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The Presidency of Charles E. Glassick, 1977-1989: An Appraisal

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The Presidency of Charles E. Glassick, 1977-1989: An Appraisal

Description

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Intended as an overview of the Glassick years at Gettysburg, this pamphlet can be only the first word about this protean presidency. It is heavily based on the Glassick Papers in the college archives; oral history interviews conducted by the author and by students in his Historical Methods class in Spring 2002; and papers written by students in that class.

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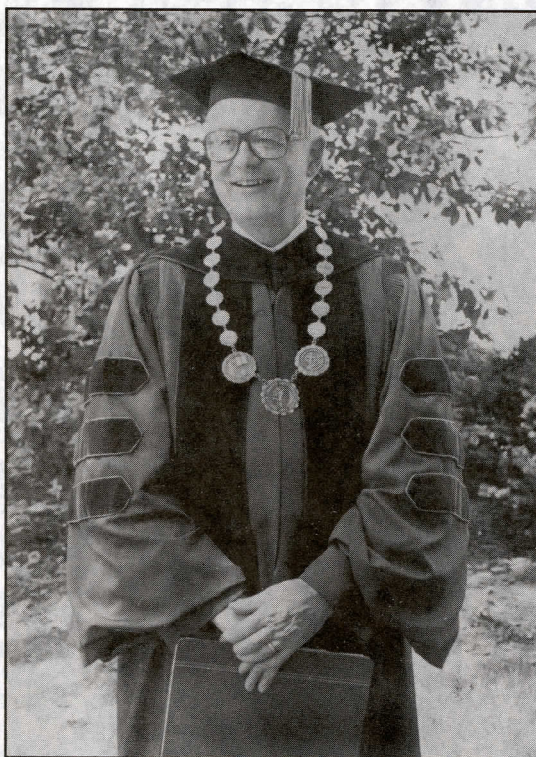
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THE PRESIDENCY OF CHARLES E. GLASSICK
1977 - 1989: AN APPRAISAL

**The Presidency of Charles Glassick,
1977-1989: An Appraisal**

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P R E F A C E

On August 1, 1977 Charles Glassick assumed his duties as president of Gettysburg College. With the 25th anniversary of that event approaching, it seemed appropriate to take stock of Glassick's accomplishments. This was an eventful presidency for Gettysburg, as the college began to identify itself less as a worthy, but modest, Lutheran institution of higher learning than as a national liberal arts college. The process of embracing a new identity was not always smooth, but under Glassick's leadership the college prospered. Gettysburg in 1989 remained committed as always to the liberal arts mission it had long espoused, but it did so with greater confidence and a stronger position compared with peer schools than ever before.

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I am grateful to many individuals for their contributions to this pamphlet, which will be presented to Charles Glassick at a college event marking the quarter-century anniversary of his arrival at the college. Gettysburg College library director Robin Wagner enthusiastically endorsed the notion of a Glassick celebration, organized the event, and helped fund this pamphlet. College special collection librarians aided my efforts and those of my research assistant, Keith Swaney, '04, to navigate the Glassick Papers. Swaney's contributions exemplified the excellent work college students are capable of. I am most grateful for the labor and good humor of my Spring '02 Methods students who worked on the Glassick project. Without their enterprise this pamphlet would simply not have been possible in its current form.

Emeritus Professor of History Charles H. Glatfelter read none of what follows—thereby freeing him from responsibility for any of my errors—but he merits thanks for spending an evening in April discussing with students in History 300 the events and personalities of the Glassick years. Political Science Professor Kenneth Mott gave an early draft of this pamphlet a thoughtful reading, making a number of helpful suggestions, as did Emeritus Professor of Religion Louis Hammann. Former Associate Provost Robert Nordvall patiently listened to my Glassick commentaries as we pedaled through hill and vale in Adams County. Along the way Bob offered numerous insights into life at the college during the Glassick era and made valuable suggestions for sharpening my

generalizations. Carla Pavlick, office administrator for the History Department, was as always patient, creative, and efficient in dealing with technical issues relating to this publication. I am grateful to the Gettysburg College Faculty Development Fund for financial support that made possible my travel to Georgia to interview Charles Glassick. The fund also helped subsidize publication of this work, as did the Provost's Office and the Friends of Musselman Library. I owe a deep debt to Charles Glassick, who readily signed on to the oral history project and whose hospitality, along with Mary Glassick's, during my brief sojourn in Waleska, Georgia, I will long remember. Above all, I am grateful to Glassick for being the kind of president he was. He did not make all the right calls, but he made lots of rights calls. His enterprising spirit infused and his strong stewardship changed Gettysburg College.

THE PRESIDENCY OF CHARLES E. GLASSICK

Charles Glassick served for twelve years as president of Gettysburg College—a relatively long tour of duty by comparison with his peers nationally. By the standards of Gettysburg College presidencies, Glassick's term was nothing noteworthy. Indeed, his tenure exceeded only three of his ten predecessors—Samuel G. Hefelbower, Walter C. Langsam, and Willard S. Paul. Yet college presidencies are not measured by longevity alone. In his time at Gettysburg (1977-1989) Glassick faced serious challenges and set ambitious new goals for the institution. Inevitably, he did not accomplish all of his objectives. He stumbled occasionally in important areas of governance. He failed to bring in the major gifts that every college president and development officer dream of. Nonetheless, Glassick's presidency was transformative, moving the college forward on many tracks, introducing new programs, raising standards for faculty and enhancing quality of life at Gettysburg. In so doing Glassick advanced Gettysburg's reputation as a national liberal arts college.

GROWING UP IN A RIVER TOWN

Charles Glassick was born in September 1931 in Wrightsville, Pennsylvania, a York County river town with a population of about 2200. Much of the community's livelihood and recreation connected it to the Susquehanna River which it bordered. There were iron foundries in Wrightsville, where the town's black and Mexican population found work, and there was a small downtown with family groceries and other small retailers. Wrightsville was a close-knit and insular community, the kind of place where, as Glassick later recalled, "the guy in the soda shop on the corner looked after you and worried about you just as much as your mother and father did, and if something happened to you, he would see that you were cared for." People stayed close to home. Young people attended local schools, local churches, and spent most of their free time in the neighborhood. Entertainment and more serious shopping entailed walking a mile over the bridge to Columbia, with its movie theater and more extensive shopping district. Glassick remembered few visits to the nearby city of York, roughly twelve miles away, and even fewer to equally accessible Lancaster.¹

Glassick's growing-up years were Depression years. The standard of living everywhere entailed few of the appliances we take for granted today. Yet Wrightsville was a comfortable place to live if you were an Etzweiler or a Glassick. Melva Glassick's father—Charles's grandfather Edward Etzweiler—made a good living as the local undertaker and furniture store owner. Glassick's father Gordon worked for his father-in-law, as did young Charles during his

adolescent years. The family took pride in the senior Etzweiler's standing as one of the first citizens of Wrightsville, and in their patriarch's handsome home.

Charles Glassick was a good student and an avid reader, but as was typical of the times, his passion was sports. He was an avid Ted Williams and Boston Red Sox fan, and followed the Philadelphia ball teams on the radio. Because he was slightly built he was never a standout on any school athletic team, but he could at least claim to be one of "the guys" on the basketball court, hiking the nearby hills and fishing on the Susquehanna. As a boy angler, Glassick recalls, he was "something of a legend in my own time." Aside from engaging in the typical adventures of a small town boy, Glassick spent a good deal of time in church. The family's connections were Evangelical, Brethren, and finally Methodist (a function of church mergers; the Glassicks never changed their church pew). Glassick remembers "hours and hours and hours" of activities on Rally Day, and of course regular stints in Sunday school. He does not recall any particular emphasis on doctrinal issues like predestination, nor any angst about the state of his soul. His religious life was part of the everyday landscape.

Wartime did not dramatically affect the Glassicks because no member of the family was in harm's way overseas. Glassick's father served in various capacities in Civil Defense, while Charles performed with gusto the usual patriotic chores expected of the boy scout he was: collecting scrap metal, newspapers, and tin foil from gum wrappers, as well as seeds from milkweed (which were used to pack life vests). He also purchased war stamps and participated in civil defense maneuvers.²

With the war over, "normalcy" meant the usual run of high school activities—and then, in 1949, college. A 98-point average student, Glassick knew he was going to get further education; the question was where. He spent no time browsing through view books or game-planning with parents or guidance counselors. "It was just assumed" he would attend one of two nearby colleges: Millersville State Normal School or Franklin & Marshall. His high school principal pointed Glassick towards F&M, and that is where he matriculated. Glassick's first visit to campus coincided with his orientation at the college in the Fall of 1949.

STEPPING STONES

As a commuter to F&M (a money-saving decision), Charles Glassick was not active in many organizations at college, but he did join a fraternity, Phi Sigma Kappa.³ At Franklin & Marshall Glassick gravitated towards chemistry as his main academic interest. He had developed a passion for that subject in high school, assisting his teacher in labs. Working closely with several chemists at F&M confirmed his commitment to the field. Glassick recalls his college years

as “curious” in that their outlines differed from many of his classmates. Because he commuted and associated on campus with World War II veterans, he avoided the usual run of freshman customs. Because his father died while he was at F&M, he spent considerable time back in Wrightsville during his middle years at college. Because he married in his senior year, to a home town girl named Mary Williams, he didn’t engage in the usual fraternity house banter and bull sessions.⁴ And because he knew from the beginning that he wanted to be a chemist, he devoted his intellectual energies almost exclusively to that one subject. It paid off, because Glassick’s labwork earned him the respect of his professors, who steered him to Princeton University for graduate study. In the Cold War, science education was a priority, and Glassick readily garnered ample funding for his studies.

At Princeton, Glassick rubbed elbows with classmates who had attended prestigious universities from across the United States. But he found he could hold his own with them, in good measure because of his extensive lab experience at Franklin & Marshall. Because the graduate system at Princeton entailed no requirements or even required courses, Glassick focused his efforts on preparation for his comprehensives and on his research agenda. His mentor at Princeton, Richard Hill, set a standard of spending long hours in the laboratory—a standard which Glassick absorbed and lived by through receipt of his Ph.D and a first job in industrial chemistry.

