



PATERSON  
STATE  
COLLEGE

*A History*

*1855-1966*

KENNETH B. WHITE

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## Foreword

It seems appropriate to record the history of Paterson State College just at this time, first because information can be supplied by many persons who participated in the Normal School and College activities during the last fifty years and second, because the development of the College as an institution with the unique and sole purpose of preparing teachers seems to be in its terminal phase. Of course, there will be increases in enrollment, facilities and curricula, and teacher education may be the primary function of the College for years to come. However, if the experience of State Teachers Colleges throughout the country is any guide and if the estimated needs and current plans for higher education facilities in New Jersey are realistic, the College will eventually become a general college or University. Some future historian may well describe this transition and record the development of a different kind of institution.

This is intended to be a personalized history of a single college which will be of interest to alumni, faculty, students and friends of the College. At the same time it will, we believe, make some contribution to the understanding of the history and present status of higher education in New Jersey and in so far as the evolution at Paterson State College is typical of the development of teacher education institutions in the United States it may have a wider application.

In writing this story, the author has tried to be objective and accurate in recording the factual material. Although many persons have contributed to the content of this book and the form of the presentation, the selection of material and its relative emphasis has been the responsibility of the author and reflects his interests and point of view.

The assistance of many staff members, alumni and friends of the College in gathering material and providing suggestions is gratefully acknowledged. Special mention is made of our indebtedness to an unpublished historical sketch of the

## FORWORD

College prepared by Dr. Edith R. Shannon in 1954, which has been the source most frequently consulted, particularly for the descriptions of the early periods of the Paterson City Normal School. Appreciation is particularly extended to the Alumni Association for encouraging the preparation and to the Trustees of the Student Cooperative Association for making possible the publication of this book; to Mrs. Sally Burk of the College Library for her assistance in locating materials and checking information; to Mrs. Virginia Randall, Coordinator of Informational Services and Alumni Affairs, for her guidance in the preparation of the manuscript and her assistance in collecting materials from the alumni; and to my wife Ruth, and my daughter Cynthia, for assistance in preparing and editing the manuscript and in proof-reading the material for the final copy.

KENNETH B. WHITE

## C H A P T E R I

### Teacher Training In Paterson<sup>1</sup>

1855-1875

The Paterson State College traces its origin to the middle of the nineteenth century when the idea of free public education was struggling for acceptance and the need to prepare teachers for service in the "common" schools was slowly coming to be recognized. Unlike many colleges, Paterson State College was not created by royal charter, legislative action, private philanthropy or religious interests. Rather, it developed throughout more than a century from a few "normal" classes for teachers in the city of Paterson, through the Paterson City Normal School, to the status of a New Jersey State Normal School and later the Paterson State Teachers College, most recently known as Paterson State College. This pattern of college development, while not the most common, is not unique in higher education in the United States. Two other State Colleges in New Jersey, Newark and Jersey City State Colleges, likewise were originally City Normal Schools and were later adopted by the State.

The establishment of normal school classes for Paterson teachers came about in 1855 in response to the need for more effective teaching in the emerging free public schools. This event was timely too, in terms of the atmosphere of social and educational reform characteristic of the years just prior to the civil war. The rapid growth and national importance of Paterson as a leading industrial city made the organiza-

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<sup>1</sup>Much of the material in this chapter is drawn from an unpublished manuscript entitled "The State Teachers College at Paterson, New Jersey — An Historical Sketch" by Dr. Edith R. Shannon. This historical sketch was written in 1954 and covers the origin and early history of the Paterson State Teachers College in great detail. It contains many quotations from reports of early Boards of Education in Paterson and from the State Superintendent of Schools, all of which are carefully documented. The original copy of this manuscript may be found in the archives of the Paterson State College Library. Credit is hereby given to Dr. Shannon's research for all quotations in this chapter which are not otherwise documented.

tion of a normal school here quite appropriate and almost inevitable.

### *Paterson at Mid-century*

When Paterson became an incorporated city in 1851 it had 11,341 residents. It had been the county seat of the newly created Passaic County (combining sections of Essex and Bergen Counties) since 1837. Although the region around Paterson had been settled since 1678 by Dutch immigrants, its special claim to fame as an industrial center dates from 1796 when the Society of Useful Manufactures (S.U.M.), organized to promote industrial development, chose the site adjacent to the Great Falls of the Passaic River to establish an industrial city. The city was named Paterson in honor of William Paterson, the Governor of New Jersey who signed the incorporation documents of the S.U.M. and at the same time a municipal charter covering thirty-six square miles called the Corporation of the Town of Paterson.<sup>2</sup>

The population of Paterson expanded very slowly until 1835 when the *Paterson and Hudson River Railroad* provided improved transportation to Jersey City. A year later the *Morris Canal* was opened, offering a water route through Paterson linking the sources of coal in Pennsylvania with the great seaport markets at Jersey City and New York. Subsequent to these events the industrialization of the Paterson area and the growth of population proceeded at a quickened pace. The silk industry, established by John Ryle in 1840, was processing by 1870, two-thirds of the United States silk imports. At mid-century the leading industry of Paterson was the building of locomotives, started by Thomas Rogers in 1837. The industry developed rapidly and by 1850 Paterson was a center for the production of locomotives second only to Philadelphia.

The decade preceding the civil war was one of national expansion and development in industry, transportation and

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<sup>2</sup>Fred W. Bogert, "William Paterson — Lawgiver, Jurist, Governor: A City Bears His Name" *The Record Magazine*, Feb. 4, 1967.

social welfare in which the State of New Jersey and the Paterson area participated. The over-riding national question, however, was that of slavery and the preservation of the Union. Although there were relatively few slaves in New Jersey it should be noted that slavery was not officially abolished by the legislature until 1846 and even then the freed slaves were to become apprentices bound to serve their masters. On a more positive side, by mid-century much needed reforms in the treatment of criminals and the insane, including a State Mental Hospital at Trenton had been achieved, largely through the tireless efforts of Dorothea Lynde Dix, who came to the State in 1843.

*Public Education and Teacher Training Before the Civil War*

More specifically relevant to the subject of this book is a brief review of the development of public schools (referred to by many as "common" schools) in New Jersey and the dawning realization that if education was to be available to all children the number of teachers would have to be increased. Equally important was the notion, which gradually gained acceptance, that the quality of teaching must be improved through better selection and preparation of teachers and more appropriate requirements for the issuance of teachers' licenses.

During the first half of the nineteenth century many children in New Jersey did not attend school at all and those who did received elementary instruction from local schoolmasters to whom their parents paid tuition or from teachers employed by various religious groups. The ideas of Thomas Jefferson concerning free public education as the bulwark of Democracy contained in his "Notes on the State of Virginia" reprinted in Trenton in 1803, impressed many thoughtful men in New Jersey, as elsewhere. However, the great body of citizens and their representatives in the legislature were slow to commit themselves to the beliefs that the support of schools was a proper use of money raised by taxation at either the state or local level, that tax revenue should be used

to support education for all children, not just the children of poor families, and that a state system of coordination and control was necessary if public education for all children was to be effective.

The development of a state system of public education in New Jersey was initiated in 1817 when the legislature created a State School Fund for the support of free public schools. This act was quickly followed in 1820 by an act authorizing the townships of the State to raise money for schools, but only "for the education of such poor children as are paupers."<sup>3</sup> Other legislation in 1828 and 1829 reinforced the commitment of the State to the support of public education. A more comprehensive act in 1846 set the stage for the development of public schools by providing for a Superintendent of Public Instruction with state-wide authority, by re-organizing regulations concerning township control and support of schools, and by the licensing of all public school teachers.<sup>4</sup>

Some indication of the concern for public education during the decade prior to the Civil War may be gained from the nature of a set of resolutions adopted by an educational convention called in October 1853 in Trenton by the State Superintendent of Public Instruction, Dr. John H. Phillips:

1. That it is the duty of the State to make liberal provision for general education; its laws on that subject should be so amended as to make education not only general, but also free.
2. That in order to promote that object it is essential to secure the cooperation of the people, the teachers, and friends of education throughout the State; and we therefore recommend the organization of associations of teachers and friends of education in every town and county of the State.
3. That we believe that the time and efforts of the State Superintendent should be devoted exclusively to the cause of education, and that he should receive a compensation of not less than \$1,500.

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<sup>3</sup>W. Donald Walling, "Public Education" *The New Jersey Almanac* p. 547, The New Jersey Almanac Inc., 1964-1965.

<sup>4</sup>*Ibid.*

4. That we regard the subject of providing competent teachers as a most important consideration affecting the prosperity, efficiency, and success of our common school system, and believe that all efforts to improve their character and increase their usefulness can be attended with only partial success while that defect remains.

5. That teachers' institutes are justly regarded as a powerful instrumentality in the accomplishment of this object, and should receive that aid and encouragement which their importance in the economy of our system demands, and that \$100 should be annually appropriated to each county for their support, under such regulations as the legislature may adopt.

6. That we recommend an annual appropriation of \$15. to each school district in the State for the purchase of district libraries, on condition that the district will raise an equal amount for the same purpose.

7. That an educational journal is much needed in New Jersey to spread information among the people, and to promote in various ways the cause of common school education.<sup>5</sup>

Educational facilities for the children of Paterson and the surrounding area were very much like those of the rest of New Jersey at the middle of the nineteenth century. They consisted of private and charity schools operated by individuals and religious groups. A unique example in the Paterson area was the Sunday School organized by Miss Sarah Colt for the children employed in the factories shortly after Paterson was founded by the S.U.M. in 1792. Miss Colt was at the time but 12 years of age. This and other early Sunday schools were concerned with teaching children to read as well as with character development. As late as 1822 the Paterson Union Sabbath School Society stated its object to be "the instruction of children and youth in the rudiments of the English language, religion and morality."<sup>6</sup> The volunteer teachers used in most of the Sunday schools frequently were themselves poorly educated.

A number of private schools and academies, both for boarding students and day students operated in Paterson and Passaic for varying periods of time during the decades before

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<sup>5</sup>David Murray, "History of Education in New Jersey" (Washington: Government Printing Office, 1899), p. 171.

<sup>6</sup>*Ibid.*, p. 127.

the Civil War. They apparently enrolled only a small portion of the children, however, as in 1824 Rev. Dr. Samuel Fisher reported a total "of 315 scholars in attendance out of a population of 2,178 persons under 16 years of age."<sup>7</sup>

The first free school in Passaic County was opened in 1827 in a room rented from the Paterson Academy. This was not truly a public school for all, as parents who could do so paid the teacher a certain sum for each child's tuition — the others "if they were willing to be distinctively known as 'poor children' and were selected by a committee of prominent citizens (nearly all clergymen) appointed to take charge and select such children whose parents were not able to pay for their education"<sup>8</sup> received their schooling free. "The sum of \$275. was allotted to operate the school in Paterson; the Rev. Mr. Gibson, a graduate of Washington College, Pennsylvania, was engaged as teacher at \$75. per quarter, he to find his own fuel. During the year, 134 scholars were enrolled — the average attendance was about 80 — and the children made admirable progress."<sup>9</sup>

The transition to a public school free for all children came about slowly. Even though after 1836 the designation "free schools for the poor"<sup>10</sup> was dropped there was great reluctance to go all the way. As a concession to this reluctance there was a rule for a number of years that "but one child from a family should be allowed free schooling." As late as 1852 in the Paterson schools "one dollar per quarter was the charged fee for all children of a family after the first. The pupils were always expected to furnish their own books and stationery, unless too poor to do so."<sup>11</sup>

The first Superintendent of Public Schools in Paterson

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<sup>7</sup>William Nelson, "Historical Sketch of Schools in Paterson" (Paterson, New Jersey: Board of Education, 1877), p. 33. (Note: This booklet is a detailed account of the development of schools in Paterson from early settlement of the area to 1876, originally prepared for the New Jersey exhibit at the Philadelphia Centennial Exposition of 1876.)

<sup>8</sup>*Ibid.*

<sup>9</sup>*Ibid.*

<sup>10</sup>*Ibid.*, p. 37.

<sup>11</sup>*Ibid.*, p. 39.

was elected in 1847 and the man chosen was Silas D. Canfield. With the incorporation of Paterson as a city in 1851 public schools were established in rented quarters in each of the three Wards into which the city was divided. By 1854 an organized city-wide system of schools was emerging with a city superintendent and publicly owned accommodations. A special census taken during this year "showed that the population of the city was 17,941 and that there were 4,968 persons from 5 to 17 years of age (inclusive), of whom 869 attended free, and 1,459 attended private schools."<sup>12</sup>

In 1854 the report of Superintendent of Schools, Andrew Derrom to the State Superintendent of Schools included this statement:

This being the first year that anything like a system of schools has been attempted here, we have not yet got into a perfect organization, and also labor under a great inconvenience for want of sufficient room.

In the same report Superintendent Derrom noted that:

A great majority of our teachers are good, indeed I may say excellent, but yet could be improved in the mode of public school teaching. An institute such as a State or County Normal School, where such teachers shall be required to attend a suitable period to receive the proper instruction, will be advantageous.

As the public schools were gradually extended not only in Paterson but throughout the State, competent teachers were most difficult to find. State Superintendent T. F. King, in his report in the legislature for the year 1846, noted "the burden of almost every (district) report is the want of properly qualified teachers." Friends of education and civic leaders everywhere in the State were concerned with this problem in the early 1850's. They seemed to agree in general that teacher shortage and teacher improvement were two aspects of the same problem. To reduce the teacher shortage and at the same time to improve the quality of teaching, the establishment of a Normal School for the professional training of prospective teachers before they began service was vigorously advocated. At the same time the professional improvement

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<sup>12</sup>*Ibid.*, p. 55.

of teachers already in service was sought through a series of county Institutes which all teachers-in-service were expected to attend.

No doubt influenced by the success of the first State Normal School (Lexington, Massachusetts, 1838) and by the organization of additional State Normal Schools in New England and New York, the State Superintendents in New Jersey from 1846 on, recommended the establishment of a State Normal School. They were joined in the persistent agitation for a State Normal School by many civic and educational groups, one of which was the New Jersey State Teachers Association which was formally organized at New Brunswick in December, 1853.<sup>13</sup> It should be noted particularly that the citizens of Passaic County presented a petition for a Normal School to the Senate as early as 1848.<sup>14</sup> By 1855, these efforts finally won enough support in political circles to encourage Governor Rodman M. Price to make a firm recommendation for the establishment of a Normal School and the Legislature, acting upon this recommendation to pass an Act establishing the first State Normal School in New Jersey. Several towns and cities responded to advertisements in the newspapers inviting proposals for furnishing a location and buildings for the new school. Trenton was selected by the Board of Trustees as the location offering the greatest advantages.

Although the friends of public education were justly proud of the first State Normal School in New Jersey they did not abandon the teachers institute as a means of improving the quality of teaching among those teachers already in service. The development of teachers institutes in the decade prior to the Civil War was a special concern of Christopher C. Hoagland, M.D., of Somerset County who organized the first one in June, 1849, at Somerville.<sup>15</sup> The general pattern in the early days was to operate the institute for four days

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<sup>13</sup>Murray, *op. cit.*, p. 172.

<sup>14</sup>Jarrold and Fromm, "Time the Great Teacher" (Trenton: New Jersey State College Bookstore, 1955), p. 6.

<sup>15</sup>Murray, *op. cit.*, p. 39.

from Monday evening through Friday evening. The teachers devoted six hours each day to receiving instruction in methods of teaching. In the evenings there were public lectures on subjects relating to education, one of which, during the early period, was likely to be on the need for a normal school and the characteristics of such an institution.

Along with the promotion of a State Normal School the recently organized State Teachers Association took on as one of its projects the establishment of teachers institutes throughout the State. The Association undertook to engage a representative to go about the State organizing teachers institutes in the various counties. Dr. Christopher Hoagland was the first such representative and until he left the State, was most successful in his promotional efforts. After Dr. Hoagland's departure, John B. Thompson was elected by the State Teachers Association to continue his work.<sup>16</sup> According to a report by State Superintendent John H. Phillips, for 1856-57 a well attended and very successful Teachers Institute was held in Paterson, indicating an educational awakening throughout the county.<sup>17</sup>

#### *A Normal School for Paterson Teachers*

Prior to this successful Institute, the citizens of Paterson, under the leadership of the able Samuel C. Hosford who came to the city as Principal of School #1 in the spring of 1854, had seriously advocated a local Normal School. Probably aware that the new State Normal School to be located in Trenton would, for some time to come, do little if anything to bring better qualified teachers to the Paterson schools, and with the knowledge that Newark and other large cities were considering local Normal Schools, Superintendent Derrom, Mr. Hosford, and others prevailed upon the Board of Education to formally authorize a Normal School for Paterson in April 1855. Actually, Mr. Hosford had been convening the teachers of Paterson "in an informal

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<sup>16</sup>*Ibid.*, p. 180.

<sup>17</sup>*Ibid.*

way for conferences, counsel and instruction" in the West Ward Schoolhouse for several months prior to this date.<sup>18</sup> The action of the Board not only gave official sanction to these efforts to improve instruction but also, beginning in the Fall of 1855, established classes on a regular basis. Mr. William Nelson records that they were held at first on Wednesday evenings, then on Tuesday and Thursday evenings, and afterwards on Saturday mornings.<sup>19</sup>

From the beginning this enterprise was called a Normal School. Since the enrollment was confined to teachers actually serving the Paterson schools it was more like the county Teachers Institutes in vogue at the time, than it was the State Normal Schools in New Jersey and other states which were organized to offer pre-service preparation for teaching — thus adding to the number of teachers available as well as contributing to the improvement of their qualifications. On the other hand, it differed from the Teachers Institutes in several important respects. Its program extended over a full school year, its classes were systematically organized and its teachers were carefully chosen and assigned to their work in teacher training, for which they received extra compensation. Although both students and teachers of the Normal School operated on a part time basis, there was a seriousness of purpose and a regularity about it which justifies its being regarded as the origin of the Paterson State College. In spite of many difficulties and anxious days, the history of Paterson State College is the story of the continuous development of teacher education through more than one hundred years, beginning with this part-time Normal School.

During the next twenty years the Normal School sustained several reorganizations and modifications while its position in the school system remained a precarious one. One of the most critical periods occurred soon after it was organized. For example, Mr. Nelson writes:

In February 1857, four classes were formed with Mr. Hosford,

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<sup>18</sup>Nelson, *op. cit.*, p. 49.

<sup>19</sup>*Ibid.*

Mr. DeHart, Mrs. Van Quenanden and Miss Stitt as teachers; in January 1858 the classes were reduced to two 'on account of the expense.' Notwithstanding the direct penalties which were ordered by the Board — such as one dollar fine for each absence, and even dismissal — the school was not a success, and in 1860 it was proposed to abolish it, and organize a Teachers Association for mutual improvement in their profession.<sup>20</sup>

Although Mr. Nelson does not say so, one may speculate that the teachers preferred the County Institute as a means of in-service training rather than the attendance at Normal School classes in the evening or on Saturdays while occupying full time teaching positions.

The Normal School was not abolished in 1860, but rather was reorganized in three classes with a change of one teacher. "The course of study was not changed, however, and the Normal School, instead of aiming to teach how to teach, continued to be in fact an elementary school for teaching the rudimentary branches."<sup>21</sup> Although Mr. Nelson concludes his comments with the dismal statement that "it is not strange, therefore, that it ultimately died quietly"<sup>22</sup> future events proved this to be a great exaggeration.

The record is not clear as far as the Normal classes are concerned during the year 1860-61. Possibly they were suspended for a short time. If so, it would not be surprising, as:

Owing to the extraordinary political agitation of our National affairs, and the almost total depression of industrial pursuits, the authorities of our city were led to conclude that it would be impossible to collect taxes out of which our public schools were to be sustained, and they recommended to the Board of Education to suspend the operation of our public schools for one quarter at least.

Through the efforts of an aroused citizenry and educational leaders and the practice of extreme economy, this unhappy circumstance was avoided.

Whether or not the Normal School was suspended for a while, Superintendent McClellan reported in 1862:

The Board has also established a Normal School whose

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<sup>20</sup>*Ibid.*, p. 50.

<sup>21</sup>*Ibid.*

<sup>22</sup>*Ibid.*

sessions are held on Saturday mornings and attended by all the teachers in the public schools of the city. The course of study embraces *Philosophy of Education*, the *Theory of Teaching* and the *Study of Methods of Instruction*.

In the same report to the State Superintendent, Dr. McClellan described in detail his visit to Oswego, New York, in October 1861 to study the system of "object teaching" there in operation. This visit resulted in a new, if short lived venture in teacher training aimed particularly at improving the conditions of the primary schools. Dr. McClellan stated:

Acting favorably on my report, the Board introduced the system — and engaged an experienced teacher from Oswego — and organized a *Primary Teachers' Training Department* under her charge. This Department is connected with one of our Primary schools, which is used as an experimental department. Persons desiring to enter the class are required to obtain a teacher's license from the Board of Examiners. Those who attended the entire course, practice in the experimental department and pass a satisfactory examination are to receive a certificate of graduation as "Trained Primary Teachers." There are thirteen young ladies in the present class. Besides this class, the instruction is attended by a portion of teachers engaged in other schools.

Unfortunately the innovation did not work out, for Mr. Nelson reports:

The school proved to be very expensive, the results were not all that were anticipated, and the teacher being arrested for punishing a pupil unduly was compelled to resign, and after less than a year's trial the experiment was discontinued.<sup>23</sup>

The importation of a special teacher from Oswego indicates that Paterson school leaders were fully aware of innovations in educational theory and practice and that they were desirous of keeping alive some form of in-service training for the Paterson teachers. The emphasis on "practice in the experimental department" suggests the early concern for supervised practice teaching which became an outstanding feature of the City Normal School in its full development and which would remain a characteristic of teacher education in the State Normal School and Teachers College of a later date.

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<sup>23</sup>*Ibid.*, p. 53.

After 1862 the Normal School for teachers employed in the city of Paterson seems to have been a rather stable adjunct of the public school system for about fifteen years. During this time there were two chief sources of dissatisfaction — one, the curriculum consisted of too much review of elementary school subjects and not enough professional study of how to teach — the other, the tendency of some teachers to be irregular in attendance even though they were penalized by deductions from their salaries. Serious attempts were made to bring about some organization of the curriculum so that teachers might progress from one class to another. For example, in 1868 the Normal School and the High School (established 1860) were placed under a special committee created for this purpose. With a view to making the Normal School really efficient the committee directed that the sessions of the Normal School be held on Saturday of each week from 9 a.m. until 12 noon; the teachers were to be arranged into three classes according to their standing upon examination —

*Class A*—Theory and Practice of Teaching Full Time

*Class B*—Hasty Review of Elementary School Subjects and Part Time Study of the Theory of Teaching

*Class C*—A Thorough Review of the Ordinary School Studies.

All the recitations were to be conducted with a view to teaching *how to teach* and a part of each session was to be devoted to a general discussion of modes of imparting instruction or lectures on topics connected with the profession. After completing rigid examinations, teachers were to be promoted from class to class and upon completion of the prescribed course were to be awarded diplomas which would qualify them to hold positions in the public schools. The committee also adopted a rule that no person should be employed as a teacher before attending the Normal School three months, unless able to pass an examination in the studies prescribed for graduation.

In 1870 the committee secured the services of Dr. Briggs, an eminent elocutionist from New York to instruct the

school for two months. The object was to have them (the teachers) taught the *Correct Principles of Elocution* that they may teach their pupils how to read properly — an art that is too much neglected in common schools. The next year the curriculum was again revised, retaining the plan of A., B. and C. Classes, but specifying more precisely the subjects to be studied in each class.

By 1872 Samuel E. Hosford was Superintendent of Paterson Schools — the same Mr. Hosford who as Principal of School #1 seventeen years earlier had organized the first Normal School classes. His continued interest in teacher improvement led him again to turn his attention to the Normal School. In his annual report of 1872 he restates his idea of the purpose of the Normal School as follows:

To thoroughly familiarize our teachers with the course of instruction they are required to pursue with their pupils; to increase their knowledge of the theory and practice of teaching and of the best methods of discipline and management of a classroom; to improve standards of scholarship.

Superintendent Hosford further proposed a set of rules affecting the Normal School which were adopted January 7, 1872:

*Rule 1—Sessions*

The sessions of the Normal School shall be held in School #1 on each Tuesday afternoon during the year, except during the months of July and August and holidays. From the first of April to the first of November the session shall begin at 4:30 p.m. and continue until 6:30 p.m.; from November first until April first they shall begin at 4:00 p.m. and continue until 6:00 p.m.

*Rule 2—Examinations*

There shall be annual examinations to be held on the last Saturday in June, to be conducted by the Committee on Teachers.

*Rule 3—Teachers to Attend*

All teachers employed by the Board of Education below Principals of the Grammar Schools, and members of the Normal Class of the High School shall be required to attend the sessions of the Normal School.

The course of study was to extend over three years and was precisely set forth as follows:

*First Year—C Class*

University Arithmetic	Theory and Practice of Teaching
Analytical Grammar	Garjot's - Common School Geography

*Second Year—B Class*

University Arithmetic	Geometry
Analytical Grammar	Physiology
*Algebra	Theory and Practice of Teaching

*Third Year—A Class*

*Algebra	Textbook on Teaching
Rhetoric	Moral Philosophy
Natural Philosophy	

\*Algebra to alternate with Geometry.

Elocution was given throughout the course. No provision was made for physical education, and the indifference of our times touching the subject renders it doubtful if any truly beneficial results would follow in its introduction.

Each teacher shall be required to deliver every six weeks before the whole three classes, a lecture of not less than fifteen minutes nor more than one-half hour in length, on such topics pertaining to the drill and the discipline of the classroom as shall be prescribed by the Principal of such school, aided by the Superintendent and with the advice of the Committee on the Normal School.

This description of the purpose and operation of the Normal School is quoted in detail because it represents the most complete statement available on the early Normal School for teachers-in-service in Paterson. The results of the examinations of 1872 were studied and as a result, further modifications of the program were devised to give greater attention to teaching *how* to teach. It was the intention that every pupil should "occupy temporarily the place of the teacher to her classmates and be subject to their criticisms as well as those of the regular teacher." Even with this provision of a simulated professional experience subject to criticism there still seemed to be something missing — perhaps there was some basic flaw in the notion that teachers could with little difficulty be made professionally competent after they began to teach by means of a series of weekly two

hour sessions after regular school hours. At any rate the Superintendent in 1874 commented in his annual report:

The Normal School is doing more effective work than formerly but still the results are quite unsatisfactory. Some of the regular teachers regard the regulation that they must study as unjust. These too are those who most need the instruction imparted in the Normal School and who are doing the poorest kind of work in our schools. On the other hand, many are manifesting proper interest and devotion to their work and are making commendable progress. We hope soon to re-organize the whole school and make it a thorough training school in the theory and practice of teaching.

A year later in 1875 the description of the Normal School in the Superintendent's report indicated that no basic change had been made in the program or schedule of classes since 1872. However, the "time required to complete the course was four years"<sup>24</sup> instead of three as was planned in 1872. The first step toward pre-service professional education was also indicated in these words:

A limited number of persons, residing in this city, not teaching in the public schools, but who desire to qualify themselves therefore, are allowed to attend the Normal School, which has thus become a source of supply of teachers, as well as a means of improvement for those who are already teachers.<sup>25</sup>

In making this provision, the Paterson Normal School was moving toward a new concept of teacher education more nearly like that of the established State Normal Schools in New Jersey and other states — a development which is described in Chapter II.

The original concept of a Normal School to upgrade the the competence of teachers already employed in the city of Paterson continued for a while but was eventually dropped in favor of the pre-service idea of teacher preparation. Many years later, however, the notion of upgrading teacher competence reappeared as the educational aspirations of teachers and certification requirements rose toward a level represented by the Bachelor's Degree. In-service study on a part-time

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<sup>24</sup>Board of Education, Paterson, New Jersey. Annual Report for Year Ending March 20, 1875.

<sup>25</sup>*ibid.*

basis after school hours and in summer sessions became a characteristic of the teaching profession, as certified teachers sought to improve their professional and personal competence through systematic study toward the Bachelor's and later the Master's Degree. This desire for upgrading provided the impetus for the development of the part-time division and summer session at the college as described in Chapter VI.

## CHAPTER I I

### The Paterson City Normal School<sup>1</sup>

1875-1923

In September 1860 a high school was organized in Paterson by taking the more advanced pupils from grammar schools #1 and #3. The early high school offered a three year course and by 1872 seems to have included in the A Class (3rd year) a number of pupils who planned to teach and were therefore "required to attend the sessions of the Normal School, which at that time were held on Tuesday afternoons. The first annual Commencement of the high school was held in the Congregational Church on the evening of the 28th of June, 1875 when the building was filled to its utmost capacity by the friends of the graduates and others interested in Public Education."<sup>2</sup>

#### *The Normal School for High School Graduates*

In the Fall of the same year (1875) the Normal class of the High School was organized separate from and in addition to the high school program. This event was truly significant in the development of teacher education in the city of Paterson. Perhaps its significance as a fundamental change from the in-service training of teachers to the pre-service training of high school graduates was not fully appreciated at the time, for the reason given for this action suggests expediency rather than long range educational planning. This reason, as given in the Superintendent's report, was "to obviate the necessity of sending pupils of the *High School*

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<sup>1</sup>Much of the material in this chapter is drawn from an unpublished manuscript entitled "The State Teachers College at Paterson, New Jersey — An Historical Sketch" by Dr. Edith R. Shannon. This historical sketch was written in 1954 and covers the origin and early history of the Paterson State Teachers College in great detail. It contains many quotations from reports of early Boards of Education in Paterson and from the State Superintendent of Schools, all of which are carefully documented. The original copy of this manuscript may be found in the archives of the Paterson State College Library. Credit is hereby given to Dr. Shannon's research for all quotations in this chapter which are not otherwise documented.

<sup>2</sup>Annual Report of the Superintendent of Public Instruction for the year ending March 20, 1876. Board of Education, Paterson, p. 38.

*A Class* to act as temporary substitutes for absent teachers in the various schools . . .”<sup>3</sup> The notion that young people preparing to teach should be used as substitutes in the schools was certainly looked upon with more favor in 1875 than it would be today as evidenced in the third item in the organizational plan quoted below. An evaluation of the motive almost ninety years later with only partial information at hand, does not in any way detract from the significance of the organization of the High School Normal Class, an event which some maintain is the true origin of the Paterson State College as an institution of teacher education. The following description of this class is contained in the Superintendent’s report for 1876:

1. This class shall be known as the *Normal Class of the High School* and shall be entirely distinct from the *A Class* (senior).

2. Any *graduate* of the public high school may become a member of this class, as also may any person holding a *certificate of graduation* from any other high school or seminary, subject to the permission of the Committee on Teachers and the Superintendent.

3. Any pupil of this class who may exhibit superior skill in discipline and in imparting instruction shall be detailed to teach in the schools of the city during the absence of the regular teacher in case there be a deficiency of regular substitutes.

4. Any pupil whose attendance, exclusive of time employed in teaching, shall in any month fall below 90%, unless such absence shall be for satisfactory reason, shall be suspended from the list of supplies for three months.

5. The course of study shall for its completion require one year and recitations shall be under the management of the Principal of the High School.

6. Together with a mastery of the subjects taught in the Grammar School and Primary Departments . . . shall be the acquirement of skill in discipline . . . and in the best methods of imparting instruction.

7. The course of study shall be as follows:

First Term:

Written Arithmetic, through percentage

Mental Arithmetic

United States History

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<sup>3</sup>*Ibid.*, p. 39.

Grammar and Analysis  
 Gymnastics  
 Second Term:  
 Written Arithmetic, finished  
 United States History, finished  
 Mental Arithmetic, finished  
 Geography and map drawing  
 Phonetics  
 Principles of Music<sup>4</sup>

There were six members of the first Normal Class in 1875. During the same year the Normal School, in session for two hours on Tuesday afternoons, continued in "a flourishing condition and has been well conducted during the year."<sup>5</sup> Thirteen members of the high school A Class attended these Normal School sessions and "having passed the required examination in June, were awarded diplomas of graduation, exempting the holders from compulsory attendance."<sup>6</sup> The following year 1876, there were ten members of the Normal Class of the high school. In his annual report, Superintendent Rogers noted that "some of the members of this class have been very efficient as substitutes for absent teachers, but the class as a whole, has not been as successful as we could desire."<sup>7</sup>

Nevertheless, the Normal Class of the high school continued for several years to provide a one year program of pre-service teacher education for high school graduates along side of the part-time Normal School which was primarily concerned with up-grading the effectiveness of teachers-in-service in the city of Paterson.

The importance of observation and practice teaching for the prospective teacher was soon recognized and by 1880 was provided by assigning members of the Normal Class of the high school to the various grade schools in Paterson for observation and some practice teaching under the direction

<sup>4</sup>*Ibid.*, pp. 39-40.

<sup>5</sup>*Ibid.*, p. 40.

<sup>6</sup>*Ibid.*, p. 41. Note: This exemption apparently refers to the requirement that all teachers employed in Paterson attend the sessions of the Normal School.

<sup>7</sup>Annual Report of the Superintendent of Public Instruction for the year ending March 20, 1877. Board of Education, Paterson, N. J., p. 42.

of the Superintendent of Schools and the several principals of the elementary schools. At this time too, the Normal Class of the High School was given more status by calling it the *Normal Training Department of the High School*.

In 1886 the Paterson School system had as its Superintendent Dr. Clarence E. Meleny, a man of vision and broad interests in the whole area of education. During that year, Dr. Meleny was president of the New Jersey State Teachers Association. Speaking to the convention of the Association he advocated the creation of a new state wide organization of educational leaders to serve as a forum for the discussion of fundamental issues affecting the development of public education in New Jersey. Following his suggestion there was organized in 1887 the New Jersey Council of Education of which Dr. Meleny was one of the forty charter members.<sup>8</sup>

Related more directly to the subject of this book was Dr. Meleny's concept of teacher-education as a function of the State. In his annual report for 1887 he discussed the question and indicated that he had communicated with legislators to see if anything could be done about State aid for the Paterson City Normal School. In his words:

The State has been very liberal toward its one (State) Normal School, but it cannot train all. Most of its graduates go to rural districts . . . we have to raise our own money . . . it would seem that the State should appropriate money for the education of teachers in cities, as well as in the country districts. Our course (Paterson Normal) is equivalent if not superior, to the State course. Our Normal Class is composed of graduates of our High School, while pupils are admitted to the Trenton school at a much lower standard. I have communicated with the legislators to see if anything can be done in this direction . . . By establishing and maintaining a State Normal School, New Jersey has acknowledged its obligation to educate teachers for the State. This principle has been recognized by all states in the Union, and most of them excelling New Jersey . . . Many applications come to us from people outside the city, for admission to our

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<sup>8</sup>Regina B. Lynch, "Seventy-five years of Educational Influence," *A History of the New Jersey Council of Education*, 1963., pp. 1-5.

schools, which we have refused, but which we could receive if the State should aid us in this good work.

Dr. Meleny was evidently advocating state aid for the Paterson City Normal School. He did not seem to raise the question which would certainly be asked if such a proposal were to be made today — namely, would not financial support for operation lead to control of the operation by the agency furnishing the support? When state aid finally did come the control came with it. However, as will be described in a later chapter, a cooperative arrangement existed at Paterson for many years whereby the State financed and operated the program of teacher education while the city of Paterson provided and maintained the building in which the program operated.

The Normal Training Class of 1890 for the first time in the history of the Department, held its commencement exercises separately from the high school exercises.

The graduates assumed the expense of the occasion and the large auditorium of the Division Street Reformed Church was engaged. No more select and appreciative audience ever assembled in this city than that which greeted the class.

Thus the Superintendent reported this occasion, which in itself was no doubt gratifying to the graduates but which also suggested the realignment soon to come by which the Normal School would be divorced from the High School and affiliated instead with one of the elementary schools which would constitute a center for practice teaching.

### *The Two-Year Normal School*

The growing conviction that a substantial period of supervised practice teaching was essential in the training of elementary school teachers not only led to more appropriate physical arrangements for the Normal Training Class but also stimulated agitation for the extension of the Normal course from one to two years so that more supervised practice teaching might be included. In his annual message to the Board in 1891, the Superintendent said "Unless the course of training is continued longer than one year, there

will not be sufficient time and opportunity to obtain experience in disciplining and managing a class." A contributing factor in favor of a two-year Normal course was the fact that a number of graduates of the class of 1890 were awaiting appointment. The specific action extending the Normal course was reported by the Superintendent as follows:

Taking into consideration the over-production and the fact that a course of one year was found insufficient for satisfactory study and training in the theory and practice of teaching, the Committee on Teachers recommended the lengthening of the course to two years, and the recommendation was adopted by the Board. The revised course of study was adopted in January 1891. Provision has been made in the new course for practice teaching; the students of the Normal Class being required to spend a certain time each day teaching and observing in the various model classes in the city, said classes to be designated and other suitable arrangements made by the Superintendent of Schools.

The reorganized two-year Normal School was first moved to School #6, and later transferred to the new School #17 which housed both the Normal classes and the practice or model school consisting of a kindergarten and the first four grades. When School #17 became overcrowded in 1895 the Normal School and its affiliated practice school were again transferred to the new School #1. With each of these moves Dr. William J. Slattery was transferred as Principal of the elementary school and the Normal School, considered to be one comprehensive organization. In 1899 Dr. Slattery submitted a plan of staffing the Normal School, suggesting that when employing new teachers, they be chosen because they were capable of performing a triple service: (a) that of classroom teacher; (b) that of critic teacher; (c) that of instructor of special branches.

Although Dr. Slattery did not live to see his plan adopted, his successor Dr. Addison B. Poland accepted his suggestion and set about staffing School #1 with teachers especially adapted for participating in the teacher training program. This meant transferring teachers into School #1 to replace some of the staff who were not qualified to perform this

triple service recommended by Dr. Slattery, or not interested in doing so. Although these transfers were made with no loss of pay, position or prestige as a classroom teacher, the Superintendent could offer no increase in salary to those who undertook the additional work and responsibility of teaching in the "model school." In spite of some difficulty he was able to bring together a suitable staff and the Normal Training and Model School was under way with a common purpose and a single administration.

The next five years were a period of transition and development made unusually difficult by the overcrowded condition of School #1. The great fire of 1902 destroyed the High School and the high school students temporarily used School #1 in the afternoon. During this time too, there was a rapid turnover of superintendents in Paterson and the Normal School lost some of its teachers through death and resignation. In spite of these difficulties Mr. Jesse Burks, new Principal of the Normal School, reported in 1904 that the enrollment went up 60% between 1903 and 1905.

When Mr. Burks accepted a position outside the State in 1905 Dr. Frank Webster Smith accepted the Principalship of the Normal School. Under his wise leadership over a period of twenty years it grew in size and improved in quality. Toward the end of this period it became the New Jersey State Normal School at Paterson.

Soon after Dr. Smith became associated with the Normal School, he was reporting in 1908 to the Superintendent of the City Schools in Paterson as follows:

The degree of success attained must not blind us to our handicaps, which, in brief, may be described as insufficient teaching force to conduct the course of training and insufficient room to accommodate our present numbers . . . Two things are immediately necessary: (1) we must have more teachers for the Normal work; (2) we should have larger accommodations for our students.

The second of these recommendations was achieved when in 1910 the Normal School was moved from School #1 to the new School #24 on 19th Avenue and East 22nd Street

(just off Market Street). Here it remained for forty years during which time it established a true identity and developed a status as Paterson's only institution of higher education. Indeed, so firmly was School #24 associated with the Normal School and later the Teachers College that long after the college had moved to the Wayne Campus in 1951, strangers were misdirected to "School 24 on Market Street" when inquiring directions to the college.

Just prior to the First World War the two-year Paterson City Normal School probably attained its greatest stature. Some notion of the Normal School of this period may be obtained by referring to a few quotations from the Annual Report of 1915 of Principal Frank Webster Smith who was completing his tenth year as head of the School. There were two graduating classes — 29 graduating in February and 26 in June. Dr. Smith noted that "the school had a high total of attendance, about equal to last year . . . the faculty remained largely the same as it has been for a number of years . . . the strength of the school lies in the continuity of an able group of teachers."<sup>9</sup>

Dr. Smith noted further that:

Changes in general plans for training were made. Students were required, outside of their regular Normal course, to refresh and increase their knowledge of history, geography, language, elementary science and other studies of the elementary school curriculum. Because of the shifting of this preliminary work from the regular course to private study, we feel justified in extending the professional element of normal training and especially in bringing some elementary practice work into the first term of the course.<sup>10</sup>

The report also notes a change in outlook and a sense of real mission in preparing teachers for the schools of an industrial city.

