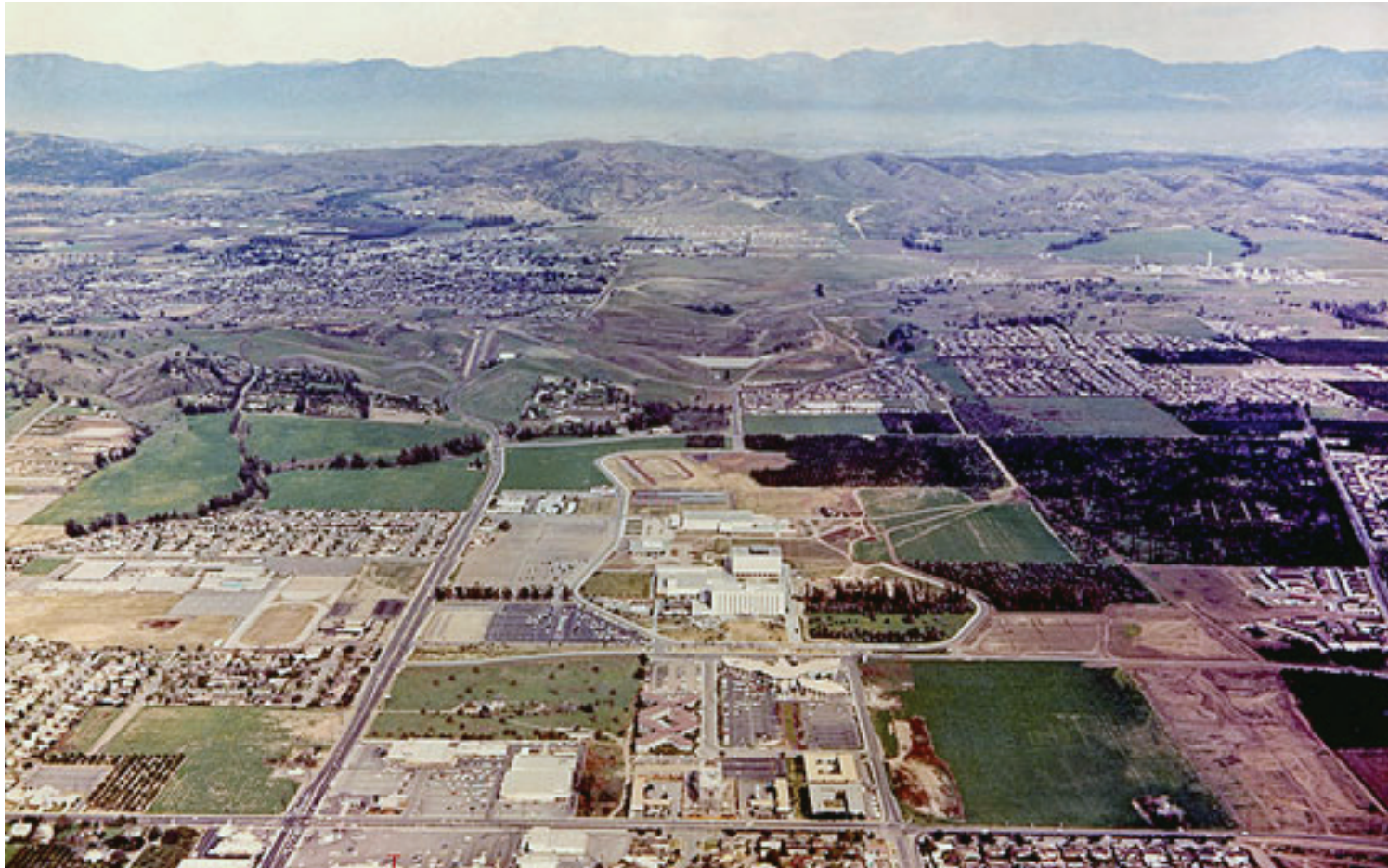
Initially, the small size of the college and its personnel enhanced this feeling of community. As the faculty grew and the campus became more diverse and specialized, this spirit became less a natural reflection of the college. By the second half of the decade, some wondered if it could be sustained.

Scene from the Merchant of Venice. This was the first play performed in the Music-Speech-Drama Building, and some wondered if it would suggest anti-Semitic attitudes on campus. But these fears subsided when a local rabbi defended its performance.



I graduated in June 1965 with a B.A. in speech and drama with emphasis on theater. While I attended CSCF, our theater productions were performed on the fifth floor of the Letters and Science building. The Spring semester of 1965 saw the completion of the Performing Arts Center, and two major plays were performed there during that semester: "The Thirteen Clocks" by James Thurber, and "The Merchant of Venice" by Shakespeare.

Alumna Deborah Moseley



By the mid 1960s Cal State Fullerton stood partly developed, partly under development and partly still under its original pristine condition, reflecting the area around it. The college (center) has been physically defined by unfinished campus roads on the east and west, but it has only one paved parking area.



Professor David Thorsen directs the choir at the 1965 Commencement exercises. At the end of its fifth year Cal State Fullerton 399 baccalaureate and 26 masters degrees with new construction forecasting much larger classes.