With his doctorate completed by 1957—a propitious moment in an era of Cold War science—Glassick had many options. He wanted to be an industrial chemist, and he wanted, if possible, to remain close to his and Mary’s York County roots. Turning down offers from Eli Lilly in Indiana and Procter & Gamble in Cincinnati, Glassick accepted a position at Rohm & Haas in the Philadelphia suburbs. The Glassicks soon moved to Levittown, the newest of the three recently constructed (and wildly popular) developments designed by the Levitt Family. (The others were on Long Island and Willingboro, New Jersey.) There Charles Glassick might have remained, moving up the corporate ladder, but for an opportunity proffered him by the chemistry department chair at Temple University to teach night courses at the university’s Pennsbury Center. In his evenings with non-traditional students Charles Glassick found his metier. “Those were my best days,” he recalls, “when I was going to teach that night.” After several years working for Rohm & Haas by day and teaching several nights a week for Temple University, Glassick made a permanent move into academe, accepting an Assistant Professorship at Adrian College in Michigan in 1962. Glassick remained at Adrian until 1967, when he served as an American Council on Education (ACE) Fellow in academic administration at Fresno State College in southern California—an experience that proved to be one of the great turning points in his life. Not only did the Fresno State experience reinforce Glassick’s interest in college administration, it introduced him to one of the

formative influences on his career, Fresno State's President Fred Ness. Ness was an ideal mentor to Glassick. He structured Glassick's time so that he could spend six or more weeks in each major office of the university. This was "an eye-opening opportunity for me," Glassick later recalled. In his ACE year Glassick learned the mechanics of student affairs, finance, and other elements of the university about which he previously had little knowledge. Charged with following a particular idea through the faculty governance structure, he came to appreciate just how intricate was the business of making things happen in academe—and how much he wanted to be a mover and shaker at some level in college administration. In addition to the academic mentoring, Glassick gained, with Ness's tutelage, a new appreciation for literature, classical music, and fine arts. The year as an ACE fellow turned out to be the liberal education that Glassick had largely avoided embracing at F&M and Princeton.

Because of his new interest in administration, and with Ness's help, Glassick applied for and was offered a position as vice president of the Great Lakes College Association, a consortium of ten small midwestern schools. In his year as a consortium executive Glassick travelled extensively, visiting each of the schools with the intention of promoting cooperative initiatives. During his time on the road Glassick began analyzing more intently the nature of liberal arts colleges. "What's different about them, what's the same?" he later recalled thinking. "What's special about Kenyon that's different from Ohio Wesleyan? Why does Oberlin have the great reputation it does? In each institution I would probe into those questions."

Living in Ann Arbor and spending most of his time on the road, Glassick never felt an integral part of any of the colleges he worked with in the Great Lakes consortium. He needed colleagues and a home campus—which led him to accept an associate deanship at Albion College in Michigan, and sooner than he anticipated, the academic vice presidency there. Financial problems and friction with certain administrators at Albion soured Glassick, however, and when in 1972 the Provost position came open at the University of Richmond, Glassick applied and was selected. The Richmond years proved critically important, not least as his final stepping stone towards the presidency of Gettysburg College.

Working closely with President Bruce Heilman at Richmond Glassick helped redefine the mission of that venerable but for many years sleepy institution—thanks to a \$50 million gift by pharmaceutical magnate E. Claybourne Robins. It was Glassick's task as academic vice president at Richmond to help re-envision its future and spend the largesse that made this possible. Working closely with faculty and fellow administrators, Glassick hosted retreats, helped draft reports, and presided over a three-day faculty meeting that "hammered out a future" for the university, which until the Robins money arrived was a place much like Gettysburg College. Glassick and his Richmond colleagues sought to

build the institution's reputation by establishing new programs of distinction. But more was involved than new programs. Faculty salaries were substantially increased, and expectations for faculty scholarship were raised as well. The library was renovated and substantially expanded. New scholarships were established. Consolidation of the men's and women's campuses was accomplished. The law school was strengthened. Richmond was on its way to a new identity and a new standing in the liberal arts college universe.⁵

For Glassick, the five years at the University of Richmond were professionally and personally rewarding. He was respected, well paid, and influential. In the course of his partnership with President Heilman in building a new Richmond, he learned much about academic leadership. Heilman accentuated the "value of always being positive, always being supportive, not making any quick decisions, taking your time with things, but not delaying decisions, either." Heilman demonstrated the importance of cultivating and managing the board of trustees—for example, by involving the board deeply in the affairs of the institution without compromising the independence of the faculty in its realm. Glassick recalled that Heilman "taught me how to entertain people, how to keep them happy." And he reminded Glassick of the importance of outreach and fund-raising. The fifty million dollars that E.C. Robins and his family showered on the university was only the beginning of an ongoing fund raising effort that would make possible further progress and the implementation of new ideas. Glassick learned other lessons at Richmond, including some related to the underside of college life—for example, how to manage feuding and dysfunctional departments and disgruntled faculty. He concluded that in most cases, he could never eliminate dysfunction. Instead, he would "go over here to this department where we can do something"—spending valuable time and resources where he was more confident good things would result. From each of his experiences at Richmond, Glassick would carry something on to his next job in academe, as a college president in Gettysburg.

THE GETTYSBURG CONNECTION

By the mid-1970s Glassick concluded that he wanted to follow in the footsteps of his mentors Fred Ness and Bruce Heilman and seek a college presidency. Alerted by Ness to an opening at Hartwick College in Oneonta, New York, Glassick applied. Shortly thereafter Gettysburg College advertised its presidential search. Given his wife's and his preference for a Pennsylvania home, the Glassicks were in ready agreement that Gettysburg was the best choice for them. "Gettysburg," he recalled, "was our kind of institution. . . . It just looked right to me." As matters turned out, Hartwick concluded its presidential search before Gettysburg did, and offered Glassick the post. Forced to make a critical decision, he took a calculated risk that Gettysburg would come through for him.

Glassick declined Hartwick's presidency, confounding its trustees by admitting he had no other offer in hand—only hopes that Gettysburg would choose him to succeed Arnold Hanson.

Within months, Glassick's bet paid off, as the Gettysburg job materialized. To Glassick's surprise and consternation, however, he was offered a salary ten thousand dollars less than he was already making at Richmond. When he pointed this out to the Gettysburg trustee who tendered the job offer, the board member, obviously uncomfortable, said he could offer a generous expense allowance, but the college simply could not match the salary Glassick was making. In the end, Glassick determined that the presidency of Gettysburg College was the right career move for "the little boy from Wrightsville." He would take a deep breath, accept the reduced salary, and prove his worth for salary increments down the line.

CHARTING A NEW PATH FOR GETTYSBURG

Gettysburg College in 1977 was a college in need of a fresh vision and dynamic leadership. The retiring president, Carl Arnold Hanson, had served honorably for sixteen years, overseeing several important building projects and steering the college through the troubled waters of Vietnam protests and conservative backlash. Thoughtful and dignified, Arnold Hanson was well respected by the faculty and by his peers among college presidents. Because he was uncomfortable glad handing or fund-raising, Hanson spent little time off campus shaking the money tree. Unfortunately for Gettysburg, few major donors serendipitously knocked on his door to bestow largesse. The college's endowment in the mid-1970s was, consequently, barely \$4 million—far below schools like Bucknell, Lafayette, Franklin & Marshall, and others with which Gettysburg College wanted to be compared. More alarming, a capital campaign to build a \$5.5 million library was stalled, far from its goal. Conservative trustees and other potential benefactors who had tangled with Hanson on athletics and student protests, among other issues, simply kept their wallets closed when the president solicited their support. It was clear, according to several observers, that unless someone jump-started the campaign, there would be no new library. And the obvious person to do the jump-starting would be the new president.

C.A. Hanson had given trustees ample notice of his retirement plans and Charles Glassick was duly installed in the president's office in August 1977. As the incoming president of Gettysburg, Charles Glassick could take comfort in knowing that the institution had been well managed under Hanson, and in learning that the college's modest endowment was not fully representative of its true fiscal position. Befitting the conservative administrator he was (always fearful that hard times might require belt tightening), Arnold Hanson had

consistently maintained a “year-end position” that kept the college in the black. His accumulated annual surpluses totalled over \$10 million. Within months of assuming the presidency, Glassick pumped roughly seven million dollars of the Hanson fund into the endowment, once he had put his stamp on the trustee committee that would manage the money. The rest he designated for the plant’s building fund.⁶

The so-called “rainy day fund” was no panacea for a lagging library campaign or the substantial dollars that would be needed to upgrade facilities, beautify the campus, and provide competitive financial aid packages to students that Gettysburg most wanted to attract. Active fund-raising was called for. From the outset of his presidency Glassick made clear his determination to raise money. Like many adept academic fund-raisers, he looked at what he was doing not as a necessary evil but as a positive good. It was also essential to the institution’s survival and advancement. Glassick’s *modus operandi* for fund-raising entailed no bells and whistles. He understood that he had to expand the development office, which in 1977 encompassed two full-time fund-raisers. He had to professionalize and computerize its operations. Most important, he had to lead by example by taking an aggressive approach to soliciting support for the college. For some members of the Hanson team Glassick was too aggressive. In one instance, shortly after taking office in August 1977 Glassick solicited a wealthy Hanover alumnus for a substantial gift. When the prospect declined to make the gift, Glassick was chided by on the ride home by the Development Director for being so ambitious in the amount he asked. That individual (a holdover member of C.A. Hanson’s senior staff) did not remain long on the college payroll.⁷ In another instance, Glassick heard that a millionaire senior trustee had voted against his candidacy for the presidency and in general was contentious about college policies pursued by C.A. Hanson. “I’m going to win that fellow over,” Glassick told an associate.⁸ Through consistent cultivation, the trustee in question was indeed “won over.” During Glassick’s administration he made substantial, if not munificent, gifts, including a lectureship in public affairs, rare string instruments, and an endowment for chamber music. In one instance, on a trip to Florida seeking a major gift from an alumnus who was a veteran surgeon, Glassick was interrupted during his spiel by the alumnus when he lit up a cigarette. “I’ll be damned if I’m giving a penny to Gettysburg College if its president is stupid enough to smoke,” the alumnus sputtered. He continued: “I’ve opened up too many chests and seen what smoking can do. When you stop smoking you can come back and talk with me again.” At this point Glassick put out his cigarette, asked Alumni Director Robert D. Smith to get him some life-savers, and announced he was quitting smoking for good. And he did. (The gift he solicited was subsequently made, albeit not at the level the president was hoping for.)⁹