The ideas, modes of approach, methods of thought, and the industrial, social, religious and intellectual conditions of city children are different from those children in rural communities and require distinctive courses and methods on the part of

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<sup>9</sup>Frank Webster Smith, "Report of the Principal of the Normal School," Annual Report of Board of Education, Paterson, New Jersey, 1915, p. 103.

<sup>10</sup>*Ibid.*, pp. 105-106.

teacher training schools<sup>11</sup> . . . we must study the elements of our population, the economic and other relations of the city, and the relations of the one to the other, study the school population, its composition, its inheritance, its needs, its possibilities, and make our course of study, method and class administration accord with this fundamental study.<sup>12</sup>

It is interesting to note that this statement, written fifty years ago, represents the thinking of the present day when the college serves the State as a whole. These ideas are the basis for a special service project initiated in 1964 to assist the city of Paterson obtain from among the graduates of Paterson State, teachers who have had special preparation and student teaching experience along the lines suggested by Dr. Smith in his 1915 report.

Just as the college students of today, the Normal School students of 1915 enjoyed an opportunity to extend their experiences through lectures by members of the faculty and guests, among whom was Rev. William A. (Billy) Sunday, the famous evangelist who conducted meetings in a "tabernacle" on Broadway during the Spring of 1915. His subject at the Normal School assembly was "Making the Most of Common Opportunities."<sup>13</sup>

Another innovation of that year was the involvement of the Normal School students and the children in the practice school (#24) in school and home garden projects. "In this way," wrote Dr. Smith "nature study has a healthful stimulus and a useful outlet, and some good geography, history and arithmetic may be secured with it."<sup>14</sup>

The modern concern of the local teacher-preparation institution for community service is suggested by what was called "extension work to bring the Normal School and the district into closer relations." In 1915 this consisted of a series of "Five Evenings with Favorite Authors" which offered readings of such authors as John Greenleaf Whittier, Sir Walter Scott, and James Whitcomb Reilly, by a local clergy-

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<sup>11</sup>*Ibid.*, p. 105.

<sup>12</sup>*Ibid.*, p. 108.

<sup>13</sup>*Ibid.*, p. 110.

<sup>14</sup>*Ibid.*, p. 111.

man and several high school teachers of literature. This concept of community service was to characterize the Normal School and college for many years, extending to an organized Adult Education Center during the depression years of the 1930's. This type of service was clearly in Dr. Smith's thinking when in 1915 he expressed the hope:

That in the future short time classes in various subjects, cultural and practical, may be conducted in the school for people in the district whose formal school days are over, but who wish to join in educational programs that, though not executed in ordinary school hours, are none the less vital.<sup>15</sup>

### *Transition to a State Normal School*

Although the City Normal School continued until 1923, dramatic changes and improvements were probably held in check by the growing realization that teacher education is a State responsibility and the efforts of local educators and lay citizens to have the State take over the operation of the Normal School. Activities in this direction were given impetus by the Paterson School Survey made under the supervision of the late Dr. George D. Strayer of Columbia University in the Spring of 1918. Dr. Strayer suggested that "the citizens of Paterson should make every effort to have the State adopt the City Normal School."

With this suggestion in mind, Dr. Smith was probably impelled to work for quick action in this direction after the unfortunate year of 1918-1919.

An epidemic of influenza and the shortage of coal kept the School closed for weeks during the Fall session, since #24 was a city school and came under the rulings that applied to all other schools of the City. Two members of the faculty died. The need for substitutes was so great that the Senior Class practice teaching period was entirely interrupted.

In his annual report for 1920 Dr. Smith wrote:

There is bound to be a teacher shortage for some time to come. Under present conditions, and with the present outlook there is one aim that should be pushed to the front. We should make every effort to have the State adopt the City Normal School.

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<sup>15</sup>*Ibid.*, p. 113.

Preliminary steps to achieve this end were taken in 1921. The State Board of Education approved the City Normal School Course and the Legislature passed an enabling Act which permitted the State to take over schools such as the City Normal School. Between 1921 and 1923 a great deal of work was done in political circles, leading to an offer by the city "to provide a building, equipment, and practice school without other expense than that required for running expenses of the Normal School Department." This work achieved results in 1923 when the State Legislature passed an Act to establish the New Jersey State Normal School at Paterson. The text of the Act follows:

Chapter 52 (3)

An Act to establish "The New Jersey State Normal School at Paterson," and to provide for the maintenance, support and management thereof. BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. There shall be established and maintained an additional State Normal School for the purpose of training and educating persons in the science of education and the art of teaching by the name and title of "The New Jersey State Normal School at Paterson." The tuition at said school shall be free.

2. For the maintenance of the said Normal School in accordance with the provisions of an act entitled "An Act to establish a thorough and efficient system of free public schools and to provide for the maintenance, support and management thereof, approved October nineteenth, one thousand nine hundred and three," which said supplement was approved March twenty-fourth, one thousand nine hundred and thirteen, "approved March thirty-first, one thousand, nine hundred and twenty-one, the sum of thirty thousand dollars, or so much thereof as may be necessary to be expended by the State Board of Education pursuant to the provisions of the act in this section recited, which said appropriation shall be available when included in any annual appropriation act.

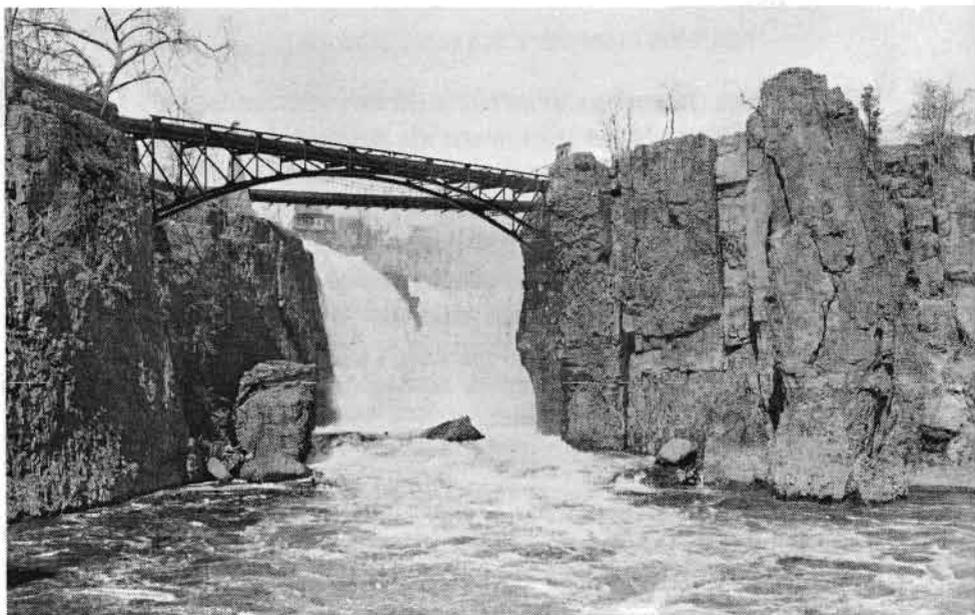
3. The State Board of Education shall maintain the "New Jersey State Normal School at Paterson" and exercise the same jurisdiction as is now vested in said Board with respect to other normal schools in this State.

4. This act shall take effect on the first day of July, one thousand nine hundred and twenty-three.

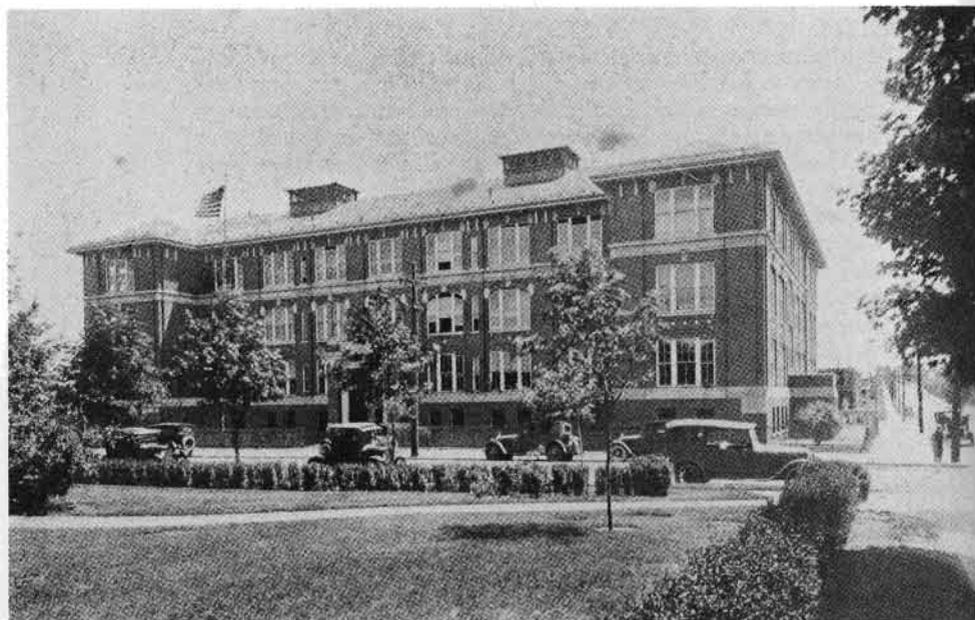
Approved March 12, 1923.

On commencement night in 1923 there were, no doubt, many who had mixed feelings about the demise of the City Normal School, but the general attitude was one of rejoicing in the satisfactory culmination of the sustained effort of many people and of extending best wishes for the success of the new cooperative venture, as the people listened to Principal Smith express his gratitude in the following words:

So much has been said as to the State adoption of our City Normal School in my last reports and in the press through recent months, that I may condense in a word here . . . and express our warm appreciation of the support and service of all who participated in bringing about the change . . . to the Normal School Committee and its able Chairman, a loyal member of our faculty, to the Mayor and Board of Education, to the Superintendent and his Assistants, to Paterson members of the Legislature, particularly Messrs. Smith, Evans and Williams, to interested citizens and the press. I wish also to add a hearty personal word for the good will and support accorded me, personally, which has made the year a particularly choice one to me.

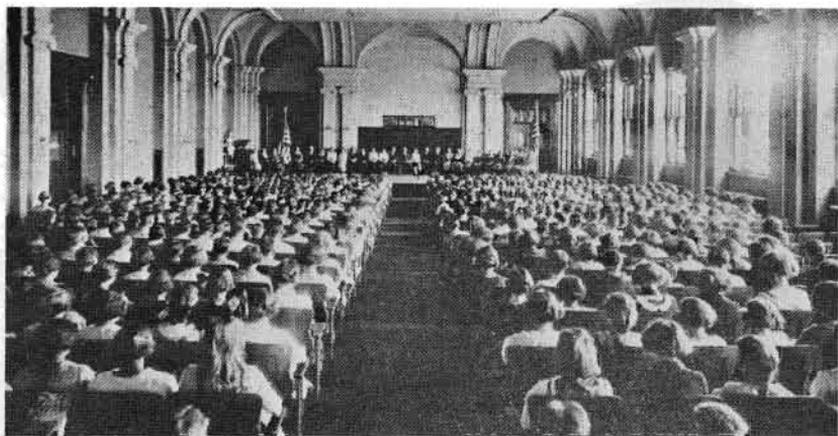


GREAT FALLS OF THE PASSAIC

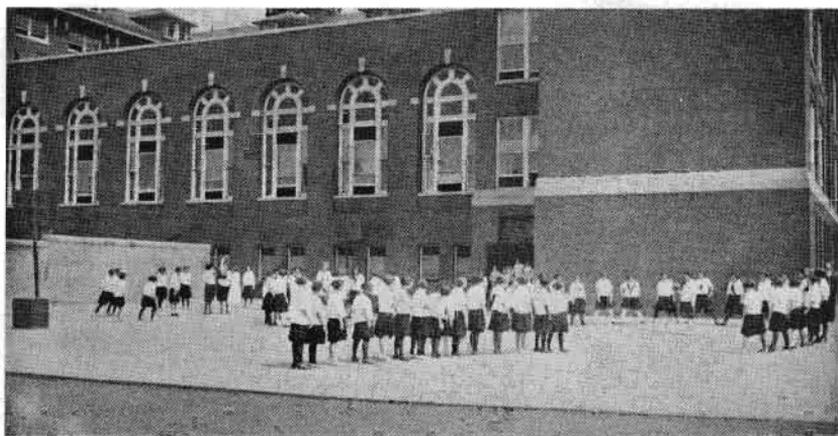


PATERSON NORMAL SCHOOL BUILDING—SCHOOL No. 24





"THE ASSEMBLY ROOM WITH A UNION ASSEMBLY OF HIGHER PRACTICE GRADES, NORMAL STUDENTS AND FACULTY." CIRCA 1920



"HEALTH AND JOY THE BASAL CONSIDERATIONS." CIRCA 1920



"A CLASS OBSERVING." CIRCA 1920

## Program

1. INCOMING—SCHOOL SONG
2. INVOCATION AND RESPONSE
3. GREETING SONG *(Mendelssohn)* NORMAL SCHOOL
4. A GERMAN NORMAL SCHOOL MISS PARKER
5. A FRENCH NORMAL SCHOOL MISS COHEN
6. AN ENGLISH NORMAL SCHOOL MISS DAVIS
7. CHORUS—The Dance *(Bilgor)* GRADUATING CLASS
8. THE PATERSON NORMAL SCHOOL—STAGES IN THE DEVELOPEMENT OF A TEACHER. OUR IDEALS
  - Scene 1 (1) Observing how children act.  
(2) Discussing observation in the Administration Class.
  - Scene 2 (1) Observing what children should be taught and how children learn.  
(2) Discussing these matters and studying them in books in the Administration Class.
  - Scene 3 (1) Observing how children think.  
(2) Discussing observations and studying the topic in the Psychology Class.
  - Scene 4 (1) Observation of Special Children.  
(2) Discussing observation and studying the topic in the Class in Child Study.
- DUET—Viola Mecc *(Campana)* MRS GOODRICH AND MISS EITLER
- SCENE 5 (1) Observing physical conditions of the room.  
(2) Discussing and studying in the Administration Class.

## Program

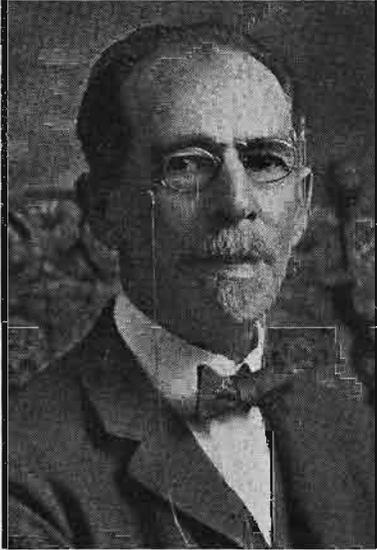
- Scene 6 (1) Learning some of the mechanics of school work—passing material, keeping records.  
(2) Discussing these things in the Administration Class.
- Scene 7 (1) An illustration for a special method class in the Junior Year, before practice begins.  
(2) Discussing it in the Class Room.
- Scene 8 (1) After practice teaching begins—The Grade Critic showing her pupil teachers how to teach.  
(2) Discussing the lesson with her charges.
- PIANO AND VIOLIN SELECTION—Opening Flowers *(Ulrich)*  
MISS JORDAN AND MISS KROEGL
- Scene 9 (1) The Grade Critic training her apprentices in teaching.  
(2) Giving criticism on the lesson.
- Scene 10. Getting suggestions for improvement from the Normal Teacher.
- Scene 11. Sizing up one's own work—The monthly diary.
- Scene 12 (1) The responsible teacher "Charge Day."  
(2) Discussing successes and failures with critics.
- SONG—Maybelle and the Flowers *(Mendelssohn)* NORMAL SCHOOL
- Scene 13. Taking Diplomas—Graduating Class—SUPERINTENDENT WILSON AND PRESIDENT HAWK.
7. CLASS SONG—Memories by Miss Mitchell GRADUATING CLASS
8. PRAYER AND BENEDICTION
9. OUT GOING—School Song.

### NOTES

Scenes 1-3 Introduced by Miss Simpson,  
 Scenes 4-6 Introduced by Miss Oppenheim,  
 Scenes 7-9 Introduced by Miss Mitchell,  
 Scenes 10-12 Introduced by Miss Donohue.  
 The various scenes, while serving the various purposes indicated also form a concrete basis for the study of the history of education.

PATERSON NORMAL TRAINING SCHOOL  
 PROGRAM, GRADUATING EXERCISES, 38TH YEAR  
 JUNE 29, 1914

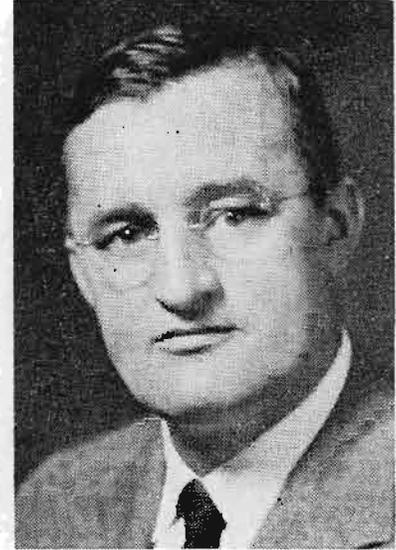
NORMAL SCHOOL PRINCIPALS



FRANK WEBSTER SMITH, PH.D.  
PATERSON CITY NORMAL SCHOOL 1905-1923  
N. J. STATE NORMAL SCHOOL AT PATERSON  
1923-1925

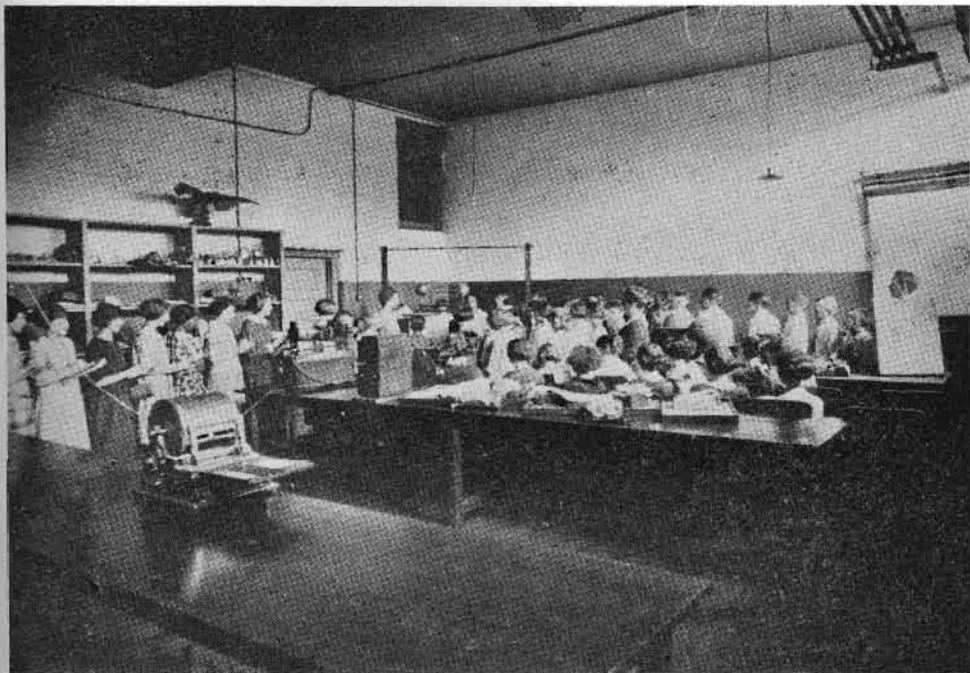


ROY LEE SHAFFER, PH.D.  
1925-1933

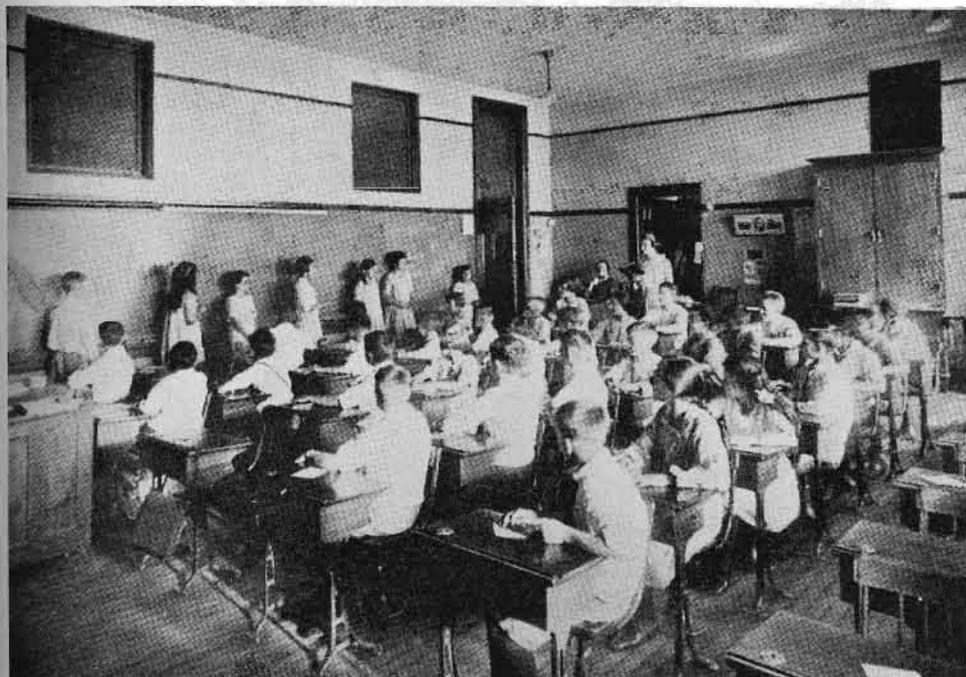


ROBERT HUGH MORRISON, PH.D.  
1935-1937

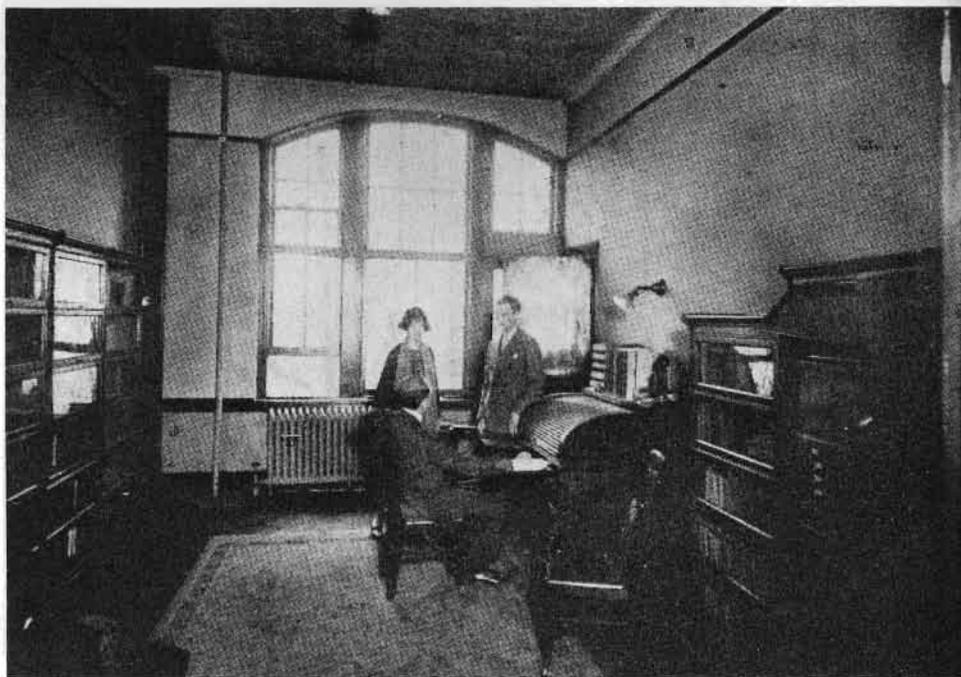
EDGAR F. BUNCE, ED.D.  
ACTING PRINCIPAL, 1934-1935



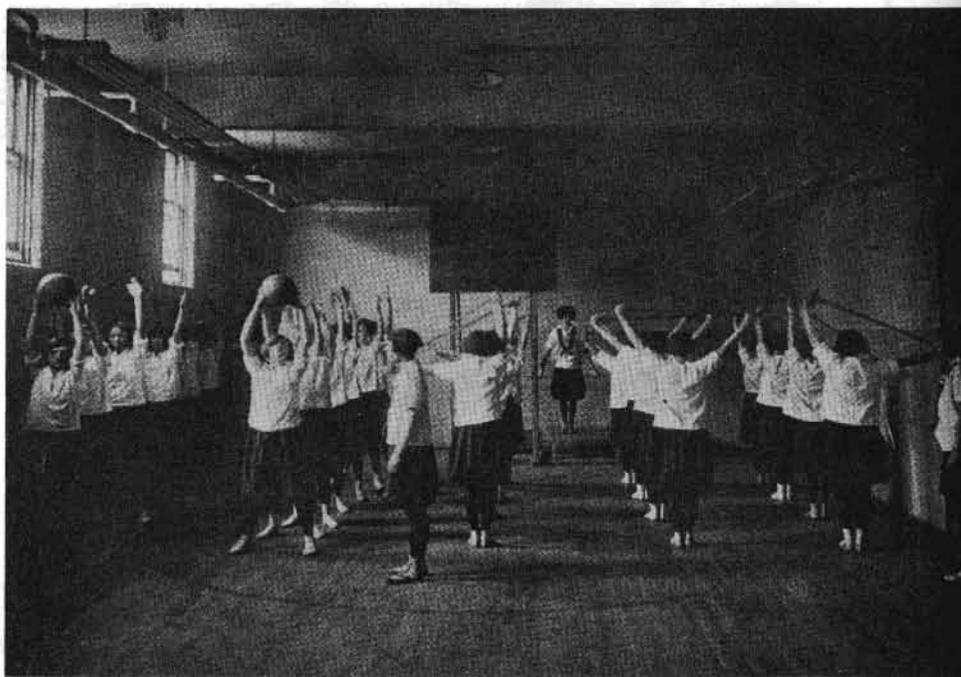
"OBSERVING IN THE SCHOOL LABORATORY." THIS BASEMENT ROOM WAS LATER USED AS A GYMNASIUM AND FINALLY AS A CLASSROOM. CIRCA 1922



A STUDENT "TAKING CHARGE" AT THE END OF AN ASSIGNMENT IN ONE OF SEVEN DIFFERENT GRADES TO "DEMONSTRATE HER POWER IN CLASS ADMINISTRATION AND TEACHING." CIRCA 1922



THE PRINCIPAL'S OFFICE — 1925



PHYSICAL EDUCATION FOR GIRLS IN THE BASEMENT GYMNASIUM. CIRCA 1925



THE PATERSON STATE NORMAL SCHOOL FACULTY — 1926

## CHAPTER III

### The New Jersey State Normal School

1923-1937

The transition from a City Normal School to a State Normal School proceeded smoothly. Dr. Smith was retained as principal of the new State institution as were members of the faculty; activities were continued in School #24; and the two year curriculum did not undergo any immediate change. The enrollment, however, increased rapidly and reached 350 during 1925. At the end of this school year, Dr. Smith retired from active public school work after forty years of service in education, the last twenty of them devoted to preparing young men and women to become teachers. In recognition of his outstanding service the State Board of Education appointed him Principal Emeritus of the Paterson State Normal School.<sup>1</sup>

The Commencement Exercises for the class of 1925 were described in great detail in the morning paper of June 26. Following the processional "when a double line of girls of the student body dressed in white, held high the laurel chains through which the graduates in dignified cap and gown pass,"<sup>2</sup> an allegorical pageant depicting the problems that confront the young teacher was given by the graduates. In presenting the class for graduation, Dr. Smith made a short address thanking all who had contributed to the success of the Normal School during his tenure in office and envisioning:

This school maintaining its leadership and making for itself a still more pre-eminent place in the school system of New Jersey with unsurpassed facilities for students and more generous and encouraging provision for its faculty . . . It does not do violence to the imagination to see, with State cooperation and generous State support, our numbers rising till they fill the whole building.<sup>3</sup>

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<sup>1</sup>Edith R. Shannon, "The State Teachers College at Paterson, New Jersey — An Historical Sketch," unpublished manuscript 1954, p. 34.

<sup>2</sup>*Paterson* (New Jersey) *Morning Call*, June 26, 1925.

<sup>3</sup>*Ibid.*

Another enticing vision described by Dr. Smith in his address to his last Normal Class had to do with the establishment of a University Center, a branch of New York University which was under consideration at the time.

Let us assure ourselves of this beginning offered us this year and then, enlisting all city interests in the enterprise, work heartily and unitedly for the larger opportunities and make our great city a welcome home for university life.<sup>4</sup>

This particular development never came to pass, but this record will show that Paterson before long became the center for higher education enterprises of several kinds, some of which were intimately related to the developing Normal School and Teachers College. Dr. Smith's vision concerning the size, facilities and services of the Normal School of the future was eventually to be far surpassed, but not without constant vigilance, a sensitivity to new needs and a determined effort to achieve quality in teacher education.

In September 1925 Dr. Roy Lee Shaffer became the new Principal of the Paterson State Normal School. The school continued to grow so that more and more rooms were needed for its activities. These were made available in School #24 by withdrawing grades from the practice school and assigning the children to neighboring schools. By 1928 the Normal School used sixteen rooms for classroom and laboratory purposes and some other space for faculty offices. In addition, it shared the use of the auditorium, a small gymnasium and a large basement area for a cafeteria.<sup>5</sup>

### *Curriculum Development in the Normal School*

Beginning with the entering class of 1929 the curriculum for the preparation of teachers in the elementary schools was extended to three years and some changes were made in the requirements for admission to the Normal School.

The annual catalog of 1929-30 listed the three year cur-

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<sup>4</sup>*Ibid.*

<sup>5</sup>Shannon, *op. cit.*, p. 34.

riculum for the first time. Under the heading *Organization of the Curriculum* the Catalog states:

The Paterson State Normal School offers only one curriculum for the training of teachers. That is a general curriculum of three years' length. The sole aim is to develop a well-trained teacher for service in the schools of the State.<sup>6</sup>

For the first time the catalog showed a number and title for each course and contained a paragraph description of each of the courses. This change represents one step in the direction of an accepted practice in institutions at the college level. It will be noted, however, that the value of courses was still stated in the catalog in terms of periods per week rather than semester hours credit, although the student's permanent record card shows semester hours for each course. A comparison of the three-year curriculum with the former two-year curriculum last listed in the catalog of 1928-29, is shown in the reproductions of permanent record cards in Pictorial Section II. It will be observed that the total number of semester hours in the three-year curriculum was 120, or 20 per semester. The record card for the graduate of the two-year curriculum shows neither semester hours nor periods per week.

The 1928-29 catalog indicates that the students in the two-year curriculum attended class twenty-three (23) periods per week for three semesters; the fourth semester was entirely devoted to practice teaching, observation, demonstrations and conferences. In the three-year curriculum the twenty (20) weeks of practice teaching, instead of being concentrated in one semester, were distributed in ten week blocks during each of the last two years. The only totally new subjects added were *Home Economics*, *Test and Measurements*, *Library Methods* and *Introduction to Education*. Most of the subjects were still highly professionalized and adapted to the special needs of prospective elementary school

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<sup>6</sup>*Annual Catalog*, New Jersey State Normal School at Paterson, 1929-1930, p. 16.

teachers. However, some slight advance was made in the direction of more general education by adding a few academic courses in English and History and by allowing the students one elective in each of these fields.

### *Admission Requirements*

The requirements for admission to a State Normal School were established by the State Board of Education and were uniform in all the Normal Schools. In 1928-29 the following qualifications were essential for all candidates for admission to a Normal School:

1. A resident of the State of New Jersey
2. A graduate of an approved four year secondary school or a holder of a permanent teacher's certificate
3. At least sixteen years of age
4. A recommendation from the principal of the secondary school certifying as to the scholarship and probable success of the candidate as a teacher
5. A testimonial of good character
6. A physician's certificate stating that the candidate is in good health, and free from any physical defect which would render the person unfit for teaching
7. Each candidate must promise in writing to teach in the public school of New Jersey for at least two years immediately after graduation, unless excused by the State Board of Education.
8. Must pass entrance examinations in *English* (including composition and grammar), *Arithmetic* and *Spelling*. An average of 70% in the three subjects with a minimum of 60% in each subject was required for admission.

Provision was made for the principal to admit without examination any student who had completed a full year at an approved normal school or college.<sup>7</sup>

Beginning with the class that entered the Normal School in September 1930 the courses to be completed in high

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<sup>7</sup>*Annual Catalog*, New Jersey State Normal School at Paterson, 1928-29, pp. 11-12.

school by applicants for admission to the normal school were precisely indicated:<sup>8</sup>

Constants For All Curricula	
I. English .....	4 Units
Mathematics (may be General Mathematics or Elementary Algebra; or Commercial Arithmetic for applicants to the Manual Training, Physical Education, and Commercial Curricula) ....	1 Unit
American History and Problems of Democracy .....	1 Unit
Science (may be General Science) .....	1 Unit
Additional History or additional Science or additional Mathematics .....	1 Unit
	8 Units
II. Three-Year General, Kindergarten, Rural Curricula and Four-Year General Curriculum at Trenton	
Selected from History, Science, Mathematics and Foreign Language (Nothing less than 2 units in Foreign Language will be credited) .....	4 Units
Free Electives .....	3 Units
	7 Units
Total Variable .....	7 Units

In 1930, the basic rules concerning admission to a normal school were changed only slightly. Non-residents of the State of New Jersey "could be admitted upon the same terms as resident students at the discretion of the Commissioner."<sup>9</sup> Also, there was a change in the entrance examinations required of all applicants not already teaching. An examination in American History and Citizenship was substituted for one in spelling and a psychological test prescribed by the Commissioner was added to the examination program.<sup>10</sup>

#### *A New Site for the State Normal School is Found and Lost*

Since 1928 Dr. Shaffer had been urging that a new physical plant be secured as soon as possible to accommodate the growing Normal School. This possibility caught the imagi-

<sup>8</sup> *Annual Catalog*, New Jersey State Normal School at Paterson, 1929-30, p. 12.

<sup>9</sup>*Ibid.*, p. 13.

<sup>10</sup>*Ibid.*

nation of educational, civic and political leaders in Paterson and nearly became a reality between 1930 and 1932.

The City of Paterson offered to donate to the State a tract of land of nearly 100 acres in size as a site for a normal school campus. This tract was known as the Alms House site and was adjacent to the County property on Preakness Hill which was being developed for the Valley View Hospital. In order to accommodate the Normal School as envisioned by Attorney Gustav A. Hunziker of Little Falls, a member of the State Board of Education and Mrs. Isabelle Summers, former Assemblywoman and at that time director of the Women's and Children's Bureau of the State Department of Labor, a little more land on the rise behind the Alms House site was required. This they and others sought to acquire from the Passaic County Board of Freeholders. In September 1930 this group agreed to donate twenty-two acres of land to the State for normal school purposes, thus extending the proposed campus so that, as Commissioner Hunziker said:

The new institution, if built, will be modern in every respect. . . . there will have to be, in addition to the school building, a dormitory, an administration building, a library, gymnasiums, etc.<sup>11</sup>

In December 1930 the State Board of Education officially accepted the property from the City of Paterson and the County of Passaic, a total of 118 acres, and authorized a preliminary survey of the site with the intention of requesting an appropriation of \$500,000 to begin the development of the campus. The request was included in Governor Larson's annual budget message in January 1931 but was cut to \$400,000 by the appropriations committee. In this form it passed the legislature and a new normal school seemed assured. "Work will start about the first of the year" (1932) predicted Commissioner Hunziker in October of 1931.<sup>12</sup> The Annual State Normal School catalog of 1932-33

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<sup>11</sup>Paterson (New Jersey) *Morning Call*, September 11, 1930.

<sup>12</sup>Paterson (New Jersey) *Morning Call*, October 13, 1931.

contains a small picture of the "promised land" over the caption "New Site of the Paterson State Normal School."<sup>13</sup>

This optimism was premature, however, as toward the end of the year (1931) the legislature in an economy drive eliminated the appropriation for construction at the Paterson State Normal School along with other items from the appropriations bill. Thus, the hopes of many loyal and hard working friends of the Normal School were dashed in the rocks of economic depression, only to be revived again twenty years later when the times were more propitious.

### *Depression Years — A Critical Period*

Although Dr. Shaffer continued to recommend that "as soon as financial conditions of the State will permit, a Normal School be built on the State owned site."<sup>14</sup> Hard times continued too long for any possibility of favorable action and eventually the "Alms House" site was returned to the City and used for veterans' housing. Hope remained alive for some time, however, as the Student Government Handbook for 1934-35 contained a picture of the new site and optimistically noted:

It is planned to have the buildings located near the highest point of the grounds. No more beautiful plot of ground could have been selected for the buildings, which will constitute the new normal school.<sup>15</sup>

In the Fall of 1932 the faculty had a "get-together on the new normal school site" and Principal Shaffer optimistically "proposed the idea of building a walk on the site which might be named *The Walk of the Illustrious* . . . For that walk, stones might be obtained from the birthplace of men whom we consider famous, whose names stand for ideals . . ."<sup>16</sup>

Even as late as April of 1936 Mrs. Summers was opposing the re-acquisition of the Alms House site by the City of

<sup>13</sup>*Annual Catalog*, New Jersey State Normal School at Paterson, 1932-1933, p. 13.

<sup>14</sup>Shannon, *op. cit.*, p. 37.

<sup>15</sup>"Handbook of the State Normal School," Student Government Association, 1934-1935, p. 9.

<sup>16</sup>*Normalite* Vol. VIII, No. 2, November 1932, State Normal School, Paterson, N. J., p. 7.

Paterson for a future housing project on the grounds that "when the emergency is past I am sure they (the State) will be ready to take up the work where they left off."<sup>17</sup>

The economic depression of the early 30's was not only responsible for the postponement of the development of a State owned facility for teacher education in Paterson, it created a situation which was detrimental to orderly development in all areas of life, and in education, brought frustration to administrators, teachers and students alike. At the same time, it was a period of re-examination of social values and bold innovations in education and social welfare. These contrasting depression phenomena are no better illustrated anywhere than in the history of the Paterson Normal School during the nineteen thirties.

The need for economy at the state level was reflected in four actions in 1932 and 1933 which, while reducing the cost of teacher education to the State, increased the burden on the students, most of whom could ill afford to assume it.

1. Authority was given to the Normal Schools and Teachers Colleges to charge fees for Extension and Summer School courses in order to make the courses self-supporting.
2. Normal Schools and Teachers Colleges were required to charge a minimum tuition fee of \$50 per annum for students.
3. Normal Schools and Teachers Colleges were permitted to charge students for text books and supplies and to charge incidental fees.
4. The admission of classes at mid-year was abolished.<sup>18</sup>

In reporting this last action, Dr. Edgar F. Bunce, State Supervisor of Teacher Training, wrote "although this procedure may be accompanied by a slight reduction in enrollment, it should result in economies and in more efficient instruction."<sup>19</sup>

Just at this critical period the Normal School lost its

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<sup>17</sup>Paterson (New Jersey) *Evening News*, April 29, 1936.

<sup>18</sup>*New Jersey School Laws*, 1932, Chapter 127. (Note: The \$50 per year tuition did not reduce enrollment as expected. The State Board of Education raised it to \$75 per year in 1933-34 and to \$100 per year the following year).

<sup>19</sup>*Annual Report*, State Supervisor of Teacher Training, June 1933, pp. 41, 42, as reported by Shannon, *op cit.*, p. 37.

capable principal when Dr. Shaffer was transferred to the Principalship of Jersey City State Normal School late in 1933. The vacancy was not filled for almost two years, during which time Dr. Edgar F. Bunce, State Supervisor of Teacher Training, served as acting principal, coming to Paterson from his office in Trenton one or two days each week to look after local affairs. This was one of the several low points in the history of the Normal School. Dr. Bunce is reported to have commented in April 1934 "no one knows, of course, just what may happen to this institution of higher learning in the immediate future."<sup>20</sup> In 1933 the full time enrollment in the Normal School declined to a few more than two hundred students, which in terms of placing the graduates in teaching positions was not too disturbing as the depression had hit the public schools also, causing what was generally regarded as an over-supply of teachers in the State.

Compounding the misfortune of the Normal School, in January 1933, the report of the Princeton Survey of governmental activities was made to Governor Harry A. Moore. The survey recommended the closing of Paterson State Normal School at the end of the current academic year and that the Jersey City State Normal School be abandoned in "two or three years."<sup>21</sup> Dr. Shaffer immediately made a vigorous protest against this recommendation, pointing out the low cost of operating the school because of the subsidy from the City of Paterson and placing the needs of the students ahead of false economy. Regarding the over-supply of teachers, Dr. Shaffer suggested that instead of closing Normal Schools a better idea would be to require teachers in the public schools to be citizens of New Jersey.<sup>22</sup>

Not only did Dr. Shaffer protest personally but he rallied the students, alumni, civic groups and politicians to the support of the Normal School. Resolutions were passed and petitions were signed. Editorials favorable to the Normal

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<sup>20</sup>Shannon, *op. cit.*, p. 37.

<sup>21</sup>Paterson (New Jersey) *Evening News*, January 4, 1933.

<sup>22</sup>*Ibid.*

School appeared in both Paterson newspapers and many conferences behind closed doors were held during January and February. This vigorous support left no doubt that the community thought highly of its Normal School and more importantly, convinced the political leaders, among them State Senator John C. Barbour, that they should fight to save the school.

The publicity attendant upon all this activity made the Paterson State Normal School better known throughout the State than ever before and eventually had the desired effect. The Governor included some \$54,000 for the operation of the school in his budget which was cut to a little over \$46,000 in the appropriations bill which was passed on June 14, 1933.<sup>23</sup> Although the future of the Normal School without a permanent State owned home was still uncertain, as Dr. Bunce pointed out in 1934, it survived this particular crisis and went on about its business of training teachers with renewed enthusiasm growing out of knowledge that the school was really appreciated in the community and that its program was held in high esteem by its students and alumni.

An important factor in the final outcome was the placement record at Paterson Normal which remained relatively high. This was due in no small measure to the strenuous efforts of Dr. Clair S. Wightman who was added to the staff in 1930 as director of placement and follow-up. Dr. Wightman knew each graduate personally and spent much of his time in the public schools seeking vacancies for which the graduates might be recommended. In line with his placement and follow-up duties Dr. Wightman organized the first all-day conference on November 9, 1931 for recent graduates who were getting their first teaching experiences under contract. An interesting feature of this conference, which contributed to easing the placement problem the following year, was the selection, with the cooperation of the head of the Practice Department, of upper class students

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<sup>23</sup>Paterson (New Jersey) *Morning Call*, June 6, 1933.

to substitute for the graduates, so that the latter might attend the conference. The conference was regarded as a success in several ways, not the least of which was the improvement of public relations and articulation between the Normal School and the public schools it served.<sup>24</sup>

### *The Passaic County Junior College*

During the period of 1933-1935 when there was no full time principal of the Normal School, Dr. Wightman was the administrative officer in charge of the local operation between the visits of Dr. Bunce, the acting Principal. In this capacity, he became involved with the problem of making adjustments in the Normal School program to accommodate a separate institution of higher education which opened in the building (School #24) in October 1934. This was the Passaic County Junior College which utilized the Normal School facilities for two years. A brief account of the junior college is justified in this book because of its cooperative association with the Normal School and because it was the forerunner of a significant experimental general college program introduced into the Teachers College itself in 1936. Furthermore, the Passaic County Junior College, although it existed for only two years, was one unit in the earliest development of public junior colleges in New Jersey and as such should not be overlooked when someone writes the history of public junior college education in the State.

During 1932 and 1933 six junior college centers opened in New Jersey with funds supplied by the Federal Government. These were organized on a county basis, each with its own Board of Trustees and each using the facilities of some public school building. Their locations were: Middlesex County (New Brunswick and Perth Amboy); Monmouth County (Long Branch); Morris County (Morristown); Union County (Roselle); Essex County (Newark State

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<sup>24</sup>C. S. Wightman, "A Valuable Conference at the Paterson Normal School," *Education Bulletin*, XVIII, No. 6, Department of Public Instruction, February 1932, pp. 510-515.

Normal School); Passaic County (Paterson State Normal School). This new venture in higher education in New Jersey was clearly a depression phenomenon, as the purposes of all the Emergency Relief Administration Junior Colleges were (1) to provide unemployed high school graduates the opportunities for higher education free of tuition and (2) to assist unemployed college instructors to find positions of responsibility in line with their training and experience. To assure the highest educational standards Dr. Robert H. Morrison was called from his position at the Montclair State Teachers College to become the executive officer of the E.R.A. Junior College system. In carrying out this responsibility he worked closely with the Dean of each junior college who was responsible for the Administration of the program on the local level.

The Passaic County Junior College opened in October 1934 under the guidance of an Advisory Board composed of:<sup>25</sup>

- Mr. James Wilson, Chairman  
Former President, Paterson Chamber of Commerce
- Mr. Hubert R. Cornish, Secretary  
Principal, School No. 4, Paterson
- Dr. Arthur D. Arnold, Treasurer  
Superintendent of Schools, Passaic
- Mr. J. J. Fitzgerald  
Secretary, Paterson Chamber of Commerce
- Mr. Edward W. Garrison  
Superintendent, Passaic County Schools
- Mr. Simon H. Glass  
Insurance Manager, Paterson
- Mr. Amos Morrison  
Secretary, Y.M.C.A., Passaic
- Mr. Kenneth Robinson  
Vice-President, Clifton Trust Company, Clifton
- Mr. George Smith  
Superintendent of Schools, Clifton
- Mrs. Isabelle Summers  
Former Assemblywoman, Passaic County

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<sup>25</sup>*Passaic County Junior College*, "Circular of Information and Announcement of Courses," 1935-1936, p. 4.

Rev. Father Thompson  
St. Anthony's R.C. Church, Hawthorne

Mr. John R. Wilson  
Superintendent of School, Paterson

The first Dean was Dr. Cornelius Jaarsma. When he left for another position in March of 1935, Kenneth B. White, who had been a teacher in both the Middlesex and Essex County Junior Colleges, was transferred to Passaic County as Dean.

Classes were held in the Normal School classrooms in School #24 from 3 p.m. until 10 p.m. Monday through Friday. Courses were offered in liberal arts, science and engineering and business administration. Since many students hoped to transfer to a four year college or university to complete their work for a degree, they were given careful guidance in the selection of courses so that their work might parallel as closely as possible the first two years of the college to which they expected to transfer. As an aid in effecting transfers and in making recommendations for employment, a thorough system of personnel records was developed, which included scores on standardized sophomore comprehensive examinations which were administered to all students completing the second year of work.

During the summer of 1935 there was great uncertainty about the continuation of the Junior College. The administrative problems of operating an educational institution within the framework of a relief project were almost insurmountable. For example, the college closed down for the Christmas holidays (since the other classes were suspended, the building was unheated) but the teachers, in order to be paid, had to report each day to work on curriculum and other problems under the direction of the Dean (called a foreman for payroll purposes). Likewise, all staff members were dropped from the payroll when the "project" terminated at the end of the college year in June and had to be re-certified as eligible to receive federal assistance before the college could open again in the Fall. By late September of 1935 an

eligible staff consisting of ten re-appointments from the previous year and several new people, was brought together and the second year began in early October, with nearly four hundred students enrolled.

At the end of the college year 1936 it was deemed unadvisable to continue the Passaic County Junior College under the conditions that existed at the time, and together with three of the other emergency junior colleges, it was discontinued as a federal project. Evaluated in terms of their objectives, these junior colleges achieved an amazing degree of success. Many students did transfer to other colleges from which they were graduated, in some cases, to continue with professional education in law, medicine and other fields; many of the instructors who had limited teaching experience prior to their junior college assignment gained confidence in themselves and developed their skills in the classroom so that they eventually found their place in a regularly organized college or high school. In addition, junior college opportunities in New Jersey did not cease with the abandonment of federal support. The Monmouth Junior College continued as a semi-public institution for many years and is now a four year college; the Union Junior College still continues as a semi-public junior college although in a different location; the opportunities offered by our own Passaic County Junior College were transferred to the State Normal School and continued until after World War II.

### *Reorganization as a State Teachers College*

As we return to the main theme of this chapter it should be recalled that during the early 1930's the Paterson State Normal School had run upon hard times. The long awaited State-owned campus had become a casualty of the economic depression; the enrollment was less than 250 students — apparently large enough to meet the anticipated need for elementary school teachers in the immediate future; the school was without a full time administrative leader for two years; there was even some hesitation about extending the

curriculum to four years in length culminating in the Bachelor's degree as had been done in the other Normal Schools in the State. It was not until April 1937 that the name of the institution was changed to the New Jersey State Teachers College at Paterson and a degree granting curriculum was fully in effect.

At probably the lowest point in this critical period, September 1935, Dr. Robert H. Morrison was appointed Principal of the Paterson State Normal School. For that school year, 1935-36, he continued to serve in addition, as general supervisor of the emergency junior college program in the State. Dr. Morrison brought to the Principalship tremendous energy and broad experience in teacher education. He was a man with many ideas and the courage to try something new in spite of opposition if he thought that by so doing a worthwhile educational objective might be achieved.

Drawing upon his experience at the Colorado State College of Education in Greeley and his knowledge of the educational programs in many teachers colleges throughout the country, Dr. Morrison worked out during 1935-36 a plan whereby the advantages to the young people of the area of the general college courses offered by the Passaic County Junior College might be preserved within the structure of the Normal School without increasing unduly the number of teachers prepared for elementary school service. He further contended that the process of delayed selection might improve the quality of the teachers graduated. At the same time the number of students in the Normal School would be increased, thus utilizing more effectively the faculty and facilities available. This plan known as the experimental or general college program was recommended by Commissioner Charles H. Elliott, approved by the State Board of Education and introduced in September 1936.

The entering class of 1936 was composed of two groups — one a group of students who knew quite definitely that they wanted to teach in elementary schools. These students were enrolled in the regular four year general elementary

curriculum. The other group was composed of students who were uncertain of their vocational objectives or who were considering professions other than teaching. These students were enrolled in a program of general college courses, many of which were electives, with no professional courses during the first two years. They were not required to commit themselves to teaching at the time of admission. At the end of two years they received a certificate of achievement and might apply to continue in teacher education or they might apply to transfer to another college. Unless those who applied to continue could meet the rather high qualifications for selection into the upper division they were expected to leave the college. It is interesting to note that although those admitted to the general college program were required to pay \$25 additional tuition, more than two-thirds of the members of the freshman class (73 out of 99) of 1936-37 chose this program.<sup>26</sup>

General college courses were also offered in an evening session beginning in September 1936. This evening division was organized:

To provide an opportunity for employed people to carry forward their studies and earn college credit . . . students were enrolled for one, two, three or four courses each valued at three semester hours' credit. A total of 82 students (in addition to a number of employed teachers) enrolled in the Evening Division.<sup>27</sup>

A general bulletin announcing day college courses for 1936-37 and containing other information about the new four year general elementary curriculum, expenses, student activities and other matters (an abbreviated catalog without course descriptions) had been printed earlier in the year before final plans for the general college program were formulated. Hence, it was necessary to hastily print special announcements during the summer and to delay the opening of college as long as possible to give some opportunity to acquaint high school graduates with the new day and evening

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<sup>26</sup>Robert H. Morrison, "Annual Report to the Commissioner of Education," 1936-1937, p. 4.

<sup>27</sup>*Ibid.*, p. 5.

programs. Thus began a new series of Paterson State Normal School Bulletins — number one (September) announcing the College Extension Courses for the fall semester; number 2 (October) announcing college courses in the evening session. Number three (November) was a special issue concerning placement, written by Dr. Wightman, Director of Placement.

In order to teach the academic courses added to the curriculum seven new staff members were added to the Normal School Faculty in September 1936. Kenneth B. White, Psychology and Director of Personnel, Benjamin Matelson, Social Science, and Mark Karp, English, came from the former Passaic County Junior College. John O. Percival was engaged to teach Physics; Fred L. Bedford, College Mathematics; Herbert Roehler, French; Donald O. Thomas, Business subjects. With this group, the total faculty of the Normal School consisted of 22 persons including two librarians. Of these, ten were men and twelve were women. To round out the faculty two more teachers and an assistant librarian were soon employed — Henry Schmidt, Chemistry and Alice Mehleis, Assistant Librarian in 1937, and Samuel P. Unzicker, Science and Foundations of Education in 1938. With these additions, the faculty in 1938 numbered twenty-four as Dr. Wightman formerly counted as a faculty member was now President. This number remained quite stable for several years.

Worthy of special mention in connection with curriculum is the inauguration of a program of educational field trips which became a tradition at the College for many years and which are favorably remembered by many former students. It had been the practice at the Normal School for some time to encourage field trips for individual classes for specific educational experiences under the direction of the instructor. Thirteen such trips are reported for the year 1936-1937. Dr. Morrison was strongly committed to the educational value of field trips. In his annual report to the Commissioner of Education for the year 1936-1937 he pointed out that:

Field trips in a teachers college serve two purposes. First, they educate those who participate. In addition, they give prospective teachers experience which will enable them to guide students whom they will teach in other field trips.<sup>28</sup>

To overcome the objection to class field trips at various times which take students out of other classes (an objection still raised by today's faculty) Dr. Morrison established the practice of setting aside one day in the fall semester and another in the spring semester during which classes would not meet and all students and faculty members would participate in an educational field trip. A special field trip fee of \$1.50 per semester was charged each student to finance the hiring of busses and other field trip expenses. The all-college field trip program for 1936-1937 was as follows:

## FALL SEMESTER FIELD TRIP DAY

<i>Groups</i>	<i>Destination</i>	<i>Nature of Trip Activity</i>
Freshman Class	New York City	Study of: Wall Street Museum of Art Museum of Science
Sophomore Class	Morristown and Trenton	Study of: Washington's Headquarters State House State Museum Barracks Memorial Building
Senior Class	New York City	Study of: Altman's Store Wanamaker's Store Museum fo Art Theatre

## SPRING SEMESTER FIELD TRIP DAY

<i>Groups</i>	<i>Destination</i>	<i>Nature of Trip Activity</i>
Freshman Class	Morristown	Study of: Washington's Headquarters
	Harrison	Western Electric Plant

<sup>28</sup>Morrison, *op. cit.*, p. 8.

Sophomore Class	Tarrytown West Point Bear Mountain	Study of: Literary, historic and scientific shrines
Senior Class	New York City	Study of: Ellis Island Statue of Liberty Ocean Liner Museum of Art Theatre <sup>29</sup>

Since the juniors were not listed for trips presumably they were occupied with practicum or student teaching experiences in the public schools during the times the field trips were scheduled.

In the belief that field trips are an essential part of a liberal education, they were continued for several years or until the numbers of students became so large that the organization of trips and transportation of all students in the college at one time became unmanageable. Conceding that all-college field trips left something to be desired in the way of coordination with the subjects being studied at the time of the trips, this plan did succeed in a small college in broadening the interests and understandings of a student body whose direct experiences were often rather limited, without interfering with their regular class schedule.

It was not only the curriculum that was altered under Dr. Morrison's leadership during the two years he was principal of the Normal School. He did everything he could to give the Normal School status as a collegiate institution. With permission of the Paterson School authorities he brought about changes in the physical facilities in School #24 to make the building more appropriate for college students. The library was expanded by placing most of the book stacks and the circulation desk in a corridor adjacent to two library rooms; two classrooms were converted to offices for the expanded administrative staff including a full time Business Agent, a full time Recorder, a part time Director of Person-

<sup>29</sup>Morrison, *op. cit.*, pp. 9-10.

nel (including admissions), a Dean of Women and a Director of Part Time and Extension; areas at the end of all corridors and in what were originally cloak rooms for the elementary school classrooms were converted to offices for faculty members; another classroom was furnished as a student lounge and social room; the cafeteria room was improved; a store was opened in the basement to enable students to purchase books and supplies.

Although these and other improvements made college life more attractive to students, the general college curriculum did not immediately bring large numbers of additional students to the day college. For the first year (1936-1937) the announcement of general college work came so late that not many high school graduates or their counselors knew about it in spite of the very excellent cooperation of the Paterson newspapers. This was somewhat compensated for by the possibility of drawing students from the discontinued Passaic County Junior College. But most of these students had part-time jobs and therefore enrolled in evening classes which accounts in part for the sharp increase in enrollment in the part-time and extension division in 1936-1937 (see Chart). Furthermore, there seemed to be a reluctance on the part of students who were not interested in teaching to attend a "Normal School" which had been known for so many years as an institution preparing teachers for the elementary schools. The change in the name of the school to the New Jersey State Teachers College at Paterson in 1937, together with continued publicity and recruitment efforts,<sup>30</sup> soon took effect however, and the number of general college students and the total enrollment increased steadily until cut back again during the period of the Second World War.

In the summer of 1937 Dr. Morrison was promoted to the position of State Director of Teacher Education and in 1945 to Assistant Commissioner in charge of Higher Educa-

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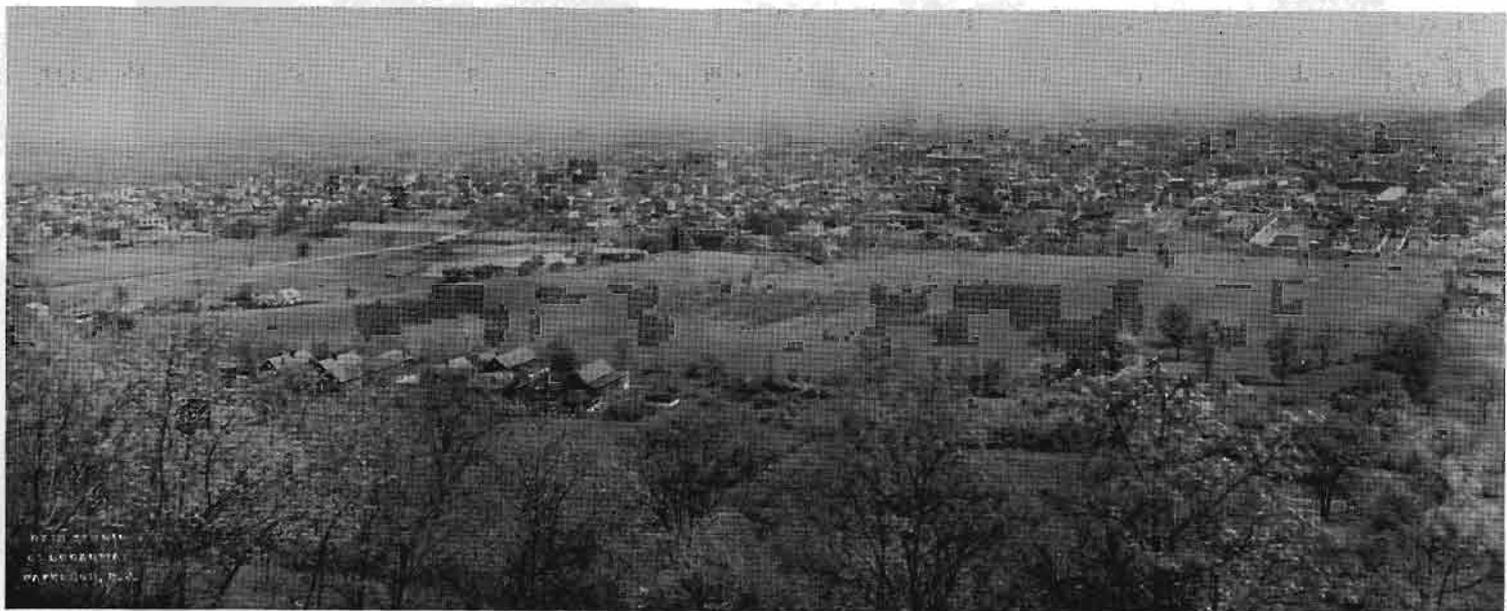
<sup>30</sup>*Paterson Morning Call*, Spring 1938. A series of five articles entitled "Presenting: The Paterson State College" written by Kenneth B. White, Director of Personnel, to interpret the activities of the college to the people of northern New Jersey.

tion where he continued to show a special interest in the development of Paterson State Teachers College and helped it in every way possible to attain an equal status with the other Teachers Colleges in New Jersey. In his short two-year tenure as Principal of the Paterson State Normal School, Dr. Morrison made a lasting impression on the program of the college and the character of teacher education at Paterson. Some of the Normal School faculty and indeed, some of the schoolmen in the area, were doubtful at first about the wisdom of introducing the general college program. Likewise, some of the new staff members whose background did not include any experience with public schools or teacher education developed a new respect for both through their associations on the faculty and their working with students, many of whom were preparing to teach in the public schools.

Under the leadership of Dr. Morrison, continued by the new president, Dr. Clair S. Wightman, the college became a well integrated institution, serving the needs of the public schools for teachers and providing opportunities for young men and women who did not wish to teach to secure two years of higher education in a local college. The general college curriculum, by introducing in the preparation of teachers a greater emphasis upon general education through the liberal arts and sciences foreshadowed a trend which was to characterize curriculum development in the future. An unplanned result of the organization of these courses and the addition of faculty to teach them was the ability of the college some years later to serve more effectively veterans of World War II who enrolled in large numbers under the G.I. Bill of Rights.



"A CORNER OF THE LIBRARY." CIRCA 1928  
THIS WAS THE FIRST OF FOUR LOCATIONS OF THE LIBRARY  
DURING 43 YEARS.



"NEW SITE OF THE PATERSON STATE NORMAL SCHOOL"  
AN UNFULFILLED HOPE DURING THE EARLY 1930's.

### PATERSON STATE NORMAL SCHOOL

Name: \_\_\_\_\_ Date of Birth: June 17, 1907 Age: 17 9 6  
 Street: 135 Harding Ave. City: Clifton, N. J. Date of Entrance: Sept. 14, 1927  
 Telephone: Passaic 2-0970-J Date of Leaving: June 1929 Time: 2:40  
 High or Preparatory School: Passaic Name of Parent or Guardian: \_\_\_\_\_

DEPARTMENT	ENGLISH	GEOGRAPHY	HISTORY	MUSIC	MEMORSHIP	SCIENCE	PSYCHOLOGY	ARTS	HYGIENE	LIBRARY	ARITHMETIC	ED. LITERATURE	HEAT. OF ED.	SCHOOL MANAGEMENT	OBSERVATION	PRINCIPLES OF EDUCATION	SOCIOLOGY	READING	SPELLING	PUBLIC SPEAKING	TIMES ABSENT	REMARKS		
JR. B.	75	80	75	95	80	70	80	75	75	80													80	
(5 MOS.)																								
JR. A.	80		F	85	85	90	90	80	85	85				85						75				82.2
(5 MOS.)																								
SR. B.	80	80		85	70	70	80	80	70	90								80			80			82.7
(5 MOS.)																								
SR. A.																								
(5 MOS.)																								

Scale of Ratings }  
 E = Excellent = 90 - 100  
 G = Good = 80 - 89  
 M = Medium = 70 - 79  
 F = Failure = 69 or less

Summary - Theory 82  
 Practice 81

*Rank 47  
 No in Class 119*

### PATERSON STATE NORMAL SCHOOL — PERMANENT RECORD CARD — 1929 SHOWING THE SUBJECTS IN THE TWO YEAR CURRICULUM AND THE USE OF PERCENTAGE MARKS.

#### PATERSON STATE NORMAL SCHOOL

AGE: \_\_\_\_\_ DATE OF BIRTH: June 17, 1907 AGE: 18 8 5  
 STREET: 135 Second Ave PLACE OF BIRTH: Clifton, Pennsylvania  
 CITY: New York ENTERED: Sept 1927 LEFT: June 1929  
 TELEPHONE: \_\_\_\_\_ PARENT OR GUARDIAN: \_\_\_\_\_  
 HIGH SCHOOL: Winton High POSITION: \_\_\_\_\_ Year: \_\_\_\_\_ Grade: \_\_\_\_\_

#### ACADEMIC RECORD

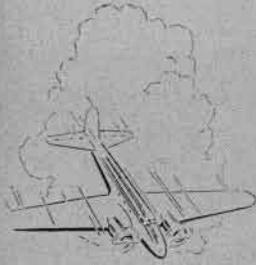
	FIRST YEAR			SECOND YEAR			THIRD YEAR		
	Subjects	S.H.	Grade	Subjects	S.H.	Grade	Subjects	S.H.	Grade
First Semester - 18 weeks	Ed. III (Theory Method) (10 weeks)	1	B	Ed. III (Educational Psychology)	2	B	Ed. III (General Teaching Problems)	1	B
	Ed. III (Instructional Methods) (10 weeks)	2	B	Ed. III (Reading & Exacting Methods)	1	B	English III	1	A
	English III	1	A	Geography III	1	B	Health & Physical Education III	1	B
	English III (Speech)	1	B	Health & Physical Education III	1	B	History III	1	B
	Fine Art III	1	C	Industrial Art III	1	B	Home Economics III	1	A
	Handwriting III (10 weeks)	1	B	Mathematics III	1	B	Mathematics III	1	B
	Health & Physical Education III	2	B	Music III	2	B	Music III	1	A
	History III	1	B				Education III (Second Practice) 16 Weeks	10	B
	Music III	1	C				Summary	20	82
	Science III	1	B				Subjects	24	Grade
Second Semester - 18 weeks	Summary	20	84	Summary	20	86	Ed. III (Principles of Teaching & School Management)	1	B
	Subjects	24	Grade	Subjects	24	Grade	Ed. III (Tests & Measurement)	1	B
	English III	1	B	Ed. III (Professional Psychology)	1	D	Ed. III (Evaluation)	1	B
	English III (Speech)	2	A	English III	1	D	Ed. III (Evaluation)	1	B
	Fine Art III	1	C	Geography III	1	B	Ed. III (Evaluation)	1	B
	Handwriting III	1	C	Health & Physical Education III	1	B	Fine Art III	1	C
	Health & Physical Education III	2	B	Health & Physical Education III	1	B	Health & Physical Education III	1	B
	History III	1	B	Home Economics III	1	B	History III	1	B
	Mathematics III	2	B	Music III	1	B	History III (100-100-100-100)	1	B
	Music III	1	B	Music III	2	B	Music III	1	B
Science III	1	B	Education III (First Practice) 16 Weeks	10	C	Summary	20	81	
Summary	20	84	Summary	20	87	Subjects	24	Grade	

*Rank 49  
 No in Class 75*

### PATERSON STATE NORMAL SCHOOL — PERMANENT RECORD CARD — 1932 SHOWING SUBJECTS IN THE NEW THREE YEAR CURRICULUM AND THE USE OF SEMESTER HOURS AND LETTER GRADES.



THE OPERETTA  
ONE OF A SERIES PRODUCED DURING THE 1930'S

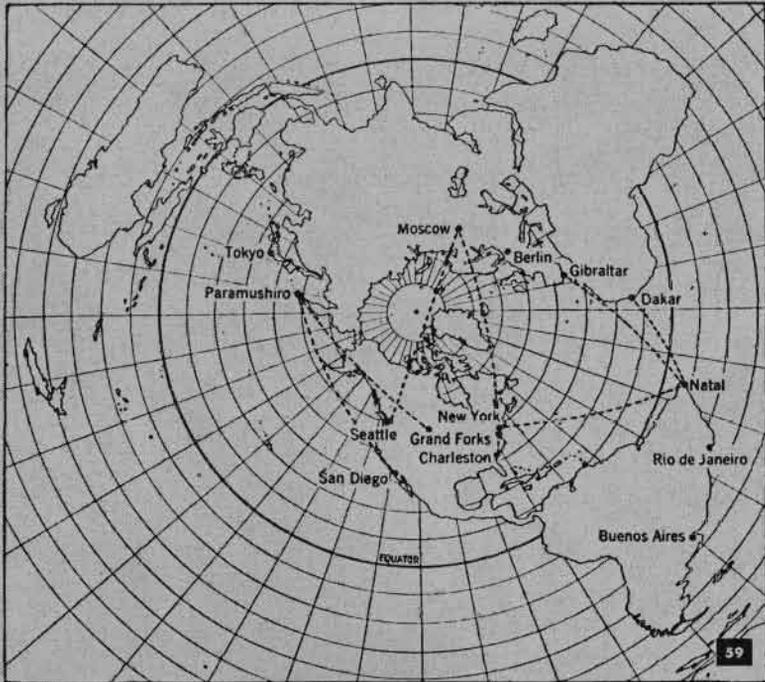


## *Air Age Education for*

## *Elementary School Teachers*

The Paterson State Teachers College believes the public schools have a responsibility to educate Americans for world citizenship in the air age. The schools of America must not only train boys and girls for aviation jobs but also take the lead in conditioning the children, youth, and adults to develop complete awareness of the social, economic, and political impacts of air power.

To assist teachers in the elementary schools of this area to equip themselves with the knowledges and skills suitable for the air age the *Paterson State Teachers College* is offering a new course for teachers in service, on Tuesday afternoon and evening, under the title of *Air Age Education for Elementary School Teachers*.



The children in the schools today are air-minded. They are enthusiastic about the growth of aviation. They want to find their place in the air age. Teachers everywhere are utilizing this interest in aviation to vitalize their teaching of science, geography, social studies, literature, and other subjects. This course is offered in the belief that systematic instruction in this field will most quickly and most thoroughly prepare the teacher to incorporate materials concerned with the broader implications of the air age into all subjects taught in the elementary school.



ENGINEERING DRAWING INSTRUCTION IN THE CORRIDOR OF  
SCHOOL NO. 24 CIRCA — 1946.



THE FIRST READING CLINIC—1944

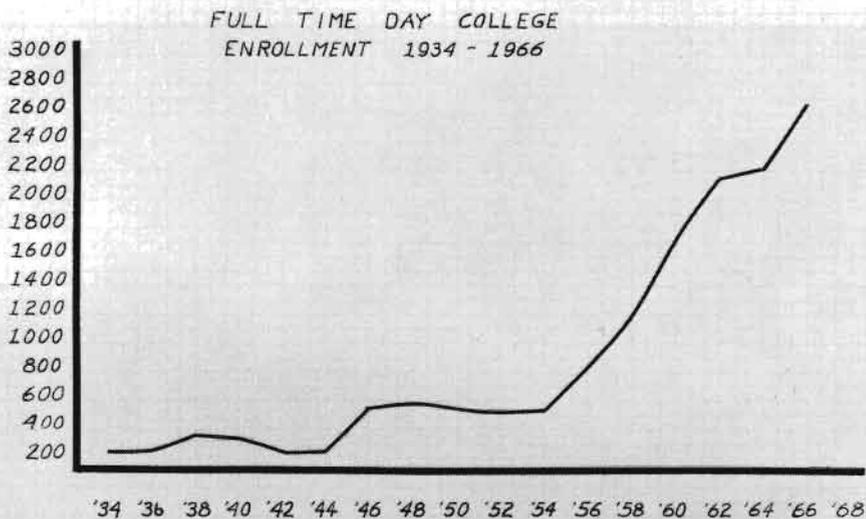


CHART I—ENROLLMENT—1934-1966  
FULL TIME DAY STUDENTS

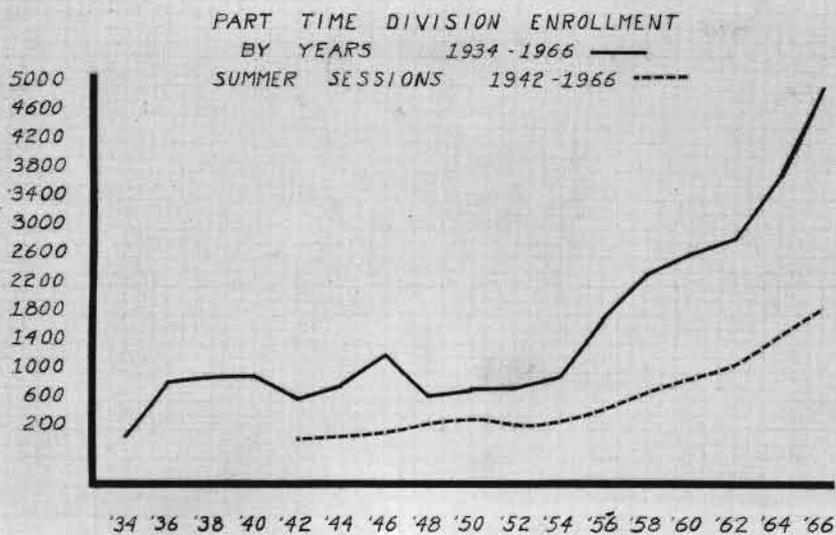


CHART II—ENROLLMENT  
PART-TIME STUDENTS—1934-1966  
SUMMER SESSION STUDENTS—1942-1966

## C H A P T E R I V

### The College Achieves Maturity

1937-1954

In 1937, in contrast to the situation which had prevailed four years earlier, the vacancy created by Dr. Morrison's appointment to the State Department of Education was immediately filled by the promotion of Dr. Clair S. Wightman to the Presidency of the College. With long experience as a teacher and administrator in public education and with first-hand knowledge of the problems of teacher education at the Paterson College, Dr. Wightman took over his duties with the termination of Dr. Morrison's services on July 1, 1937.

The teachers colleges in New Jersey had not generally adopted the practice of long established institutions of higher education of launching the career of a new president with a formal inauguration ceremony, including an academic procession and the participation of visiting leaders in higher education. However, a trend in this direction is suggested by the special program and reception honoring the new president held in the college auditorium on October 20, 1937. The newspapers reported that former president Morrison, now State Supervisor of Teacher Training formally presented Dr. Wightman to Dr. Charles H. Elliott, Commissioner of Education for New Jersey, who inducted the new president into his office. Dr. Morrison spoke at some length on "Pioneering in College Education." Dr. Elliott spoke with appreciation of Dr. Wightman's qualifications and the latter responded with a brief address in which he pointed with pride to the development of the college and looked ahead with confidence to the possibility that "this institution can become a large state college in the northern part of New Jersey."<sup>1</sup>

In spite of the optimism and good will displayed by those present in the college auditorium on the night of October

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<sup>1</sup>*Paterson* (New Jersey) *Evening News*, October 21, 1937.

20, 1937, to honor the new college president, the years ahead were not to be easy ones. The perennial budgeting problems of a State college operating with borrowed capital assets, in a social climate of growing world tension soon to become an all-out war effort, caused interruptions and dislocations in the normal development of the college program.

During the Spring of 1938 the friends and supporters of the college had to rally once again to ward off another attempt to close the Paterson State Teachers College. Late in May there was released a report that a two man sub-committee of the Legislature's appropriation committee (Senator Powell and Assemblyman Zink) would recommend that the Paterson State Teachers College be consolidated with the one at Jersey City and that Newark College be combined with the college at Montclair. This proposal was intended to guide future legislatures and not to take effect with the budget then under consideration. The threat was there however, and brought immediate protest from President Wightman, the Paterson Chamber of Commerce and the civic leaders of Passaic County. In urging the people of the vicinity to let the members of the legislature know that they were vitally interested in the college, Dr. Wightman again pointed to the low cost of operating the institution (chiefly because of the city subsidy) hence the unrealistic nature of this suggestion, if economy was truly its motive. He also justified the position of local leaders by referring to the placement record of the college saying that:

Our placement record over a period of ten years shows that we are heading the group of similar institutions in the northern part of the State and rank second only to the State Teachers College at Glassboro, Gloucester County.<sup>2</sup>

The favorable termination of this episode is indicated by the headline of June 6, 1938 "Teachers College Safe, Is Report. Lloyd Marsh Given Credit for Averting Threat of Oblivion."<sup>3</sup>

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<sup>2</sup>*Paterson* (New Jersey) *Morning Call*, June 6, 1938.

<sup>3</sup>*Ibid.*

To complete the account of the State's effort to achieve economy by closing a Teachers College one must record that again in January 1939 the legislative appropriations committee had before it a motion to eliminate an appropriation for Paterson Teachers College. The motion was defeated by a vote of four to two. Then attention was turned to Newark State Teachers College and the committee actually voted to eliminate an appropriation for that college.<sup>4</sup> The appropriation was later restored and both Paterson and Newark continued to develop without further threats to their existence by withholding state appropriations in the interests of economy.

Having survived this crisis, the college soon became involved in adapting to pre-war and war conditions while at the same time developing facilities and programs which might outlast the feverish excitement of the industrial expansion in the Paterson area for the production of war materials and the anxiety and sacrifice of the war itself. Many of the activities and enterprises started during the early war years were undertaken to contribute directly to the war effort and others were introduced on a more or less permanent basis as part of the long range development plans and the extended services of the Paterson State Teachers College without any special reference to the conditions of war or the preparation for war.

For example, the need for a gymnasium in the college building had been recognized for several years. The only way to meet this need with a minimum of expense was to convert the school auditorium to a gymnasium-auditorium by removing the fixed seats and sloping floor. This drastic action was recommended by Dr. Wightman in his report for 1937-1938. During the year 1938-39, the alteration was completed so that a gymnasium floor, 75' x 55' became available for physical education classes and intercollegiate athletics and continued to be used in this way as long as the

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<sup>4</sup>Paterson (New Jersey) *Morning Call*, January 28, 1939.

college remained in the building. The stage and the lighting were also improved so that, with movable chairs placed on the level floor the room continued to serve as a very adequate auditorium for many years. During the same year improvements were made in the chemistry laboratory and a fully equipped physics laboratory was installed to provide more adequately for the general college work in which the college was then engaged.

### *Adult Education*

During the pre-war years there developed all over the country an interest in citizenship education for adults as one aspect of an upsurge in patriotism and concern for the national welfare. The U.S. Office of Education became active in sponsoring public forums in the various states. In the Fall of 1938, Dr. Fred Ingvaldstadt came to New Jersey as a forum leader, co-sponsored by the Paterson State Teachers College. Dr. Ingvaldstadt was a dynamic speaker with a rich background in international affairs. His series of four forums at the college, the first of which dealt with the provocative question "Is Czechoslovakia Right or Wrong?" was very well received and Dr. Ingvaldstadt was soon much in demand as a speaker for community groups. Similar forum series were arranged in four other communities in Passaic and Bergen counties on different nights of the week.<sup>5</sup> The forum program continued in the Spring semester with Dr. John C. Duval, sociologist, as the leader. In addition to international affairs the second series of forums included discussions of the causes and prevention of crime and delinquency.<sup>6</sup>

Stimulated by the apparent interest in adult education as evidenced by the attendance at the Fall forum series and probably influenced by the success of a community adult school recently organized in South-Orange-Maplewood, Dr. Wightman and others at the college called together a committee of citizens to organize an Adult School for the Pater-

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<sup>5</sup>Paterson (New Jersey) *Morning Call*, September 27, 1938.

<sup>6</sup>Paterson (New Jersey) *Morning Call*, January 28, 1939.

son area. The school, first called *The Adult School of Paterson and Vicinity*, opened on October 26, 1938 for a Fall term of eight weeks with a program of eleven classes. The enrollment was approximately 250 people. The program was entirely self-financing through tuition paid by the students (at first \$2.50 per course); space was provided by the college on Wednesday evenings when the regular college evening classes were not scheduled; teachers were paid a small stipend and were obtained largely from the community although some were members of the college faculty. The first simple mimeographed announcement contained the following introductory statement:

This announcement marks the inauguration of a program of adult education sponsored by a committee of citizens of Paterson and vicinity. The purpose of this venture is to make available to all adults the opportunity to improve the use of their leisure time through participation in activities of an educational or recreational nature.

These classes are made possible through the cooperation of the Paterson State Teachers College whose classrooms and facilities, light, heat, and janitor service have been offered on Wednesday evenings without cost. The program is in no way identified with the regular evening college classes of that institution. The organization and direction of the adult school is in charge of a volunteer committee of citizens. This committee will be enlarged from among the student body and other interested individuals, and will be functionally organized in the near future. Those who have taken the initiative in starting the program are:

Mr. Leo R. Etzkorn	Mrs. Robert Williams
Mr. A. Gallen	Mr. F. H. Brunswick
Miss Cornelia Horn	Mrs. A. P. Godbout
Mr. Alfred Cappio	Mrs. William H. Hayford
Mr. Kenneth B. White	Dr. C. S. Wightman <sup>7</sup>

By the Spring of 1939 the name had been changed to *The North Jersey Adult Education Center* and a sixteen page announcement contained descriptions of twenty-four courses to be offered in addition to a Forum Series and a Lecture Series on Political and International Problems. The term was extended to nine weeks and some classes such as *Oil*

<sup>7</sup>The Adult School of Paterson and Vicinity, *Announcement of Courses*, Fall Term 1938.