When it came to foundations Glassick was nothing if not persistent. His correspondence is replete with letters seeking gifts of \$50,000, \$100,000, and more—requests that were more often than not turned down. Glassick often fired back responses after initial rejections thanking the foundation in question for its consideration and asking what he could do to strengthen a reapplication. In a surprising number of cases, the foundation eventually came through with a healthy if not necessarily mind-boggling gift. Similarly, Glassick actively cultivated his board of trustees, offering hospitality, good cheer, and outright flattery in seeking gifts for a given enterprise. He followed up on leads offered by members of his board about wealthy individuals who might have an interest in the college. In some instances, as in the case of A.N. Pritzker, the hotel baron, positive interaction led to board membership. Unfortunately, few of the really wealthy people Glassick cultivated remained deeply committed to or invested in the institution. But looking at the big fish that got away misses the larger point that during Glassick's regime the college raised substantially more money than it ever had before. Successes included bringing to fruition the library campaign (thanks to a million dollar gift from the Musselman Foundation and substantial grants from both the Dana Foundation and the Pew Memorial Trust), gift-driven renovations of important campus buildings, and an impressive capital campaign launched in 1981 and completed in 1985—the latter tallying nearly \$13 million in cash and another six and a half million dollars in commitments. Total annual giving rose from less than \$1 million a year in the early 1970s to more than \$5 million annually in the late 1980s. Gettysburg's endowment, standing at \$4.5 million at the close of Arnold Hanson's presidency in 1977, exceeded \$35 million by the close of Glassick's presidency in 1989.¹⁰

A NEW LEADERSHIP STYLE

The first things many long-time faculty and administrators remember about Charles Glassick's presidency are his friendly demeanor and his hospitality. Glassick made a point of greeting students on campus, attending athletic contests (especially if the team happened to be having a good year!), and making himself accessible to all members of the campus community. He periodically attended Student Senate meetings and met with Senate presidents on a regular basis. Glassick, Andrew Ruyman, '83, observed, "was easy to talk to and genuinely interested in my concerns as Student Senate President." Early in his presidency Glassick told a group of students that they should consider the president's house on West Broadway "their house" and visit any time for cookies and conversation. One student, Lovette Eichelberger, '79, accepted Glassick's offer, bringing several friends with her for support and knocking one evening on the president's door. Glassick invited the students in and a pleasant soiree ensued. During the Glassick years sorority members felt comfortable hiding

their “sisters” during pledge events in the president’s residence, while fraternity men in the neighborhood once carved the greeting “Hi Chuck” in the Glassicks’ snowy yard. Nor was it simply a matter of meetings with a few student leaders, or indulgence of student hijinx. Students from the Glassick era routinely interacted with the president and found him, as Joseph Lynch, ’85 recalled, “very friendly. . . . I think he put a nice face on the campus.”¹¹

Accessibility marked the Glassick approach to the presidency, but it was more than accessibility. He cultivated *sociability*, inviting every student, every faculty member, and every member of the college staff to dinner at his house during the early years of his presidency. After sixteen years of austerity under C.A. Hanson, the Glassick presidency was a breath of fresh air for many members of the college community. All of the entertaining put an enormous strain on the energy and hospitality of his Glassick and his wife Mary (not to mention their budget)—but in retrospect, they both say it was one of the most valuable and beneficial things they did at Gettysburg College. During the Glassick years, the president’s parties became a hallmark of Gettysburg hospitality. To the amazement of many long time Gettysburgians, alcohol was served—something that was rarely if ever part of any college event during preceding administrations. Students and staffers benefited also. The dining facility was substantially renovated and new menus prepared for everything from snacks to formal dinners. It was under Charles Glassick that Gettysburg’s reputation as a “good place to eat”—reinforced during the presidency of Gordon Haaland—first took root. All told, it marked “a total change of atmosphere” from the Hanson era, recalled long-time English Professor Robert Fredrickson.¹²

There was method behind all of this. Glassick “wanted to be liked,” as more than one observer has noted, and throwing good parties was one way of accomplishing that objective. But more than that, making people feel good about the institution was part of the president’s job—a lesson he had absorbed from Bruce Heilman at the University of Richmond. Glassick knew that the better Gettysburgians felt about their school, the more likely they would take out their checkbooks and express their appreciation in tangible ways. And as the receipts were tallied during the Glassick years, his intuition was proved right.¹³

As a manager, Glassick’s was well organized and in control of his shop. He was a stickler for regular staff meetings, as well as one-on-one time with his executive assistant and his cabinet of aides. “He had very clear expectations,” former executive assistant Julie Ramsey recalled. He regularly listed his own goals as president in a given year, and he required his staff to do the same. While Glassick delegated responsibility to his senior aides, he expected to be kept informed of progress on a given initiative or enterprise.¹⁴ His was manifestly a hands-on kind of administration. At its most extreme, it suggested, according to one former aide, a “controlling” nature. “For example, if he didn’t

like the way you were presenting yourself, whether it was through your dress or something displayed in your office, he would let you know.”¹⁵ Glassick, moreover, was not shy about setting priorities. Julie Ramsey, Glassick’s executive assistant, recalled one instance where she was uncertain about her responsibility for a meeting with the Board of Trustees in which a particular issue was going to be deliberated. “You’re not there to make sure that I’m doing what they want me to do,” Glassick told her. “You’re there to make sure that they’re doing what I want them to do.”¹⁶

In order to accomplish his goals as president—which meant, at bottom, moving Gettysburg onto a more ambitious playing field in higher education—Glassick knew he needed to reshape the college’s board of trustees. He viewed the board as insular and overly satisfied that Gettysburg was doing fine. Too many of the board members were making minimal gifts to the institution, and this too had to change. Glassick resolved to build a more national board and a more diverse board in terms of recruiting women and minorities. During the Glassick years, alumni remained prominent, even dominant, on the college’s board of trustees, but the range of members’ backgrounds broadened, with more corporate executives and CEOs showing up on trustee rosters. Glassick’s papers demonstrate the degree to which he cultivated both older and new board members, by keeping in regular correspondence with them, suggesting levels of giving, and when it seemed appropriate, finding ways of having the college honor major donors.¹⁷

LEARNING TO COPE WITH THE DOWNWARD SLOPE

Asked a quarter-century later to recall the central problem he encountered as he assumed the presidency of Gettysburg College, Charles Glassick observed, with no hesitation, that it was demographics.¹⁸ The last cohort of the baby boom generation was entering college about the time Charles Glassick assumed the presidency. There would be no “echo boom” until at least the late 1990s. How were small liberal arts colleges going to cope with the “downward slope” as one widely cited essay on college admissions had put it? The answer for some schools, including leading liberal arts colleges like Bowdoin and Carleton and neighboring Franklin & Marshall, was to reduce the size of the student body. Glassick was convinced that this was going to be necessary for Gettysburg as well. Otherwise Gettysburg could not maintain quality. The problem, for a tuition-dependent institution like Gettysburg, was how to accomplish such an objective without compromising financial stability. Glassick studied the demographic projections for higher education, revamped the admissions division at Gettysburg in the guise of enrollment management, and assigned staffers to chart the implications of reducing the student body at Gettysburg by 100 students or more in a given class.¹⁹ Haunted by projections

of a smaller college-age cohort in the 1980s and 1990s, shrinking the student body was bruited through much of his presidency. But shrinkage never occurred. Part of the reason for this was that trustees were wary of a change, part was related to the college's ability to raise tuition substantially in the 1980s and attract more, rather than fewer, applicants. The paradox of being both more expensive and more attractive proved one of the distinctive features of higher education in the 1980s. As the college's former financial aid director, Salvatore Ciolino, later recalled, "the premise was simple: people equated cheaper tuition with a cheaper product. Charge more, and people assume quality."²⁰ When Glassick took a mini-sabbatical in 1982 and talked with leaders in higher education about current trends, they convinced him that Gettysburg would profit less from claiming to be a "bargain" like nearby York College. Instead it should market itself as a "high quality" college. Integral to that effort was raising tuition not by tiny increments, but by major bounds. This was a common phenomenon among leading liberal arts colleges during the boom years of 1982-1989. Raising tuition well beyond the rate of inflation did not discourage applications; it fostered them. That was perhaps the greatest single piece of good fortune that Charles Glassick enjoyed during his presidency.

The fast-expanding tuition bubble would burst in the 1990s, but during the Glassick era, it mitigated the problem of the "downward slope" in the pool of college-age students. Gettysburg found that it could do quite nicely pushing upwards towards 2000 students rather downwards towards 1500. As Gettysburg's student population increased in the mid-80s, a faculty member reminded Glassick publicly that if the college was to improve the caliber of students it enrolled, it would have to follow Glassick's initial premise and shrink the student body. Glassick responded that this was certainly an option, but then the size of the faculty would have to shrink also. He facetiously asked the assembled faculty members who was volunteering to give up their position.²¹ Glassick had concluded that a growing student body was perhaps more important than improving student SAT scores and other measures of student quality. Full payers in particular brought in cash that could be used to advance the college's programs and finance campus improvements. Hence while admissions remained a front-burner matter for Glassick, it was not primarily a matter of beating the bushes for the *best* students. Rather, it meant beating the bushes for the best students Gettysburg College could reasonably attract. Enhancing the college's admissions effort was not simply a matter of raising tuition, of course, as Glassick well recognized. He expanded staff in admissions, including new positions for women and minorities. He automated the office, making it easier to pinpoint targets of opportunity and to communicate with potential applicants as well as those who had applied and were accepted to the college. He put more emphasis on student satisfaction research, outcomes assessment, and aggressively marketing the institution. And he encouraged more creativity in

assembling financial aid packages, with higher proportions of grants-in-aid targeted for the strongest students with financial need.²²

CHANGING THE LANDSCAPE

A subtle but not insignificant part of Glassick's admissions plan was campus beautification. Gettysburg in the era of Henry W. A. Hanson (1923-1952) had been a notably picturesque campus, with prominent gardens, handsome plantings virtually everywhere and a stone bridge over the Tiber. Somehow much of this beauty faded in subsequent years. Construction of a new chapel eliminated the formal garden that had graced that lawn facing Weidensall Hall, while a road placed in front of the White House eliminated another pleasant flower bed. New fraternity houses built in the 1950s ended the era of an attractive Tiber. Under C.A. Hanson, Gettysburg's was a no-frills campus. Minimal plantings, few benches and only one piece of sculpture (a statue of Dwight D. Eisenhower) adorned the college's 200-plus acres. Parking lots abutted campus buildings—for example, at the north entrance adjacent to Stine Hall. Even the garbage cans were ugly, 55-pound black industrial-style cylinders, as Glassick himself noticed when he first arrived at Gettysburg. This was soon to change. Glassick spent substantial sums on beautification projects, relocating the parking lot near Stine Hall behind the Physics building. Flowers and new shrubs sprouted virtually everywhere one looked. A new pavilion was constructed adjacent to the Quarry pond on the western border. Telephone wires were rerouted underground, and the college's steam plant was relocated to the west side of Constitution Avenue.²³