*Painting* and *Handcrafts* were scheduled for two and one-half hour periods. Dr. Wightman was named chairman of the Advisory Council which had been increased in number by the addition of Mr. James Mason, Miss Pauline Salzburg, and Mrs. Isabelle Summers.

The Adult School continued to operate in the college building offering between eighteen and twenty-five courses each term through the Fall Semester of 1942. Activities were suspended in the Spring of 1943 because of the war time restrictions on non-essential use of cars and the disappearance of leisure time for many people who were involved in the war effort. From the Fall of 1939 until the suspension of the school, Kenneth B. White, a member of the college staff, served as chairman of the Advisory Council. At the highest point, over four hundred people enrolled for courses in one term. The variety of classes offered may be indicated by referring to the announcement for the Fall of 1939, which grouped the courses for the guidance of prospective students. Group I included "Recreational Activities Involving Physical Exercise" such as *Fencing* and *Social Social Dancing*. Group II was labeled "Recreational Activities for the Development of Individual Skills and Techniques — Little Physical Activity." Under this heading we find *Arts and Crafts*, *Contract Bridge*, *Dramatics*, *Photography*, *Poise—A Business and Social Asset*, and similar activities. Group III included "Educational Courses for Self-Development and Enjoyment—No Physical Activity." Some of these were *Conversations in Music*, *Decorating Your Home*, *Effective Use of English*, *Physical Science* and *Appreciation of Poetry*.

Under more normal conditions prevailing after the end of World War II, the North Jersey Adult Education Center revived its program in the Fall of 1946. Mr. Alfred P. Cappio served as chairman of the Advisory Council. Classes were held on Friday nights from October 4 through December 6, because the college program required the use of rooms on Wednesday evenings. In the Fall of 1947 the final pro-

gram was offered — this time classes were moved to Eastside High School in Paterson because they could not be accommodated in the Teachers College building.

Considerable attention has been given here to the Adult Education Program because it was so closely affiliated with the college even though outside the mainstream of teacher education and the basic college program. To promote the cultural growth of the community and to advance educational ideas and projects have always been among the objectives of the college. Hence, the provision of space, leadership and encouragement for this first community adult school in the area was not only consistent with the objectives of the college but a contribution in education which indirectly made many friends for the college and which constituted an achievement of which the college has always been proud. Furthermore, hundreds of people who attended classes sponsored by the North Jersey Adult Education Center are entitled to have their participation in a pioneering venture in adult education recognized as part of the story of the Paterson State College.

Even though the North Jersey Adult Education Center was discontinued, it demonstrated that adult education for all people (not just the foreign born) was feasible in North Jersey. Its policies and operational procedures were widely adopted by other community adult schools which were soon organized and which still continue in both Passaic and Bergen Counties.

### *Outdoor Education*

The current concern of the College for learning through direct experience in the out-of-doors, for the conservation of natural resources and for camping education goes back twenty-five years. In the 60's the emphasis is upon outdoor education and there is a required unit in the curriculum of the college to provide experience of this kind for all students. In 1939, however, camping education was the theme. Dr. William H. Hartley, instructor of Social Science, organized

and conducted the first ten day *Camping Institute* during June 1939. The Institute used the facilities of the Passaic County Camp Christmas Seal. Sixty-one students found this experience to be an exciting and valuable one. But for the college there was a financial loss as the entire cost to the student was only fifteen dollars for the ten day session including lodging, meals and tuition.<sup>8</sup> Another Institute was operated in 1940 at a slightly higher rate but by the summer of 1941 the employment opportunities and other factors reduced the preliminary enrollment to a point where it was impossible to finance the Institute.

By the summer of 1943, however, the practice of offering a camping education experience for a limited number of students was reinstated as part of a cooperative program involving all the State Teachers Colleges in New Jersey and using the facilities of National Camp, not far from High Point in Sussex County.<sup>9</sup> The Paterson College provided scholarships to send six students each year for several years for a period of ten days in June to live and learn at National Camp, under the direction of the late L. B. Sharp. Dr. Sharp was a pioneer in advocating decentralized camping with an emphasis on outdoor learning experiences, and had developed National Camp as a well-known source of expertly trained camp counsellors.

In 1949 the same plan was followed but at this time the locale was changed to the State School of Conservation in Stokes State Forest in Sussex County.<sup>10</sup> This facility had recently been developed by the State Department of Education under the leadership of Dr. Robert H. Morrison in cooperation with the State Department of Conservation as a center for the study of conservation and the practice of outdoor education, available to college and school groups in the State.

Students at the college who had the opportunity to participate in one or more of these outdoor education experiences

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<sup>8</sup>Clair S. Wightman, "Annual Report," 1938-1939, p. 6.

<sup>9</sup>Clair S. Wightman, "Annual Report," 1943-1944, p. 7.

<sup>10</sup>Clair S. Wightman, "Annual Report," 1948-1949, p. 62.

gained new insights as to how their own learning as well as that of the children they would teach can be motivated and made meaningful through cooperative planning and problem solving procedures using the out-of-doors as a source of information and experience. Many of them still regard their experience at National Camp or later at the School of Conservation as one of the high points of their education, opening new avenues for their personal enjoyment and providing new ideas for effective teaching.

Related to this general theme, it should be noted that some students at the college have long indicated an interest in the out-of-doors, and have formed voluntary organizations under faculty guidance to pursue this interest. For a long time there was a geography club; later an outdoor education club and more recently a natural history club. Recognizing this interest, the college has offered elective courses in camping education and has sought in many ways, including at one time, a conservation committee, to promote the values of outdoor and camping education on the campus, and in recent years by participating with conviction in the State-wide program of outdoor education at the School of Conservation.

#### *Curriculum Innovation — The Experimental Curriculum*

The introduction of the two-year general college curriculum during Dr. Morrison's administration has been mentioned in Chapter III. For more than a decade, carrying through the war years and the period of veteran enrollment, this innovation proved to be the most significant curriculum change ever introduced at the college during its eighty year history. It was important first, because it recognized the possibility that a State Teachers College could successfully serve the educational needs of young people who had not decided upon a specific vocation when they entered college; second, it demonstrated the proposition that the quality of the graduates could be maintained or improved by careful selection at the end of two years rather than at the beginning of the first year; and third, it served as a framework for the

addition of new educational services and new professional curricula which would have been more difficult to introduce while the college offered only one closely prescribed curriculum in elementary education.

A more extensive description of the general college program is justified by this conviction of its significance, together with the fact that hundreds of men and women now engaged in many various professions will recall the college with sincere gratitude, not because it prepared them for teaching but because it gave them the foundation of a college education at low cost and thus enabled them to transfer to other colleges or enter directly upon a satisfactory career. The catalog of 1938-1939 is used as the basis for this description, although any of the catalogs during the early part of this period would show the uncomplicated nature of the curricular offerings at Paterson. All students completing four years at the college received the B.S. Degree in Elementary Education and were eligible for a limited certificate to teach in the elementary schools.

The standard four year curriculum was called the *General Elementary Curriculum*. Students completed 147 semester hours of credit (155 weekly periods) including 16 credits for student teaching. They registered for 72 semester courses, some of which were one credit courses. There were two periods of student teaching, nine weeks in the Spring semester of the Junior year and nine weeks in the Fall semester of the Senior year. All subjects were required and ordinarily the students were sectioned in such a way they were together with the same students in all classes for a semester and in some classes for a full year.

The other four year curriculum was called the *Experimental B.S. Degree Curriculum*. Students completed 146 semester hours of credit, including nine credits for student teaching, with additional periods per week for physical education (total weekly periods—150). Since most of their courses were three credit courses these students ordinarily completed only 55 semester courses. There was only one

period of student teaching, nine weeks in length, during the spring semester of the Senior year. However, it was the experimental curriculum which first introduced the Junior Practicum in the public schools which has come to be a characteristic of all teacher education curricula at Paterson, with modifications to adapt to modern circumstances and the requirements of various curricula. The original Junior Practicum is described as follows:

For short periods during the fall semester of the junior year of instruction, each student getting ready to become a teacher will be assigned to assist a master teacher in a regular school situation. The college courses will be planned in units to permit these interruptions. During these periods the college student will participate as widely as possible without actually teaching the class. At the end of each week of these periods the college students will meet as a group with the Director of Student-Teaching. The purpose of these group meetings will be to evaluate and summarize the experiences of the college students.

These periods of first-hand study and observation of actual teaching situations are intended to motivate the college student and make subsequent professional courses more meaningful. The specific purposes are as follows:

1. To re-acquaint the student with an elementary school situation.
2. To emphasize the level of elementary school instruction.
3. To provide for a comparison and contrast of children as they actually live in the elementary school.
4. To acquaint the college student with the nature of the teacher's task in the elementary school.
5. To help the college student become aware of the problems of the elementary school teacher.<sup>11</sup>

All courses in the last two years of the Experimental Curriculum were required but during the first two-year sequence of general college courses, students were permitted twenty-four semester hours of electives from a long list of academic subjects.

General College students who thought they might not wish to prepare for a teaching career could develop a pattern of courses to meet their particular needs. As a means of guiding student choices suggested distributions of courses in

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<sup>11</sup>Paterson State Teachers College Bulletin, *Announcements For 1939-1940*, February 1939, p. 27.

pre-law, pre-medical, pre-dental, and nursing education were printed in the catalog.

As far as the preparation of teachers for the elementary school is concerned the most important feature of the experimental curriculum was the selective process at the end of the second year. This is described as follows in the catalog of 1939-1940:

General college sophomores who apply for admission to the upper division of the experimental curriculum are expected to meet certain requirements. Selection of prospective teachers is made by the faculty on the basis of physical fitness, college record during the first two years, including student activities, the mastery of the elements of a general education, the possession of a socially desirable personality, motives and interests appropriate for one who is to teach children in the elementary schools.

The applicant's standing is measured in a relatively objective way during the last few months of the sophomore year. Sophomores who are not admitted to the third year are assisted to transfer to other colleges or to find employment.<sup>12</sup>

#### *Civilian Pilot Training Program*

As an example of how the general college program could be adapted to meet current needs we might cite the Civilian Pilot Training Program in which several students enrolled in the years just prior to the outbreak of World War II. In cooperation with the Federal Government the college offered a ground course, coordinated with up to 50 hours of flying instruction provided at Teterboro Airport. Upon completion of this course the students received private pilot's licenses. The only cost to the student was a small fee to cover medical examinations and insurance. When the program was introduced in 1939 no college credit was given for the completion of the ground course. Subsequently students received three semester hours credit for this work.<sup>13</sup> After the war started, the program was dropped, as most of the young men left the college and if they were receiving pilot training it was in a military rather than a civilian setting.

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<sup>12</sup>Paterson State Teachers College Bulletin, *Catalog 1939-1940*, February 1939, pp. 18-19.

<sup>13</sup>Paterson State Teachers College Bulletin, *Catalog 1940-1941*, February 1940, p. 12.

During the year 1943 there were three curricular innovations, two of which were certainly facilitated by the existence of the general college program.

#### *Pre-Clinical Nursing Program*

By arrangement with Paterson General, Barnert Memorial and Passaic General Hospitals, students admitted to the Hospital Schools of Nursing spent one semester at the Paterson State Teachers College in an approved program of pre-clinical education. The curriculum included college courses in chemistry, anatomy and physiology, microbiology, sociology, psychology, personal hygiene and physical education. Some of these courses were organized especially for the student nurses, others were among the regularly offered general college courses. The program continued for eight years with two entering groups each year. The peak enrollment was in 1944-1945 when 115 students completed the pre-clinical program. For most years the enrollment was between 50 and 60. With the move to the new campus imminent, the program was discontinued with the class entering in the Spring of 1951. However, a similar arrangement with Paterson General Hospital was re-instated in the year 1966-1967.

#### *Business Education*

In the list of general college electives, business courses had an important place. The fact that these courses were already offered, and typewriters and other business machines were in regular use, combined with the demand for high school teachers of business education made the introduction of a four year business education curriculum in 1943 a reasonable development. In September 1943 three teachers were added to the staff in Business Education: Dr. M. Herbert Freeman was named Chairman of the Business Education Department; the others were Mr. Howard Haas and Miss Rena J. Keay.

In the middle of a war period when the enrollment in the college — particularly the number of men students — was

at a low point, Dr. Freeman and his staff went about the task of building a reputation for this first secondary school curriculum to be offered at the college. Starting with five students, the enrollment soon increased to nearly one hundred business education majors and was maintained at this level until 1953 which was the last year in which a freshman class in business education was admitted to Paterson. At that time the Business Education Department consisted of six full time teachers. It had been decided by the State Board of Education to concentrate all secondary school teacher education on the Montclair campus, hence when the class entering in 1953 graduated in 1957, Dr. Nanassy and Mr. Haas, the last business education teachers remaining on the Paterson staff, were transferred to Montclair and one of the most successful programs of the college came to an end.

During the ten years that Paterson offered Business Education it was a most vigorous program and one which was highly regarded throughout the State for the quality of its graduates. The Paterson program had the special advantage of preparing students to teach secretarial subjects as well as general business and bookkeeping. By means of active recruiting in the high schools, professional writing and contacts with leaders in business education and especially through a series of annual workshops for business education teachers, the program attracted students of high ability and leadership potential. It was the deliberate practice of the department under the leadership of Dr. Freeman, to involve the students in as many professional and college activities as possible. The major students were also required to have practical experience in distributive jobs under the supervision of a faculty member. As the shortage of teachers in the elementary schools became more and more acute a dual certification program was developed in cooperation with the Elementary Education Department whereby some students could elect courses in elementary education in addition to the business education major and thus be available for positions

in either the elementary school or in business education in the secondary school. With the aid of this special device the placement record of business education graduates was exceptionally good.

The business education students provided strong leadership while they were in college and most of them can be counted among the most loyal alumni since their graduation. Both the students and the faculty who taught them added stature and prestige to the college. The transfer of the program was a definite loss to Paterson, which as now viewed in retrospect, seems particularly regrettable because only a few years after the decision was made, Paterson was adding secondary curricula one after another. Business education, having a head start, might have been by now, the outstanding curriculum in the secondary field at Paterson.

#### *Kindergarten-Primary Curriculum*

The third curriculum innovation introduced in September 1943 had no direct relation to the general college program. The kindergarten-primary curriculum was first recommended in 1941 by President Wightman who had observed the number of requests from the public schools for kindergarten teachers. The recommendation was repeated in the summer of 1942 along with a recommendation for a curriculum to prepare business education teachers and teacher-clerks. In April 1943 the State Board of Education authorized the offering of both programs at Paterson — business education and kindergarten-primary education to start with a freshman class in September 1943.

The introduction of kindergarten-primary education was not as spectacular as the beginning of business education because this program was very similar to the long established curriculum for the preparation of teachers in the elementary grades. Four courses in the general elementary program were replaced by *Kindergarten-Primary Activity Program*, *Principles of Nursery School* and *Kindergarten-Primary Education*, *Social Studies in Kindergarten-Primary Education*, and

*Language Arts and Literature in Kindergarten-Primary Education.* Because of the small enrollment in the new curriculum the courses were at first scheduled in the late afternoon so that teachers-in-service might enroll in the same classes. The day students were required "to demonstrate and . . . to acquire proficiency in playing the piano before being admitted to the senior year."<sup>14</sup>

The introduction of the kindergarten-primary program brought about another innovation — namely, the appointment of a kindergarten teacher and a first grade teacher on the college staff to serve as demonstration teachers in School #24. Miss Eleanor Kloppenburg and Miss Sara M. Lounsbury were the first incumbents of these demonstration teacher positions. When Miss Kloppenburg left at the end of one year Miss Alice Meeker was employed as her replacement and assigned to teach the first grade in School #24 and to teach some of the professional courses for the kindergarten-primary majors in the college. With this appointment Miss Meeker began her distinguished career at Paterson State College where hundreds of undergraduates and teachers-in-service, through classes and conferences with Miss Meeker, have gained a better understanding of the education of young children and have been inspired to develop and maintain a sincere enthusiasm for teaching.

Through the years since 1943 the kindergarten-primary curriculum has been altered from time to time and has enrolled increasing numbers of students. With placement in kindergarten and primary grades consistently at a high level the college at the present time (1966) enrolls 388 students in the kindergarten-primary curriculum. Among the freshman class entering in September 1967 of approximately 800 students, about 120 are expected to be kindergarten-primary majors.

In the opinion of many observers, the kindergarten-primary program at Paterson State is especially strong. Likewise, the

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<sup>14</sup>Paterson State Teachers College Bulletin, *Catalog and Announcements*, 1946-1948, p. 21.

young women who elect to serve at this level of education seem to be particularly dedicated, cooperative and dependable. The college is unusually proud of these graduates and would like to enroll an increasing number in this program which is specifically devised to prepare teachers for the kindergarten and primary grades. It also encourages employing school systems to look first to the graduates of this program when filling vacancies in the kindergarten and primary grades, even though present certification rules permit the employment of general elementary graduates for this level of service.

### *Acceleration*

Acceleration was not truly a curriculum change but a device adopted by this and other teachers colleges during the war years to enable qualified students to hasten their graduation and thus increase the supply of teachers for the public schools. It was possible at Paterson for a student to complete the regular four-year requirements for a B.S. Degree in Elementary Education and to be certified to teach in three calendar years by attending three summer sessions of 12 weeks each. The first such summer session at Paterson was held in 1942. The announcement says:

The same standards of work are maintained for the accelerated programs as for the regular program. The same number of minutes in recitation, lectures, or laboratory are required. Since the accelerated program requires more effort on the part of both the teacher and student, the size of the class will be limited in order that greater emphasis may be placed on individual instruction. Only those students who are superior both in high school preparation and in health will be permitted to enroll in the accelerated program.<sup>15</sup>

The acceleration plan, to be successful, required that the number of high school graduates entering the teachers college would increase; if the number should decrease or remain the same the only effect of acceleration would be to increase the number of new teachers available during the one year prior

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<sup>15</sup>Paterson State Teachers College Bulletin, *Announcements For Summer Session 1942*, p. 2.

to the year the students would normally have been graduated. As suggested in the Alumni Newsletter of February 1943:

Every school administrator and every friend-of-education can come to the aid of the public schools by encouraging qualified people to prepare for teaching positions. It will be of no value for the teachers colleges to accelerate their programs if the number of entering students shows any marked decline . . .<sup>16</sup>

The shortage of teachers for the elementary schools and in certain subject fields in the high schools was real enough during the war years as most of the young men and some of the young women entered the military service and many others accepted positions in war industries. There was a decline of attendance at Teachers Colleges nationally of 34% from 1940-41 to 1942-43.<sup>17</sup> In New Jersey, Mr. John B. Dougall of the State Department of Public Instruction predicted there would be a shortage of approximately 400 teachers during a single year.<sup>18</sup> At Paterson, all teachers available for placement in teaching positions were employed during 1943.<sup>19</sup> The "reserve" of unemployed certified teachers had practically disappeared. This was the beginning of the long term teacher shortage in the elementary schools. Although a number of students took advantage of the opportunity to accelerate, this device by itself did little to ease the shortage and before long modifications of certification rules and various special training programs were necessary in New Jersey.

### *The Reading Clinic*

During these hectic war years there was still another development at the college which has continued over the years and promises now in 1966 to soon emerge as a complete Child Study Center, physically adjacent to the new campus laboratory school to be opened in 1967. In 1944 the idea of such a child study center and guidance clinic had

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<sup>16</sup>Paterson State Teachers College Bulletin, "Alumni Newsletter," February 1943.

<sup>17</sup>*Ibid.*

<sup>18</sup>*Ibid.*

<sup>19</sup>*Ibid.*

been generally accepted as a fitting adjunct to a teacher education program. A beginning was made at Paterson in that year by the organization of a diagnostic and remedial reading clinic under the direction of Dr. Mark Karp. In its second year (1944-45) "thirty-nine children from twenty-five school systems were examined by the clinic and reports were sent to the principals of the schools where the children attended."<sup>20</sup> The work of the clinic and the participation of students studying remedial reading at the college was greatly facilitated when the college moved to the new campus in 1951 where a room equipped with a one-way vision screen was planned for the new building and new diagnostic equipment for remedial work was made available. The work of this clinic has provided a limited service to the schools of the area while offering supervised learning experiences to prospective elementary school teachers in the most important area of reading. With the new diagnostic and remedial facilities available in 1966 a significant expansion in clinical services is expected.

The innovations and new programs which have been described in this chapter all have some relation to the curricula and most of them represent services which extended over a considerable period of time. To round out the picture of the college during World War II, some of the more definitely war related activities of short duration will be briefly listed.

#### *War Related Activities*

The child care center for the children of working mothers was housed in the basement of the college building. It was supervised by a Council which included several college staff members and was assisted by students of the college who were assigned to it for observation and participation. The center was financed by local industries and federal funds, and operated from 1943 through 1945. During the second year the enrollment was 49 boys and girls.

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<sup>20</sup>Clair S. Wightman, "Annual Report," 1944-1945, p. 3.

Groups of Paterson State students assumed responsibility for services in the community such as serving as play supervisors at social agencies, bedside reading to children in local hospitals and remedial work at the Greystone Park Clinic.

Paterson State Teachers College was the first college in the area to organize a college unit of the Red Cross. The unit was active in the Red Cross drive for funds, in the production work and in the blood donor program. A number of students completed courses in Nutrition, Dietition's Aid, and Canteen Work.

Students and staff members purchased defense stamps and bonds amounting to \$10,000.00.

College facilities were made available for classes for defense workers in the Wright Aeronautical Corporation, and for Air Raid Wardens conducted by the local Civil Defense Council.

Many of the students were employed nights in defense and war industries in the Paterson area. And, of course, many of the students and alumni of the college were in every branch of the armed services. A large number earned commissions through officers training school.

Dr. Wightman personally kept in touch by correspondence with the men and women in service who were stationed all over the world. This personal interest of the college president was greatly appreciated by those in military service and did much to retain their interest in completing their interrupted education at Paterson and to foster their loyalty as alumni. Dr. Wightman reported in 1946 that "Paterson State Teachers College was represented in the armed forces by 307 men and 21 women. The supreme sacrifice was made by 14 of these people."<sup>21</sup> On November 14, 1945 at a special evening program, the college honored the men and women who had been or still were in the military service by the dedication of an Honor Roll with appropriate ceremonies.

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<sup>21</sup>Clair S. Wightman, "Annual Report," 1945-46, p. 22.

These and other war time contributions of the college and its students and faculty are listed in a pamphlet published in October 1942 with the title "Paterson State Teachers College and the War Effort."<sup>22</sup>

The continuation of a quality teacher education program and the introduction of new curricula was no mean achievement when considered in the light of the all-out effort the college made to contribute directly to the war effort and in view of the dislocations of the early 1940's. In spite of a vigorous program to recruit students, the enrollment continued to drop between 1940 and 1945 reaching its lowest point in 1943 with 215 full time students, nearly all of whom were women. Almost all the men and many of the women were entering the various branches of the armed forces; many of those who did not do this postponed or abandoned the idea of college and teacher preparation to accept employment at high salaries in war industries which actively recruited workers through attractive advertisements and the use of sound trucks on the streets of Paterson.<sup>23</sup>

Likewise, the problem of retaining personnel at the college was a most serious one. In one twelve month period the turnover was more than 30%. In addition to those who resigned to accept other positions three faculty members were granted military leaves of absence. These were Earl L. Weidner, Instructor in Music; Henry E. Schmidt, Instructor in Physical Education and Science, and Carl E. Snedeker, Business Agent.

Dr. Wightman had for several years been urging higher salaries, ranking of faculty members and the appointment of department heads as measures which would tend to retain the services of faculty members. In his report of 1943-1944 he acknowledged the assistance of Dr. Morrison and the favorable consideration of the Commissioner of Education as he reported that ranking and the appointment of depart-

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<sup>22</sup>Paterson State Teachers College Bulletin, "Paterson State Teachers College and the War Effort," Series VII, #2, October 1942.

<sup>23</sup>Clair S. Wightman, "Annual Report," 1943-1944, p. 2.

ment heads had been achieved and salary conditions had been improved partly through a special appropriation of \$5,000.00 to help underpaid staff members.<sup>24</sup>

As the war ended in 1945, conditions began to change but they never returned to so-called "normal." The three faculty members returned from military service to take up their positions; Dr. White returned from government service in January 1947 to a new position as Dean of Instruction; the enrollment more than doubled between 1945 and 1946. The veterans enrolled under the G. I. Bill in either the teacher education programs or the general college taxed the college facilities in School #24 almost to the breaking point and many classes were larger than desirable for effective instruction. The college day was extended to accommodate a peak enrollment of 639 full time students in 1947. In 1945 the position of Veterans Coordinator was created to work with the Veterans Administration and to counsel the returning veterans regarding their educational programs and problems of financial aid.<sup>25</sup> Mr. Benjamin Matelson was the first and only incumbent in this position which he continued to hold in addition to his other duties as Director of Field Services.

Except for the temporary dislocations brought about by the great influx of veterans, the post war period was characterized by a return to the main business of preparing teachers, by the development of the two new curricula introduced in 1943, and by the resumption of athletics and social life characteristic of a college of about 500 students. To an outsider, and to most faculty members and students, this appeared to be a period for consolidating the gains already made, for enjoying the privilege of teaching or studying in a professional college with job security for most faculty members and the assurance of positions for most graduates. Most members of the college community were unaware of the long sustained efforts of the President to bring about the

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<sup>24</sup>*Ibid.*, p. 3.

<sup>25</sup>Clair S. Wightman, "Annual Report," 1945-1946, p. 4.

most significant development in the history of the college, namely a new State-owned campus with modern facilities for carrying on and expanding the work of the college.

### *Acquiring the New Campus*

All through the war years Dr. Wightman was looking ahead to better days and urging in annual reports beginning in 1941 a forward movement in two complimentary directions. First, he sought a more liberal interpretation of the general college program with a clarification of the role of the college in both the preparation of teachers and the guidance and education of young people whose vocational goals were uncertain. Being convinced of the need for a post-high school educational program under State auspices in the Paterson area, the second persistent recommendation was for adequate educational facilities — which were specifically indicated as a new state-owned site and appropriate college buildings.

In the annual report of July 1945 these recommendations were firm and clear:

"I recommend the adoption of a definite policy and if necessary the securing of legislative authority, for publicizing and offering a complete program of general college courses. Such a program would not operate exclusively for those who want to teach. This would be an extension of the State Board action taken in 1936 and 1938."

and further:

"The New Jersey State Teachers College at Paterson should operate on a campus and in a building owned by the State. There is need for a State post-high school education program in this area . . . I recommend the purchase of a site, and the planning of a building program for which there should be an appropriation of one million dollars for building. The construction should start immediately following the termination of the war but planning should be done now."<sup>26</sup>

Just as the community had rallied behind Dr. Shaffer to prevent the closing of the Paterson State Normal School in 1933, so the civic groups, the newspapers, the alumni and friends of the college gave vigorous support to Dr. Wight

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<sup>26</sup>Clair S. Wightman, "Annual Report," 1944-1945, pp. 34-35.

man's plea for a new campus and buildings in 1945. The Paterson Morning Call ran a series of articles in the Fall of the year under the title "A Call for Expansion of Paterson State Teachers College" and supported the movement editorially on September 22, 1945.<sup>27</sup> The Service Clubs and the Chamber of Commerce passed resolutions endorsing the proposed building plan and authorized H. Howard Schoonmaker, President of the Chamber of Commerce, to appoint a representative committee under the co-chairmanship of Hon. William W. Evans, former House Speaker and Hon. Henry Williams, former State Senator from Passaic County who was largely responsible for the State taking over the Paterson State Normal School in 1923, to meet with Gustav A. Hunziker, President of the State Board of Education to acquaint him with the needs of this community in regard to a building program for the college. In November 1945 at a special meeting, the State Board of Education voted to request Governor Walter E. Edge in a supplementary budget to have \$1,000,000. appropriated for a new site and buildings for the Paterson State Teachers College. Passaic County Senator Barton prepared an appropriate bill and introduced it into the State Senate on February 4, 1946. With the vigorous support of local groups, alumni and friends of the college the Barton Bill (#S138) passed the Senate on April 1 and the Assembly on April 11. The Bill authorized the State Department of Education to acquire a site, build and equip the college, but was so worded that it could not become effective until the \$1,000,000 was actually appropriated. Since Governor Edge had refused to accept the supplementary appropriation request of the State Board of Education in the 1946 budget, action would have to wait now until the item could be included in the budget for 1947-1948. But even this possibility was removed for the time being by Governor Edge's veto of the Barton Bill.

Prominent among the supporters of a new college site

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<sup>27</sup>Paterson (New Jersey) *Morning Call*, September 22, 1945.

were the men in service and veterans with whom Dr. Wightman had corresponded who wrote letters to the newspapers and to members of the New Jersey legislature indicating their concern for more adequate facilities for higher education at the Paterson State Teachers College.

The disappointment felt in the college and in the community over this delay was tempered somewhat by the knowledge that the legislature had looked favorably upon a development program for Paterson and by the assurance from all three candidates for Governor, from Senator Barton and from the local supporters of the proposal that in the budget year 1947-1948 another attempt would be made with every likelihood that it would be successful. The Chamber of Commerce Citizens Committee for the Paterson State Teachers College lost no time in pursuing this goal. On September 18, 1946 the committee presented to the State Board of Education through its President, Mr. Hunziker, a supplementary brief furnishing "additional proof of the need as well as the justice of a priority for 'Paterson State' and the urgency of immediate action."<sup>28</sup> The members of this committee which continued to work so vigorously for Paterson State were: William W. Evans and Henry A. Williams, co-chairman; Filbert L. Rosenstein, Paterson Rotary Club; John McCrane, Paterson Kiwanis Club; Joseph Albanese, Fedelians Club; Thomas L. Kelley, Cardinal Club; Otto Giger, Charter Club; Irwin Dresner, Veritans Club; Ethan Ackerman, Y's Mens Club; Alice M. Cosine, Women's College Club; Arthur White, Lions Club; and Elan Cosman, Zonta Club.<sup>29</sup>

On October 11, 1946 the State Board of Education voted to approve a building program for the six state colleges and to give "first priority to a new teachers college building at Paterson to cost \$1,000,000 plus \$150,000 for the purchase of land."<sup>30</sup> The new Governor, Alfred E. Driscoll, retained a

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<sup>28</sup>*Paterson* (New Jersey) *Morning Call*, September 18, 1946.

<sup>29</sup>*Ibid.*

<sup>30</sup>*Ibid.*, October 12, 1946.

million dollar appropriation in his recommended budget for the next fiscal year as he had promised,<sup>31</sup> but left the decision as to which building project should be given priority up to the State Board of Education. The Board, holding firm to its earlier commitment, voted on March 7, 1947 to use the appropriation of \$1,000,000 when approved by the legislature for the construction of a new building at Paterson State Teachers College.<sup>32</sup> The legislature approved the appropriation bill including an appropriation of \$1,000,000 for a new building at Paterson and Governor Driscoll signed it on May 12, 1947.<sup>33</sup>

During the next several months the State Board of Education quietly inspected various possible sites for the new campus, including the Barbour estate on the slope of the Broadway hill in Paterson on which was then located the Paterson Orphan Asylum. In November 1947 the Paterson Evening News reported that the Board "had virtually settled on the spacious Hobart estate on Pompton Road in Haledon as the most likely prospect."<sup>34</sup> Legislation sponsored by Senator Barton was signed by Governor Driscoll on April 5, 1948 which empowered the "state board of education to purchase land in Passaic County for teachers college and other education purposes, to purchase equipment for such purposes, to construct and alter buildings upon such land and to improve the area."<sup>35</sup> The title to the Hobart estate, known as Alisa Farms passed to the State on August 13, 1948.

Ever since the acquisition of the property was announced there has been confusion concerning the history of the Hobart estate which should be clarified at this point. Newspaper articles continually referred to the new property as the estate of the former Vice-President of the United States, meaning Garret A. Hobart, Rutgers class of 1863, who was elected vice-president in 1896 with William McKinley as

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<sup>31</sup>*Ibid.*, February 12, 1947.

<sup>32</sup>*Passaic* (New Jersey) *Herald News*, March 8, 1947.

<sup>33</sup>*New York Herald Tribune*, May 13, 1947.

<sup>34</sup>*Paterson* (New Jersey) *Evening News*, November 28, 1947.

<sup>35</sup>*Paterson* (New Jersey) *Morning Call*, April 5, 1948.

President. Vice-President Hobart's home was on Carrol Street in the city of Paterson. He died in 1899 of a heart attack at the age of 55 while still holding the national office. The core of the estate purchased by the State of New Jersey for \$200,000 in 1948 was originally developed by John W. MacCulloch who erected the "castle" in 1877 at a cost of \$25,000. It came into the possession of the Hobart family when it was purchased at auction in 1902 by the widow of the late vice-president Hobart. From that time on it was the home of the Hobart family who added rooms to the main house and acres to the property. The major acquisition was the adjoining Gaede estate and the property across Pompton Road including Gaede's pond which is now the site of the new college laboratory school. It appears obvious that vice-president Hobart never owned or lived on the present State property but his widow and his children occupied the property for many years and developed it to its splendid condition at the time its ownership was transferred to the State for use as a college.

This account as recorded up to this point would seem to describe a straightforward but slow procedure which finally culminated in the achievement of the goal so long sought by the college and the community — namely a state owned campus for the accommodation of the growing Paterson State Teachers College. But the effort to provide the Paterson area with a State Normal School and Teachers College with adequate facilities never seemed to proceed smoothly for very long. In this case, the joy and enthusiasm with which the students, faculty and friends of the college greeted the news of the new campus was tempered by uncertainties and anxieties as to whether the property would be developed as a unit of Rutgers University, the State University of New Jersey, or whether it would remain exclusively the State Teachers College or possibly shared by both institutions.

This state of affairs was brought about by the passage of the companion bills (S242 and S243) in May 1947. Both bills were sponsored by Senator Barton of Passaic County.

One bill created a division of the State University in Paterson and the other authorized the integration of that branch and the Paterson State Teachers College.<sup>36</sup> These bills were enacted into law at almost the exact time that Governor Driscoll signed the appropriations bill for 1947-1948 which included \$1,000,000 for the new campus at Paterson State. The integration became effective in the Fall of 1948 when Rutgers University College opened an office in School #24 Paterson and offered a program of general college courses in the evening similar to those which had been offered by the Paterson State Teachers College since 1936. Limited to teacher education courses and with a sharp decrease in the number of veterans, the enrollment in the Paterson State Teachers College part-time division was immediately cut in half. It was generally believed that the University College would continue to offer courses on the new campus and the plans for Hunziker Hall indicated an office marked "Rutgers Office." When the college moved, however, Rutgers University College decided to remain in the city and transferred its operation from School #24 to the Central High School Annex near the center of Paterson.

In September 1949 Paterson State Teachers College dropped the general college courses in the day college as the result of a State Board of Education resolution on January 7, 1949:

That, effective September 1, 1949, excepting courses for veterans and nurses, and clinical courses for nurses, only those undergraduate courses required for teacher training and certification by a teachers college be taught in the State Teachers Colleges . . .<sup>37</sup>

This action, which was never clearly explained to the public, probably resulted primarily from the great shortage of teachers particularly in the elementary schools. Being a teachers college it was felt that the facilities should be used exclusively for teacher education in order to help meet the demand for teachers in the public schools. In the light of this

<sup>36</sup>*New York Herald Tribune*, May 13, 1947.

<sup>37</sup>Clair S. Wightman, "Annual Report," 1948-1949, p. 2.

reasoning, perhaps the elimination of the general college courses was justified but it should be noted that during twelve years, hundreds of students had been served through this program and the curricula of the college had been enriched by courses in foreign language, business administration, mathematics and other areas. Many also were convinced that the vigor and strength of the college had been improved by the presence in the student body and faculty of people of diverse interests and aptitudes.

With these developments in the background it is not surprising that confusion and anxiety followed the newspaper announcements concerning purchase of the Hobart property for a new campus in language like this:

The Assembly today unanimously adopted the Barton measure authorizing the state board of education to purchase the site of 'Alisa Farms' . . . for a new State Teachers College or of a division of Rutgers University.<sup>38</sup>

Or

Rutgers University's tremendous physical expansion soon may be increased by the development of a liberal arts college near Paterson on the estate of a former vice-president of the United States,<sup>39</sup> (an example of misinformation concerning the Hobart property).

State Commissioner of Education, John H. Bosshart, on March 25, 1948 issued the following statement which helped to clarify for the time being at any rate, the role of Rutgers University college which was to open in School #24, Paterson:

A division of Rutgers University College will be established in the Paterson State Teachers College to begin operation in September 1948. Classes will be conducted from 4:15 p.m. to 10:15 p.m. Monday to Friday inclusive. Students may enroll on either a part-time or full time basis. Courses will be offered for freshman, sophomore and junior students. In September 1949 a full four year college program will be offered. Students will be able to qualify for either the bachelor of science or the bachelor of arts degree to be conferred by Rutgers University.<sup>40</sup>

The uncertainty as to who was going to operate the new

<sup>38</sup>Paterson (New Jersey) *Morning Call*, March 24, 1948.

<sup>39</sup>New Brunswick (New Jersey) *Home News*, December 28, 1947.

<sup>40</sup>Paterson (New Jersey) *Morning Call*, March 25, 1948.

college plant or to what extent it would be shared by Paterson State and Rutgers was largely a concern of the Administration and Faculty. Most of the students and the general public looked forward with enthusiasm to a new campus for the Paterson State Teachers College. Both groups, however, shared the frustrations attendant upon the delays in construction and the slow progress in adapting the site for college use. The entire process from the acquiring of title to the property (August 1948) to the transfer of the college operation (November 1951) took well over three years. A year and a half passed before any construction started while plans for the building were drawn, surveys made and the many problems of site improvement were worked out. No useful purpose would be served by reviewing in detail the construction activities during these three years. It is sufficient to note that in addition to the usual problems of constructing a large building, this project had special problems of its own — primarily rock and more rock every place a foundation or a utility line required the ground to be opened up. Because of the hilly terrain pump houses had to be built to get the sewage into the main line and to get the water up into the tank which serves as a landmark for the college for miles around. In addition, some arrangements had to be made for parking cars and using roadways with reasonable safety.

All during the college year 1950-51 students, faculty members and guests frequently visited the new campus. The Manor House was the scene of at least one dance, several dinner meetings and small conferences as well as an Alumni Card party. During the same period preparations were made to transfer the college activities to the new campus in time for the opening of the Fall semester, which in July was set back until October 8, 1951. However, even though Hunziker Hall was dedicated on October 18, 1951, with Governor Driscoll as the main speaker, difficulties in obtaining steel delayed the erection of the all-important water tower so that college had to open in the old building where it remained until November 26, when all day time classes

were moved to the new campus. Late afternoon and evening classes remained at the old location since there were no lights in the parking area. The administrative offices had been moved ten days earlier.

In spite of make-shift arrangements which in some cases lasted for months, students and faculty were equally proud of the new campus and eager to get on with the educational and social program even though some of the essential facilities such as a gymnasium were lacking. An observant student might have described the new campus something like this as he talked with his parents at the end of his first day. "We have our classes in a large new building which is called Hunziker Hall. There are about fifteen classrooms in it, a little theatre which seats about 200, a locker room in the basement and some lockers in the corridors and a few offices — certainly not enough for the whole faculty. Between two of the rooms there is a one-way vision window which I believe is for students to observe children in the reading clinic. The residence which has been called the 'Manor House' now called East Hall contains the administrative offices, the library and three classrooms. Since I had no classes there and the library has no lights I didn't go down there. We had our lunch in what used to be the garage and laundry. Pretty small cafeteria now, but I understand they are going to enlarge it. Upstairs there are some rooms used for faculty offices. Then there is the old brick barn — horse stalls and all. This building is being remodeled into a student center and bookstore. The money was provided from student funds and much of the labor was provided by students. By the way, we heard the carillon in Hunziker Hall which was also a student project with the help of alumni and friends. The flag and flagpole in front of Hunziker Hall was the gift of class of 1951. There are a couple of other buildings but I don't know what they're for. One thing I don't see though, is a gymnasium. I guess we'll have physical education outdoors and no assemblies at all. But its really swell — just like a real college and maybe the bond issue

which was just approved by the people will help to provide a gym and some more parking lots and other things.”