Not least important in his ideas about a transformed campus environment was Glassick's determination to upgrade virtually every campus building. Glassick made full use of the building fund and his own "year end position" in the black to finance these projects. He also aggressively solicited private gifts and foundation support as he went along. During the Glassick years Glatfelter Hall was thoroughly renovated, its outside facade sandblasted and the fourth floor converted from attic space into a handsome home for the new management department. Construction of the new Musselman library made imperative the reconstruction Schmucker Hall, which became the fine arts building. Brua, which had housed music since the early 1950s, was renovated with a major gift from the Kline Foundation into a theatre complex. Weidensall Hall was expanded on both its North and South Wings, and McKnight Hall's attic yielded new office space for the Romance Languages and German Departments. Eisenhower House, the admissions office, was substantially refurbished and expanded. Breidenbaugh Hall witnessed a major overhaul for the purpose of modernizing chemistry facilities at the college. Dowdy Bream gym gained a new facade and expanded offices and classrooms. Even little Glatfelter Lodge

enjoyed a facelift, as it and nearby Glatfelter Hall were sandblasted and power washed.²⁴

All of this took money and sometimes the money-raising proved difficult. Somehow Glassick saw all of these projects to fruition. Lacking really big gifts from donors and foundations, Glassick often acceded to realities (and the finger wagging of his business manager) and cut corners. The new Musselman Library, completed in 1981, did not get a slate roof or first class heating and electrical systems as the original design called for, nor was its main staircase graced by the handsome chandelier that architect Hugh Newell Jacobsen envisioned. The newly renovated Schmucker building lacked adequate space for sculpture classes, while music students had to accept practice facilities with low ceilings and less-than-ideal acoustics. The chemistry department, which had lobbied for a new building and won support from a succession of consultants hired by the president, had to be satisfied with a renovation that did not answer all of its needs. As cost estimates rose for the building, the chemists found themselves getting less hardware than they were originally promised. But the renovations did occur, they were reasonably pleasing aesthetically, and most important, they offered more space and better working conditions than had been previously the norm at Gettysburg College.²⁵

In these ways, among many others, Charles Glassick put his stamp on Gettysburg.

RAISING THE COLLEGE'S VISIBILITY AND REPUTATION

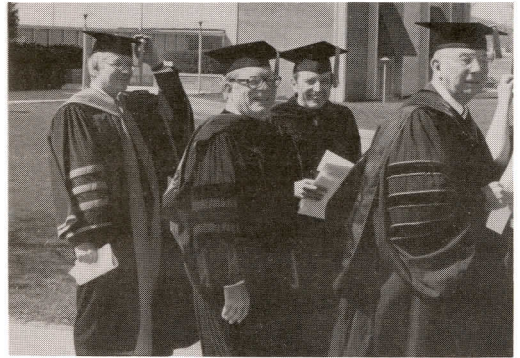
Few goals were more important for Charles Glassick as he assumed the presidency than improving the college's visibility and raising its standing in the pool of strong liberal arts institutions. Gettysburg's reputation as a strong regional school, affiliated with the Lutheran Church, was long lived. The college had never enjoyed the kind of financial support essential to moving into the front ranks of American liberal arts colleges, but throughout its history it had played an honorable role in educating future doctors, lawyers, teachers, military professionals, ministers, and entrepreneurs by the score. But Gettysburg had not embraced points of excellence through the middle years of the 20th century. It simply said it wanted to be good at everything. Alarming to some trustees was a noticeable decline in the percentage of graduates who went on for legal and medical training. Most important, the college had, during Arnold Hanson's final years in office, the feel of being a "stagnant" place.²⁶

Glassick believed that by moving the college forward along various tracks—fund-raising, construction projects, new curricular initiatives, diversity efforts on all fronts, the athletic program, faculty enterprise and quality of life improvements—that he could enhance the college's profile in higher education.



(Left) Glassick's approach to the presidency emphasized good fellowship. He is pictured here at a faculty party, conversing with Professors Chan L. Coulter (left), Professor of Philosophy, and Michael Ritterson (back to photographer), Professor of German.

(Right) Glassick preparing for the march into his inauguration ceremony in the Spring of 1978. Preceding him are, left to right, Board of Trustees Chairman Samuel Schreckengaust; Dean of the College Leonard Holder; and former President C. Arnold Hanson.



(Above) Charles and Mary Glassick, in a formal pose at their home on West Broadway.

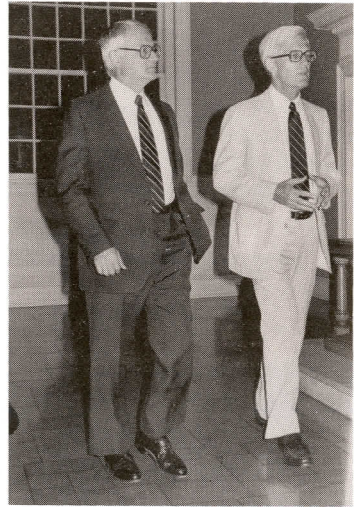
(Below) Glassick enjoyed special events. Here he joins Alumni Director Robert Smith, '59, as they participate in a campus festivity.





(Left) A highlight of the Glassick presidency was moving day from the old to the new library in 1981. Here, he and Mary Glassick get into action.

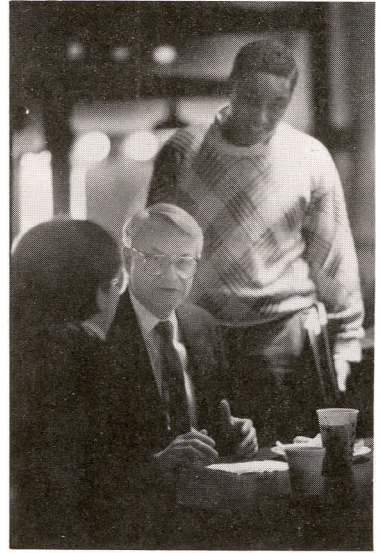
(Right) In reshaping Gettysburg's academic and intellectual environment Glassick worked closely with his Dean of the College David Potts (1979-1986). Here, the two men stroll together en route to a campus event.



(Left) A significant portion of Glassick's time was spent cultivating members of the Board of Trustees and other friends of the college. Here he shares a light moment with emeritus trustee F. William Sunderman, '19.



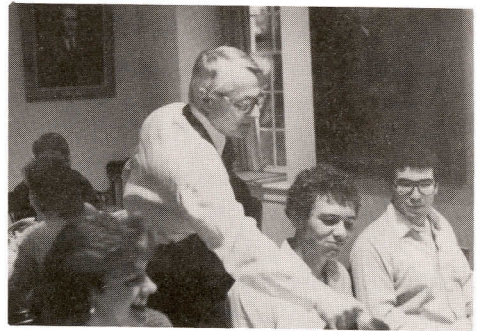
(Left) Glassick was committed to campus beautification. Here he takes a hands-on approach to tree planting.



(Above) Coffee and conversation in the Bullet Hole exemplified Glassick's emphasis on accessibility.

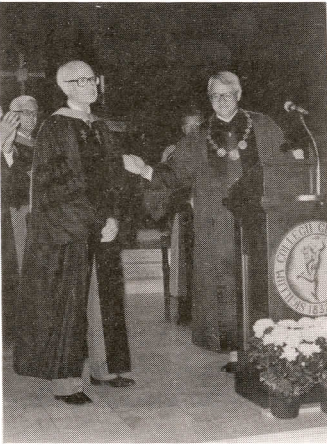


(Above) In 1984, Hollywood star Charlton Heston participated in the "Lincoln 175" conference organized by Civil War Institute Director Gabor Boritt. Glassick presented a gift to Heston after the actor's dramatic recitation of the Gettysburg Address.



(Above) Sometimes reaching out to students entailed serving dinner, as Glassick does here at a Lyceum event midway through his presidency.

(Right) During his presidency Glassick frequently honored Gettysburg graduates who had made a mark on the world, but he also sought to recognize achievement well beyond the Gettysburg community. Here he awards an honorary degree to Pennsylvania Governor Dick Thornburgh.



(Left) Glassick, shown with Religion professor Edwin Freed, on the occasion of Freed's retirement in 1986 and his receipt of the Lindback Prize for distinguished teaching.

(Right)
President Charles E. Glassick



All photos courtesy of Special Collections, Musselman Library

One way of doing so, he soon realized, was by personally becoming active in professional organizations and serving on commissions that enabled him to tell Gettysburg's story to other chief executives. He embraced the Franklinesque notion that being good is useful, but *making others aware* you are good is even more valuable. This proved a particularly efficacious insight when the first *U.S. News and World Report* rankings of American colleges and universities were being designed and published. In early years, the opinions of college presidents were heavily weighted in establishing a college's ranking. Gettysburg benefited because Glassick was well regarded by his peers. In the November 28, 1983 edition of *U.S. News*, Gettysburg was ranked fourth among comprehensive colleges east of the Mississippi River, just behind Washington and Lee, Lafayette, and Union. The magazine quoted the president of Upsala College as saying that he ranked Gettysburg high "on the basis of 'the college's' personal interest in students and . . . humane treatment of all students."²⁷ Publicity like this was worth a fortune.

All the same, the *U.S. News* ranking of Gettysburg was a mixed blessing. Because during the Glassick years the college's business (later management) programs were enrolling nearly 25% of each graduating class, *U.S. News* had not ranked Gettysburg among national liberal arts colleges—the category where Glassick and the faculty believed the college more appropriately belonged. If liberal arts defined a place like Gettysburg College, as Glassick repeatedly emphasized in his public addresses, then it was essential for Gettysburg to be ranked among the best liberal arts—as opposed to comprehensive—colleges. In retrospect, Glassick insisted that he cared less about *U.S. News* rankings than to have Gettysburg "viewed as a strong national, liberal arts college."²⁸ According to former Dean of the College, David Potts, this was the "driving and shaping force" of Glassick's presidency.²⁹

During the Glassick years, it may be suggested that exactly how Gettysburg improved its standing among colleges was less important than that the college be intentional about achieving this objective. Glassick was willing, as former Associate Provost Robert Nordvall remembered, "to sell the sizzle, not the steak. If down the line he could sell the steak, too, all the better."³⁰ Glassick was not an academic's academic—he had gone into administration at an early stage in his career, and was not known for deep reading or profound thoughts. But he understood that strengthening the academic program and the faculty responsible for that program was as important as renovating buildings and revamping admissions. It was no coincidence that within several years of taking office Glassick eliminated the tradition of hiring faculty deans who served five year terms. Couching his decision to adopt a new system in the context of setting long-range goals and seeing them to fruition, Glassick knew that what he really needed was an academic dean less beholden to the faculty when it came to establishing new standards of evaluation, and new expectations for tenure and

promotion. Like the dean he hired in 1979, David Potts (a Harvard-trained historian then serving as an associate dean at Union College), Glassick accentuated “learning” as central to faculty mission—learning, and when possible, outreach through professional organizations, performances, and publication.³¹ Both Glassick and Potts wanted Gettysburg students to move beyond their comfort zones in beliefs and assumptions. This premise for students seemed equally applicable to faculty members, many of whom had become all too comfortable during the Hanson era.