During the year the finishing touches were completed in all the buildings mentioned by our hypothetical student and the appearance of the campus was generally improved, partly with the cooperation of the entire student body and faculty who devoted part of a day in the Spring to cleaning up the campus in true Arbor Day tradition. As the end of the year approached the entire college looked forward to the first of several outdoor commencements on the lawn in front of Hunziker Hall. Favored by beautiful weather, a fine address by Mr. Roy Zimmerman, and music from the carillon, for which the graduating class felt a personal responsibility, made the commencement of 1952 one to be long remembered by all of those in attendance.<sup>41</sup>

Dr. Wightman observed in 1952 that:

The beauty of the campus with the rolling hills and the fine buildings contributes to the educational value of the institution but the student enrollment at the college will not increase measurably until the essential services of a college have been provided.<sup>42</sup>

These he listed as a gymnasium and athletic fields, a kitchen and enlarged cafeteria, a library building, a demonstration school, an auditorium and dormitories. During the final two years of his service as president he was to guide the planning of a gymnasium, a new library, and the addition of a kitchen and faculty dining room to the cafeteria, which were financed from the fifteen million dollar bond issue approved in 1951. The construction of the addition to the Food Service Building was well under way by the summer of 1954. The last of the other improvements he listed had to wait twelve years to become a reality.

#### *Intervisitation — A.A.C.T.E.*

The college had scarcely adjusted to the opportunities and the tribulations of the new campus when it experienced an

<sup>41</sup>Clair S. Wightman, "Annual Report," 1951-1952, p. 3.

<sup>42</sup>*Ibid.*, p. 89.

evaluation by an outside agency. The American Association of Colleges for Teacher Education, of which the college had been a member for some time, had embarked earlier on a program of intervisitation and evaluation of member institutions. Paterson State Teachers College was scheduled for a visitation by a committee of A.A.C.T.E. members during 1953. The visiting committee was appointed with Dr. Robert S. Thompson, Acting President of the State Teachers College of Fredonia, New York, as chairman and arrangements were made for the committee to visit the college October 18 to 21, 1953.

In preparation for the visit, the faculty and administration undertook a rigorous self-evaluation based upon the standards of the A.A.C.T.E. Those standards covered the main elements of a teacher education program and included (1) Objectives and Organization; (2) Student Personnel Services; (3) Preparation of Faculty; (4) Teaching Load of Faculty; (5) Curriculum — Instructional Patterns; (6) Professional Laboratory Experiences; (7) The Library. An extensive evaluation of the college in relation to each of these standards was completed and furnished to the visiting committee for study. Following the three day visit of the committee a report was prepared containing a number of recommendations for strengthening the teacher education program at Paterson. These recommendations proved most useful in guiding the development of the college in subsequent years.

The overall evaluation of the college was generally favorable, with particular commendation for the campus and the potential for excellent physical facilities, the effectiveness with which graduates are prepared to enter a teaching position and the good morale existing among faculty and students. On the basis of this intervisitation report the college continued to note in the catalog that it was accredited by the American Association of Colleges for Teacher Education.

#### *Curriculum Study*

It has been noted earlier that the general college courses in the evening college were transferred to Rutgers University

College in September 1948 and that the general college curriculum in the day college was abandoned in September 1949. In addition, the cooperative arrangement with local Hospital Schools of Nursing and the pre-clinical courses offered at the college were terminated when the college moved out of the city to the new campus. Hence, the college opened on the new campus in 1951 with only three teacher-education curricula — general elementary, kindergarten primary and business education. In the judgment of many it was not only the lack of "essential facilities" as Dr. Wightman pointed out, but also the lack of curricula which held the college full time enrollment to between five and six hundred for several years. The well established business education curriculum was lost to Montclair beginning in 1953 and in its place a new and untried curriculum to prepare teachers for grades five through nine was introduced. In terms of student enrollment the college was definitely the loser in this exchange.

During Dr. Wightman's last year as President, the faculty was involved with a thorough study of the curricula, while representatives of the college participated in the work of the state-wide Curriculum Commission in developing some agreement among the six State colleges on the common elements of professional curricula for the preparation of teachers. Since Dr. Wightman retired in August 1954, the culmination of this long curriculum study was not reached until his successor was in office.

In all the years since the State took over the Paterson Normal School, the kindergarten-primary curriculum was the only one permanently added to the offerings of the college. In the decade since 1954, largely due to a change in general policy at the State level stimulated by the need for teachers, new curricula in various specialization areas within teacher education were added one after another. The story of this rapid curriculum development and the accompanying expansion of the college will constitute the central theme of the next chapter.

At a meeting on November 5, 1954, the State Board of Education conferred the title of President Emeritus upon Dr. Wightman and also approved a proposal to name the college athletic grounds Wightman Field.<sup>43</sup> Since Dr. Wightman's decision to retire from the Presidency was made during the summer the change in administration came as a surprise to most faculty members and students when they returned to the campus in September. The students, after they had adjusted to the opening of a new term, used the first issue of the college newspaper, the *Beacon*, to pay tribute to Dr. Wightman's contribution to the college and to his personal interest in the students as individuals. Jim Alexander ('55), advisory editor of the *Beacon* wrote "Dr. Wightman and Paterson State Teachers College were almost synonymous names. To us, he was and is the spirit which exemplifies the purposes and traditions of our college."<sup>44</sup>

On November 20, the Faculty Association honored Dr. Wightman, President Emeritus, and Mrs. Wightman at a testimonial dinner in the college food service building. Dr. Roscoe West, President of Trenton State Teachers College and long time friend of Dr. Wightman, was the principal speaker. Earl L. Weidner, President of the Faculty Association, extended greetings and best wishes to the retiring president on the behalf of the faculty. V. Eugene Vivian, toastmaster, in referring to the guest of honor, said "Dr. Wightman has been an inspiration to us and has done much to help to break down the inter-racial and inter-religious prejudices in the teaching field."<sup>45</sup> Dr. Wightman made a few remarks of appreciation, commending the excellent faculty and giving credit to the daily newspapers and the many friends of the college who, he said "should be honored, for without their support and service to the college it would not have reached its present status."<sup>46</sup>

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<sup>43</sup>*Paterson* (New Jersey) *Morning Call*, October 6, 1954.

<sup>44</sup>*The Paterson State Beacon*, Vol. XIX, No. 1, September 30, 1954.

<sup>45</sup>*Paterson* (New Jersey) *Morning Call*, November 22, 1954.

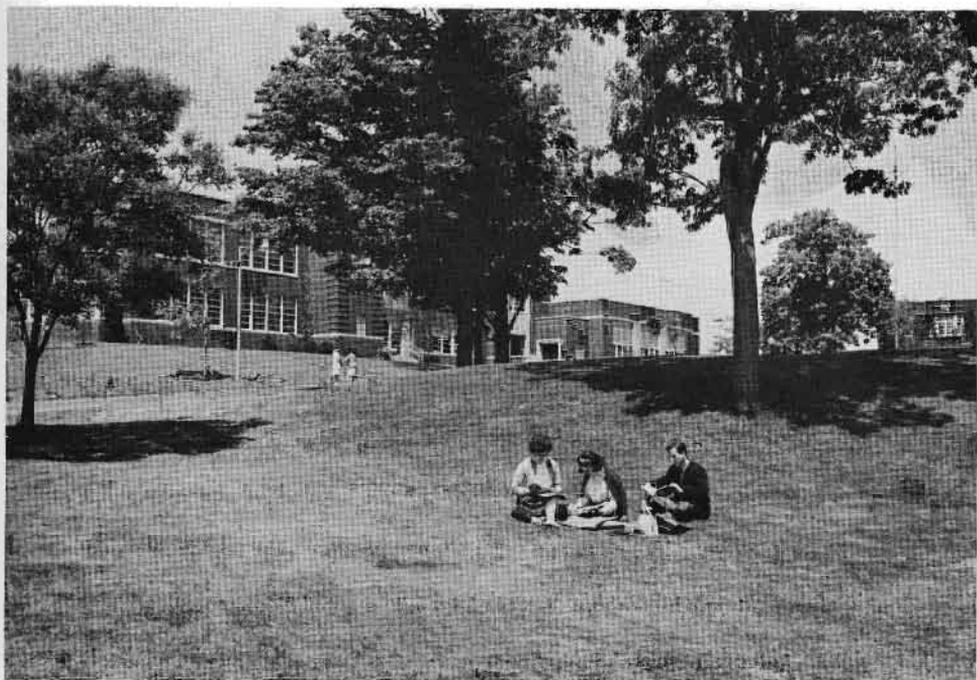
<sup>46</sup>*Ibid.*



THE NEW CAMPUS FROM THE AIR — 1951



CLEAN-UP DAY ON THE NEW CAMPUS — 1952



HUNZIKER HALL — THE FIRST NEW CLASSROOM BUILDING —  
1952

PRESIDENTS OF THE  
NEW JERSEY STATE TEACHERS COLLEGE AT PATERSON  
(AFTER 1958 THE PATERSON STATE COLLEGE)

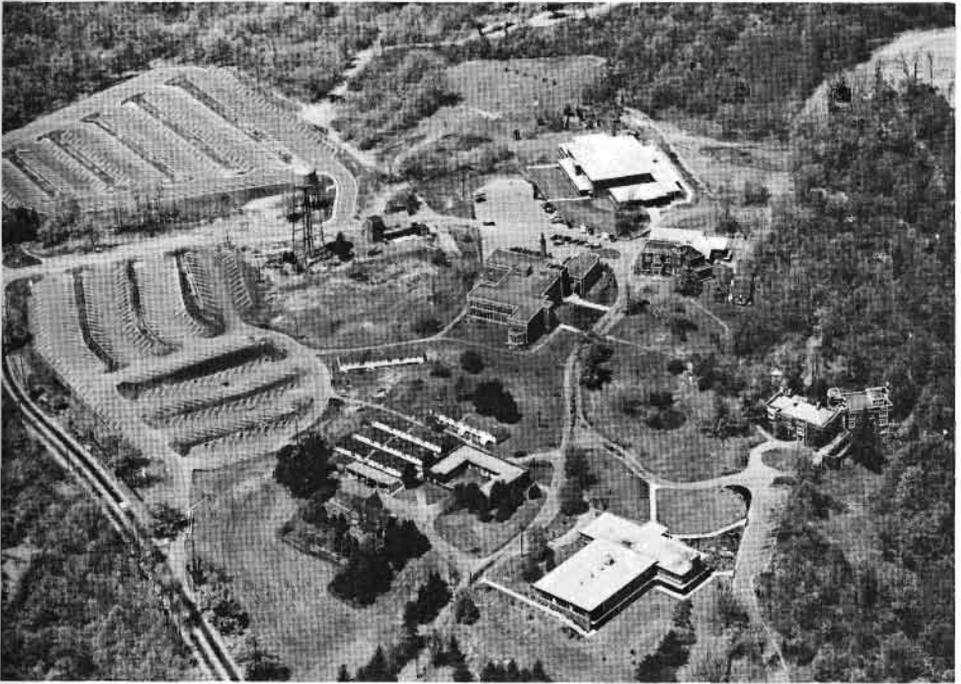


CLAIR S. WIGHTMAN, PH.D.  
1937-1954



MARION E. SHEA, ED.D.  
1954-1966

MICHAEL B. GILLIGAN, ED.D., ACTING PRESIDENT  
1966-1967



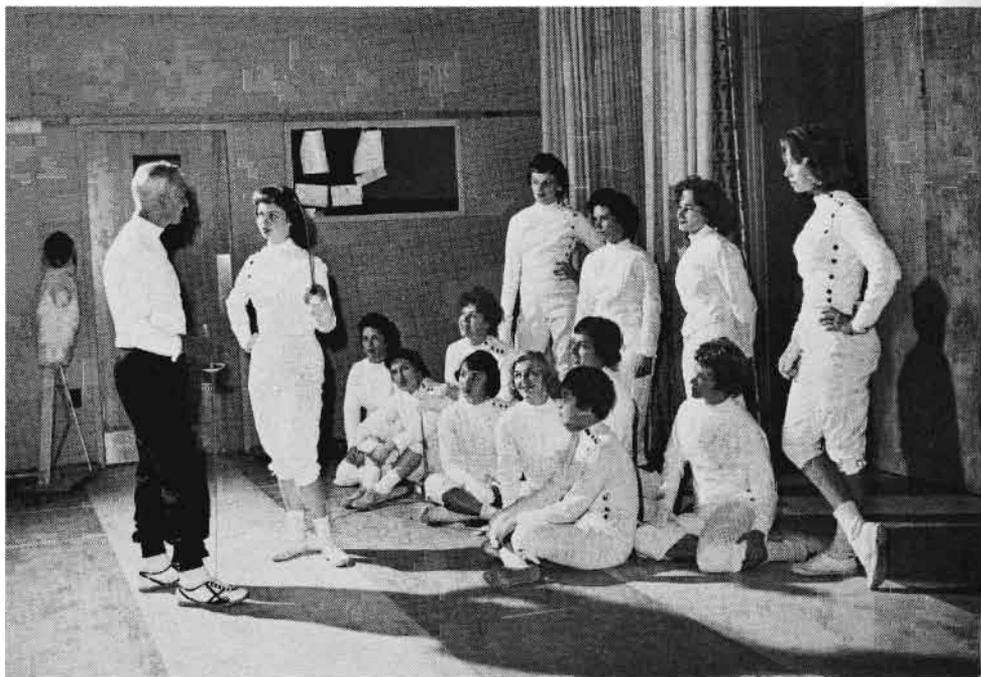
AIR VIEW IN 1956 SHOWING NEWLY CONSTRUCTED LIBRARY,  
GYMNASIUM AND FOOD SERVICE ADDITION



INAUGURATION OF DR. SHEA  
MAY 18, 1955



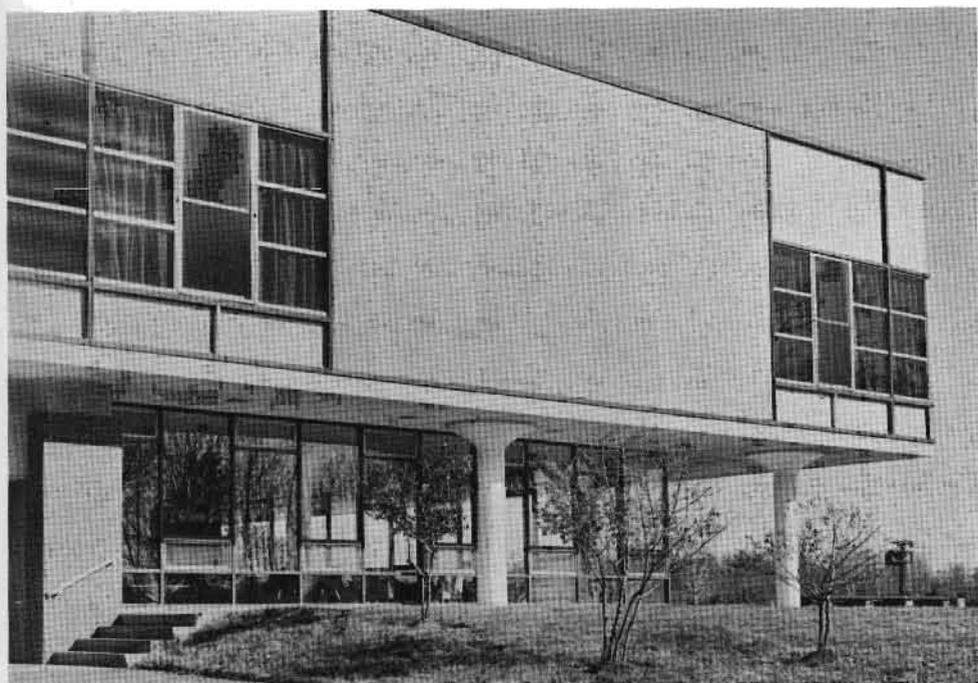
BASEBALL ON WIGHTMAN FIELD. CIRCA 1955



WOMEN'S FENCING GROUP WITH COACH RAY MILLER. CIRCA 1960



MEMORIAL GYMNASIUM — 1956



A CORNER OF WAYNE HALL, THE FOOD SERVICE BUILDING



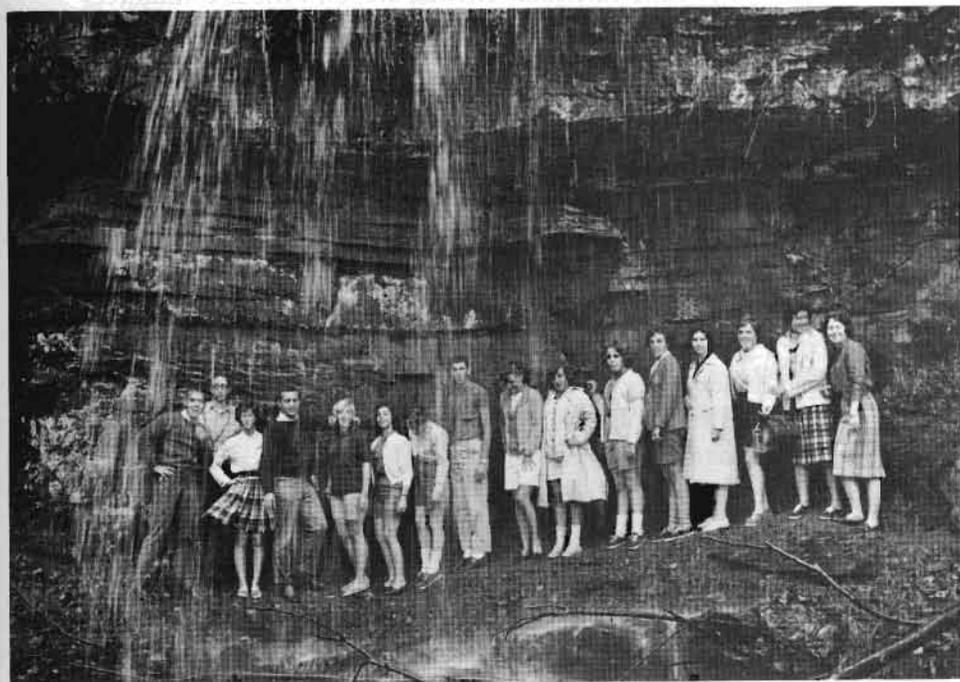
CAMPUS SCENE — SPRING



CAMPUS SCENE — WINTER



AT THE DEDICATION OF THE SARAH BYRD ASKEW LIBRARY.  
APRIL 18, 1956



A HIKE TO BUTTERMILK FALLS

## CHAPTER V

### The College On the Hill

1954-1966

During the twelve years ending in 1966 the College had but one president. This period, under the leadership of Dr. Marion E. Shea, has been characterized primarily by growth and expansion — of the physical plant, of the curricula and special services and of the student body, faculty and administrative officers. Dr. Shea was appointed President of the Paterson State Teachers College in September 1954, succeeding Dr. Clair S. Wightman who had served the college as teacher, director of placement and president for twenty-five years.

Dr. Shea came to the presidency at Paterson from Newark State Teachers College where she was professor of English and had served as supervisor of senior practice teaching, as advisor of extra-curricula activities and on various committees of the college administration. She had long been familiar with teacher education in New Jersey, being herself a graduate of Glassboro Normal School and a faculty member there before transferring to Newark in 1936. Dr. Shea was President of the New Jersey Division of the American Association of University Women from 1952 to 1954. She held memberships in many professional organizations. Dr. Shea received her B.S., A.M., and Ed. D (cum laude) from New York University. As the first woman to be named president of a New Jersey State Teachers College, she entered upon her duties in September with the full support and best wishes of the faculty, the students, the local newspapers and the educational and civic leaders in the community and the State.

At an outdoor convocation of students and faculty on October 8, 1954, President Shea was introduced by Kenneth B. White, Dean of Instruction. In her address, she stressed the opportunities and responsibilities of students at the Paterson State Teachers College as they prepared to take

their place as teachers of children and leaders in the community. Her next address to the entire college community was on the much more formal occasion of her inauguration as President on May 18, 1955 — the first such ceremony in the history of the College. The inauguration program included an academic procession of the faculty, delegates from colleges and universities, members of the New Jersey State Board of Education, platform guests and the new President. Dr. Robert H. Morrison, Assistant Commissioner of Education, presided at the ceremonies which included brief remarks by State Commissioner of Education Raubinger, State Board of Education member, Henry A. Williams; alumni representative Joseph DiGangi; student representative Lew Stana-land; faculty representative Ardell Elwell and the inaugural address by President Shea.

From the day of her arrival on the Paterson campus until her retirement in 1966, Dr. Shea found herself planning, breaking ground or dedicating new buildings to accommodate new programs and expanding enrollment at the College. In September 1954, there were three building projects under way, financed from the \$15,000,000 bond issue of 1951. Despite the protests of students, alumni, community leaders and Passaic County legislators that the \$1,300,000 allocated to Paterson was not an adequate share of the bond revenue to develop the campus properly, this was the sum finally voted by the legislature to build a library, a gymnasium and a kitchen and to enlarge the dining area in the cafeteria. The improvement in the food service building was nearing completion and in partial use in the Fall of 1954 and some work had started on the gymnasium and library buildings. Construction of these two buildings proceeded at a leisurely pace for a year and a half while students continued to hold physical education classes out-of-doors when weather permitted and to use the cozy but overcrowded and inefficient temporary library on the second floor of the Administration Building.

Problems of construction on the campus and the vigorous school construction activity in the area led to an unusual conference on the campus on October 20, 1954, organized largely by the well remembered art instructor Walter Simon. The subject was "Building Schools for Contemporary Needs" and the featured speaker was the famous architect Marcel Breuer. "Walt" Simon will also be remembered as the artist who painted the mural on the wall of the faculty dining room — the theme suggested by the admonition of Thomas Jefferson "Enlighten the people generally and tyranny and oppression of both mind and body will vanish." Unfortunately, the mural had to be destroyed along with the wall when the building was remodeled to house the bookstore.

#### PHYSICAL FACILITIES

Of the three buildings under construction when Dr. Shea took office, the addition to the food service building, officially named Wayne Hall, was the first to be completed and used in the Fall of 1954. The library was next, in January 1956 and finally the gymnasium in April 1956. All three buildings were dedicated at an impressive ceremony on April 18, 1956. The program was planned by Miss Juliette A. Trainor, Librarian, and a faculty committee. Governor Robert B. Meyner gave the dedicatory address. Dr. Frederick M. Raubinger, State Commissioner of Education, presented the new buildings—the Memorial Gymnasium, the Sara Byrd Askew Library and Wayne Hall, (the food service building) to Mrs. Edward L. Katzenbach, President of the State Board of Education, who accepted them on behalf of the State. In her acceptance, Mrs. Katzenbach commended particularly on the "wisdom, thoughtfulness and kindness of the college administration in naming the library in honor of Miss Askew, to whom the State owes a great debt." Miss Askew had organized the New Jersey Library Commission in 1905 and served as its librarian and secretary until her death in 1942. During this period of 37 years she was largely responsible for the organization of public libraries in many communities of the State.

*The College Library*

The new library seemed to be quite spacious enough in 1956 when the student body numbered 823, already more than the maximum enrollment of 750 full time students for which the building was planned. It was located in the center of a broad expanse of lawn with one side overlooking Paterson, Bergen County and the New York skyline and adjacent to the flower garden of the original Hobart estate. On the lower level of the building on one side there were four classrooms and two soundproof rooms which have been used mainly by the Speech department. It was anticipated that when facilities could be provided for the Speech work in another building these rooms might be used to increase the library space. It was the only building to be air-conditioned — not so much for the comfort of the students and staff, it was said, as to better preserve the books and materials. The luminous ceiling was both beautiful and efficient. The open stacks, browsing corner, individual carrels, enclosed typing area, special rooms for children's books, conferences, and listening to records, and other features calculated to make studying and reading a pleasure were a source of pride and satisfaction to the entire college community.

On January 5, 1956 the students cheerfully showed their appreciation by carrying all the books from the second floor of the administration building directly to the stacks on which they were placed in proper order under the supervision of the librarians and faculty members. This do-it-yourself project was carefully planned — even to the collection of cartons to make the carrying job easier — a convenience rejected by most students who preferred to carry books in their arms. Nevertheless, it was one of the most successful cooperative undertakings which were characteristic of the college during the years of adjustment to the new campus. At the time of moving to the new library building the resources of the library consisted of 25,000 adult books and 3,500 children's books, 6,000 pamphlets and other educational materials of

various kinds. About 250 periodicals and ten newspapers were received regularly. The staff consisted of four professional librarians.

With the new library facilities and resources as a reference point let us digress to review briefly the history of the library and to look ahead to the status of the library in 1966. The catalog of the Paterson City Normal School of 1922 did not mention any room or facilities set aside in School #24 specifically for a library. In a pamphlet published by the Student Government Association in 1934, Neil Geary, ('36, '38) secretary of the Student Council, wrote that the "library was organized in the spring of 1924 by collecting about 1,500 books from the different classrooms and arranging them according to the Dewey system."<sup>1</sup> During the first year approximately \$150 was spent for books and subscriptions to eight periodicals and one newspaper.<sup>2</sup> Miss Dorothy A. Abrams was the librarian responsible for organizing the new library. The first catalog of the Paterson State Normal School, 1925-26, lists Miss Abrams as librarian, and also contains a picture of the one room library quite filled with students, some looking into books they had taken from the shelves lining the walls of the room. By 1934 the library contained about 11,000 books, largely in the fields of education and children's literature with an appropriate number of reference books and periodicals. A collection of 8,000 mounted pictures was available for students to use in their practice teaching. At that time the library was developing a collection on vocational education and the junior college movement, the latter probably motivated by the interest in the junior college which was sharing the building. Not only did the library constitute a source of reading materials but the librarian also provided instruction to senior students in library methods.<sup>3</sup>

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<sup>1</sup>Neil Geary, "Our Library," Paterson State Normal School, Student Government Association, 1954.

<sup>2</sup>Clair S. Wightman, "Annual Report," 1945-46, p. 12.

<sup>3</sup>Neil Geary, "Our Library," Paterson State Normal School, Student Government Association, 1954.

The expansion of the library into a second reading room and a corridor for the stacks and the circulation desk, completed during Dr. Morrison's administration in 1935 has been mentioned earlier. In this space the library remained until it was moved to the second floor of the administration building, Haledon Hall when the college moved to the new campus in the Fall of 1951.

From the time the library was moved into a building of its own until the present, the expansion of its resources and services has been continuous and dramatic. The following table<sup>4</sup> gives a picture of the increase in the number of books:

	1952-53 (14 yrs. ago)	1957-58 (9 yrs. ago)	1962-63 (4 yrs. ago)	1966-67 (present)
Volumes in Library	20,576	30,330	63,502	88,570
Volumes added in year	2,018	3,827	7,221	9,000

The other resources have increased in a corresponding way so that the library now subscribes to 656 periodicals, many of which are available on microfilm, and eight newspapers, including the microfilm edition of the New York Times; reference books, children's books and curriculum materials have been added regularly. These additions to the library resources have been selected to balance the collection and to meet the requirements introduced by the addition of new curricula in secondary education and in special fields such as education of the mentally retarded, art education, speech correction and music education and the development of graduate programs.

The staff, as of June 1966, consists of 11 professional librarians and seven clerical workers supplemented by a large number of student assistants. Service to students and faculty has been improved by the installation of microfilm readers and recently a photocopying machine on a rental basis. An active faculty library committee composed of representatives of each academic department, has operated for several years as an advisory group and has rendered great

<sup>4</sup> Juliette Trainor, "Annual Reports," 1962-1963, 1965-1966, 1966-1967.

assistance in allocating library funds to the departments and in facilitating the ordering of books and materials upon the recommendation of faculty members. The total library budget for 1965-66 was \$53,000 with \$20,000 added later.

With this type of library expansion it is obvious that a library which was fairly adequate in 1956 was filled to overflowing with books and students in 1965. During the current year 1966-67 a new million dollar library and audio-visual materials center, financed from the bond issue of 1964, is under construction at the highest point on the campus. While preparing to move the library materials to the new building before the summer of 1967, the library staff has undertaken the task of reclassifying as many of the older books as possible to the Library of Congress System from the Dewey Decimal System and of classifying all new accessions in the new system. This important change will make the library better able to accommodate the great expansion to come and more efficient in servicing the students and faculty.

#### *Construction Plans and Achievements*

Returning to the more general story of the development of the physical facilities on the Paterson State campus during the last decade, it should be noted that when the three buildings dedicated in 1956 were in the planning stage a college of about 750 full time students was envisioned. Hence the size of the library and the cafeteria and the number of spectator seats in the gymnasium were determined by this limited concept. Likewise, the location of the buildings in close proximity to one another and using but a small fraction of the property reflects the notion that the college would remain relatively small. A very significant change in the thinking of State and local officials took place after the release in 1956 of the State Board of Education report on the need for future facilities in higher education in New Jersey, the abbreviated version of which was called *The Closing Door to College*. The first Strayer report in December 1957 called *College Opportunities in New Jersey* presented the

case in some detail for the expansion of facilities in public higher education and served to arouse public support for the bond issue of 1959 and was later used as a guide to the distribution of bond issue funds among the various public colleges in the State.

During the first full year the three new buildings dedicated in 1956 were in use, the enrollment was 822 full time students and increasing by 20% per year. Over 1,000 students were expected in September 1957. This number of students could not be accommodated with the classroom and food service facilities then available. It was at this point that the College administration hit upon the idea which permitted a substantial increase in enrollment for the next several years. Dr. Shea, with the help of Frank Zanfino ('49), then the college business manager, and State Department officials was able to obtain six frame structures each formerly housing three veteran's families. These were cut into three parts and moved from West Orange to the campus. One by one they were put together and equipped with space heaters. Eventually five of them were converted to fifteen classrooms and the sixth became a snack bar to take care of the overflow in the food service center. In spite of many jokes about the "little red school houses" with their erratic heat and excellent sound transmission from room to room, they served their purpose well. Only one remains as five were demolished to make way for the construction of the new auditorium-speech-music building in 1963.

While these temporary measures took care of the immediate need for facilities on the Paterson campus there was a growing commitment to the development of the State Colleges to enable them to double the number of teachers prepared in New Jersey. Based upon the recommendation of the first Strayer report in 1957 specific plans for each campus began to emerge. In 1958 Governor Meyner found it possible to begin the recommended building program with fifteen million dollars from state funds without waiting for a bond issue which was to follow in 1959. Paterson State was granted

a little over three million of this appropriation. From this appropriation it was possible rather quickly to remodel Haledon Hall to create more adequate facilities for the business office and the student personnel department. A little more slow was the construction of three new facilities — a new food service building, a classroom building and a central heating plant with connections to all permanent buildings on the main campus. As soon as the new food service building was completed it was possible from the same appropriation to remodel the old cafeteria, in what was once the Hobart's garage, into a college center and snack bar and an attractive college bookstore.

Consistent with the revised notion of how large the college might become the new food service building, now called Wayne Hall, was built to seat 600 at one time in the main student dining room. The building also included dining areas for the faculty and for small groups, a conference room seating 100 and a large student lounge and a faculty lounge on the ground floor. It was located on one of the highest points on the campus and close to the area where dormitories were planned for the near future. In the opinion of most observers, Wayne Hall is one of the most attractive buildings on the campus at the present time, lacking only air-conditioning to make it completely serviceable the year round for a variety of college activities.

The classroom building was joined to Hunziker Hall on two levels and was planned to house science, mathematics and art classes and activities. It is expected that when the art work can be moved to another location the studio-classrooms will easily be converted to science laboratories and the science program will take over much of the building. Special features built into the new building in anticipation of that day include a large lecture hall and a greenhouse, which to the surprise of many, was constructed on a lower level roof rather than on the ground.

The central heating plant was constructed below the main campus and includes space for the storage of vehicles and

repair shops. It is expected that the capacity is great enough to supply heat to all buildings on the main campus for many years to come.

Before these buildings were in use in 1961, plans were under way for a new series of improvements, known as phase 4 of the development program which, with some modifications, brought to completion the recommendations of the Strayer report of December 1957 and for which a master site plan had been approved by the State Board of Education. These improvements were financed from the bond issue of over 66 million dollars approved by the voters in 1959. Following is a list of these improvements on the Paterson campus.

1. Dormitory for 148 girls — completed 1962 — named Pioneer Hall.
2. Dormitory for 100 girls — completed August 1964 — named Heritage Hall.
3. Auditorium-Music-Speech Building — completed 1965 — named in 1966, The Marion E. Shea Center for Performing Arts.
4. The Campus School and Child Study Center — completed 1965.
5. Gymnasium addition and pool — completed 1965.

This building schedule differed from the recommendations of the Strayer report (1957) only in that instead of a new men's gymnasium, an addition to the present gymnasium including a pool was planned; the recommended addition to the library was eliminated and the laboratory school was reduced in size, all primarily because the bond issue money allocated to Paterson was insufficient to cover these improvements. It is interesting to note that even with a proposed library addition and the other additional facilities as noted, the Strayer report (1957) indicated that the "College at Paterson can accommodate an enrollment up to 2,000 students."<sup>5</sup> The fact that the enrollment has been over 2,000 since 1962, long before the completion of some of these

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<sup>5</sup>New Jersey State Board of Education Report, "College Opportunities in New Jersey," December 1957, p. 47.

projects, indicates not that the Strayer estimate was wrong, but that the "little red school houses" together with extremely high percentage of room utilization through careful scheduling enabled the college to exceed its normal capacity.

All during this period of construction and development of the physical plant, other necessary improvements were completed, chief of which were additional parking lots which by the end of 1964 could accommodate approximately 1,500 cars on the campus. In addition, facilities of our neighbors, the Veritans Camp, have been made available for the parking of 200 cars. These improvements included also, lighting of the parking lots, roadways and paths, improvement of the campus roads, development of the athletic field and landscaping of the grounds. It is also a pleasure to record that in May 1961, the State Board of Education accepted the generous offer of our neighbor Mr. Robert A. Mills of a strip of land for a right-of-way through his property, thus enabling the college to develop a badly needed access road from Hamburg Turnpike. This road has been completed and will become an important factor in planning the future development of the campus.

The second study of higher education needs in New Jersey conducted by Dr. Strayer with the assistance of Charles R. Kelley, published in 1962, estimated the needs from 1962 to 1970. In this report the proposal was made that the State Colleges in the long run might become multi-purpose institutions with their major contribution to the State continuing to be the education of teachers.<sup>6</sup> The report further recommended a capital investment at the six State Colleges of over 50 million dollars to be provided through annual appropriations over a period of five years beginning with the 1963-64 budget. A list of priorities, developed with the Presidents of the several public institutions of higher education, was also included and shows the improvement most urgently needed on the Paterson campus to be a new library which would

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<sup>6</sup>Strayer and Kelley, "The Needs of New Jersey in Higher Education 1962-1970," p. 12.

include study areas for students, particularly those not living in campus dormitories.

This proposal for college expansion through annual appropriations was not adopted by the State and instead a 40.1 million bond issue was approved in 1964 from which Paterson State was allocated 3.1 million for additional facilities. As recommended in the Strayer and Kelley report of 1962 a new library was given priority and is now (1966) nearing completion. This allocation also provided for a new classroom and faculty office building which will be in use by the summer session of 1967. Subsequently, an additional \$100,000 was provided for remodeling the present library to serve as the main administrative unit of the college which was later named in honor of former President Robert H. Morrison. With the completion of these facilities it is expected that the full time day enrollment may reach approximately 4,000 students.

A new master plan has been drawn by the State Department of Education which will provide for the further expansion of the college to full time day enrollment of 7,500 by 1975. A fine arts building and a new gymnasium are now (1966) in the planning stage. Additional buildings to be erected in the next few years include a college center, four classroom buildings, three dormitories and additions and improvements at several existing buildings. The master-site plan provides for the construction of facilities costing approximately 44 million dollars by 1975, most of the new construction to be located north of the present campus and utilizing the new access road from Hamburg Turnpike.

### *Curriculum Development*

The state-wide curriculum study initiated by the Commissioner of Education, Dr. Raubinger, in 1953 and referred to in Chapter IV, continued for three years. On each of the six State Teachers College campuses, faculty committees were organized to study general education and basic professional education; a State Curriculum Commission with a membership of presidents, deans and faculty representatives met frequently to coordinate the project, review proposals and

formulate policies; and an Advisory Council appointed by the Commissioner of Education furnished the Commission with the counsel of non-educational groups, represented by such organizations as the State Chamber of Commerce, the Congress of Industrial Organizations and the American Association of University Women.

In April 1956, the Curriculum Commission report was submitted to the Commissioner of Education. After thoughtful study, the State Board of Education adopted this report with one modification and several broad recommendations. By this action the report became the basic guide for changes in the current curricula in the State Colleges and for the development of the many new curriculum patterns to be introduced in subsequent years.

### *Curriculum Patterns*

The Curriculum Commission report fixed the number of semester hours required for graduation at 128 including student teaching and established a framework for all curricula patterns in teacher education according to which the 128 semester hours were to be distributed. Each teacher education curriculum was seen as consisting of four elements — general education, basic professional education, specialization and electives. Each course in the curriculum was assigned to one of these areas for purposes of identification and classification, even though it was recognized from the beginning that these categories were not mutually exclusive. The six State Colleges have varied to some extent in their interpretation of the Commission report but the specific curricular patterns developed by each college independently have conformed rather closely to the framework established in 1956.

At Paterson it will be found that all teacher education curricula include:

1. Forty-eight semester hours of *basic general education*. By definition this is "that phase of education which prepares the individual for purposeful and responsible living and citizenship in a free society as distinguished from that which prepares him for a profession or occupation."<sup>7</sup> There

has been a tendency at Paterson to stress the idea of *basic* in this classification — hence most of the general education courses have been required of all students, although there is a recent tendency to allow more freedom of choice for students to select courses within the following five categories:

- |  |                   |
|--|-------------------|
| a. Humanities .....                    | 12 semester hours |
| b. Social Science .....                | 12 semester hours |
| c. Sciences and Mathematics .....      | 12 semester hours |
| d. Language Communication .....        | 6 semester hours  |
| e. Health and Physical Education ..... | 6 semester hours  |
2. Fifteen semester hours of *basic professional education* which is "that phase of college education which develops a common professional foundation of knowledge, skills and attitudes necessary for effective teaching regardless of grade level or subject specialization".<sup>8</sup> This is the curriculum element which distinguishes teacher education from other types of professional education, and which helps to elevate teaching to the level of a profession rather than a technical pursuit. Courses on psychology, sociology and philosophy as applied to education were specified by the Curriculum Commission and a course called *Introduction to Education* (changed in 1966 to *Introduction to Teaching*) was added by the local faculty. Students in all curricula study together in basic professional classes, just as they do in general education classes.
  3. Fifty-three semester hours of specialization education is that phase of college education which "in addition to general and basic professional education, provides knowledge, understanding, skills and attitudes necessary for effective teaching at particular grade levels or in particular subjects."<sup>9</sup> Student teaching (fixed at eight semester hours) is classified as specialization education although it is required of all students as are courses in teaching methods and principles of secondary, or public education. After allowing for these learning experiences in education, there remains about forty semester hours to be devoted to courses in the subject to be taught in high school or to subjects appropriate for a teacher in the elementary school.
  4. Twelve semester hours of *electives* complete the curriculum pattern for every student. At Paterson, students have been discouraged from using their free electives to build up their major specialization field. However, there is some indication that in the special fields for which graduates

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<sup>7</sup>Curriculum Commission Report, N. J. Board of Education, 1956.

<sup>8</sup>*Ibid.*

<sup>9</sup>*Ibid.*

are certified from Kindergarten through grade twelve, greater use of electives to strengthen the major field may be permitted.

### *New Programs of Specialization*

The recent history of Paterson State College has been characterized by the rapid addition of new specialization programs, reflecting a new concept of the role of the college in meeting a wide range of teacher education needs in New Jersey. These new programs have been both the cause and effect of the rapidly increasing enrollment, which in turn has justified the very considerable capital expenditures for new facilities and campus development during the last ten years.

In 1956 the Paterson State Teachers College offered only three curricula: General Elementary, Kindergarten-Primary (authorized in 1943) and Grades 5-9 (authorized in 1952). From these three curricula, none of them preparing teachers above the junior high school, the offerings have grown to thirteen different major curricula in 1965-66. Five of the additional curricula prepare teachers for secondary schools and five prepare teachers for service in special fields in any public school from Kindergarten through grade 12. In addition, minor programs have been added in all the secondary fields and all the special fields except music. Two minor programs in areas in which there is no major are offered to contribute to more effective public school service — these are the minor in *library science* and the minor in *health education*.

### *Laboratory Experiences in Teacher Education*

The one element in all curricula for the preparation of teachers that seems to be universally recognized as being of great value is student teaching. This experience has been regarded in recent years as an important but limited part of the students' total experience with children which is suggested by the term professional laboratory experiences. The present arrangement for professional laboratory experiences at the

college is the result of a long period of evolution and represents an adaptation to the increased number of students, the diversification of curricula and the pressure on the public schools to accept student teachers from many colleges preparing teachers in New Jersey.

Historically, the commitment to the idea that teachers learn to teach very largely through actual teaching under the supervision of an experienced teacher and with the aid of a college supervisor was characteristic of the original Paterson City Normal School. The tradition of an extensive and thorough practice teaching experience was carried over into the State Normal School and later the State Teachers College. When Paterson State prepared teachers for the elementary schools only and before the curriculum revision of 1956 students completed two six weeks periods of student teaching, each in a different elementary school situation, plus observation and participation in an elementary school classroom prior to the responsible student teaching assignment. With the reduction in 1956 in the total number of semester hours required for graduation, the responsible student teaching experience was reduced to eight semester hours and was arranged in a single eight week block of time in all curricula. To many faculty members and students this change seemed to be in the wrong direction, but as with most other curriculum changes, adjustments were quickly made with the hope that a loss in one area would be compensated for by a gain in another. As it has turned out, the number of students involved in student teaching in 1966 is so great that the placement of each one in two different situations would be almost an impossibility today.

At the same time the extent of responsible student teaching in the senior year was reduced, a broader concept of professional laboratory experiences was introduced — namely, that the experiences of prospective teachers with children should be more varied and should be distributed to a greater extent throughout the four year program. The philosophy and essential features of the current program of professional

laboratory experiences at Paterson State were stated in a college *News Letter* called "No Substitute for Experience" distributed in 1963. This statement indicates that there are at present four levels of Professional Laboratory Experiences. In the freshman year there is school visitation in connection with a required course in *Introduction to Teaching*. Students visit in groups one or more public schools with their instructors. Individually they visit an evening adult school, a board of education meeting and a parent-teacher association meeting.

In the second year all students complete a year course in *Human Development and Behavior*. Integrated with this course and necessary to its successful completion, is the opportunity to serve in a leadership capacity with a small group of children in an out-of-school situation. This experience is secured usually on a voluntary basis, in a community agency with an active youth program, or it may be completed during the summer preceding the sophomore year as a counselor in a summer day camp or residential camp. It is known as the 40-hour program.

The leadership experience is not supervised directly by a faculty member but is coordinated by the Office of the Dean and guided by the instructors of the *Human Development and Behavior* classes. Agency supervisors supply reports on the quality of the students' work with suggestions for the development of their leadership capacities.

In the junior year all students spend some time in the public schools. Those majoring in elementary or kindergarten-primary education are assigned for six weeks in an elementary school classroom; students majoring in junior high school education and one of the academic or special areas of secondary education are assigned to a cooperating teacher in a junior or senior high school for three weeks. Under the guidance of the cooperating teacher junior students observe children, participate in the activities of the classroom and do a limited amount of teaching.

The Professional Laboratory Experience program culminates with an eight week period of responsible student teach-

ing which is arranged for all seniors by the Office of Student Teaching and Placement. When this experience is successful, as it usually is, it is highly probable that the student will enter his first position knowing and liking children, with a mature professional attitude and with a high degree of technical competence. These qualities will serve as the basis for the efficient service and continued development of the new teacher.<sup>10</sup>

Although the new laboratory school and child study center was completed in 1965, it seemed advisable to use the space for college classes to accommodate the large increases in college enrollment. After the new classroom building (Raubinger Hall) is available for use beginning in the summer of 1967, the campus laboratory school will open in the Fall of 1967 as an elementary school as was originally planned. The school will serve children in the kindergarten and grades 1 through 4, during the first year. In addition to a typical K-6 school, a class of either mentally retarded children or of pre-school children will eventually complete the organization of the school. The campus school will be utilized to supplement the professional laboratory experiences of the college students. Through direct observation and by means of closed circuit television, demonstration lessons and diagnostic and remedial activities will be arranged for individuals and groups of students on the campus. These experiences will supplement and not replace observation, participation and responsible student teaching in the public schools.

With the larger number of students enrolled in a greater variety of curricula the problems attendant upon the laboratory experience program have multiplied many times in recent years. However, the significance of professional laboratory experiences in a teacher education program continues to be fully recognized and the full time professional services of two student teaching and placement officers with

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<sup>10</sup>Kenneth B. White, "No Substitute for Experience," *Paterson State College News Letter*, Series 3, No. 3, Spring 1963.

the aid of many faculty members and hundreds of cooperating teachers is devoted to making this experience a productive one for every student.

### *Special Features of the Curriculum*

In concluding this section on curriculum development during the last decade, we would observe that curriculum development does not consist entirely in adding new complete programs but also includes the less dramatic activities of adding or deleting courses, rearranging the year sequence of courses and the introduction of non-classroom educational experiences related to existing courses or as separate activities required for graduation. In the latter category would fall the many educational field trips which have for many years been encouraged at Paterson. The all-college field trips first introduced in 1936 have been described more fully in Chapter III. As more recent illustrations of the extension of the curriculum off campus, mention is first made of the outdoor education program at the School of Conservation introduced in a voluntary basis during the college year 1958-59. Since 1960 it has been a graduation requirement that all students have the experience in group living and outdoor education by spending one week at the State School of Conservation in Stokes State Forest in Sussex County, under the direction of a college coordinator and selected faculty members, the staff of the School of Conservation and personnel from the State Department of Conservation and Economic Development. For most students this experience has been one of the highlights of their sophomore year at Paterson. More recently an arrangement has been made for all students to attend selected plays at the McCarter Theatre in Princeton as part of their general education during the freshman year. This plan continued for several years until it was replaced by a systematic theatre and concert service under the direction of the Fine Arts Council. Finally, as an example of the way the college curriculum is adapted to national and civic needs, was the introduction in 1963-64 of a course for all seniors in *Indi-*

*idual and Family Survival*, offered in cooperation with the Office of Civil Defense Adult Education.

Curriculum development continues to be a major concern of the Paterson State faculty and administration and a specific responsibility of the Curriculum Committee. In addition, special committees are appointed from time to time to study and recommend new curriculum developments of a special nature. For instance, in 1961-62 a faculty committee studied the question of introducing an honors program at the college. This led in the following year to the organization of a new committee to consider a more extensive problem — that of reorganizing some of the general education courses to improve their effectiveness and possibly to incorporate some of the ideas developed by the honors committee.

As a result a pilot project, called "Project Alpha," was introduced in 1964 in which 100 freshmen enrolled in a special course called *The English Language, Written and Spoken*. A similar project in Social Science was introduced in 1965 when one hundred students enrolled in a new general education course called *American Studies*. Some important changes have also been made in a Biological Science course on an experimental basis. The general education committee continues to study various proposals for modification of general education courses in the humanities and other areas and has recently promoted the development of a plan of independent study for selected students.

### *Growth of the College Community*

The addition of buildings on a college campus is not an end in itself. Buildings are functional in that they provide space either for the instruction and accommodation of more students or they contribute primarily to the quality of the educational program. Likewise, additional curricula inevitably attract a larger number of students with varied interests and require a larger faculty and administrative group to keep the enterprise running effectively. Having traced in some detail the development of physical facilities and cur-

ricula during the last decade we now turn to the increase in personnel which make up the college community and the evolution of the organizational structure characteristic of the college in 1966.

Study of the enrollment chart for full time students in the pictorial section shows clearly the rapid growth in numbers of students in the last eleven years. From 1955 to 1966 the enrollment increased from 531 to 2672, or 400 per cent. Some of the characteristics of these students will be indicated in Chapter VII. At this point we only observe that the recruitment, admission and orientation of freshmen and transfer students has become such an extensive operation that two administrators are engaged full time in admission work. Their chief responsibility today is to recommend the selection from nearly three thousand applicants of about seven hundred of the best qualified for admission to the college and to one of the thirteen professional curricula for which they are best suited.

The number of faculty members, including librarians has increased from 35 in 1954 to 212 in 1966. Their selection has been one of the chief concerns of President Shea, the Dean and Department Chairmen. The following statement taken from the President's Annual Report for 1959-60 sets forth the principles which have given direction to the building of the faculty during recent years:

The quality of the educational program depends in large measure upon the scholarly attainments, teaching skills and dedicated efforts of individual faculty members. In selecting faculty members during the last year we have been guided by the following principles:

1. The faculty will be strengthened by the addition of experienced college teachers who hold Doctor's degrees.
2. In the academic departments of instruction we should employ more people who have the Ph.D. degree rather than the Ed.D. degree.
3. In employing candidates with Doctor's degrees, we should seek a wide distribution among the best-known graduate schools in the United States, not overlooking candidates who have degrees from universities abroad.

4. In each academic department there should be a fair percentage of faculty members with some public school experience. In the Education Department, public school experience has been generally required.
5. A more equal balance between men and women faculty members should be attained, provided other qualifications are satisfactory.
6. Additional faculty members should be drawn from various geographical areas of the country in terms of home location, experience, or graduate degrees.<sup>11</sup>

Since the first two of the guiding principles in selecting faculty members have to do with adding experienced college teachers who hold Doctor's degrees and with the appointment of a larger number in the academic departments with the Ph.D. rather than the Ed.D. the following comparison is of interest.<sup>12</sup>

PROPORTION OF THE FACULTY HOLDING DOCTOR'S DEGREES  
1957-1967

	Total Number Fac. Members	Highest Degree — Doctor's			
		Instruc- tion	Adminis- tration	Total	Percentage
1957-1958	63	13	4	17	27%
1959-1960	98	36	7	43	44%
1963-1964	159	62	8	70	44%
1966-1967	212	73	9	82	40%

This rapid increase in the number of faculty members holding doctorates may be attributed in part to the employment policy but is also a tribute to the scholastic zeal of many staff members who completed their degree requirements after they had joined the college staff.

The addition of as many as thirty-two new faculty members in one year (some of these replacements) for several years in succession has created problems of assimilation and placed a strain on the orderly development of common understandings and unity of purpose among the faculty. Recogn-

<sup>11</sup>Marion E. Shea, "Annual Report," 1959-1960, p. 3.

<sup>12</sup>Marion E. Shea, "Annual Report," 1959-1960, p. 4. Data for 1963-64 and 1966-67 added.

nizing this situation, the Dean, in cooperation with President Shea and with the assistance of other administrators, has sought through a series of weekly orientation meetings with new staff members to bring about an understanding of the college and the involvement of each new faculty member in the total educational program as quickly as possible. Revisions of the Staff Handbook, the latest being in 1963, have reinforced these discussions and have guided the efforts of department chairmen to aid new staff members become oriented to the college.

Leaving any further comments on matters relating to the faculty for Chapter VIII we shall now turn to the third area in which personnel additions and organizational changes have been most marked during the last decade — namely administration. In a small college, administrative functions are carried out by a group of individuals each of whom is responsible directly to the President and who serve in an administrative capacity only part-time with the remainder of their time devoted to classroom teaching. As the college grows the administrative group increases in number, becomes more highly specialized and is usually removed from teaching entirely. This has been the story at Paterson State. The area of personnel services provides an excellent example of this development. A full time Dean of Students was added to the staff in 1956 when Dr. Mary V. Holman became the director of student personnel services. Subsequent growth of the department of student personnel followed quickly with the addition of full time persons to handle the special areas of student personnel as follows:

- 1957—Director of Admissions
- 1958—Registrar
  - Two Counsellors
- 1960—Assistant Registrar
  - One Counsellor
- 1961—One Counsellor
- 1962—Assistant Director of Admissions
  - Residence Hall Supervisor
- 1963—Residence Hall Nurse

The nature of some of the more general activities of the student personnel department can be inferred from the titles listed above. Many other responsibilities in connection with student welfare are allocated to the Dean of Students and the four counselors. In addition to individual counseling with students these members of the department are concerned with the orientation of new students, group and individual guidance in study habits, health services, work scholarships, loans and insurance, student and faculty parking, student housing, both on and off campus, the student government association, student activities, the scheduling of all events, and group meetings which use the college facilities, and general supervision of the College Center. These manifold activities of the student personnel staff taken as a whole have to do with the admission, academic progress and personal development of each student on the campus. With the increased number of students and new personnel services, the responsibility in these areas tend to fall more heavily on the professionally trained personnel officers, although the college still tries to involve most faculty members in the personnel program as a natural and desirable function of a good college teacher.

To serve the growing needs of the college apart from student personnel the following full time administrative positions have been created:

- 1957—Director of Student Teaching, Placement and Follow-Up
- 1960—Director of Field Services
  - Chairman of the Graduate Division
  - Coordinator of Informational Services and Alumni Affairs
- 1963—Assistant Director, Student Teaching, Placement and Follow-Up

Other positions created during the administration of Dr. Shea to provide specialized services in connection with some aspect of the college program include some teaching responsibility. These were:

- 1956—Coordinator of Audio-Visual Education
- 1960—Coordinator of Outdoor Education
- 1962—Special Consultant in Elementary and Early Childhood Education.

*Audio-Visual Center*

The appointment of Ernest Siegel as Coordinator of Audio-Visual Education in 1956 marked the beginning of a period of rapid expansion of the audio-visual equipment, materials and services of the college. Audio-Visual aids, as they were called, had been used by the faculty in their instruction long before 1956, at first dependent entirely upon the interests of individual teachers and later promoted and coordinated to some extent, by a faculty member who spent most of his time as a classroom teacher or athletic coach. Starting with the activities related to the purchase and rental of audio-visual materials and the servicing of equipment, the Audio-Visual Center has added many items of equipment and materials and has expanded its services to both faculty and students in several directions. The most recent addition of equipment of a substantial nature is the language laboratory provided in 1963 primarily for the use in the teaching of modern languages. The Audio-Visual Center is responsible for arranging for previewing films, supplying equipment to classrooms and providing, in many instances, an operator for classes in both the day and evening college.

In the area of audio-visual instruction, elective courses in audio-visual education are offered on the undergraduate and graduate level. A very valuable service as far as students are concerned is the small group and individual instruction in the operation of basic audio-visual equipment with which every student is required to be familiar before graduation. A similar service is provided to faculty members, particularly new ones, through a workshop session once or twice a year. In the Fall of 1957 the college became the repository for the Passaic County Film Library from which films are distributed to the public schools of the county. These films are also available for the college classes when they are not in circulation throughout the county.

*Departmental Reorganization*

The growth of the college community and the introduction of new programs has also brought about a reorganization of

the departmental structure during the last decade. As late as 1957-58 there were only four instructional divisions — *Communication Arts, Education, Science and Mathematics* and *Social Science*. In the last five years each of those divisions except Social Science has been divided into two or more instructional departments each with a chairman and a departmental office, and each offering one or more major specialization programs. The departmental structure at the present time is as follows:

Art	Music
Education	Science
English	Social Science
Health and Physical Education	Speech
Mathematics	

The chairmen of these instructional departments together with the librarian, the deans and the business manager constitute the President's Advisory Committee on Policy, Program and Budget. The implementation of policies and the operation of programs is the direct responsibility of this administrative group.

### *Other Significant Achievements*

We shall conclude this chapter by describing briefly a few achievements of a general nature during the last decade which are unrelated to the story of expansion of facilities, curricula and college personnel.

For the first time the college was accredited by the *Middle States Association of Colleges and Secondary Schools* in 1958. At the same time accreditation was also granted by the new *National Council for the Accreditation of Teacher Education* (NCATE), which absorbed the accrediting function formerly exercised by the *American Association of Colleges for Teacher Education* by which the college was re-accredited in 1954. Beginning in 1956, the faculty and administration, through the organization of study committees, conducted a searching self-study of the objectives, organization and programs of the college. Using this data as a basis, the evalua-

tion reports were completed in the Fall of 1957 and were sent to the members of the visiting teams. The Middle States and NCATE visiting teams, under the chairmanship of Dr. Calvert N. Ellis, President of Juniata College, Huntingdon, Pennsylvania, spent nearly three days on the campus in February 1958 checking the data supplied, and adding to their information about the college through interviews with students, alumni, faculty members and administrators. Their report was the basis for the Middle States and NCATE accreditation in 1958 and served as a guide to improvement in certain areas, particularly in the recently introduced graduate programs in Elementary School Administration and Supervision.

One year later, the college applied for approval of the *American Association of University Women* so that the women graduates of Paterson State might be eligible for membership in the Association. This approval was granted in December 1960 after Dr. Eleanor Dolan of the Association visited the campus and studied the curricula, particularly the requirements in general education and liberal arts, and the composition of the student body, faculty and administration with reference to the number of women engaged in the college enterprise.

In September 1955 a cooperative program with Shelton College was introduced which enabled a limited number of Shelton students to spend a full year at Paterson State College for the professional study of elementary education including student teaching, which was accepted as partial fulfillment of the requirements for receiving their degrees from Shelton College. During this period of acute shortage of elementary school teachers this arrangement was not only of service to Shelton College but also provided teachers for the public schools.

Although the role of the alumni in the development of the college is described in Chapter VIII, we mention here the revitalization of the Alumni Association during this decade of development as an achievement of great significance.

Particularly worthy of note is the creation in 1963 of the *Paterson State College Development Fund* under the leadership of President Shea and with the support of the Alumni Association and the students and faculty. The incorporation of this Development Fund for the purpose of providing "funds for supplementing the building program in order to include items of critical value to the college, which cannot be financed out of available building funds"<sup>13</sup> is of great potential value in guiding and implementing the development of the Paterson State College of the future.

Dr. Shea retired from the Presidency of the college on September 1, 1966 after guiding the fortunes of the college through twelve years of vigorous growth and expansion. Just at this time there was considerable agitation in the State concerning the creation of a Division of Higher Education apart from the State Department of Education. This proposal was later enacted into law establishing such a division and providing for a Chancellor of Higher Education and a Board of Trustees for each individual State College. During this period a successor to Dr. Shea was not appointed. Dr. Michael Gilligan, President of Jersey City State College was assigned as Acting President. The college continued to grow and to provide essential educational services while the administration and faculty sought to plan ahead as definitely as possible under uncertain circumstances.

With this Chapter, we conclude the sequential story of Paterson State College from 1855 to 1966. In the final three chapters particular elements of the college will be treated as units with which many readers of this book will find some measure of identification. The first has to do with the part-time and graduate division of the college through which thousands of adults have had their only contact with the college; the second deals with the student life and activities which have been mentioned only incidentally up to this

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<sup>13</sup>Certificate of Incorporation of the Paterson State College Development Fund, Inc., January 14, 1963.

point and the final chapter extends the brief consideration given to the faculty and alumni as the sequential history has been developed.

If a visitor should look at the college in 1966, he would see a relatively large college with many teacher education programs and the beginning of additional curricula for those who do not plan to teach. This hill-top campus of great beauty, with attractive and functional buildings and unlimited potential for development, a competent faculty dedicated primarily to teaching rather than research, has been guided by a very able President, in the person of Marion E. Shea, whose complete personal commitment to the welfare and progress of Paterson State College has been outstanding. For the next few years one might expect a consolidation of the gains made during the last decade, an expansion of the college facilities, an increase in the number of undergraduates and graduate students, and a dedication to the improvement of the quality of the pre-service and in-service education of teachers. Beyond this, there are too many variables related to State policy and support for higher education to warrant any specific predictions for the future of the college.

The direction of one fundamental change was suggested, however by the change of the name in April 1958 to Paterson State College. In eliminating the word "teachers" from the names of all six State Colleges the State Board of Education was careful to point out that the "main function of the colleges will remain that of preparing teachers . . . and at this time admissions will continue to be limited to applicants with this purpose."<sup>14</sup>

In the light of the well known facts concerning population growth and higher education needs in New Jersey and the existence here of a well established institution with room for expansion, one may say with confidence that the old economy cry of "lets close Paterson Teachers College" will be heard

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<sup>14</sup>Paterson (New Jersey) *Morning Call*, April 5, 1958.

no more. The decisions of the future will be positive ones concerned with how much, and how soon shall the college grow and how comprehensive the program of higher education at Paterson State College shall become.



COMMENCEMENT SCENE — 1964



BRIDGE TO THE CAMPUS SCHOOL



BUILDINGS AND GROUNDS STAFF IN FRONT OF THE POWER PLANT



STUDENT LOUNGE — HERITAGE HALL



SWIMMING POOL IN THE MEMORIAL GYMNASIUM



ENTRANCE TO THE MARION E. SHEA CENTER FOR PERFORMING ARTS



CONCERT ON THE STAGE OF THE NEW AUDITORIUM

### GRADUATE STUDENT ENROLLMENT 1955 - 1966

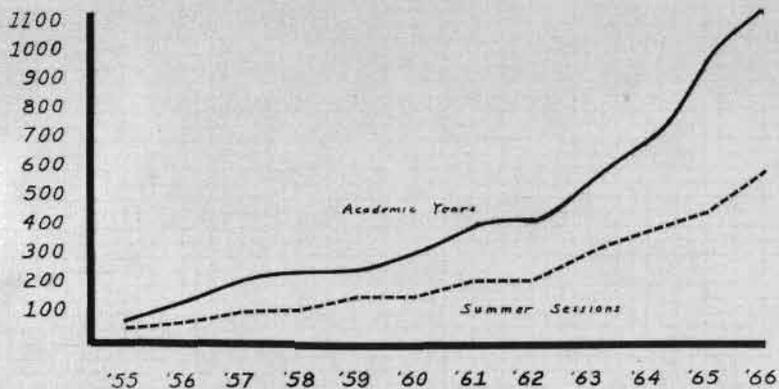


CHART III—GRADUATE STUDENT ENROLLMENT—1955-1966



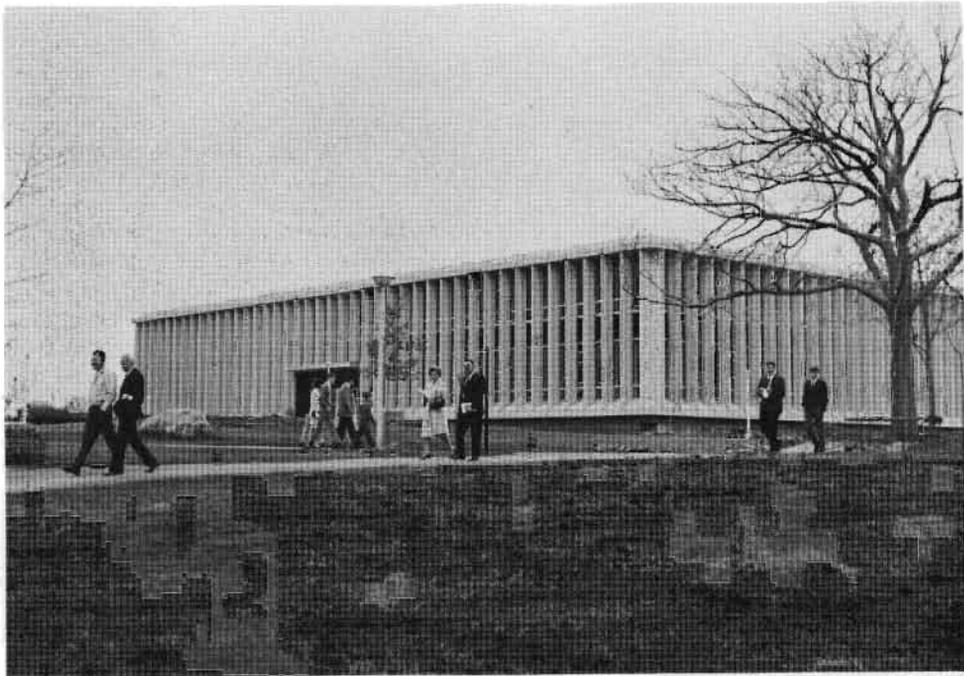
A STUDENT TEACHER AT WORK



YOUNG SCIENTISTS IN SUMMER SCHOOL



OUTDOOR EDUCATION WITH THE LATE KENT WARNER,  
CHAIRMAN OF THE SCIENCE DEPARTMENT



THE NEW SARA BYRD ASKEW LIBRARY — 1967



ENTRANCE TO FREDERICK M. RAUBINGER HALL  
NEW CLASSROOM BUILDING — 1967



THE CAMPUS FROM THE AIR — 1967

## CHAPTER VI

### Part-Time Division and Summer Session

Paterson State College has offered courses for teachers-in-service in the late afternoons and evenings for many years. It will be recalled that this was the nature of the program provided during the first twenty years of the Paterson City Normal School. When a planned one-year and later a two-year pre-service program was developed the idea of supplementary in-service-training subsequent to certification apparently lost favor. For a period of over fifty years after 1875 there seems to have been no planned program of courses offered by the City Normal School to the employed teachers in Paterson. There is evidence, however, that they along with other teachers, participated in the County Institutes for the inspiration of teachers and the improvement of their skills, which were continued well into the 20th century even though many teachers had received professional training at one of the State or City Normal Schools.

#### *Teachers Institutes*

At a two-day meeting of the *New Jersey Council on Education* at Newark in March 1913, one of the subjects for discussion was "The Character and Utility of Teachers' Institutes."<sup>1</sup> The report, presented by Superintendent J. J. Savitz, later Principal of the Glassboro Normal School, described the Institute program as follows:

In New Jersey the program is arranged by the State Commissioner (after consultation with the county superintendent), the expenses for instruction, etc., are paid by the State, teachers are compelled to attend under penalty of forfeiting their salary, the institutes are usually in session from one to three days, and, with rare exceptions, are held on school days.<sup>2</sup>

On the basis of a questionnaire sent to the superintendents of each county in which an institute was held in 1912 Dr. Savitz reported that "the institute is still popular with New Jersey

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<sup>1</sup>*Council of Education of the State of New Jersey*, Document #36.

<sup>2</sup>*Ibid.*

teachers, and that much benefit is derived from them"<sup>3</sup> even though some specific weaknesses were noted such as "very few of the teachers were reported as taking notes, though all were reported as very attentive."<sup>4</sup> After analyzing some of the reasons for maintaining teachers institutes and also some of the current objections to them, particularly poor planning and mediocre instruction, Dr. Savitz concluded that:

An institute should be conducted in each county or institute district formed by grouping the counties of the State for four days beginning on the Tuesday after Labor Day. Such an institute would serve the following purposes: (a) It would furnish inspiration and arouse enthusiasm. (b) Results of original investigations and experiments might be presented by educational leaders and experts to furnish knowledge, present new points of view, and to develop critical insight. (c) The aims and purposes of national, State and county school officers might be presented so as to develop uniformity of aim and effort. (d) Special instruction could be given in the departmental meetings.<sup>5</sup>

### *Undergraduate Courses for Teachers-In-Service*

The real impetus for the revival of in-service courses for teachers at the Paterson State Normal School came in 1929 when the normal training course was increased from two to three years and suddenly left many teachers with long experience in a less favorable position than the new graduates of the three year normal course. During the first years of this revival the courses were called extension courses and were sponsored by the Department of Public Instruction of the State of New Jersey and administered by the Normal School. The classes were held, not at the Normal School but at extension centers in Bergen and Passaic Counties. There was no charge for tuition but the courses were offered for college credit. The program for the Spring term of 1929 lists seven courses offered in Prospect Park, Totowa, East Paterson, Lodi, Garfield, Pompton Lakes, Little Falls, Ridgewood and Hawthorne. One or more courses were offered in each community and

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<sup>3</sup>*Ibid.*

<sup>4</sup>*Ibid.*

<sup>5</sup>*Ibid.*

the same course was usually offered in different communities. The following list shows the courses offered in 1929 and the names of the teachers — all regular staff members at the Normal School during this period:

Blackboard drawing .....	Miss Tiffany
Professional Ethics and Teaching Personality .....	Miss Jackson
The Teaching of English .....	Miss Gill
The Teaching of Reading .....	Miss Hatcher
The Learning Process in Relation to the Elementary School Subjects .....	Mr. Jaarsma
The Literature of the Elementary School .....	Miss Abrams
The Teaching of Elementary Science .....	Mr. Fox

The program of extension courses started off very well enrolling over one thousand students in 1931-32. But the effect of the economic depression was felt here too just as in the day college, first by the requirement of a tuition charge of ten dollars per course followed quickly by a decrease in enrollment. By 1933-34 there were only eight courses offered with an enrollment of 160.<sup>6</sup> Beginning the following year, fourth year courses were added to the extension program although Paterson had not yet been authorized to give degrees. Teachers who had student teachers from any of the State Teacher Training institutions since 1931 were invited to enroll for one extension course each semester without charge.<sup>7</sup> From this point on the courses were offered for the most part at the Normal School rather than in extension centers. Although these changes helped to bring teachers to the classes, the enrollment did not increase to a very high level for some time as the enrollment chart in the pictorial section shows.

Undergraduate courses for teachers-in-service leading to the Bachelor's degree continued to account for a large portion of the enrollment in the part-time division for many years. Gradually the number of teachers without degrees

<sup>6</sup>Ethel Hudson, "Extension Courses" Paterson State Normal School. A bulletin published by the Executive Committee of the S.G.A., April 1934.

<sup>7</sup>Bulletin of Extension Courses of the Department of Public Instruction to be given by the State Normal School, Paterson, Fall Term 1934-35.

diminished and by 1963 there were ninety-one normal school graduates studying for the Bachelor's degree in the part-time division. By 1966 this number had dropped to nineteen (19), many of whom were certified outside of New Jersey.

With the re-organization of the Paterson State Normal School in 1936 to include a general college curriculum, the nature of courses for part-time students was also changed. Although professional courses for teachers-in-service continued to be offered, an additional group of general college courses was offered in an evening session for high school graduates. The purpose was to enable high school graduates who could not attend classes in the daytime to receive the same general college education in the evening session. Evening classes were scheduled four nights a week from 7:00 until 10:00 p.m. Most of them were taught by regular staff members and gave the same amount of credit leading to the same Achievement Certificate as was awarded to those who completed the two-year general college curriculum in the day college. After completing two years, students could apply to transfer for professional work in the day college or to other colleges. Many did not continue their education immediately but used their additional specialized training for higher levels of employment. A statement in a pamphlet prepared in connection with the sixth annual Paterson Industrial Conference in 1938 emphasized this function of the college:

With the establishment two years ago of evening courses in chemistry, engineering drawing, accounting, salesmanship, English and many other subjects, the college is contributing directly to the industrial and business life of the city.<sup>8</sup>

An enrollment data sheet distributed by the college in the Fall of 1937 shows the distribution of enrollment in the part-time division for February 1937 as follows:

Part-time general college students — Evening College	121
Part-time teacher-education students — Afternoons,	
Evening and Saturday classes	276

The general college courses continued side by side in the

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<sup>8</sup>"The Paterson State College at Work." Pamphlet prepared in connection with the sixth annual Paterson Industrial Conference, May 20-26, 1938.

part-time division with the teacher education courses until the end of World War II. By the time that general college courses were no longer offered (1947) the number of normal school graduates enrolled in the part time division had also declined considerably. These groups were more than replaced, however, by an increasing number of college graduates who had not prepared to teach and for whom the college offered a large number of "certification" courses. By completing these courses, hundreds of college graduates who were issued provisional certificates as elementary school teachers, were able to qualify for permanent certification and to render successful professional service at a time when fully trained elementary school teachers were in short supply. These "certification" courses were on the undergraduate level until 1964, when they were absorbed in graduate programs called "Master of Arts in Teaching" (M.A.T.) programs for college graduates. Since then, the M.A.T. programs have attracted an increasing number of excellent college graduates to the teaching profession.

### *The Six-Year Program*

The number of students enrolled in the part-time division further increased with the introduction in 1955 of graduate work and an approved undergraduate program of pre-service teacher education in the evening. This program was called the six-year program and was described in the first announcement as:

An evening program of courses leading to the degree of Bachelor of Science in Elementary Education . . . its purpose is to permit qualified students in the Paterson area to complete the greater part of their study for the degree and for certification by evening attendance during the fall, spring and summer sessions. The evening program will enable the following groups to prepare for the teaching profession:

1. High school graduates who must seek or continue employment and must therefore attend college at night.
2. Women whose home responsibilities are such that they cannot attend college in the daytime.

The program is based on the assumption that after five years of evening study, both of the above groups will be able to

adjust their home or employment responsibilities so that they may complete the final year in the day session.<sup>9</sup>

This program was in elementary education only and included many general education courses similar to those offered before 1947. The difference was that all students in the six-year program were planning to teach in the elementary schools and after meeting the same admission requirements, completed the same four year curriculum in elementary education as the day students but extended over a longer period of time. Although some students take the full six years to graduate it has been found that many transfer into the day college before the sixth year and thus hasten their graduation and their readiness to accept positions in the elementary schools. The number of students in the six-year program in the part-time division has steadily increased. A recent report shows that 747 were enrolled in the Fall of 1966, making it the largest undergraduate program in the part-time division.

### *Field Study Courses*

Although not a consistent practice, the part-time division of the Paterson State College has from time to time offered field study courses. These courses combined the usual study and library research with an extended field trip. Three such courses were conducted by Kenneth B. White with the assistance of his wife, Mrs. Ruth White. The first was during the Christmas vacation in 1941 when 30 teachers traveled by train to Jacksonville, Florida and then by chartered bus through the State, observing the citrus industry, sugar production, sponge fishing, and the historical points of interest around St. Augustine in addition to the usual tourist attractions in Florida. A similar field study course was offered in 1949 when the return to peaceful conditions made such trips possible. A third was offered in June 1950, this time entirely by bus to the Southern Highland Region of North Carolina and Tennessee, visiting Gettysburg, Natural Bridge, Oak

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<sup>9</sup>Paterson State College Bulletin "The Six-Year Program," 1955, pp. 3-4.

Ridge, Gatlinburg Arts and Crafts Center and the Penland School of Handcrafts. Teachers took back from these trips many pictures, momentos and pleasant memories as well as a better understanding of the life in another part of our country for the enrichment of their teaching. Among the many experiences that could be recalled by the writer, only two will be mentioned, both unplanned and having to do with transportation which, of course, is a big concern for the leader of a field trip of this kind. On one of the Florida trips, one recalls how the bus took a side road to the old Spanish mission at New Smyrna — then became stuck in the sand while turning around. The driver never felt the same about college professors and school teachers again. Then on the summer trip to the Highlands the bus broke down on the Skyline Drive and a wait of five hours for a replacement gave everyone an opportunity to get some sunshine, enjoy the view, and test the efficiency of the Highway Patrol — and gave Miss Adams a special chance to use her "brownie" — even though we had to miss Woodrow Wilson's home in Staunton, Virginia to make up for lost time.

A more ambitious field study course was conducted by Dr. Mary V. Holman in the summer of 1959 when a group of teachers took a six week tour of Europe as a credit course in the part-time division. Educational travel is now sponsored by many institutions and groups on a much broader scale than one college can duplicate, yet the idea is a sound one and will probably be carried forward at Paterson by well organized and personally conducted trips which emphasize the economic and social life of an area or a country.

### *Extension Centers*

We have already noted that when professional courses for teachers-in-service were introduced in 1929, the Normal School was designated as the administrative unit to operate extension centers for the State Department of Public Instruction. This concept did not last long as the Normal School and later the State Teachers College assumed a more certain

identity and greater stature as an institution. Extension centers soon were defined as off-campus locations where courses might be offered by the part-time division of the college. General college courses and regular graduate courses were never offered off campus. For the convenience of teachers and upon the request of a local district, specific courses were offered from time to time in an extension center. In recent years two such centers have been developed to offer undergraduate courses to teachers-in-service on a continuing basis. One was organized in Sussex County and another in Hackensack for Bergen County teachers. In the Fall of 1963 over four hundred teachers enrolled in off campus classes, most of them in the two centers just mentioned.

### *Graduate Instruction*

The development of a graduate program in the part-time division of Paterson State College in 1955 came about because of the expressed desire of many graduates of the college and the interest of the faculty in extending the services of the college to meet the needs of teachers in the area. For some years prior to 1955 Newark State Teachers College had offered a Master's Degree in elementary education. The intention was to have a north Jersey graduate school, centered at Newark, to which students from Passaic and Bergen counties would be attracted. The Dean of Instruction at Paterson was a member of the Graduate Council at Newark and members of the Paterson faculty taught graduate courses at Newark from time to time. Efficient as this plan might appear on paper it never really worked well in practice, chiefly because teachers in this area did not register in large numbers at Newark and instead continued to press for a graduate program on the Paterson campus. The proposed plan to move the Newark campus to Union added greater impetus to the demands for graduate work in the Paterson area.

In December 1953 President Wightman appointed a faculty committee to study the problem of graduate work

at Paterson. Gathering data through surveys of alumni and senior students and guided by the "Standards for Graduate Instruction in New Jersey Colleges and Universities"<sup>10</sup> published by the State Department of Education in 1954, the committee developed a proposal for graduate work including statements on the need for the program, the faculty, admission and matriculation requirements, library resources and curriculum. This proposal was reviewed by the faculty and after further refinement sent to the State Department of Education early in 1955. As evidence of the wide support for the graduate program in the professional community, favorable resolutions were secured, largely through the efforts of Dr. James Houston, from such organizations as the Passaic County Council of Teachers Organizations, the Northwest Jersey Principals Association and the Paterson State Teachers College Alumni Association. The State Board of Education authorized graduate programs in Elementary Education and Elementary School Administration and Supervision in the Spring of 1955. The first graduate bulletin was prepared at once, the graduate committee was transformed from a study group to a policy making Graduate Council and the program was launched with four courses in the summer session of 1955.

The first graduate bulletin stated the objectives of the graduate program as follows:

1. to upgrade the quality of classroom teaching in the kindergarten and grades 1-8 in the elementary school
2. to prepare experienced teachers to render administrative and supervisory services in an elementary school. Completion of the graduate curriculum in administration and supervision will qualify the student for the New Jersey Elementary School Principal Certificate.<sup>11</sup>

Thirty-three graduate courses were described and the requirements for admission, matriculation and graduation were

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<sup>10</sup>State Department of Education, Division of Higher Education, "Standards for Graduate Instruction in New Jersey Colleges and Universities" *Administrative Bulletin*, #3, 1954.

<sup>11</sup>Paterson State Teachers College, *Graduate Bulletin*, Vol. 1, #1, 1955, p. 3.

stated in detail. This bulletin set the pattern for the graduate program for five years during which time the Dean of Instruction served as the Chairman of the Graduate Council.

In the summer of 1959 Dr. Robert E. Ricketts was appointed chairman of the Graduate Council and for the first time a graduate office was established apart from the Dean's office. The following year a new catalog was published which listed a graduate faculty of 39 professors and administrators and announced the recently approved graduate curriculum in Reading Specialization. During the last seven years new graduate curricula have been added and improvements have been made in the registration and advisement services, the evaluation of applicants' readiness for matriculation and graduation and many other aspects of the program. In 1963 new graduate programs were authorized in education of the mentally retarded and natural history. The latter is especially important since it was the first graduate program for secondary school teachers, and marked the beginning of a significant expansion of graduate work in secondary education and in special fields such as art education.

The graduate programs currently authorized or in operation total seventeen (17) including the five already mentioned. Those added in the last three years are:

- Art Education
- Communication Disorders
- Language Communication
- Social Science Education
- School Social Worker
- Student Personnel Services
- Master of Arts in Teaching
  - Elementary grades
  - Secondary school subjects
- Liberal Arts Programs in
  - Art
  - English
  - Science (Natural History)
  - Social Science

In the early years the graduate enrollment showed a slow

but steady increase, apparently limited by the few graduate programs available. Since 1961 the growth has been accelerated, reaching 513 in the Fall of 1963, a 20% increase over the Fall of 1962, and 1143 in the Fall of 1966, a 19% increase over the Fall of 1965.

The Graduate Council continuously sought to develop a quality graduate program through the careful selection of students and faculty, the development of library resources, the insistence that graduate courses be offered on the campus only, the requirement of attendance at one full summer session for degree candidates and the restricting of enrollment in graduate courses to graduate students only. Building upon a solid foundation, the graduate division has developed in a little over ten years to become the largest program in the part-time division with the potential of much greater service to the teaching profession in the future as more graduate curricula are added to the offerings at Paterson.