The seemingly simple matter of requiring annual reports from faculty members—a David Potts initiative—provoked grumbling and in some instances bitter protest, but it is clear that it was both a necessary and salutary development for the institution. New standards were established for tenure and promotion. For the first time in the college’s history tenure cases were debated on the merits of a faculty member’s quality of research, teaching, and governance, instead of the older emphasis on teaching, governance, and “collegiality.” Individuals who assumed that good behavior meant certain promotion to full professor after five or six years in the ranks of associates increasingly found that if their portfolios were skimpy, no promotion ensued. These were no small accomplishments. Glassick and Potts (especially the latter) wore proudly the scars they earned in the process of making a new system stick. On virtually all fronts, including the conduct of faculty meetings (which Glassick had delegated to Potts to give him more authority) Potts’ relations with faculty members were often testy. Partly this was because he was a natural lightning rod as chief academic officer (a role Glassick well understood, having been a chief academic officer twice in his administrative career). Partly it reflected Potts’ lack of the diplomatic skills Charles Glassick had mastered. Whatever the explanation, the years 1979-86 at Gettysburg were anything but placid. Asked many years later whether he accepted the notion that he played “good cop” to David Potts’s “bad cop” in dealings with the faculty, Glassick observed that there was a measure of truth to the characterization. But he emphasized that he and Potts were on the same wave length on the major academic issues confronting the college during Potts’s often turbulent tenure as dean. “We were moving toward a . . . higher level . . . of intellectualism, both in terms of preparation and in terms of activity on campus. David and I agreed completely on that.”³²

Changing the intellectual climate on campus was not simply a matter of new rules. Glassick and Potts took advantage of a buyers’ job market to bring in new talent, and enjoyed mixed success in reshaping the culture of aspiration in the departments. The large and not necessarily distinguished economics and business administration department was broken into separate departments of Economics and Management, with the latter, at least in principle, placed on a liberal arts (as opposed to pre-vocational) footing. New monies were made available for faculty professional development, and Glassick maintained a special

budget line for promising curricular initiatives that derived from the “grass roots”—for example, Paula Olinger’s and Louis Hammann’s efforts to establish an area studies program in the mid-1980s. Credit for other new programs, notably women’s studies and African-American studies, Glassick recalled, properly belongs to the faculty members who first championed them.³³

Not only did Glassick offer both moral support and money to individuals who wanted to get things done, he made clear his interest in developing initiatives that would make Gettysburg stand out in the world of colleges. The *Gettysburg Review* was perhaps the most noteworthy, but not the only, fruit of this kind of thinking. The *Review* was going to cost a lot of money—into six figures annually—if done right, but Glassick was willing to make that commitment.³⁴ Meanwhile, new foreign programs were established in Spain, Germany, and France. The Gettysburg Civil War Institute was revived under the energetic leadership of a new hire in the history department, Gabor Boritt. It not only brought hundreds of people to campus through a revamped Robert Fortenbaugh lecture, but included outreach to the general public through a week-long annual Summer Institute and other programming funded by the Gilder-Lehrman Foundation of New York. Special events were encouraged. The president enjoyed events like poetry readings, and he supported Boritt’s successful “Lincoln 175” conference at the college in 1984, which brought nationally renowned historians to campus to talk about the life and legacy of the nation’s sixteenth president. Gettysburg was also host, during the Glassick years, of a national conference of Lutheran college delegates, meeting to hammer out new understandings of the relationship between Lutheran churches and Lutheran-related institutions of higher education.³⁵

Less prominent but no less serious an effort was made to diversify the campus. Glassick made it a priority to hire a woman as his executive assistant, and he gave Assistant Dean of the College Robert Nordvall the responsibility of monitoring affirmative action in a way that would maximize Gettysburg College’s chances of hiring more women and minorities as faculty and administrators. By 1979, Nordvall was able to report substantial success on both fronts.³⁶ By the early 1980s, hirings of full-time women faculty and administrators reached parity with men, and in some years, a majority of new full-time faculty hires were women. Glassick could claim less success with minority hiring or minority student recruitment, but he did establish an Intercultural Resource Center and brought an activist dean, Harry Matthews, in to run it and advise him on minority recruitment issues. By all accounts, this was not simply window dressing. He took Matthews’ advice seriously, and worked hard to make Gettysburg a welcoming place for women and minorities, and international students.³⁷ In the realm of women’s athletics, Glassick not only embraced Title IX and funded a much broader range of women’s sports, he also proved a cheerleader as women’s sports began posting winning records and as

the women's field hockey team brought home a national championship in 1981-1982—the college's first NCAA national title. At a celebration of the field hockey team's success, Glassick observed: "We are just so proud of you we don't know how to express it. . . . We're proud of you not only because of the quality of what you do on the field, [but] because you do it with class and character."³⁸

All told, Glassick created a sense of forward movement and pizzazz at the college. Part of it was his friendly demeanor and gift for entertaining; part was the substance of governance—making an institution that was "better than it knows it is," as he put it on coming to Gettysburg College, feel good about itself and aspire to more accomplishment. Glassick's self-confidence was reflected in his willingness to accept a contract in which he was eligible for bonuses based on accomplishing his goals, as evaluated by members of the Board of Trustees. He met his goals, and he earned his bonuses. That was a major point of satisfaction for him as president—as was his designation in 1986 as one of the top 100 college presidents in the United States. In receiving this honor from the Council for Advancement and Support of Education (CASE), Glassick was one of only two presidents in the state of Pennsylvania so designated, the other being Richard Cyert, the president of Carnegie-Mellon University. Glassick made the list of honorees based on interviews with some 500 individuals associated with higher education. Although Glassick would receive other accolades and be the subject of other positive press clippings during his presidency (notably a paean to Gettysburg College as the "Ivy League of the Apple Orchard" in a 1988 *York Daily Record* article) designation as one of the nation's best college presidents was the public relations jewel in Glassick's presidential crown.³⁹

STUMBLES AND DISAPPOINTMENTS

No college presidency consists of an unbroken string of successes. There are always disappointments, whether in fund-raising, faculty or staff performance, student behavior, or failed efforts to change a particular practice or habit at the institution one leads. Charles Glassick had his share of frustrations, and a balanced portrait of his presidency must account for some of the most noteworthy.

Probably Glassick's greatest disappointment was his failure to raise the kind of cash gifts necessary to truly transform the landscape at Gettysburg College. While the president could trumpet annual increases in overall giving, and highlight particular gifts like the Musselman Foundation's \$1.3 million grant for the new library and Eva Pape's \$3.3 million bequest for financial aid, he was unable to attract the kinds of gifts that would have made it possible to build new facilities or launch expensive new initiatives aside from the *Gettysburg Review*. Because the flow of dollars was sufficient to support the basic needs of the institution and to finance some new programs, Glassick could take some

pride in what he had accomplished as a fund-raiser, rather than what had failed to happen.

More consistently frustrating was Glassick's inability to move the faculty forward on curricular revision. It is possible that Glassick's major concern about the curriculum was simply that he be able to announce some substantial change, so as to fit his multi-track strategy for advancing the institution and advertising his success. Most prospective students and their parents don't care exactly what is learned at a college, so long as it seems innovative. At Richmond in the early 1970s, curricular revision had been part of the overall package of reforms and initiatives that catapulted that previously sleepy institution forward. But Glassick expected too much of his Gettysburg faculty in terms of revising requirements. Most faculty members were comfortable with the curriculum as it stood and were skeptical of the need for changes that in some cases seemed to be a matter of recirculating old wine in new bottles. On three occasions during Glassick's presidency a faculty majority rejected the kinds of overhaul the president and Dean David Potts hoped to implement.⁴⁰ On all three occasions the impetus for curricular revision came from the dean and the president, not the faculty. Glassick and Potts had to content themselves with eliminating the January term, a four-week semester in which students focused on one course. January term was popular with students, and also with faculty who devised off-campus classes, but its uneven academic quality was increasingly evident. Ultimately, the president offered to reduce teaching loads by one course (from seven courses a year to six) if the faculty would eliminate the January term. By a 60-42 vote it did so in December 1984.⁴¹

Few matters proved more vexing in Glassick's presidency than fraternities and alcohol—the two issues generally intertwined if not identical. Gettysburg was well known as a college with a powerful fraternity system—a system embraced by upwards of 70% of the student body in the 1950s early 1960s, and again in the 1970s and early 1980s. Fraternity parties were a staple of campus culture on weekends—and increasingly, during the Glassick era, on week nights as well. Alcohol was prominently featured at these parties, and there were few restraints on student consumption.⁴² Inevitably, incidents occurred that required hospital treatment and not coincidentally the attention of the college's Student Conduct Board. Disciplinary measures imposed on individuals and in some cases fraternities (for example, Sigma Alpha Epsilon and Phi Sigma Kappa), led to protests from parents and alumni. With the president as the effectual “supreme court,” it was increasingly common for Glassick to field angry threats from parents and alumni groups when disciplinary measures not to their liking were meted out.⁴³

Throughout the 1980s, fraternity fracas and infractions punctuated campus calm and forced the president to be more involved than he wanted to be in the social life of students. For some faculty, the issue was simple: fraternities

were, as Carolyn Snively observed, “out of control.” Snively recalls walking across campus and “seeing a couple of guys grab another student and wrap him in duct tape and carry him off. Too far away for me to actually run over and say, ‘what are you doing?’ but right there in broad daylight in the middle of campus. When the student is screaming, ‘I have to go take my test,’ [one realizes] that ‘this is not right, there is something wrong with this picture.’”⁴⁴ Women students and faculty in particular recall inappropriate public behavior by fraternity men, making it uncomfortable, for example, for women students and faculty members to walk past fraternity houses.⁴⁵ Others observers, including Charles Glassick himself, cite declining conditions and decorum in the fraternity houses.⁴⁶ The situation seemed if anything to be deteriorating, without much intervention by the administration—until in December 1987 Political Science Professor Kenneth Mott put the issue front and center on the college’s agenda.