#### SUMMER SESSIONS

The first summer session at the Paterson State Teachers College was offered in 1942 primarily to enable day students to accelerate their graduation. Two six-week summer terms were offered for a few years. After the war the summer session became six weeks in length offering courses for the same groups of students as were served in the part-time division and for a number of day students from Paterson State and other colleges who wished to make up work or accelerate their programs. Beginning in 1955 an evening summer session was added as part of the six-year program, and graduate courses were offered for the first time.

#### *Unit Program for College Graduates*

In order to help meet the critical shortage of teachers in 1953, Paterson State Teachers College introduced in the summer session a special seminar called "Teaching in the Elementary School" for college graduates who had no previous professional education. This six credit seminar was

Part I of a Unit Program for college graduates, to be followed in the Fall semester, for those who had found teaching positions, by Part II on Thursday afternoons and evenings. Professor Alice Meeker was in charge of the summer seminar and with the assistance of other faculty members offered a coordinated practical course involving a study of child growth and development, the curriculum of the elementary school, and methods of teaching the various subjects in elementary education. Those completing the six credit seminar were eligible for a provisional certificate to teach in grades one through eight.

Although this program was soon dropped by some of the colleges it continued for over ten years at Paterson until 1964 when it was superceded by the Master of Arts in Teaching program leading to both certification and a Master's Degree. A personal follow-up of those teaching in the Fall immediately following the summer seminar as well as subsequent contacts indicate that these "six-week wonders" as they were sometimes called, have made a real contribution to the elementary schools. Many are now fully certified and are considered to be among the best teachers in their respective communities.

### *Children's Play School*

During the same summer of 1953 a children's play school called the "Wee Collegians" was initiated for two reasons: one, it brought some children to the campus who were available for demonstration teaching and child study for the seminar students; and two, it made it possible for summer school students, for a small fee, to bring their children between the ages of 3-11 (now ages 4-12) to the campus with them each day and provided them with a supervised activity. So popular was this program that the practice has now been adopted in most of the State College summer sessions. At Paterson, the program has expanded so that there are two groups. The older group for the last few years has enjoyed a science enrichment activity under the direction of

Mr. Lawrence Ossi ('51) an outstanding elementary school teacher. The younger group has always been in charge of a recent graduate of the kindergarten-primary curriculum of Paterson State College. Each teacher has been provided with the professional help of undergradutate students at the College.

### *The P.T.A. Workshop*

Beginning in the summer of 1954 and continuing for a number of years, a workshop for officers of local Parent-Teacher Associations was held for one week early in July. This workshop was conducted by selected faculty members, usually from the Speech Department, in cooperation with representatives of the New Jersey Congress of Parents and Teachers. Although one credit was given to high school graduates upon completion of the workshop, its value did not lie in the credit, but in the bringing together of parents and teachers to develop skills for improving the effectiveness of P.T.A. meetings and study groups and to become more familiar with P.T.A. structure, policies, and procedures.

### NEW DIRECTIONS

When general college courses in the evening division were added to the professional courses for teachers-in-service in 1936, a new administrative unit was created and called the part-time division. Mr. Benjamin Matelson was appointed as Secretary of the Part-time and Extension Division in addition to his teaching assignment in social science. As the program expanded Mr. Matelson devoted full time to the part-time division. In 1959 the summer session, formerly administered by the Dean, was added to this responsibility and the position was given a new title, Director of Field Services. Identified with this important service of the college for nearly thirty years, Mr. Matelson has had general responsibility for the coordination of all programs involving students other than day full time college students.

Today's concept of Field Services includes much more than undergraduate and graduate credit courses. For example,

the college has for many years sponsored professional conferences for the improvement of the teaching profession. Aside from the long established practice of holding conferences involving the cooperating teachers, one of the earliest was a conference of Administrators of Elementary Schools in 1936. During the Spring of the same year a series of six seminar conferences were concerned with such subjects as professional ethics, reading disabilities, visual aids and character education. Conferences on reading have been organized almost every year since 1939. During 1965-1966 13 different conferences involving outside groups were held on the campus. These and many other conferences over the years have been organized by many individual faculty members and committees. With the new campus and improved facilities there is no doubt that this type of "field service" will be greatly extended.

Another service of a non course-credit nature developed during the last few years has been consultation and leadership provided by the college for professional workshops and study groups in the local school districts. Unrestricted by course credit or minimum enrollment requirements these workshops can be of any length and may deal with any problem of concern to a group of teachers and/or administrators in a particular school or school district. In due time it is expected that much of the faculty time and energy now devoted to undergraduate and certification courses for teachers-in-service will be directed toward workshop leadership involving teachers who are not studying for credit but participating in a group process for solving real problems affecting their teaching and their schools.

In a similar way it is almost certain that summer session course work will be supplemented by short term workshops for all kinds of school related personnel similar to the P.T.A. workshop described earlier. School nurses, board members, school clerks and secretaries, librarians, custodians, bus drivers, recreation leaders and many other groups may be constructively served by the college through summer and

vacation time institutes, conferences, and workshops extending over several days.

Following a long tradition, one may be confident that the Paterson State College will adapt its field service program to meet the emerging professional needs of teachers and schools in North Jersey. With the certain growth of the graduate division and the imaginative expansion of such auxiliary services as have been suggested above the number of professional workers in education related to the college on a part-time basis can equal or exceed the number of full time students receiving their pre-service education in the day college. For these people, too, the college will be regarded as truly a service institution.

## C H A P T E R   V I I

### College Life

Paterson State has always recognized that there is more to a college education than the mastery of academic subjects and the perfection of intellectual skills. The development of social competence and individual value systems comes about through interaction with others and by participation in many kinds of informal activities on the campus and playing field and in the larger community. Students have been encouraged to organize and manage a great variety of "extra-curricular" activities and to share with the faculty and administration the responsibility for enriching the college experience by arranging for speakers and artists to come to the campus. A separate chapter in this book is devoted to a review of student activities because we are aware of the importance of these out-of-class experiences in the education of college students everywhere. It is also very likely that most of the readers of this book will recall their participation in this area of college life more vividly than any other.

#### *Student Government*

During the days of the Paterson City Normal School, student life seems to have centered around the classroom and the practice teaching assignments in seven different grades. Furthermore, students were encouraged to substitute in the city schools with regular compensation. With this extensive professional program compressed into two years there is little wonder that students had little time or inclination for what were later called student "activities."

Soon after the State took over the Normal School in 1923, however, an organization of the students was formed and interest groups began to flourish. In the annual catalog of 1925-1926 a Student Council is mentioned and for the same year we find a "Handbook of Paterson State Normal School" compiled by the Student Government Association. This

Handbook included a complete constitution for the Student Government Association and lists the Glee Club, the Dramatic Society, the Library Council, Poetry Club, and the Arts Club. These five clubs presumably were chartered by the Student Government Association and therefore had representation on the Student Council. At first the clubs seem to have held their meetings after school hours and no mention is made of dues in the first S.G.A. constitution. From the beginning, however, there was established a point system which was intended to prevent several positions of leadership going to the same person.

By 1929 three periods per week at 9:45 in the morning were scheduled for activities and two additional periods per week for assemblies. By 1934 an assessment of five dollars was levied on each member of the Student Government Association, to be paid by the end of the second week of each school term. The collection of this assessment must have been of some concern, for the constitution provided for deferred payments for members unable to pay the assessment when it was due. In recent years the college has collected the student activity fee at registration and the fee itself has increased to \$20. per semester to support the more extended and more costly student activity program currently in operation. In 1936 a budgetary plan and a system of local warrants to be used by student spending agencies was introduced to place the spending of student activity funds on a business-like basis.

The idea of stimulating student participation in out-of-class activities by scheduling meeting times during the regular school day has persisted to the present time, although the number of periods provided and the time of day has been changed several times. This is an unusual practice for collegiate institutions and reflects the belief of the college that the development of student responsibility and avocational interests is a part of the curriculum. It also recognizes the fact that a commuting college population finds it difficult to return to the campus for evening activities. Although some student activities have always required the participants to be

on the campus in the evening, it is quite likely that the presence of more and more dormitory students on the campus together with the great pressure for full classroom usage during the day will cause a greater number of student activities to be scheduled during the late afternoons and evening hours.

Ever since its organization, the Student Government Association, through the Student Council, has had the responsibility of chartering student organizations and distributing the income from student activity fees to these organizations for their operations. Some activities such as men's and women's athletics have expanded in scope but have remained basically the same through the years; of the first five student interest groups chartered in 1925, the dramatic society and the arts club have had a continuous history although the names have been changed. Other clubs have come and gone as student interests have changed or particular faculty members with special avocations have entered or left the faculty. Some will remember, for example, an Aero Club in 1930 whose members were "air-minded" and "sought to interest the whole student body in aviation, our most modern science" or the Judo Club which was active for a few years at a later time. In 1927 there was both a French Club and a Spanish Club to keep alive an interest in these languages even though there were no modern language courses in the Normal School of that day. After a lapse of many years a Romance Language Club was chartered again in 1963 when French and Spanish courses were added to the offerings of the college.

In the early days of the State Normal School when the students numbered less than one-fifth of the current student population, there arose a desire to form social groups, particularly among the few men students then enrolled. These organizations were not chartered by the Student Council nor did they receive funds from the Student Government Association. They were never officially recognized by the college but did, for several years, enjoy a semi-official status through the selection of members of the faculty to serve as their

advisors. These advisors were selected by the groups themselves, however, and were not assigned to such positions by the administration. The social groups were secret in nature and self-perpetuating through the process of selective admission common to college fraternities and sororities. Some chose Greek letters as their names, others did not. None had an affiliation with national fraternal groups.

After reviewing the role of exclusive social fraternities and sororities as well as the potential role of sectarian religious groups and partisan political organizations on the campus, a faculty committee in 1955 recommended that the organization of such groups should be discouraged and the official sanction of those known to exist be withheld in the interest of a more positive development of unity and common purpose among the students, of fostering loyalty to the college as a whole and good citizenship in a democratic community. The faculty accepted this recommendation and established the policy which has continued to be the official position of the college until the present time.

In spite of the announced policy, it is well known that a number of fraternities and sororities have continued to exist, without official sanction or support. From time to time, individual students or groups of students have questioned this policy and have sought to have recognition of social, religious or political groups on the campus. The latest effort on behalf of recognition of fraternities and sororities occurred in 1964 and triggered a series of administrative actions which led to a student demonstration on the campus. This was stimulated by activist groups both on and off the campus and was accompanied by extensive local newspaper coverage. Subsequently, by action of the State Board of Education, the policy with respect to religious groups was modified to permit the organization of such groups under certain prescribed conditions. It is quite obvious that with a student population approaching 3000 the problem of the social organization and activities of students and the development of student leadership on the campus is much too complex to warrant a hasty or even a

permanent solution. Sustained and cooperative study will be necessary to devise a system which provides equal opportunities for all students to participate fully in the non-academic life of the college.

### *Professional and Honorary Societies*

Most of the interest clubs have been local units without state or national affiliation. A few, however, are affiliated with larger groups. The first of these was the Robert H. Morrison Chapter of Future Teachers of America organized at Paterson in 1940 with fifty members and Kenneth B. White as sponsor. This was the first college chapter in the State and was organized primarily as a means of providing guidance to freshman and sophomore students who were enrolled in the general college. In keeping with this objective many of the early programs centered around visits to public schools and discussions of teaching as a profession. The college chapter was also active in sponsoring FTA chapters in nearby high schools. Dr. Mark Karp became the advisor in 1941 and the FTA chapter continued as an active organization for many years. Later, when the name F.T.A. was limited to high school clubs, the college chapter became the Student Education Association and continued its close affiliation with the National Education Association and the New Jersey Education Association.

A more recent development is a unit of American Childhood Education related to the National organization of the same name. Both of these professional organizations are open to all students and provide a stimulating program of activities. The Women's Athletic Association to be described later, is another of these affiliated groups.

Honorary societies, too, have been part of the student life at the college for some time. The one with the longest continuous history is the Zeta Alpha Chapter of Kappa Delta Pi, whose members are selected on the basis of high scholarship and potential leadership in the teaching profession. This Chapter was organized under the guidance of Dr. Louise

Altener in 1945. When the college offered a Business Education Curriculum one of the most active honorary societies was the Beta Omega Chapter of Pi Omega Pi, composed of outstanding business education students. Rho Theta Chapter of Alpha Psi Omega dramatic fraternity is one of the more recent honorary societies to be initiated on the Paterson campus.

### *The S.G.A. and Council Activities*

Former student council members of the Paterson Normal School or Teachers College will remember their participation in the conference and social activities of Eastern States Association of Teachers Colleges. For nearly forty years these annual meetings of student leaders from teacher education institutions on the eastern seaboard have been held on a Friday night and Saturday in April in New York City. On the social side, during the earlier years there was both a formal banquet and a dance. Later the dance was discontinued. As the student handbook of 1930 stated "the spring banquet conference has come to mean a time of getting together and exchanging ideas, meeting old friends and making new ones, a time of cheering and singing, and in these activities our Alma Mater has always stood in the foreground."

The Student Government Association through the Student Council has sponsored many worthwhile activities on the campus and some of them relating the college to problems and programs of broader concern. One of the most recent is the participation in the Experiment in International Living during the summers since 1963 by sponsoring four students each summer to visit with a family in eight different European or South American countries. As part of the same program, twelve Mexican students lived on the campus for ten days in 1964 and participated in college and community activities, planned by student leaders and faculty advisors. Another project was the adoption of a war orphan under the Foster Parents Plan from 1952 to 1962 and since then an American

Indian under the program of the Save the Children Federation. For many years the S.G.A. and its chartered clubs have provided a variety of charitable services for children in the community in cooperation with various social agencies in Paterson and vicinity.

### *Music and Dramatics*

The Glee Club and the Dramatic Society were among the first five clubs chartered by the Student Council in 1925. Each has provided an opportunity for hundreds of students to give expression to their special interests through an activity which has brought much credit to the college. For a period of eleven years these activities were coordinated in the production of operettas, all but two by Gilbert and Sullivan. Nearly all the students and many faculty members were involved in these annual productions which were presented on two or three consecutive nights at the Eastside High School Auditorium in Paterson. During some of the depression years tickets were distributed to high school students as a means of recruiting applicants for the teachers college. These boys and girls, together with students and their parents and friends, and a hard core of loyal Gilbert and Sullivan fans, formed the enthusiastic audiences which looked forward each year to the college operetta. The last operetta was "The Waltz Dream" presented in March 1941. The following year the State Beacon noted that "while it is with regret that this traditional event is abandoned, in view of world conditions and the uncertainty of the future it seems to be the wisest course."<sup>1</sup>

A special music group known as the *Madrigal Singers* held the interest of many students and alumni for twenty four years. It was started in 1934 by Mrs. Elizabeth Money-penny, teacher of music at the Normal School and continued by Mr. Earl Weidner after he came to the college as music instructor in 1939. This activity brought together between 25 and 50 students and alumni for weekly rehearsals in

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<sup>1</sup>*State Beacon*, Vol. VI, No. 8, Feb. 4, 1942.

preparation for the annual Christmas Concert and the Spring Concert, both of which were always well received by large audiences of students and guests who enjoyed vocal music at its best.

Until recently the dramatics club, for many years called the *Masque and Masquers* and now the *Pioneer Players*, presented its productions without adequate stage facilities. By careful selection of the plays and a good deal of contriving on the part of the director, they have always achieved a high standard for amateur theatricals. This has been particularly true since speech and drama has been a major department at the college. With the completion of the new auditorium with special facilities for speech and music activities and a nucleus of students with better-than-average talent majoring in music and speech arts, the performing arts should continue to be outstanding among the student activities at the college.

### *Publications*

In 1925 there seems to have been an awakened interest among the State Normal students in a student publication which would include student contributions and would serve as a permanent record of their Normal School days. The first was simply called the Class Book, published by the January class of 1925 and dedicated to "Our Principal, Dr. Frank Webster Smith." The June class of 1925 published their own yearbook, named the "Kokoon," which contained a message from Nicholas Murray Butler, President of Columbia University and former resident of Paterson. Dr. Butler offered these evidences of an education for the reflection of the seniors:

"Correctness and precision in the use of the mother tongue  
 Refined and gentle manners, which are the expression of  
     fixed habits of thought and action  
 The power and habit of reflection  
 The power of growth, and  
 Efficiency, or the power to do."<sup>2</sup>

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<sup>2</sup>*The Kokoon*, Paterson State Normal School Yearbook, June 1925, p. 11.

Following several issues of the "Kokoon" a series of year-books were published under various names such as *Normalite* (several years), *Senior Gleam* (1929), *Lore* (1934) and finally, beginning in 1941 with the present name, *Pioneer*. The contents varied from time to time, but generally featured photographs of the graduates and pictures and stories of college life. Several issues of the *Normalite* contained original articles and poems in an apparent attempt to combine a class book with a literary magazine. In some, one finds a hint of a newspaper, containing accounts of various activities of the Normal School students such as the publication of a "History of Paterson and Its Relations with the World" prepared by the Senior A Class, a visit to an ice cream factory by the Nature Science Association, a faculty hot dog roast on the new college site (1932), and personal and alumni news.

The first real college newspaper was published in November 1936 when *The Paterson State Beacon* made its appearance. Ten years prior to this there was at least one issue of a mimeographed paper without any name, the editors of which hoped the students "will enjoy this initial effort and will signify your approval by lending your hearty cooperation to the speedy output of a second issue." This never came about, probably because the desire for self-expression in the form of poetry, brief stories and jottings on college affairs was fulfilled by early issues of the yearbook which contained much of this material. The *Beacon* of 1936 was a true newspaper rather than a literary magazine. Its editor-in-chief was James Houston ('40), now Chairman of the Education Department at the College. Dr. Morrison, then principal of the Normal School, wrote a message in the first issue which contained this advice to the students:

You are to be congratulated upon your initiative in putting out a student newspaper and you are to be cautioned that a student newspaper must be representative of the institution. It must serve the needs of the entire student body and the editorial staff must always place the good of the institution above any selfish desires in determining the policies of the newspaper. You can make your paper a real news sheet. Spare

no pains in having your stories accurate and complete. Use the editorial columns to advocate those policies for the college which you are confident will make for a greater institution. Remember that the publishers of a newspaper have a great responsibility.

*The Beacon* has published consistently for nearly thirty years, not always at regular or frequent intervals, but with enough quality to win acceptance as a significant medium of communication on the campus. In recent years as the college has grown and more money for student publications has become available *The Beacon* has been published weekly during the college year.

From time to time students with literary inclinations have sought to establish a literary magazine. It has already been noted that some of the early yearbooks also contained literary material. As a matter of fact, several issues of the *Normalite*, which has been classified as a yearbook, were almost exclusively literary magazines with slight resemblance to a newspaper and less to a yearbook. The *Normalite* of June 1935, for example, was dedicated to the graduating seniors and appeared to be a quarterly periodical published primarily as a medium for student literary efforts.

More clearly a literary magazine was *The Pen Route* published in the spring of 1939 which claimed to be "the first literary magazine ever published by students of Paterson State." The editor was John Farley and the faculty advisor, Mark Karp, presently professor of English and founder of the well-known reading clinic at the college. In the 1950's the creative writing classes of the late Emily Greenaway published in mimeographed form the creative writings of members of the classes. The most recent revival of a literary magazine was the "*Essence*" published in 1963 by the Student Government Association and edited by Edwina Wallace. This revival of a student literary magazine after a lapse of nearly twenty-five years was well received and probably marks the beginning of a literary periodical published regularly as a project of the Student Government Association.

*Athletics*

In the very early days of Paterson State Normal School athletic activities claimed the interest of both boys and girls. The first student handbook of 1925 listed baseball, soccer, tennis and basketball, with inter-class games and tennis tournaments the mainstay of the athletic program. The following year an athletic association was formed to parallel the Student Government Association. All students were members and paid dues of 50 cents per school term. Its purpose was to "promote school spirit and to provide for all athletics." As a more formal intercollegiate athletic program for men students developed in later years the separate athletic association was abandoned and an athletic committee was created within the Student Government Association to promote and allocate funds for men's athletics; women's athletics were handled in a similar way through the Women's Athletic Association, later called the Women's Recreation Association and the Swords Club for Women, both chartered by the Student Government Association. In recent years the men's athletic program has been coordinated under a faculty Director of Athletics assisted by an advisory faculty committee on athletics.

The extent and nature of athletic activities through the years has reflected the changes in the athletic interests of young people, the coaching competence of individual faculty members, the number of men in the college and the physical facilities available. Tennis, for example, disappeared from the scene after 1950 to re-appear under the guidance of Dr. Joseph Pizzat of the Art Department in 1961; soccer was re-introduced a few years ago after a long lapse; fencing for men and women came in with the appointment of Ray Miller to the faculty; cross-country was introduced with the availability of the new campus just as swimming will probably become an important activity with the addition of a pool in 1965. Basketball and baseball for men have continued without interruption except for the years of World War II.

With the development of intercollegiate basketball came the girls cheerleading activities.

In a book of this kind, space does not permit a complete record of the various athletic teams at Paterson State. However, in recognition of the contribution that athletics have made to the life of the college, to its standing in the community and to the overall development of the many men and women who have participated, a brief sketch of each athletic activity seems appropriate.

#### MEN'S ATHLETICS

*Baseball.* Baseball goes back to the Normal School days when there were scarcely enough men in the school to form a team. Practice sessions (whenever there were any) and games were played at Eastside Park in Paterson or in other public parks. Although enjoyed by the participants, baseball remained a secondary sport until the college moved to the new campus. Here a fairly level field was enlarged and improved for use of the baseball team. This field was officially named Wightman Field in honor of the President whose constant interest in the athletic teams was responsible for the improvement of the playing field. The baseball teams have maintained a reasonably satisfactory record over the years, particularly in the season of 1959, when under the tutelage of coach Ken Wolf and assistant coach, Gabe Vitalone it won the New Jersey State Conference title and journeyed to Alpine, Texas to compete in the National Association of Intercollegiate Athletics post-season tournament. Although the team was eliminated before the last round the boys acquitted themselves well and brought some measure of distinction to the athletic program of Paterson State.

*Basketball.* Basketball has been the major sport for men at Paterson for many years. Before the auditorium in School #24 was remodeled in 1938 to serve also as a gymnasium, games were played on various courts in the city of Paterson. With a home court on which to practice and play the home games, the schedule was extended and for

over a decade some very fine teams established a reputation for Paterson in collegiate basketball circles. When such players as Lou Sirota, Morris Pressman, Archie Hay, Wendell Williams, Dan Jankelunas and many others were in action, the limited seating space on the stage and around the sidelines in School #24 gym was filled to capacity with enthusiastic students and spectators from the community. Organized cheering under the direction of an attractive cheerleading squad often gave way to general excitement in close contests, particularly if our neighbor from Montclair was the opponent. For several years when Henry Schmidt was coach it was the practice to have an extended out-of-town series of games. In the winter of 1940, for example, the team took a trip through New England, playing three games in five days and winning from Rhode Island College of Education and Becker College in Worcester and losing to Hyannis, then one of the Massachusetts Teachers Colleges located on Cape Cod.

For six seasons after the college moved to the new campus there was no gymnasium, so that practice and home games again had to be held in various gymnasiums in the vicinity. With the completion of Memorial Gymnasium in 1956 an excellent court with spectator capacity of about 800 became available for basketball and other indoor athletic activities. A junior varsity was developed and an increased number of home games was scheduled to provide a double bill for the enjoyment of the fans. The organization of a New Jersey State College Athletic Conference helped to stabilize the schedule and to increase interest in the sport among the students.

*Soccer.* The Fall sport for men at Paterson State has been soccer. There was a team from 1929 to 1934 when a number of players with experience in the Paterson High Schools continued their interest when they enrolled in the Normal School. These teams included such players as Arthur Jarvis, Ernest Edson, John Simmons and Abe Jaffe. In 1959 the sport was re-activated under the guidance of James

Houston ('40) a member of the faculty in the Education Department. In 1960 the soccer team won half of its 12 games scheduled with the other State Colleges and other colleges such as Kings, Fordham and Monmouth. Some of the outstanding players in recent years were Cliff Knapp, Bill Schmitter, Art Bowne, Angelo Izzo, Bobby Dunn and Don Erskine. When Dr. Houston became chairman of the Education Department in 1963 his coaching responsibilities were transferred to the Physical Education Department where Wilbur Myers continued to develop an interest in soccer and to field very creditable teams to represent the college.

Other intercollegiate sports for men at the present time include bowling, cross-country and golf. *Bowling* started in 1956 and has developed a schedule of about 25 meets each season. In 1961-62 and again in 1962-63 Paterson bowlers won the New Jersey State College Athletic Conference tournament. Soon after moving to the new campus a *cross-country* course was laid out and in 1958 intercollegiate competition was organized. Two outstanding performers in this sport were Joseph Dziezawiec and Brian McColgan. The most recently organized sport is *golf* which made its debut in the Spring of 1963.

*Fencing.* Fencing came to Paterson State with Ray Miller in 1946 and has claimed its enthusiastic participants ever since. In addition to teaching in the Social Science Department, Mr. Miller devoted many hours to the development of skilled fencers among both men and women students. Although never considered a major collegiate sport, the consistent success of fencing teams at the college has brought unusual honor to Paterson State and great satisfaction to the students who participated.

The men's epee team of Maksimoski, Reda and Kennedy took third place in the National Open Epee team championship in 1952. From 1953 until 1958 men's fencing competition was suspended. At the request of men students the team was re-organized in 1958 by Mr. Miller and was soon again winning recognition in top-flight competition. In

1962 Alphonse Sully came to the college as modern language teacher. Being an experienced fencing instructor he was assigned to coach the men's team while Mr. Miller concentrated his attention on the women's team. Under Mr. Sully's guidance the men's team has maintained an outstanding record.

### WOMEN'S ATHLETICS

Although the Paterson City Normal School admitted both men and women who were graduated from high school, early photographs and graduation programs indicate that there were very few men students. There seems to have been very little in the way of athletics for either men or women except the physical training element in the curriculum "including simple games for young children, and athletics."<sup>3</sup> The first edition of the *Handbook of the Paterson State Normal School* (1925-26) describes "our Physical Training work" as "one of the most interesting of our courses . . . its results may be seen in strength, health, poise and vim." The required costume for girls consisted of "black bloomers, black stockings, white middie, sneakers and no tie."<sup>4</sup> With the transition of the school to a State institution there seems to have developed a greater interest among both men and women in athletics apart from regular physical training classes. The women participated in tennis tournaments and organized a varsity basketball squad, coached by Miss Loring, and three class teams composed of twenty-four girls. Ann Kane, Catherine Aversa and Isabel Cannel were chosen cheerleaders.<sup>5</sup>

For nearly twenty years the women's athletic activities were largely unorganized and were described in the annual catalogs as follows: "A varied program of intramural sports and games is available to both men and women."<sup>6</sup> In the early forties greater status was given to the program by the

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<sup>3</sup>*City Normal School Catalog*, Paterson, New Jersey, 1922, p. 16.

<sup>4</sup>S.G.A., *Paterson State Normal School Handbook*, 1925-26, p. 36.

<sup>5</sup>*Ibid.*

<sup>6</sup>*Paterson State Teachers College Bulletin*, 1938-39, p. 15.

formation of a Women's Sports Club with Lillian M. Hopper as advisor. The catalog for 1948-50 records that the "Women's Sports Club sponsors alumnae - student games, sports, parties, hikes and picnics, and each Spring puts on a Play Day of Games, supper, entertainment and dancing."<sup>7</sup> By this time Mildred R. Lee had come to the college and was sponsor of the Women's Sports Club. She immediately sought to change the club into a unit of the Women's Athletic Association sponsored by the American Association of Health, Physical Education and Recreation. This was accomplished in the Spring of 1948 and was accompanied by an increase in the number of girls participating (79), the re-organization of policies and procedures and a more extensive schedule of activities.

The W.A.A. continued to flourish during the first few years on the new campus in spite of the absence of a gymnasium and other facilities for athletics. In 1949-50, for example, there were 180 members with a budget from S.G.A. funds of \$660 to finance an extensive program of activities. These activities included eight playdays throughout the State and at the home campus, participation in several conferences to develop a State organization of W.A.A. and the sponsorship of intramural sports activities for women in bowling, softball, badminton, roller skating and swimming.

One of the aims of the W.A.A., (since 1958 the Women's Recreation Association) under the guidance of Mildred Lee and other women teachers in the Physical Education Department has been to develop leadership and individual responsibility among the girls who participated. This goal has been achieved to a remarkable degree. Members of W.A.A. and W.R.A., both students and alumnae, can be counted on to demonstrate their sense of sportsmanship and their loyalty to the college by supporting all worthwhile endeavors for the welfare of the college or the teaching profession.

*Cheerleaders.* As varsity athletics developed and basket-

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<sup>7</sup>Paterson State Teachers College Bulletin, 1948-50, *Catalog and Announcements*, p. 17.

ball became the major winter sport, a group of enthusiastic girls did their bit as cheerleaders year after year to encourage the team and to promote college spirit in general. Although they have had a faculty advisor, the development of cheers and the selection and training of new members has been largely the responsibility of the girls themselves. In recent years there has been both a junior varsity squad and a varsity squad of ten girls each. Selections for the varsity squad are carefully made from the junior varsity cheerleaders on the basis of enthusiasm, interest, personality and ability. Under the leadership of the recent captain, Elvira Brown, the varsity cheering squad has brought recognition to Paterson State by winning first place in the Metropolitan Intercollegiate Cheering Competitions in 1961, 1962 and 1963. The girls won the championship again in 1965 and 1966.

*Fencing.* For eighteen years the women fencers of Paterson State have established an enviable reputation by winning nearly four hundred medals and trophies. Paterson fencers won the Intercollegiate Women's Fencing Association national team championship in 1956, 1957, 1958, 1961, 1962 and 1964. The names of Paterson fencers Paulette Singlalkis, Joan Ulrickson and Roselyn Calotta are nationally known in fencing circles. The success of these girls and many others is a tribute to their own skill and devotion to the sport and to the patient and professional coaching they were privileged to receive from Ray Miller who was named Fencing Coach of the Year in 1963 and 1964 by the Intercollegiate Women's Fencing Association.

#### ALL-COLLEGE ACTIVITIES

A description of the non-academic college life at Paterson would not be complete without including the various occasions which served to bring the whole college together — students and faculty — for common experiences of an educational or social nature. Many of these activities involved all of the students and each was open to all regardless of interest, skill or status. While faculty and administration

guidance was always available, all-college activities, for the most part, have been operated by the students and financed entirely or in part by student fees as allocated by the Student Government Association. This resume can only refer to those which have a continuous history at the college such as assembly programs, graduations and commencements, programs for parents and guests and social events. It is quite likely that the reader who is an alumnus of this college will recall more vividly his identification with some of these all-college events than with anything else recorded in this book.

### *College Assemblies*

A daily assembly of all students and faculty members was a feature of the Paterson City Normal School that continued for a number of years after the State adopted the school. Early pictures show that the children in the demonstration school also participated in some of the assembly programs. The constitution of the first Student Government Association (1925-1926) provided for a standing program committee whose duties were to "arrange for programs of assembly periods." During the early years of the State Normal School the assembly period was forty- or forty-five minutes in length and usually was scheduled in the middle of the morning. The nature of these daily "General Exercises" is evident from the following statement taken from the 1926-1927 catalog:

In addition to the course of study as outlined the entire student body meets each day for the assembly period. This consists of special exercises, devotional and general. This is the one period when all students are drawn closely together. The Bible is read, the flag is saluted, and an effort is made to emphasize ideals and to awaken interest in matters of general culture. This period is conducted largely by the students. Each day there is some activity produced by the students. Frequently these activities call into use the children from the demonstration school. Occasionally there are addresses by persons of note on up-to-date topics.<sup>8</sup>

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<sup>8</sup>N. J. State Normal School at Paterson, *Annual Catalog*, 1926-1927, p. 24.

As the Normal School was transformed into a Teachers College the values of an all-college assembly were retained but the frequency was reduced. After the auditorium in School #24 was converted to a gymnasium the necessity of placing chairs on the floor for each assembly period helped to reduce the number of such occasions to once each week. When the college first moved to the new campus in 1951 there were no assemblies at all because there was no place to seat the students. This situation was remedied with the opening of the new gymnasium in 1956 and assemblies were re-instituted but not on a regular weekly basis. In recent years they have been scheduled about once a month and much of the unifying function has been lost because the seating capacity of the gymnasium permitted less than half the student body to attend. Unfortunately the possibility of restoring the unifying influence of regular assemblies of all students even with the new auditorium is non-existent. A large college cannot afford the luxury of an auditorium with enough seating capacity to accommodate all the students at one time.

In this situation attendance has been voluntary and, since coming to the new campus, the programs have tended to be of higher quality so that many students choose to attend rather than spend an unscheduled hour in one of several lounges or the library. In modern times, then, the assembly programs have provided opportunities for students to enrich their experiences on a voluntary basis but in so doing they have to a large extent lost their former value as instruments of communication and as unifying influences within the college community.

One could recall many examples of outstanding assembly programs during recent years but in the judgment of many, none would surpass the unforgettable experience of hearing the late Robert Frost read and comment on his poetry for over an hour to an enthusiastic audience just two years before his death. Most of the programs presented by the assembly

committee of the S.G.A. have been held during the scheduled assembly periods in the regular college day. During 1961-62, for example, students had the opportunity to see and hear the Navy Band, Pearl S. Buck, Margaret Mead and Carlos Romulo. From time to time the assembly committee has also presented on Sunday afternoons or at evening performances, programs such as Gilbert and Sullivan Concert Hall, the New Jersey Symphony Orchestra, and the Don Cossack Chorus and Dancers.

Students who have attended the college on the new campus will recall the more formal *Convocations*, held early in the college year, some of which have been held out-of-doors. The Fall Convocation has traditionally included a colorful academic procession of the faculty and an address by the President to clarify the objectives of the college and set the direction for the coming year, with particular emphasis on the guidance and orientation of new students. For many students and faculty members who are sensitive to the role of higher education and dedicated to the ideal of teaching, these convocations have been memorable occasions.

### *College and Community Programs*

For many years the students of Paterson State have sought to share some of their opportunities for education and enlightenment with their parents and the community at large. These efforts have taken various forms during the years, only some of which can be mentioned here. For example, as early as 1925-26 the Student Government Association of the Normal School, under the presidency of Helen Hill, recipient of the 1963 Paterson State College Alumni Award for distinguished service to education, sponsored a series of cultural programs in the evening called the Tuesday evening Concert Course. The program of the concert series was as follows:

- October 19 — Florence Easton, Soprano  
Metropolitan Opera Company
- November 23 — Thelma Given, Violinist

December 14 — Normal School Night  
3 One Act Plays  
Glee Club

January 11 — Cherniavsky Trio  
Piano, Violin, Cello

March 29 — Arthur Middleton, Baritone.

The December program was the *Normal School Night* and consisted of three one-act plays — “The Bedroom Suite” by Christopher Morley, “The Twelve Pound Look” by Sir James M. Barrie and “Maker of Drums” by Oliphant Downs. Between two of the plays the Glee Club composed of eighty girls offered two selections. The concert series including the Normal School Night continued for several years but was eventually discontinued. In 1959 the idea of student enrichment and public service through evening programs was revived with the introduction of an Evening Series, again sponsored by the Student Government Association, of which Dr. Mary V. Holman, Dean of Students was the advisor. Some of the artists and speakers presented in the modern series were Eleanor Roosevelt, Marian Anderson, The Weavers, Jose Greco and his Spanish Ballet and Bennett Cerf.

### *The College on Display*

The current practice of scheduling a special time for parents and friends of students and the general public to visit the college and observe its activities goes back to the early 1930's. *Visitors Night* in the old building in Paterson was held in the late spring. It was the custom to have classes normally scheduled in the afternoon meet in the evening when guests were invited to sit in the classes and observe directly the instructional program. After the class visitation there was a program in the auditorium for students and their guests.

When the college moved to the new campus this program became known as *Guest Day* and was held on Sunday afternoon. So great was the interest in the new facilities during the first year that several *Guest Days* were arranged. Later

these were reduced, first to two a year and more recently to a *Spring Guest Day* in May of each year. If the weather is favorable the attendance is over three thousand. The program today does not stress normal class activities as much as it does exhibits, demonstrations and special activities of student groups. Information and guidance for prospective students is provided by the academic departments and the various personnel offices. *Guest Day* offers an opportunity for parents and friends to meet faculty members and administrative officers, to become acquainted with the campus and many typical activities of college students at Paterson State.

#### *Graduation Activities*

The end of the academic year in early June has always brought with it graduation exercises. For most graduates these activities have a special place in their memory of college days and for their parents and friends the final graduation exercises or commencement has been a symbol of aspirations fulfilled and sacrifice rewarded.

During the days of the Paterson City Normal School there were two graduations a year for many years — one in February and one in June — as it was the practice to admit students from high school twice a year. The "Graduating Exercises," as they were called, were held in the auditorium of School #15, or the Y.M.C.A. or other assembly halls until 1911 by which time the Normal School had moved to the new School #24 which had an auditorium of its own. The details of the graduation programs varied throughout these years but one common feature characterized most of them — the graduating seniors themselves participated in the program by presenting original essays, reading from the literature on education, demonstrating teaching methods or elements of the normal school training and providing instrumental and vocal selections. For a number of years it was the custom to organize the student presentations around an educational theme — in the war year of 1918 it was appropriately enough *Physical Training*; in 1921 *Man-*

*ual Arts* was the subject chosen to demonstrate the teaching achievements of the graduates. Sometimes there was an outside speaker and always the long awaited "Awarding of Diplomas" by the President of the Board of Education and the Superintendent of Schools.

The importance of the occasion, as well as the endurance of audiences not accustomed to movies or television, may be appreciated by looking at the reproduction of a typical graduation program of over fifty years ago (class of 1914) in Pictorial Section I. This program included thirteen scenes and three senior essays thus providing an opportunity for each of the thirty-two graduates to participate sometime during the evening. One of the essays, written and delivered by Miss Parker, was concerned with "A German Normal School." The four handwritten pages were contributed to the college archives by Miss Parker, now Mrs. Edna P. Hampson of Paterson.

For some unexplained reason the program for the class of 1909 was called Commencement Exercises — a name which was quickly abandoned until the Normal School became a Teachers College offering bachelor's degrees. Beginning with the year 1937 all subsequent programs were called Commencement. The nature of the program also changed as the participation of the graduates was first reduced to a salutation and a validictory and later eliminated entirely. A typical college academic procession and an address by an outstanding educator or layman featured all Commencements since June 1937, when Dr. Roscoe L. West, President of the Trenton State Teachers College delivered the Commencement address on *Horace Mann, Pioneer Educator*.

When the college was located in School #24, Paterson, Commencement exercises were held in the auditorium. After the move to the new campus several commencements were held out-of-doors except for one occasion when Hawthorne High School auditorium was used because of rainy weather.

Commencement programs were moved indoors for several years when the Memorial Gymnasium was completed but again returned to outside when the number of graduates and guests grew too large for the seating capacity of the gymnasium. Early evening commencements in the area between Hunziker Hall and the gymnasium continued in great favor because of the attractiveness of the setting and the large number of guests which can be accommodated.

Except for a few years, graduation activities at Paterson State have included a Baccalaureate Service. When the college was located in Paterson this service was held on the Sunday evening before commencement at St. Paul's Episcopal Church in Paterson. The regular service was arranged particularly for the graduating class of the Normal School. After an interruption of a few years the Baccalaureate was again introduced when the college moved to the new campus. It was held out-of-doors on Sunday afternoons for several years until the completion of the Memorial Gymnasium which has since been used for this graduation activity. Attendance at Baccalaureate was always voluntary and the service for several years was inspirational in nature without any denominational ritual. Most recently the program has been designated as a Senior Convocation, thus modifying yet maintaining an old college tradition.

### *Social Events*

When the college was small and housed in School #24 in Paterson there developed a custom of holding an inexpensive Thanksgiving dinner for all students and faculty at noon on the day preceding the Thanksgiving recess. This practice soon became known as the Jackson Day dinner in honor of the late Edith L. Jackson, Dean of Women, teacher of English and friend of all the students for many years. As the student body became too large to be served at one time, the format was changed to become a Senior-Faculty dinner well-remembered by all graduates of recent years. The time was changed to late in the Spring or during senior week and

the affair was held off campus at Donahue's, Friar Tuck, Mayfair Farms, and in 1964 as far distant as the Essex House in Newark. On these occasions an alumnus of the college was chosen to make a brief address and music and other program features including the presentation of the class gift to the faculty advisor were introduced from time to time. However, the essential feature of the senior-faculty dinner remains the fellowship among seniors and faculty on a festive occasion amid pleasant surroundings.