The catalyst for Mott’s crusade was the growing drumbeat of incidents, on campus and nationwide, in which fraternities were the sites of alcohol and drug abuse. One morning Mott told his wife, “I can’t take it any more, in good conscience. I cannot sit back and watch our students destroy themselves.” On December 4, 1987, Mott submitted a document urging the gradual elimination of fraternities and their replacement by some version of Princeton’s eating clubs—albeit coeducational. Mott’s forthright criticism of fraternities for “subtle and overt forms of sexism, and the perpetuation of rules and activities which demean and/or interfere with intellectual and academic pursuits” touched a nerve, as did his formal motion in January at faculty meeting. Debated for several months, Mott’s motion survived various proposed amendments and eventually passed by a substantial majority.⁴⁷

Faced with an issue that he viewed as a potential nightmare for himself and for the college (having had a decade’s experience mollifying alumni threatening to cut off gifts to the college in connection with one or another disciplinary action), Glassick did the logical thing for a president to do: he promised to present the faculty’s motion to the board of trustees for its sober consideration. Out of this promise came the appointment of a “blue ribbon” committee composed of trustees, alumni, faculty and students who would investigate Gettysburg’s options and offer a plan.⁴⁸

Glassick carefully picked the committee, naming faculty members, for example, like Ronald Burgess, who were known as champions of student rights, and appointing as chair of the committee the widely respected (and institutionally conservative) former college Dean Charles H. Glatfelter. For many observers, the outcome of the committee’s deliberations were foreordained by Glassick’s choice to chair the committee. They knew that Glatfelter was not going to support any break with a long college tradition. For his part, Glassick would not risk interrupting the momentum the college had been enjoying in

fund raising during his presidency by abolishing or derecognizing fraternities. He well understood the alumni backlash that would result from such an action.⁴⁹

Even with the president's careful management of the fraternity issue, which resulted in the special committee's recommendations for significant reforms in the system (reforms which were watered down by the board of trustees before becoming college policy), Glassick endured a torrent of complaint and criticism by alumni who feared the worst and determined to prevent it.⁵⁰ Part of the problem in managing the fraternity situation was that the president and his public relations operation (which published the college's happy-news alumni magazine) had never openly confronted the pathologies in the fraternity system. Consequently, when serious problems occurred, as in cases of sexual assault, students harming themselves while using drugs, or alcohol poisoning incidents that provoked disciplinary measures, specific incidents tended to lack meaningful context for off-campus constituencies like parents and alumni. Unaware that the problems were increasingly systemic and commonplace, they naturally rallied around fraternity flags when the president or the faculty seemed to be "ganging up" on Gettysburg Greeks.

As the trustees made clear their support for a modified status quo, the fraternity issue gradually wound down. Fraternities grudgingly accepted rights and responsibilities plans drawn up by Glassick's successor, Gordon Haaland, and abuses of alcohol abuse diminished—a combination of new rules, better college policing and the gestalt of the 1990s, wherein fraternities were less dominant arbiters of social life on campus. Charles Glassick was fortunate that no Gettysburg student died on his watch as president—but it cannot be said that he did much to move the campus away from a fraternity and alcohol centered social life.

If tangles with faculty over curriculum and fraternities were troublesome for Charles Glassick, at least he could commiserate with his peer group about both issues. Every college president faults faculty as narcissistic and uncooperative. But one problem that Glassick faced at Gettysburg was quite unexpected. It centered on his appointment of a replacement for his first business manager, John Schlegel. Schlegel had served the institution more or less well since his elevation from business assistant to business manager in 1977. But his consistent conservatism and generally dour approach to his job led Glassick in 1985 to suggest it was time for Schlegel to seek new opportunities. Schlegel's replacement, William Van Arsdale, had run the financial shop at Hobart & William Smith College in upstate New York. If Schlegel's attitude was "we can't," Van Arsdale offered the alternate: "we will." And during the Glassick/Van Arsdale collaboration, they manifestly "did." Much of the infrastructure repair and renovation listed earlier in this essay were products of Van Arsdale's vision and driving personality. It became a running joke during the

late 1980s that Gettysburg College was the college best identified by “orange mesh”—the plastic fences that ran around the perimeters of building projects. No one could deny that “Van” got things done. And for a college president like Charles Glassick, whose salary depended in part on bonuses based on tangible accomplishments, Van Arsdale was—for a time at least—a godsend. Unfortunately, Van Arsdale’s approach to his job was a lot closer to the mentality of a 19th century Robber Baron (“Law, what law; ‘aint I got the power,” bragged Cornelius Vanderbilt) than it was to faculty deliberateness.⁵¹ He was jovial and witty, but also brusque and rather openly manipulative—exhibiting a “wheeler/dealer” sensibility that rubbed many people the wrong way. Van Arsdale had no lack of plans to change the face of Gettysburg, and he accomplished in short order a good number of them—most notably and controversially, his swap of land rights with the National Park Service that made possible the relocation of railroad tracks in the western side of campus and the effective addition of 17 new (and buildable) acres of college real estate. At one point Van Arsdale proposed closing Lincoln Avenue to traffic, fending off neighbors’ protests at a town meeting by suggesting that if people had troubles getting into their driveways, they might consider travelling by helicopter. If statements like this did not win hearts and minds in the community, Van Arsdale made further enemies by buying up properties on Stevens Street and Washington Street for college use. Local people saw this as college imperialism and decried the loss of tax ratables. For Glassick and Van Arsdale, the answer was that the neighborhood was going down hill all too fast and the property purchases only improved the quality of life in Gettysburg. Besides, Gettysburg College continued to pay taxes on the buildings—a point that was often lost in the controversy.

Asked years later whether he had in fact failed to exercise due control of someone who was supposed to do his bidding, Charles Glassick reminded an interviewer that he was “less engaged” in day-to-day affairs of the college in his final two years in office—first on a sabbatical, then, on return, as he considered a career change that ultimately took him to an executive position at the Carnegie Endowment.⁵² That is doubtless true. But with the advantage of hindsight, it seems equally clear that the president *should have* exercised more diligent oversight of his business manager. As matters developed, Van Arsdale not only poisoned Glassick’s relations within the college’s senior administration, but also harmed the president’s relations with his faculty and conceived several dubious schemes that germinated during the presidency of Gordon Haaland into public relations fiascos. In the final months of his presidency, when he should have enjoyed a victory lap and the recapitulation of many accomplishments, Glassick instead found himself increasingly estranged from people who in truth respected him and appreciated his role in strengthening the college.

ASSESSING THE GLASSICK YEARS

During his first year in office, Charles Glassick initiated what became a standard feature of his approach to his job: he wrote a “Five Year” plan for the college beginning in 1978. The plan featured ten specific goals for the college: a stronger academic program; increase in consciousness of non-classroom activities; a more active fund raising program; commitment to campus beautification; changing the system of financial management; improving College Relations programs; adding minorities and women students, faculty, and administrators; improving the college’s image; bringing in more outsiders for “intellectual stimulation”; and renovating Schmucker and Brua Halls, among other campus building projects.⁵³

Glassick’s scorecard on these matters is impressive. In every area he could say within five years that he had accomplished his goals or made progress towards them. While his record in bringing and retaining minority students, faculty, and administrators reflected only modest gains at best, Glassick proved his seriousness by his continuing emphasis on the subject both publicly and internally. Glassick established the intercultural affairs center, which has proved a critical aegis in providing support systems for students of color at Gettysburg College. In one area of college life—relations with the Lutheran Church—it could be said that Glassick let nature take its course. In certain venues he said Gettysburg was proud of its Lutheran heritage and determined to exploit the best of it. He cultivated Lutheran clergy who served on the college board. And he welcomed Lutheran interest in the institution. But quite clearly, Glassick’s fish were frying in other than Lutheran skillets. As president he put the lion’s share of his energy into building a stronger Gettysburg without reference to Lutheran connections. For example, he cultivated heavier financial hitters who could advance the institution’s standing in a material way. And he put most emphasis in hiring, admissions, and programming on strengthening Gettysburg as a *national* liberal arts college rather than as a *Lutheran* liberal arts college.⁵⁴

Assessing the Glassick years it is hard not to notice that Gettysburg College was not standing still, but breaking customary boundaries on many fronts. The college’s egalitarian ethos during the C.A. Hanson era gave way to a more meritocratic approach and a culture of aspiration. Not everyone agreed with Charles Glassick’s priorities. Many older alumni regretted the dilution of the Lutheran connection; Greeks resented the efforts to “control” fraternity life; some faculty complained about the new criteria for tenure and promotion; still others regretted that the college during Glassick’s era put less emphasis than it could have on cultivating academic excellence among prospective and matriculating students. Some observers saw Glassick selling simple “sizzle” and did not notice that there was an increasingly juicy steak at Gettysburg College. Some faculty even parodied Glassick behind his back for his alleged intellectual deficiencies.

In retrospect, however, Glassick should be appreciated for what he accomplished, for several key reasons: (1) he improved the appearance of the campus and the quality of its facilities; (2) he provided tangible and moral support for creative new initiatives; (3) he improved Gettysburg's financial standing, both absolutely and relative to peer institutions; (4) he enlivened campus life and effectively promoted Gettysburg College to external constituencies; (5) he built a platform for future progress on many fronts.