A student-faculty picnic near the end of the academic year seems to have been popular long before the Normal School became a State Teachers College. With the improvement of bus transportation these picnics were held at more distant places such as Lake Hopatcong and Rye Beach. In 1937 this affair was given the official name of Shaffer Play Day in honor of the former Principal, Dr. Roy Shaffer, by which designation it is still known. Tiring of the long hot bus rides on the Boston Post Road to Rye Beach after a few years, a chartered boat was engaged to make the trip more enjoyable for students and faculty and their families and friends. For the past several years the locale has been changed to Bear Mountain with the ever popular boat ride still the chief feature of this end-of-the-year social event.

Formal and informal dances have always been popular among the students. The less formal affairs such as Freshman Frolic, the Christmas Dance and the Coronation Ball have been held on the campus. The Senior Ball and the Junior Prom have been held off-campus and were usually in the nature of a formal dinner dance at a hotel or country club. The Junior Prom of 1914 for example, was held at Orpheus Hall in Paterson; in 1937 the Alexander Hamilton Hotel in Paterson was used; in 1950 the Senior Ball was held at the White Beeches Country Club in Haworth. Many similar facilities in north Jersey and New York City have provided the setting for major college social affairs over the years.

There have been many other social events which students will like to recall. A series of Senior Shows was a popular

feature of the graduation activities for a while; the All-College Carnival was an annual event on the new campus for several years as a fund-raising device for student projects; tree planting and arbor day ceremonies, Christmas tree lighting, class and club picnics in the grove near Wightman Field will all be remembered by students and faculty as contributing to the social life of the college community.

### *The Students of Paterson State*

It seems appropriate to conclude this chapter on Student Life with some general observations about the students who have enrolled in the college, most of whom have been or are now teachers in the public schools of New Jersey. Many others who attended the college are engaged in professions other than teaching and in occupations appropriate to their interests and training. These observations are largely subjective since they are not based on systematic sociological surveys over the years nor on precise information contained in personnel files. To the extent that opinion and value judgments become mixed with historical facts, different readers of this section may very properly find quite varied interpretations and arrive at quite different conclusions about the students of Paterson State.

The fact that this college until 1962 was a local institution without residence halls has meant that the composition of the student body has always reflected the population shifts that have taken place in the North Jersey metropolitan area and the attitudes toward higher education and especially teacher education of the people living within twenty-five miles of the college. In the days of the City Normal School the tuition charged to non-residents of Paterson (in 1922 it was \$135 per year) and the absence of easy transportation by automobile limited the enrollment almost entirely to residents of the city of Paterson. It is apparent to all who are familiar with the college that the students have always come from either a large city or more recently from suburban communities. Very few have had any experience with rural

life and activities. As different nationality groups have become predominant in the area the nationality backgrounds of the students have tended to conform to community patterns. These changes have been accompanied by changes in the students' religious preferences and affiliations.

In addition to demographic changes in the local area, the financial resources and the aspirations of the people and their concept of the status of public school teaching as a career have determined the kinds of students who have sought admission to Paterson State. The families of nearly all of our students have not been wealthy, and until recently very few of the parents were themselves college graduates. The lack of wealth in the families of our students is responsible, in part at least, for certain persistent characteristics of the student group. Primarily, they have regarded a professional education at the college level not as a right, but as a privilege for which their parents have made sacrifices and in many cases the students themselves have assumed the extra responsibility of earning part of their expenses through part-time employment. These students have displayed a seriousness of purpose and the capacity for hard work which has not been typical of many students who have attended college largely for the social advantages and "contacts" which might accrue.

The fact that so many of our students are first generation college students seems to be an added motivating influence. Most of the parents are sincerely interested in the student's progress and are proud of his achievement; the few for whom this is not true show even more marked determination in coming to college in spite of parental opposition. This strong motivation when focused on a professional goal like teaching has brought into the Normal School and later the College large numbers of dedicated students. Faculty members have testified again and again that it is a pleasure to have students of this kind in their classes even though the average scholastic aptitude may not be as high as in some more selective non-professional colleges.

The nature of the institution's single purpose — the preparation of public school teachers — and its curricula also affect the composition of the student body and the attitudes and conduct of the students. The fact that so many women are in the teaching profession has brought about an unbalanced situation where women students have always far outnumbered men on the campus. Although the proportion of women and men students will not change greatly in an institution devoted solely to the preparation of teachers, the absolute number of men will probably increase as new secondary programs are added and the total number of students increases.

The image of the teacher and his or her role in the community has influenced the development of such attitudes as courtesy, cooperation and service and has helped to guide the conduct of students on the campus, on field trips and as representatives of the college and the profession in all public situations. Some hold that this image has become blurred and the level of behavior has deteriorated in recent years. Be this as it may, the early identification with the teacher role still plays an important part in the lives and behavior patterns of most students.

Other changes in the student population which are obvious to all who have known the college for a long time are the increasing number of older students in the regular day college, the larger proportion of married students, both men and women, and the greater mobility of students — transferring into the college and returning to the college after having left for a year or more. These tendencies are common to most colleges today and cause no particular problems to a college which is willing to adjust to new trends in higher education.

To anyone associated with the college over a period of years the most obvious difference between the college today and the college of ten years ago is the tremendous increase in the number of students. Related to this is the greater variety of abilities and interests of the students associated with

the introduction of many new curricula, and the increase in the number and diversification of the faculty members. No longer is it possible for the students to know each other or be known by all the faculty and administrative officers. The management of student affairs — even the election of student leaders — is a cumbersome and difficult process; more regulations, schedule problems and red tape get in the way of the educational process; guidance and counseling of students, record keeping and other services tend to be centered more in the hands of specialists who do not know the students in teacher-student relationships. There are many who regret some of these recent developments but the trend toward a larger and more diversified student body is irreversible if the college as a public institution is to help to meet the demands for higher education in New Jersey. The years of adjustment to bigness and complexity have been trying but not without some success. With the experience of other large colleges as a guide and with systematic study and research into problems of curriculum, organization and student life on the part of faculty and administration, ways will be found to preserve the friendly atmosphere and the concern for each student as an individual while offering a quality education to as many students as the physical plant will accommodate.

## CHAPTER VIII

### Faculty and Alumni

#### THE FACULTY

Faculty members have been mentioned in various places in this story of Paterson State College and the selection of faculty members has been described in Chapter V. Although the biography, individual characteristics and the achievements of every faculty member who ever taught at the college would be interesting reading, a record so detailed and lengthy is beyond the scope of this book. We believe, how-

TABLE I  
NUMBER OF FACULTY MEMBERS BY DEPARTMENT  
SHOWING NUMBER WITH DOCTOR'S DEGREES  
1923 - 1963

Subject or Department	1923		1933		1943		1953		1963	
	Total No.	No. with Drs. Deg.	Total No.	No. with Drs. Deg.						
Art	1	—	1	—	1	—	1	—	11	6
Education	2	—	5	1	4	4	5	4	28	15
English, Language Arts, Modern Language	2	—	3½	—	2	—	5½	1	22	10
Health and Physical Education	1	—	2	—	2½	—	3	—	10	2
Mathematics	½	—	1	—	2	—	1½	—	10	3
Music	½	—	1½	—	1	—	1	—	6	2
Science	1	—	2	—	3	1	3½	1	17	9
Social Science	2½	—	2	—	2½	—	3	—	18	12
Speech	—	—	1	—	—	—	—	—	11	3
Library	1	—	1	—	3	—	3½	—	9	—
Administration	1½	1	1	—	1	1	1	1	16	8
*Other	—	—	—	—	2	—	6	2	—	—
<b>TOTAL</b>	<b>13</b>	<b>1</b>	<b>21</b>	<b>1</b>	<b>24</b>	<b>6</b>	<b>34</b>	<b>9</b>	<b>158</b>	<b>70</b>

\* Business Education, Engineering and other fields which were offered at the college at one time but have been discontinued.

ever, that many readers will like to recall or identify certain teachers they have known. Therefore, this chapter concludes with the only complete list ever compiled of all faculty members who served the college for at least three years since it became a State Normal School in 1923. The names in this list have been grouped by the nature of their administrative service or the subject or academic area in which they did most of their teaching. The dates of their association with the college are indicated. Special designations indicate those who were also on the staff of the City Normal School, those who terminated their service to the college by retirement and those who died while on the teaching staff of the college.

### *Expansion of the Faculty*

Table I, showing the number of faculty members by department and the number having earned doctorate degrees at four decade points since 1923, reveals very clearly that the faculty and administration of the college has expanded to keep pace with the increasing enrollment. Before summarizing the chief characteristics of this expansion it should be noted that all full time administrators except the President have been added in the last decade. In the earlier years the President was assisted by faculty members who taught part-time. This, together with the fact that when the faculty was small it was common practice for a teacher to be assigned to teach more than one subject, accounts for "half-persons" found in some of the departments until 1953.

The chief characteristics of faculty expansion may be summarized as follows:

1. Relatively little expansion took place during the first thirty years as a State Normal School and College; the rapid growth of faculty, including full time administrators, has been within the last decade (See Chapter V for a more complete description).
2. The number of faculty members holding Doctor's degrees did not increase until after the Normal School became a Teachers College with the authority to grant Bachelor's degrees; during the decade since 1953 the percentage of

Doctorates increased from 26.5% in 1953 to 44% in 1963. By 1966 the number of Doctor's degrees had increased to 84 but the percentage had dropped to 38.2% of the total faculty of 220.

It should be noted that the quantitative increase in faculty personnel and the attainment of higher levels of academic preparation is only partially descriptive of faculty expansion. With the addition of new curricula and graduate work the scholarly interests, academic background and region of residence have become more diversified and more cosmopolitan. In addition to new faculty members from all parts of the United States several regular faculty members are natives of other countries. This reaching out beyond the borders of the United States to bring scholars to the campus has been achieved further by an exchange arrangement in 1956-57 when Dr. James Houston went to Manchester Training College in England in exchange for the services of Miss Marjorie Allen in the Education Department; in 1963-64 Dr. Munsemy Naidoo from South Africa joined the Social Science Department as a visiting professor.

#### *Faculty Organization and Welfare*

During the Paterson Normal School period and the early years of the State Teachers College the faculty was not organized by departments. Teachers did not have academic ranks and no salary guide was in operation. After several annual recommendations by President Wightman, departmental organization and academic ranking of faculty members were both achieved in 1943-44.

Although there was no active faculty association at Paterson until 1943, faculty members participated in the activities of the State Association which had been formed in 1922 to "promote professional association and growth"<sup>1</sup> among the faculties of the three State Normal Schools then in operation—Trenton, Montclair and Newark. *The Teachers*

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<sup>1</sup>The Brochure Committee, *The Association of the New Jersey State Teachers Colleges, History and Achievements*, May 1948, p. 6.

*Association of the State Normal Schools and Teachers Colleges of New Jersey* held business meetings and professional conferences during each college year. In 1941, for example, the 250 faculty members in the State Colleges met at Montclair with the Presidents, the Commissioner and State Department officials and members of the State Board of Education to "air and share professional experiences at a series of departmental and general meetings whose theme this year was 'Teaching for Social Effectiveness'."<sup>2</sup> Dr. Howard F. Fehr, President of the State Association, presided at the conference. Between 1922 and 1948 the original aim of the State Association was broadened to include professional welfare, and while continuing its concern for professional growth, the attention of the members was directed also to problems of salaries, conditions of work, tenure, pensions and other matters affecting teacher status and welfare.<sup>3</sup>

Since its organization in 1943 the Paterson State College Faculty Association has participated effectively in all projects of the State Association and has provided leadership in the Executive Committee and in many of the working committees of the Association. Paterson faculty members Tunis Baker, Howard Haas, M. Herbert Freeman, and Lee Ellis served as presidents of the State Association; James Houston and Charlotte Brown have been vice-presidents; Edith Shannon was Chairman of one of the early committees to study and make recommendations on the matter of sabbatical leaves for faculty members.

The State College Faculty Association and its local units have worked vigorously with the State Board of Education and, in recent years, in close cooperation with the New Jersey Education Association to improve salaries and personnel policies affecting the faculties of the colleges. A significant measure of success has resulted from these efforts particularly in regard to the establishment and improvement

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<sup>2</sup>*Ibid.*, p. 8.

<sup>3</sup>*Ibid.*, p. 8.

of a salary guide and a limited program of sabbatical leaves. Other fringe benefits are still being sought through the united support of all groups concerned with State College faculty personnel policies and practices.

Since 1962 a local chapter of the American Association of University Professors in addition to the college faculty association, has been concerned with the general improvement of faculty status. This group has shown a special concern for increased faculty participation in decision making and policy formulation with respect to faculty personnel and educational programs. In 1966 a unit of the United Federation of College Teachers was organized to work for similar objectives.

#### *Self-Improvement and Professional Contributions*

The faculty at Paterson State has always been selected primarily on the basis of competence in classroom teaching. Likewise, the teaching responsibility of each faculty member is given first priority in arranging assignments and evaluating performance. Consistent with this point of view, faculty members are encouraged to improve their teaching effectiveness through graduate study, attendance at conferences, travel and the acceptance of teaching or other professional assignments on other campuses in summer sessions or in other countries for longer periods of time on leaves of absence. Many have obtained these experiences while on our staff and have thereby made their teaching more highly regarded by the students in their classes while contributing more effectively to the prestige of the college.

Although the college has found it impossible to free faculty time for individual research or creative work in the arts, it is well recognized that research, publication and artistic production not only have value for self-development but can also contribute to teaching effectiveness of the staff member and the reputation of the college. We note with pride that some faculty members have always found time to engage in such activities. In 1960 a survey was conducted

by the Institutional Research and Educational Planning Committee under the chairmanship of Robert E. Ricketts, to prepare a bibliography of faculty publications between 1955 and 1960. This bibliography lists 126 published items, including some books and pamphlets, by 37 different faculty authors. In addition, a number of unpublished research studies and creative projects were completed by faculty members during this five year period. A similar bibliography prepared by the faculty committee on Research in 1967 lists 146 publications by 46 faculty members between 1960 and 1965 and an additional 83 publications by 34 faculty members since 1965. Thus it may be said that although the faculty of Paterson State is a teaching faculty, productive scholarship and original contributions to the many areas of knowledge and the creative arts have not been neglected.

#### THE ALUMNI

All who received a teaching certificate or a general college achievement certificate or a Bachelor's or Master's degree at the termination of their study at Paterson are considered to be alumni of the college. The more than 5000 living alumni include, therefore, graduates of the two year Paterson Normal School, the two and three year course in the Paterson State Normal School, those who received achievement certificates at the end of two years study in the general college program and, the largest number, those holding Bachelor's degrees from the Paterson State Teachers College (since 1958, the Paterson State College) and finally, since 1957 another group has been added to the alumni—namely, those receiving Master's degrees from the College. With the exception of those receiving two-year achievement certificates over a ten-year period, nearly all of the alumni have been or are now engaged in teaching or other educational service in the State of New Jersey. Until very recently because of the local nature of the college, most of our alumni have been employed in the northern counties of the State — a situation which is in the process of changing as residence halls are provided for students from distant communities.

*The Alumni Association*

There very likely was a formal association of the alumni of the Paterson City Normal School and the early State Normal School, but no record of its activities has been located. In February 1931, the Normal School faculty held a dinner at the Y.M.C.A. at which John Fox led a discussion on "how to bring about a closer relationship between the alumni and the students and faculty of the school."<sup>4</sup> On this occasion Principal Shaffer "spoke of the value of the Alumni Association to the school and voiced the opinion that most of the alumni recognized the value of the school to them."<sup>5</sup> A few months later 350 alumni attended the "first annual reunion of the Paterson State Normal School Alumni Association"<sup>6</sup> at which time Elizabeth Sauter was elected President of the Association to succeed Mrs. Stewart Jenkins. The group also voted to support the Paterson Community Concert Association in its effort to bring outstanding musical programs to the city.

During the depression years of the thirties the Alumni Association seemed to be quite inactive although individual classes held dinner reunions from time to time. In spite of the consistent loyalty of the Normal School graduates to their school, the alumni as an organized group was not conspicuous among the many local organizations which rallied in defense of the school when its closing was imminent in 1933, nor among the groups attending a reception and dance at the Alexander Hamilton Hotel on October 3, 1933 in honor of Dr. Roy L. Shaffer who was transferred to the Principalship of the Jersey City State Normal School.

Always conscious of the need for organized alumni support if Paterson State Normal was to achieve equal status with the other State schools in New Jersey, Dr. Wightman, after

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<sup>4</sup>*Paterson* (New Jersey) *Evening News*, February 20, 1931.

<sup>5</sup>*Ibid.*

<sup>6</sup>*Paterson* (New Jersey) *Evening News*, April 21, 1931.

he became President, vigorously promoted the reorganization of the Alumni Association. With the aid of such alumni as Terese Bauer, Dorothy Cartwright, Louise Collins, John Simmons, J. Harold Straub, Edith R. Shannon and Elizabeth Sauter, President of the Association at the time, this reorganization was successfully effected at a meeting attended by 400 alumni in the Spring of 1939 at which J. Harold Straub was elected President. The event was appropriately celebrated at a dinner at the Elmwood Country Club on June 6, 1939. Similar activities were arranged for several years and in April 1940 the Alumni Association in cooperation with the College, sponsored an important conference on curriculum at which Dr. William Herd Kilpatrick of Teachers College, Columbia University, was the principal speaker. Dr. Straub, President of the Association was Chairman of the program.

As World War II slowly progressed, the Alumni Association, like many other civilian groups, lost much of its numerical strength and influence as an organization, although individual alumni like Terese Bauer and others rendered invaluable service in advancing the interests of the college, particularly the acquisition of the property to which the college moved in 1951. With the move to the new campus close at hand the Alumni Association was revitalized in 1950 when Victor Christie ('43) was elected president at a large meeting held on the new campus in May of that year. The development of the Alumni Association as a real source of strength on what promises to be a permanent basis was accomplished under the leadership of the following Presidents:

- 1938—Helen (Walker) Jenkins
- 1939—Elizabeth Sauter
- 1940—J Harold Straub
- 1941—J. Harold Straub
- 1942-1949—Terese Bauer
- 1950—Victor Christie
- 1951—John Buller
- 1952—Frank Zanfino
- 1953—Frank Zanfino
- 1954—Joseph Di Gangi

- 1955—Rocco Montesano
- 1956—Joseph Di Gangi
- 1957—Rose Marie (Schmelzer) Cesmirosky
- 1958—Rose Marie (Schmelzer) Cesmirosky
- 1959—Donald Maloney
- 1960—Donald Maloney
- 1961—Mae (Tintle) Hansen
- 1962—Mae (Tintle) Hansen
- 1963—Mae (Tintle) Hansen
- 1964—Albert Doremus
- 1965—Albert Doremus
- 1966—Albert Doremus

The development of the Association was also aided during this period by the appointment of a faculty member as advisor to the Alumni Association. Tunis Baker, Lee Ellis and currently, Virginia Randall have all helped greatly to bring the Association to a level of achievement worthy of a college of over 2500 students, which in recent years has added to the alumni more persons in one year than were added in an eight year span during most of the college's history.

#### *Alumni Association Achievements*

Accomplishments of the Alumni Association over the recent decade since the college moved to the new campus have been varied and significant. Early in this decade efforts centered around increasing the membership and the financial resources of the Association and providing social and other activities which would hold the interest of both the older alumni and the more recent graduates. Beginning in 1950 a State Fair was held annually on a Saturday in May for several years; an annual get-together was one of the highlights of the N.J.E.A. Convention in Atlantic City; in 1952 an Alumni magazine and newsletter (*The Spotlight*) was inaugurated with two issues — and since then, increased to four issues each year. Alumni also receive through the Office of Informational Services copies of the Newsletter — a quarterly publication of the college.

The financial status of the Association took a dramatic turn for the better in 1956 when the Student Government

Association constitution was amended so that dues could be collected from undergraduates which entitled each four-year graduate to a pre-paid membership in the Alumni Association for ten years. This plan resulted immediately in a substantial annual income to the Alumni Association which could be used for useful projects and also served to make it easy for large numbers of recent graduates to participate actively in the affairs of the Association.

#### *Unzicker Scholarship*

One of the useful projects of the more affluent Alumni Association was the establishment in 1957 of a scholarship covering tuition and fees to be awarded annually to a deserving student. This scholarship was named in honor of the late Samuel P. Unzicker, a greatly admired member of the faculty for many years.

#### *Alumni Award to the Outstanding Senior*

As a recognition of achievement and to encourage leadership in the profession of education, an outstanding member of the senior class has been given an award at the spring Alumni Dinner-Meeting each year since 1957. Recipients of this award have been:

- 1957—Alice Stegar
- 1958—Richard Turi
- 1959—Gerald DeFalco
- 1960—Barbara Spain
- 1961—Andrew Bobby
- 1962—Henry Edelhauser
- 1963—Richard Kyle
- 1964—Patricia Carson
- 1965—Peter Belmont, Arleen Melnick
- 1966—Mary Ann Corradino

#### *Distinguished Alumnus Citation*

Since 1962 one of the features of the annual Spring meeting of the Association has been the presentation of a citation to one or more distinguished alumni. Copies of these

citations are framed and hung in the faculty lounge in Wayne Hall. Recipients of citations are:

- 1962—J. Harold Straub '29  
 Archie W. Hay '40
- 1963—Helen Hill '27
- 1964—Teresa F. Bauer '28, '38  
 Henry C. Seibel '37, '38  
 Frank J. Zanfino '49
- 1965—Mae Hansen '33, '53
- 1966—W. George Hayward '28  
 Victor Christie '43

*Emily Greenaway Memorial Award*

Another alumni sponsored award presented at the annual Dinner-Meeting for the past several years has been the Emily Greenaway Memorial Award for creative writing. Each of the first two years this award went to a student in the six-year evening division program; in 1963 to Rose Kushner and in 1964 to Ruth Spinnanger. In 1965 and 1966 Joy Rich, a full time day student, received the award.

Over the years the alumni as an association and as individuals have demonstrated their loyalty to their college and their commitment to the profession in many ways. In 1951-1952, they were instrumental in organizing a drive to collect funds with which to purchase the carillon which now rings out over the campus at appropriate times; in 1954 they conducted a survey to determine the interest in graduate work on the campus on the basis of which a resolution was adopted recommending graduate work be offered as soon as possible. The Alumni Association has always been represented in some way at the N.J.E.A. Convention at Atlantic City. In recent years it has sponsored a booth on the main floor of the exhibit area and has provided a tea and program for all alumni, faculty and their guests. The annual meeting has been moved to the Spring and combined with a dinner in Wayne Hall. Reunions of the five year classes have featured recent annual meetings.

In these and many other ways the Alumni Association has helped the college to broaden its influence and improve its services to the young people and the teaching profession in New Jersey. By taking the leadership in organizing the recently incorporated Paterson State College Development Fund and making a substantial initial contribution to the Fund, the Association has assured itself and the college that this influence and these improvements will continue as Paterson State College moves ahead to meet the challenge of the future.

## FACULTY ROSTER

PATERSON STATE NORMAL SCHOOL — 1923-1937

THE NEW JERSEY STATE TEACHERS COLLEGE  
AT PATERSON — 1937-1958

PATERSON STATE COLLEGE — 1958

The following list includes the names of administrators and teachers who completed at least three years of service at the institution, and all those currently on the staff. They are arranged by the nature of their administrative service or by the subject with which they are most closely identified as teachers. Within each group the names are arranged in order of the initial appointment to the staff. For those no longer at the College, termination dates are shown, except for a few staff members for whom the date of resignation or transfer to another State institution is uncertain. Additional information about staff members is given by the following designations:

- \*Retired from the College
- \*\*Deceased while a member of the College staff
- †Originally on the staff of the Paterson City Normal School and continued on the faculty of the State Normal School in 1923.

### PRINCIPALS AND PRESIDENTS

†Frank Webster Smith, Ph.D.	
Paterson City Normal School .....	1905-1923
Paterson State Normal School .....	1923-1925
Roy Lee Shaffer, Ph.D. ....	1925-1933
Edgar F. Bunce, Ed.D., Acting Principal .....	1934-1935
Robert Hugh Morrison, Ph.D. ....	1935-1937
*Clair S. Wightman, Ph.D. ....	1937-1954
*Marion E. Shea, Ed.D. ....	1954-1966
*Michael B. Gilligan, Ed.D., Acting President .....	1966-1967

### GENERAL ADMINISTRATION

*Kenneth B. White .....	(1936-1943)	Psychology, Education and Dir. of Personnel
	(1947-1967)	Dean of the College
**Benjamin Matelson ....	(1937-1967)	Secretary Part-Time Division, Dir. of Field Services
Frank J. Zanfino .....	(1948- )	Director of Business Services

Joan Reed Fischer .....	(1949-1954)	Registrar
Eleanor I. Edwards .....	(1954-1958)	Registrar
*Mary V. Holman .....	(1956-1966)	Dean of Students
*Leon C. Hood .....	(1957-1964)	Director of Admissions
Robert E. Ricketts .....	(1958- )	Chairman Graduate Studies, Also Professor of Education
Samuel R. Cooper .....	(1958- )	Registrar, 1967 Professor of Education
Peter L. Henderson .....	(1958- )	Director Student Teaching and Placement
Richard S. Desmond .....	(1960- )	1967 Professor of Education
Virginia R. Randall .....	(1960- )	Director of Admissions
John J. Huber .....	(1961- )	Informational Services and Alumni Affairs
Dorothy Rista Stecchini ..	(1961- )	Assistant Director
Dorothy I. Robinson .....	(1963- )	Student Personnel
George Andrusin .....	(1965- )	1967 Registrar
Burt D. Cross .....	(1966- )	Assistant Registrar
Vincent M. Parillo .....	(1966- )	Assistant Director Field Services
Emilie P. Dooley .....	(1966- )	Assistant Director Field Services
Fred Rhodes .....	(1967- )	Assistant Director, Student Teaching and Placement
		Director of Student Teaching and Placement

STUDENT PERSONNEL ADMINISTRATION  
AND HEALTH SERVICES

George K. Tweddell ....	(1924-1952)	Physician
Helen Loftus .....	(1937-1941)	Nurse
Margaret M. Ford .....	(1942-1946)	Nurse
Hedwig Trepkus .....	(1949-1955)	Nurse
Joseph K. Adamcik .....	(1952-1955)	Physician
*Henry Spinnler .....	(1955-1964)	Physician
Grace M. Scully .....	(1958- )	Assistant Director Student Personnel
Margaret Zybus .....	(1960-1966)	1966 Dean of Students
Anita Este .....	(1960- )	Nurse
Marie E. Yevak .....	(1961- )	Assistant Director Student Personnel
Margaret Dunaway .....	(1964- )	Assistant Director Student Personnel
Ann Cunniff .....	(1965- )	1967 Professor of Education
Carol A. Paterson .....	(1966- )	Director of Residence Halls
Irene J. Smith .....	(1966- )	Nurse
		Nurse

LIBRARY

Dorothy Abrams ....	(1924-1950)	Donald Tanasoca ....	(1959- )
Hazel E. Stockman ..	(1935-1938)	Mary Turner .....	(1960-1965)
Juliette A. Trainor ..	(1938- )	Helen W. Carnine ..	(1961- )
Head Librarian		Florence Venables ..	(1962-1966)
Elizabeth Rinaldi ....	(1946- )	Norma N. Yueh ....	(1964- )
Harriet Modemann ..	(1950- )	Jess Cooper .....	(1965- )
Sally M. Burk .....	(1950- )	Hidong K. Kwon ..	(1966- )
C. Otis Brown .....	(1958- )	Esther MacDonald ..	(1966- )
		Irene Arendas .....	(1966- )

## ART

Clara M. Gale .....	(1924- ? )	Roy E. Sample .....	(1961- )
*Marguerite Tiffany ..	(1927-1956)	Josephine Gray .....	(1961-1964)
Walter Simon, Jr. ..	(1953-1961)	James Warwick .....	(1961-1964)
M. E. Kirkpatrick ..	(1956-1959)	Howard Leighton ..	(1962- )
Stevan Kissel .....	(1957-1960)	Stanly W. Wollock ..	(1962- )
Bonnie J. Lewis .....	(1957-1963)	Joyce R. Lynch ..	(F. 1964- )
Robert W. Cooke ....	(1958- )	Harold Krevolin ....	(1964- )
Chairman of Department		Richard Reed .....	(1964- )
Lucille P. Bichler ....	(1959- )	Dorothea Malcolm ..	(1965- )
R. D. Walker .....	(1959-1966)	George Petine .....	(1966- )
Joseph Pizzat .....	(1960-1967)	Lucille Sadwith .....	(1966- )
William Muir .....	(1960- )	Herbert Raymond ....	(1966- )
		James Ruban .....	(1966- )

BUSINESS ADMINISTRATION AND  
BUSINESS EDUCATION

Donald O. Thomas ..	(1936-1943)	Rena J. Keay .....	(1943-1946)
M. H. Freeman .....	(1943-1955)	S. Hendrickson .....	(1946-1966)
Chairman of Department		Also Geography	
Howard L. Haas ..	(F. 1944-1956)	Louis C. Nanassy ....	(1946-1955)
		Christine E. Stroop ..	(1946-1952)

## EDUCATION — PSYCHOLOGY

†Margery Loughran ..	(1922- ? )	Charles B. Spinosa ..	(1960- )
*Edith L. Jackson ....	(1942-1949)	Carolyn Carr .....	(1960-1963)
Also Dean of Women		Lenore Hummel .....	(1960- )
Cornelius Jaarsma ..	(1929- ? )	Willinda Savage ....	(1961- )
*Louise Alteneider .....	(1933-1952)	Howard Ozmon .....	(1961-1964)
Sara M. Lounsbury ..	(1943-1946)	Marvin Farbstein ....	(1961-1964)
Lab. School		Frank S. Taylor .....	(1961-1964)
Alice M. Meeker ....	(1944- )	Joseph Halliwell ....	(1962-1966)
Lab. School. 1949 Education		Francis J. Tomedy ..	(1962- )
Chairman of Department		Daniel Sugarman ....	(1962- )
Hazel Paulison .....	(1947-1950)	Daniel A. Skillen ....	(1962- )
Lab. School		Franklin Alliston ....	(1963- )
Nancy O. Cook .....	(1948-1951)	Arnold Sackmary ....	(1963-1967)
Lab. School		Dorothy Rowlett ....	(1963- )
James Houston, Jr. ..	(1952- )	Claire Schulman ....	(1963- )
Chairman of Department		Sankey C. Chao .....	(1964- )
Marietta Gruenert ..	(1955- )	Sung P. Choi .....	(1964- )
Also Science		William I. Cronin ..	(1964-1967)
Ellen C. W. Hayes ..	(1955-1963)	Also Audio-Visual Education	
Ruth A. Klein .....	(1955- )	Catherine Hartman ..	(1964- )
Apt. Nurse & Health Ed.		Leola G. Hayes .....	(1964- )
Ralph H. Walker ....	(1956- )	Dolores Mendel .....	(1964- )
Ernest Siegel .....	(1956- )	Anita J. Milowitz ..	(1964-1967)
Also Audio-Visual		Rodney T. Myatt ....	(1964- )
Dorothy H. Cohen ..	(1956-1960)	Kathleen F. Leicht ..	(1964- )
Roy S. Austin .....	(1958-1964)	Michael Hailparn ..	(1965- )
Gabriel E. Vitalone ..	(1957- )	Leo Hilton .....	(1965- )
Also Physical Education		Also Principal of	
*J. Willard Yoder ....	(1958-1964)	Campus School	
Sanford Clarke .....	(1959- )	Robert D. Nemoff ..	(1966- )
Sylvester J. Balassi ..	(1959- )	Marcia Williams ....	(1966- )
Albert Carpenter ....	(1960- )	Dorothy Franchino ..	(1966- )
Alice M. DeBros .....	(1960- )	Judith G. Mabie ....	(1966- )
Kenneth A. Job .....	(1960-1962)	Ellsworth Abare ..	(F. 1967- )
Education		Harold Hartman ..	(F. 1967- )
Social Science .....	(1964- )	Thomas Haver ....	(F. 1967- )

ENGLISH — LANGUAGE ARTS — READING

Mattie L. Hatcher ..(1927- ? )	J. R. Nickson .....	(1960- )
*Christie Jeffries .....	Frederick Closs .....	(1929-1959)
Chairman of Department	Elizabeth DeGroot ..(1961- )	
Frances C. Doane ..(1931-1935)	Donald P. Duclos ..(1961- )	
Mark Karp .....	Theodore Holt .....	(1961-1964)
*M. E. Greenaway ....(1946-1961)	Theodore C. Miller ..(1962- )	
John Fulton .....	Grace M. Brown ....(1963- )	(F. 1956- )
Don A. Edwards ....(1956- )	Barbara M. Grant ..(1963- )	
**Warren Raymally ..(1956-1958)	Audrey Havriliak ..(1963- )	
John P. Roberts .....	Adam Berkley .....	(1956-1958)
Harold H. Ferster ..(1958- )	Sally N. Hand .....	(1958- )
Ruth Kane Fern ....(1958- )	Susan S. Radner ..(J. 1963- )	
John R. McRae .....	Eunice E. Wallace ..(1964-1967)	(1959- )
Chairman of Department	Joan R. Bettauer ....(1965- )	
John P. Runden ....(1959- )	James W. Hoban ....(1965- )	
Mildred Wittick ....(1959- )	Carol S. McCrea .....	(1959- )
Mary C. Davidow ..(1960- )	Virgie E. Granger ..(1966- )	
Ruth Mattila .....	Fort P. Manno .....	(1960-1963)
	Philip Cioffari ....(F. 1966- )	

HEALTH AND PHYSICAL EDUCATION

Lillian M. Hopper ..(1926-1943)	Frank S. Schafer ....(1960-1963)	
Marjorie Josselyn ....(1929-1937)	Carole Bradley ....(F. 1962-1966)	
Mildred R. Lee .....	Wilber S. Myers ....(1962- )	(1945- )
Daniel Jankelunas ..(1953-1955)	R. I. Leonardo .....	(1963-1966)
Mary J. Cheesman ..(1956- )	Barbara Passikoff ....(1964- )	
Kenneth J. Wolf ....(1956-1965)	Martha H. Meek ....(1965- )	
M. Louise Fonken ..(1957- )	Kenneth L. Meyer ..(1965- )	
Charles DeShaw ....(1959- )	Susan Laubach .....	(1957- )
Chairman of Department	Arthur Raidy .....	(1959- )
James Lepanto .....	Florence Flaster .....	(1960- )
	Elinor Schlossman ..(1966- )	

MATHEMATICS

† Florence L. Ash ....(1922- ? )	William L. Zlot .....	(1958-1961)
Also Music	George Dixon .....	(1961- )
*Gordon Matthews ..(1927-1959)	Dora Mather .....	(1962- )
Fred L. Bedford .....	Bernard S. Levine ..(1962- )	(1936-1940)
Charles Stenz .....	Paul Kroll .....	(1938- ? )
Robert E. Baker ....(1946-1949)	Hans Dehlinger .....	(1946-1949)
Also Engineering Science	Seymour Steinberg ..(1962-1965)	
Herbert Califano ....(1946- )	Patricia C. Buckley ..(1965- )	
Angelo Annacone ..(1956- )	Robert P. Kroeckel ..(1965- )	
Lina V. Walter .....	J. A. Matuszewski ..(1966- )	(1957- )
Reinhold Walter ....(1958- )	Robert Stevenson ....(1967- )	
Chairman of Department		

MODERN LANGUAGE

Herbert Roehler ....(1936-1943)	Alphonse V. Sully ..(1962- )
W. Rubio-Vergara ..(1946-1949)	
(1961- )	

MUSIC

E. M. Moneypenny ..(1927-1939)	Martin Krivin .....	(1960- )
(1943-1945)	Robert Latherow ....(1964- )	
Earl L. Weidner ....(1939- )	Paul D. Finney .....	(1939- )
Elizabeth W. Stine ..(1955- )	Amy V. Friedell ....(1965- )	
Stanley Opalach .....	Dorothy R. Heier ..(1965- )	(1956- )
J. Clees McKray ....(1957- )	W. Woodworth .....	(1957- )
Chairman of Department	John Schneider .....	(1957- )
Alpha Caliandro ....(1958- )	James O. Mintz .....	(1958- )

## NURSING

M. Marshall .....(F. 1967- )  
 Chairman of Department

## SCIENCE

Margaret C. Finlay ..(1925- ? )	Lawrence Wright ....(1959-1963)
John H. Fox .....(1929- ? )	Edith Woodward ....(1959- )
*Tunis Baker .....(1933-1957)	John N. Rockman ..(1959- )
Chairman of Department	David Bichler .....(1960-1963)
Henry Schmidt .....(1937-1949)	Jonas Zweig .....(1960- )
Also Coach	Leona Emrich .....(1960- )
L. E. Loveridge .....(1937-1942)	John L. Edwards ....(1961- )
**Samuel P. Unziker ..(1938-1956)	Felix L. Yerzley .....(1961- )
Also Education	Donald M. Levine ..(1962- )
V. Eugene Vivian ....(1945-1955)	James Bufano .....(1962- )
E. Foster Arthur ....(1957- )	Molly S. Geller .....(1963- )
Doris G. White .....(1957- )	William E. Engels ..(1963- )
**C. Kent Warner .....(1957-1963)	Terrence Keneffick ..(1963- )
Chairman of Department	James M. Gallo .....(1964- )
N. D'Ambrosio .....(1958- )	Monroe L. Spivak ....(1964- )
Oliver Newton, Jr. ..(1958- )	Ashot Merijan .....(1966- )
Edward J. Ward ....(1958- )	Timothy Gerne .....(1966- )
Chairman of Department	Rosemarin Lovell ....(1966- )
John Rosengren .....(1959- )	Robert E. Callahan ..(1966- )

## SOCIAL SCIENCE — HISTORY — GEOGRAPHY

†Edith S. Garlick .....(1922- ? )	Dun J. Li .....(1958- )
†Elizabeth J. Sautter ..(1922- ? )	William Spinrad ....(1959-1965)
Also Assistant Principal	Vito W. Caporale ..(1959- )
†*Edith R. Shannon ..(1924-1954)	Edward F. Willis ....(1959- )
Claudia O'Keefe .....(1928- ? )	Mildred W. Weil ....(1959- )
Also Education	Stanley P. Hershon ..(1959-1962)
**Robert E. Williams ..(1933-1947)	Howard A. Palley ..(1961-1965)
William Hartley ..(F. 1939-1944)	Livio C. Stecchini ..(1962- )
H. Lee Ellis .....(F. 1947- )	Istvan S. Miklosy ....(1963-1966)
Chairman of Department	Irwin Nack .....(1964- )
Raymond Miller ....(1946- )	Lois Weiser Wolf ..(1964- )
Ralph W. Miller ....(1948-1961)	John E. Drabble ....(1965- )
W. Baumgartner (A. 1951- )	Stanley Kyriakides ..(1965- )
Paul P. Vouras .....(1956- )	Jerome Lieberman ..(1965- )
Alfred F. Young ....(1956-1964)	Gunvor G. Satra ....(1965- )
Charlotte Brown ....(1957- )	Terry Ripmaster ....(1966- )
Joseph Brandes .....(1958- )	Clifton Liddicoat ....(1966- )
Albert Resis .....(1958-1964)	J. G. Fitzsimmons ..(1966- )

## SPEECH

M. Ardell Elwell ....(1951- )	Neil Sheldon .....(1961-1966)
Chairman of Department	Jane L. Barry .....(1961- )
Robert C. Leppert ..(1956- )	Wathina S. Hill ..(F. 1962- )
William Formaad ..(1957-1967)	Barbara Sandberg ....(1963- )
James S. McCarthy ..(1959- )	Robert H. Allen ....(1964- )
Anthony Maltese ....(1960- )	Barry R. Bengsten ..(1965- )
Sidney F. Berman ..(1961- )	Bruce Gulbranson ..(1966- )
Jay F. Ludwig .....(1961- )	Mary Henderson ..(F. 1966- )

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