Progress for higher education institutions is rarely a matter of moving in great leaps and bounds. What happened at the University of Richmond in the 1970s was a rare event. Working without the benefit of big money at Gettysburg, Charles Glassick nonetheless moved the institution along to the point where it could be said he had, by 1989, transformed the place. That is a major legacy. That he did so without compromising his integrity or his popularity during this era is an achievement worth admiring. As one long-time faculty member observed of the years 1977-1989 in the life of Gettysburg College: "I'm glad that Glassick was the boss."⁵⁵



ENDNOTES

1. Substantive information and all quotations from Glassick in this and subsequent paragraphs are derived from tape 1 of a series of oral history interviews with Charles Glassick conducted by Michael J. Birkner, November 30, Dec. 1, 2001, and July 12, 2002. Copies of tapes and transcripts are available in Gettysburg College Archives (hereafter GCA).
2. Glassick's experiences were fairly typical of children during World War II. See, generally, William M. Tuttle, Jr., "Daddy's Gone to War": The Second World War in the Lives of America's Children (New York: Oxford University Press, 1993).
3. Franklin & Marshall College yearbook, The Oriflame, 1953.
4. On the Glassick courtship, oral history, tape 1. See also Michael J. Birkner interview with Mary W. Glassick, December 1, 2001, transcript in GCA.
5. For amplification on Richmond's transformation during the 1970s and beyond, see W. Harrison Daniel, The University of Richmond, 1971-1999: A Survey of its History in an Era of Transition (Richmond: Virginia Baptist Historical Society, 2000). Daniel's work is eccentric in its organization and its judgments, but it offers a useful summary of the fundamental changes at Richmond that Glassick related in his oral history interviews with Michael J. Birkner.
6. On the Hanson-era practice of accumulating funds through the "year end position," see Kenneth Mott interviewed by Andrew Giermak, March 25, 2002, GCA; Glassick interviews with Michael Birkner, Nov. 30-Dec. 1, 2001; Carolyn Snively interviewed by Ian Harkness, March 19, 2002, GCA. Hanson devised this strategem in cooperation with the college's long-time business manager, F. Stanley Hoffman, '29. Hoffman retired on Hanson's final day in office: July 31, 1977. See also files on "Income Enhancement" in Papers of Charles Glassick, Gettysburg College Archives (hereafter cited as GCA), Box 7.
7. Glassick oral history conducted by Michael Birkner, July 12, 2002, GCA.
8. "That fellow" was Dr. F. William Sunderman, '19. Quoted from author conversation with Emeritus Professor of History Charles H. Glatfelter, Dec. 7, 2001.
9. Quoted from author conversation with Robert D. Smith, June 2, 2002. Smith recalls Glassick as the "godsend" he had been waiting for in meeting and cultivating alumni and other friends of the college. In an interview with Thomas Leupold, March 19, 2002 (transcript in GCA), Smith recalled that Glassick's personality was "dynamite." He "loved to laugh, loved to smile, loved to talk to people, never forgot a name. . . . He was just a smiling personality. . . ."
10. There is information on college fund-raising in the Hanson/Glassick years in Charles H. Glatfelter, A Salutory Influence: Gettysburg College, 1832-1985, vol. 2 (Gettysburg: Gettysburg College, 1987), pp. 766-772. For comparative data, I drew on an annual publication, Voluntary Support of Education, published by the Council for Financial Aid to Education, copies of which are available in the Development Office, Pennsylvania Hall. The most striking aspect of the data is how much progress Gettysburg College made in fund-raising during the Glassick years, considered both in terms of absolute numbers and in comparison with peer institutions. In 1970-71 Gettysburg raised a total of \$710,950 in private giving, compared to \$1,285,000 raised by Dickinson College, \$1,296,000 by Bucknell University and \$1,480,000 by Franklin and Marshall College. Gettysburg's endowment, at \$3 million, was barely one-quarter of Dickinson's and F&M's endowments, respectively, and barely one-eighth of Bucknell's. By the close of the Glassick presidency Gettysburg was outraising Dickinson and F&M on an annual basis by substantial margins, and its endowment, standing at \$35.9 million, was approaching Dickinson's \$41 million. On the library campaign, see "Musselman Foundation" folder, Box 8, Glassick Papers, GCA.
11. Ruyman, quoted in Leigh Dennington and Andrew Townsend, "Charles Glassick and His Presidency, 1977-1989," paper for History 300, May 2, 2002, p. 4. The Lovette Eichelberger story is related in Kenneth Mott, interviewed by Andrew Giermak, March 25, 2002, GCA. On the fraternity and sorority pranks, Robert

Fredrickson, interviewed by Rebecca Daull, March 23, 2002, GCA. Joseph Lynch, quoted in interview with Scott Ashman, March 25, 2002, GCA. See also Jon Liebetrau, '86, interviewed by Brian Dolan, February 26, 2002, GCA: "From the two or three times that met him I always found him very open and very personable. . . . Even walking across campus I recall that . . . he would always acknowledge students as he walked. . . ."

12. Quoted in Robert Fredrickson, interviewed by Rebecca Daull, GCA. For more information on hospitality during the Glassick years, see also Charles Glassick oral history, GCA; Mary Glassick oral history, Dec. 1, 2001, GCA; and Katsuyuki Niiro interviewed by Meredith Bray, March 22, 2002, transcript GCA.

13. On Glassick as someone who "liked to be liked," see Carey A. Moore, interviewed by Eric Esser, March 27, 2002, transcript in GCA. For information on how Glassick applied lessons about sociability learned at the University of Richmond, see Glassick oral histories conducted by Michael J. Birkner, November 30-December 1, 2001, transcripts in GCA.

14. Julie Ramsey interviewed by Leigh Dennington, March 28, 2002, GCA; Ramsey, interviewed by Michael J. Birkner, July 3, 2002, tape in author's possession.

15. Anonymous source.

16. Julie Ramsey interviewed by Leigh Dennington, March 28, 2002, GCA.

17. Edwin Johnson interviewed by Leigh Dennington, May 1, 2002, cited in Dennington and Townsend, "Charles Glassick and His Presidency," p. 13.; Charles H. Glatfelter, group interview by History 300 students, 23 April 2002; Kenneth Mott, interviewed by Andrew Giermak, March 25, 2002, GCA.

18. Glassick oral history, December 1, 2001, GCA. In a follow-up interview by Michael J. Birkner on July 12, 2002, Glassick re-emphasized his focus on—indeed, "paranoia" about—demographics. His second concern was inflation. Transcripts in GCA.

19. On the problem of demographics, Sal Ciolino, interviewed by Michael J. Birkner, July 9, 2002, tape in author's possession. For scenarios forecasting a reduced student population at Gettysburg College, see David Cowan file, Charles Glassick Papers, GCA, Box 1. As late as 1986, internal college documents referred to scenarios whereby the college would downsize its student population.

20. Sal Ciolino, interviewed by Michael J. Birkner, July 9, 2002. For a similar analysis, see Robert Nordvall interviewed by Andrew Townsend, April 10, 2002, transcript in GCA. As Nordvall put it, "higher tuition [equated to] more prestige."

21. Robert Nordvall, interviewed by Michael J. Birkner, July 15, 2002. Interviewed in 1988 about fast-rising college tuitions, Glassick was quoted as suggesting that Gettysburg's 29% increase in applications that year suggested that "students are willing to pay for quality." See Joseph Berger, "College Officials Defend Sharply Rising Tuition," New York Times Education Section, March 23, 1988.

22. Sal Ciolino, interviewed by Michael J. Birkner, July 9, 2002; Julie Ramsey, interviewed by Michael J. Birkner, July 3, 2002, tape recording in author's possession; Carolyn Snively, interviewed by Ian Harkness, March 19, 2002, GCA. For documents on raising academic standards and marketing the institution, see "Fiscal Planning Committee" folder in Box 6 and "Task Force on Institutional Advancement" file, Box 9, Glassick Papers, GCA.

23. On campus beautification, see Mary Margaret Stewart interviewed by Jessica Hodges, March 19, 2002, transcript in GCA; "Aesthetic Goals," folder, Glassick Papers, GCA, Box 5; Brian Dolan and Jessica Hodges, "The Story of Ecology of Gettysburg College Under the Influence of President Glassick, 1977-1989," paper for History 300, May 2, 2002, GCA.

24. For dates of the renovation projects for each campus building, see Gettysburg College Fact Book, 2001, GCA. Helpful documentation on the Breidenbaugh renovation is in "Breidenbaugh Hall" file, Glassick papers, Box 5. Information on the Schmucker and Brua renovations can be found in "Brua Hall" and "Uses of Schmucker" folders

in *ibid.*, boxes 5 and 9 respectively. Context for the various building projects is provided in Scott Paris and Meredith Bray, "An Exploration of the Evolution of the College and Its Physical Plant from 1977-1989," paper for History 300, May 2, 2002, GCA.

25. Interviewed by Michael J. Birkner, July 12, 2002, Glassick emphasized that at the time, he heard no complaints about any of the campus renovations. "People were pleased to have new or updated facilities," he noted. He did agree that the chemistry department was discontent in some respects with the renovation of Breidenbaugh Hall, adding, "I guess I tried to bend over backwards" not to "show favoritism" to his own special field of expertise, GCA. Files on "Music Department" and "Uses of Schmucker," Boxes 8 and 9, respectively, Glassick Papers, GCA, illuminate problems and deficiencies in the renovations of these buildings.

26. Sal Ciolino, interviewed by Michael J. Birkner, July 9, 2002; Kenneth Mott interviewed by Andrew Giermak, GCA. Quote is from Ciolino interview.

27. See Lucia Solorzano and Barbara E. Quick, "Exclusive National Survey: Rating the Colleges," U.S. News and World Report, Nov. 28, 1983, p. 43. See also Glassick memo to David Thomas, April 24, 2002, cited in Andrew Giermak, David Thomas, and Eric Esser, "Gettysburg College, 'The Ivy League of the Apple Orchard': Reputation of Gettysburg College Throughout the Glassick Administration," History 300 Paper, May 2, 2002, GCA. The "comprehensive college" category—eventually abandoned by U.S. News—was meant to separate schools with special programs like engineering and business from schools with more traditional liberal arts curricula.

28. Glassick, interviewed by Michael J. Birkner, Dec. 1, 2001, GCA. See also reports of the "Academic Performance Study" file, Glassick Papers, Box 5, which provide a window into the administration's efforts to build the college's reputation as a national liberal arts institution.

29. David Potts, email memo to David Thomas, '04, April 2002, copy in author's possession.

30. Robert Nordvall, interviewed by Michael J. Birkner, July 15, 2002.

31. The learning motif is in Glassick's statement to the presidential search committee in 1977, but in many other public statements as well. On plans to reduce the percentage of tenured faculty to insure new blood and increased faculty quality, see Glassick's "Navigating in Turbulent Waters" report in his "Personal Papers," Box 11, GCA. Also helpful is "Budget Priority Task Force" folder, Box 10.

32. In his oral history with Michael J. Birkner, Nov. 30-Dec. 1, 2001, Glassick suggested that Potts was overly rigid on issues of evaluation. He also noted that he frequently overruled Potts on tenure and promotion cases—and recalled an instance where he did not do so, and regretted it. But he emphasized that on the basic premises of liberal arts learning—and on seeking ways of moving the faculty towards more active learning—he and Potts were working in synchrony. Robert Fredrickson on Potts: "I'd say that David Potts made some faculty members feel as if [they were] not quite measuring up." Fredrickson, interviewed by Rebecca Daull, March 23, 2002, GCA, transcript, p. 5. Emeritus Professor of English Mary Margaret Stewart recalled that the new evaluation system provoked "a great deal of anger" directed at Dean Potts, but she observed that in the end it had to be seen as a good thing for the institution. Stewart, interviewed by Jessica Hodges, March 19, 2002, transcript in GCA.

33. Glassick oral history, GCA. On new programs, see, among other sources, C. Ross Flatt and Scott M. Ashman, "Academic and Intellectual Life at Gettysburg College During the Glassick Years," paper for History 300, May 2, 2002, GCA; Katie Farrer and Katie Orlando, "Making the Grade: Academic and Intellectual Life at Gettysburg College During the Glassick Years," paper for History 300, May 2, 2002, esp. pp. 13-16; and Robert Garnett, interviewed by Caitlin Landy, March 26, 2002, p. 12.

34. On the Gettysburg Review, Glassick interview, Nov. 30-Dec. 1, 2001, GCA; Robert Fredrickson interviewed by Rebecca Daull, March 23, 2002, GCA; also Flatt and Ashman, "Academic and Intellectual Life at Gettysburg College During the Glassick Years."

35. See "New Lutheran Church" folder in Glassick Papers, Box 7, GCA.

36. The "Affirmative Action" folder, Box 5, Glassick Papers, GCA, contains pertinent information on the administration's commitment to increasing the number of minority students, faculty, and administrators at Gettysburg College. See also Dean Harry Matthews' report in the "Committee on Minority Recruitment and Retention" file, Box 8 Volume 77, Number 3.
37. Julie Ramsey, interviewed by Michael J. Birkner, July 3, 2002, tape in author's possession; Mary Margaret Stewart, interviewed by Jessica Hodges, March 19, 2002, esp. pp. 16-17, 20-21. See also Jerold Wikoff, "Toward Cultural Diversity: Dean Harry Matthews and the Intercultural Advancement Program," *Gettysburg Magazine* 77 (December 1986): 4-5. The "Aid Association for Lutherans" folder, Glassick Papers, Box 5, provides information on how the Glassick administration planned to use a \$48,000 grant over a three-year period to hire more minority faculty and build a more culturally diverse academic program.
38. On Title IX, see Robert C. Nordvall, "Title IX's Implications on Campus," *Gettysburg Bulletin* 65 (January 1975), pp. 14-15; also, Caitlin Landy and Tiffany Nevel, "Women's Sports at Gettysburg College During the Glassick Years," paper for History 300, May 2, 2002, GCA. For a good contemporary overview of the impact of Title IX on women's sports nationally, consult Welch Suggs, "Title IX at 30," *Chronicle of Higher Education*, June 21, 2002, pp. A38-A41.
39. See T.W. Burger, "Glassick Among Top 100 Presidents in the U.S.," *Gettysburg Magazine* 77 (December 1986): 1-2; Liz McMillen, "Most Effective College Presidents are 'Risk Takers,' Who Rely on Respect, Not Popularity, Study Finds," *Chronicle of Higher Education*, November 5, 1986; and Jerry L. Gleason, "Gettysburg President Honored," [Harrisburg] *Sunday Patriot News*, December 2, 1986. These clippings and others are available in Charles Glassick's personal scrapbook, donated to Gettysburg college in July, 2002, but not yet accessioned.
40. On curriculum reform efforts, consult Faculty Minutes: Gettysburg College, Sept. 1987-May 1988, GCA. Also, Robert Nordvall, interviewed by Michael J. Birkner, July 15, 2002; and Katie Farrar and Katie Orlando, "Making the Grade: Academic and Intellectual Life at Gettysburg College During the Glassick Years," paper for History 300, May 2, 2002, GCA.
41. A popular innovation during the late 1960s, the January term program at Gettysburg had become increasingly a tale of two cities in the 1980s. The city of light was the opportunity for ambitious faculty to teach creative new courses, and for those faculty in the fine and performing arts and foreign languages to set up month-long programs abroad, which tended to be popular and culturally enriching. The city of darkness was the much commented on fact that for those students who remained on campus, too few courses challenged them to work very hard, and students were spending more time partying, to the point where the party tail was wagging the academic dog. Recognizing that many faculty had a residual allegiance to the creative potential in the January term, but that many others were unhappy because it left so little time in their schedules for scholarship or course preparation during the winter break, Glassick and Potts proposed ending the January term and reducing the faculty teaching load by one course—to 3-3 from 4-1-4. Although the debate over elimination of the January term was often emotional, the result was not in doubt: the faculty voted in 1985 to end the program—though course requirements for graduation would remain at 35, thus requiring students to take five courses per term roughly half of the semesters they attended Gettysburg College. See Glatfelter, *A Salutary Influence*, p. 881; Glatfelter group interview with History 300 students, April 23, 2002, Flatt and Ashman, "Academic and Intellectual Life at Gettysburg College," esp. pp. 15-19; Farrar and Orlando, "Making the Grade," esp. pp. 3-11; and John Potter and Amanda Ruch, "Charles E. Glassick and the Reputation of Gettysburg College," paper for History 300, May 1, 2002, GCA, esp. pp. 9-10. On faculty burnout under the 4-1-4 schedule, see Ronald Burgess, interviewed by Jen Wessner, March 20, 2002, GCA. On the faculty vote eliminating the J-term as occurring because of the course reduction "bribe," see Carolyn Snively, interviewed by Ian Harkness, March 19, 2002, GCA. For students' and parents' expressions of displeasure about the abolition of January term, see "Responses to January Term: Complaint Letters" file, Glassick Papers, Box 7.
42. See, for example, Ian Harkness and Jared Rousseau, "Student Life at Gettysburg college During the Charles E. Glassick Presidency," paper for History 300, May 1, 2002, esp. pp. 1-5. There is considerable material on problems associated with fraternities in the Glassick Papers, GCA, especially Boxes 9 and 11. See also as yet unprocessed papers and oral histories conducted with faculty members from the

Glassick era for History 300, Spring 2002, transcripts of which are available in the college archives. Emeritus Professor of Music Norman Nunamaker observed that “a lot of faculty felt that students were coming to class inebriated, that students had hangovers that were so deep that they were not able to function.” Nunamaker, interviewed by Ross Flatt, March 25, 2002, transcript in GCA. Emeritus Professor of English Mary Margaret Stewart, interviewed by Jessica Hodges, March 19, 2002, transcript, GCA, observed that “I think [the fraternities] put their money into parties and not into their houses.”

43. Interviewed by Andrew Giermak, March 25, 2002, Kenneth Mott put it tersely: “things got really out of hand.” Glassick’s papers—notably “SAE Appeal” and “SAE Letters” folders in Box 9—feature numerous letters from parents and alumni complaining about disciplinary actions against individual fraternity men and sanctions on fraternities for one or another infraction.

44. Carolyn Snively, interviewed by Ian Harkness, March 19, 2002, GCA.

45. Mary Margaret Stewart, interviewed by Jessica Hodges, March 19, 2002, GCA.

46. Charles Glassick, interviewed by Michael J. Birkner, Nov.30-Dec. 1, 2001, GCA. See also Carey Moore, interviewed by Eric Esser, March 27, 2002, GCA. The deteriorating situation at fraternity houses is discussed at length in “Fraternity Study Committee” file, Glassick Papers, GCA, Box 6.

47. Mott letter to the Gettysburg faculty, Dec. 4, 1987, in TWAG, GCA. Mott introduced the motion at faculty meeting on January 14, 1988. See also Mott’s public letter of May 14, 1988, in which he argued that fraternities “devalue the learning process” and encourage “conformity of thought,” in “Mott Letter” folder, Glassick Papers, GCA, Box 12.

48. For information on the deliberations of the “Campus Life Task Force Committee” in 1988-89, see “Correspondence—Greek Life, 1988-1989” files, Glassick Papers, GCA, Box 4. Part of the committee’s work entailed interviewing presidents of sororities and fraternities. Information gleaned from these interviews may be found in “Fraternity and Sorority Interviews” folder, Box 11, Glassick Papers, GCA.

49. A number of faculty members, including Kenneth Mott, Carolyn Snively, and Kerr Thompson, stated in oral history interviews that they knew once Glatfelter was named chair of the blue-ribbon committee where, as Mott put it, the committee “was going to come out on the question” of abolishing fraternities. Snively observed that the deliberations were “rigged.” See also Kenneth Mott to Michael J. Birkner, July 23, 2002, letter in author’s possession. On the deliberations of the committee, see especially Kerr Thompson, interviewed by Michael J. Birkner, July 1, 2002, tape in author’s possession.

50. On the controversy as played out in complaints to the president, see “SAE Appeal” folder Box 9, Glassick Papers, GCA and also “Correspondence—Greek Life, 1988-1989” folder, Box 4. On the watering down of the committee recommendations, including its advocacy of sophomore rush, see Kerr Thompson, interviewed by Michael J. Birkner, July 1, 2002.

51. Robert Nordvall, interviewed by Michael J. Birkner, July 15, 2002. On Van Arsdale as “somewhat of a loose cannon,” see Robert Garnett, interviewed by Caitlin Landy, March 26, 2002, transcript, GCA, p. 10.

52. Van Arsdale’s flip remark about the helicopter is recalled in William F. Railing, interviewed by Jared Rousseau, March 22, 2002, transcript, GCA, p. 13. On Van Arsdale’s personality “rubbing people the wrong way,” *ibid.* For his part, Charles Glassick defended Van Arsdale’s work at Gettysburg and called Van Arsdale “the most brilliant” person he had met in his long career in higher education. Glassick oral history interview July 12, 2002, GCA. Other interview subjects used quite different adjectives to describe Van Arsdale.

53. On Glassick’s “Five Year Goals” for the college, see “Goals: 1978-1979” folder, Glassick Papers, GCA, Box 6.

54. See Steven Fuller and Daniel Mullarkey, “Our Relationship Has Never Been Set in Stone”: A Look at Gettysburg College’s Lutheran Connection During the Glassick Years,” paper for History 300, May 2, 2002, GCA. The number of Lutheran students at Gettysburg declined from 372 in the first full year of Glassick’s presidency

(1977-78) to 225 in his final year (1988-89)—a trend that has continued in the Haaland era. For a dissection of the loosening ties between Gettysburg College and the Lutheran church, written from the perspective of someone who regrets the trends he documents, see James Tunstead Burtchaell, The Dying of the Light: The Disengagement of Colleges and Universities from their Christian Churches. (Grand Rapids, Mich: William B. Eerdmans Publishing Company, 1998), esp. pp. 465-499. It is worth noting that by the end of Charles Glassick's presidency benevolent support from Lutheran synods and other Lutheran sources amounted to barely 2/10 of 1% of Gettysburg's annual budget.

For a different perspective on Glassick and the Lutheran connection, see Glatfelter, A Salutory Influence, p. 987.

55. Robert Fredrickson, interviewed by Rebecca Daull, March 28, 2002, GCA.

